

ASSESSING THE PROVISION OF INCLUSIVE EDUCATION IN  
THE OMUSATI REGION

A THESIS SUBMITTED IN PARTIAL FULFILMENT  
OF THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF EDUCATION

OF  
THE UNIVERSITY OF NAMIBIA

BY

RAUNA KESHEMUNHU HAITEMBU

STUDENT NUMBER 9963200

APRIL 2014

MAIN SUPERVISOR: DR. C. C. CHATA

CO-SUPERVISOR: DR. S. M. IIPINGE

**ABSTRACT**

The purpose of this study was to assess the provision of Inclusive Education in Omusati Region. A quantitative research study was carried out and a random sampling procedure was used to select eleven schools. Twenty two (22) teachers and nineteen (19) education officers participated in this study. Two questionnaires consisting of open and closed ended questions were used to collect data for this study. The quantitative data was analysed using Statistics Package for Social Science (SPSS). Qualitative data was carefully analysed manually and grouped into themes. The findings of this study revealed that even though regional and circuit officials were aware of their responsibilities in provision of Inclusive Education, they had a mixed understanding of the importance of such responsibilities. Ample evidence from the findings show that inadequate in-service teacher training and lack of information and knowledge of Inclusive Education are the most challenges faced by teachers in Omusati region. Teachers were found to have mixed attitudes towards inclusion. It was also established that the assistance being provided to schools by regional and circuit offices was inadequate. The study recommended for the Ministry of Education to carry out awareness campaigns and trainings for all education officers. The study further recommended for the regional education offices of Omusati region to train teachers and provide information and support on Inclusive Education. The conclusions drawn from this study are that there are challenges facing teachers in provision of Inclusive Education. Moreover, provision of Inclusive Education is still a far off reality in Omusati region.

## TABLE OF CONTENTS

Abstract.....	ii
Table of contents.....	iii
Acknowledgement.....	viii
Dedication.....	ix
Declaration.....	x
List of tables .....	xi
List of figures.....	xii
List of Acronyms.....	xiii
<b>CHAPTER ONE: INTRODUCTION OF THE STUDY.....</b>	<b>1</b>
1.1 Orientation of the study.....	1
1.2 Statement of the problem.....	3
1.3 Research questions.....	4
1.4 Significance of the study.....	4
1.5 Limitations of the study.....	5
1.6 Definition of terms.....	5
1.7 Summary.....	6
<b>CHAPTER TWO: LITERATURE REVIEW.....</b>	<b>7</b>
2.1 Introduction.....	7
2.2 Theoretical framework.....	7
2.3 Regional and circuit offices' responsibilities.....	11
2.3.1 Monitoring and coordination of Inclusive Education.....	11
2.3.2 Collaboration with parents and schools.....	13

2.3.3 Supporting schools to adapt to the learners' needs.....	14
2.4 Challenges in the provision of Inclusive Education.....	17
2.4.1 Knowledge and information about Inclusive Education.....	18
2.4.1.1 Knowledge in practicing differentiated teaching.....	18
2.4.1.2 Knowledge in practicing learning support .....	19
2.4.1.3 Knowledge of collaboration .....	21
2.4.2 In-service teacher training.....	22
2.4.3 Teachers' attitudes toward Inclusive Education.....	25
2.5 Assistance needed by schools.....	27
2.6 Summary.....	30
<b>CHAPTER THREE: RESEARCH METHODOLOGY.....</b>	<b>31</b>
3.1 Introduction.....	31
3.2 Research design.....	31
3.3 Population.....	32
3.4 Sample and sampling procedures.....	32
3.5 Research instrument.....	33
3.6 Data collection procedures.....	35
3.7 Data analysis.....	35
3.8 Pilot study.....	36
3.9 Results of the pilot study.....	36
3.10 Ethical considerations.....	38
3.11 Summary.....	38
<b>CHAPTER FOUR: RESULTS OF THE STUDY.....</b>	<b>39</b>

4.1 Introduction.....	39
4.2 Biographical information.....	39
4.2.1 Regional and circuit officials’ demographic information.....	
4.2.2 School principals and teachers’ demographic information.....	
4.3 Regional and circuit offices’ responsibilities.....	45
4.3.1 Monitoring and coordination of Inclusive Education .....	45
4.3.2 Collaboration with parents and schools.....	51
4.3.3 Supporting schools to adapt to the learners’ needs.....	53
4.4 The challenges in the provision of Inclusive Education.....	55
4.4.1 Knowledge and information .....	55
4.4.1.1 Knowledge in practicing differentiated teaching.....	56
4.4.1.2 Knowledge in practicing learning support .....	59
4.4.1.3 Knowledge of collaboration .....	61
4.4.2 In-service teacher training.....	63
4.4.3 Teachers’ attitudes toward Inclusive Education.....	65
4.4.3.1 Teachers’ attitudes toward learners with special educational needs.....	65
4.4.3.2 Teachers’ attitudes toward Inclusive Education activities.....	65
4.5 Assistance needed by schools.....	70
4.6 The suggestions for regional and circuit offices to effect the provision of Inclusive Education.....	73
4.6.1 In-service teachers training.....	75
4.6.2 Resources.....	75
4.6.3 Monitoring.....	76
4.6.4 Collaboration.....	76

4.6.5 Class size.....	77
4.7 Summary.....	77
<b>CHAPTER FIVE: DISCUSSIONS OF RESULTS.....</b>	<b>78</b>
5.1 Introduction.....	78
5.2 Participants’ profile.....	78
5.3 Regional and circuit offices’ responsibilities.....	81
5.3.1 Monitoring and coordination of Inclusive Education.....	81
5.3.2 Collaboration with parents and schools .....	90
5.3.3 Supporting schools to adapt to the learners’ needs.....	92
5.4 The challenges in the provision of Inclusive Education.....	95
5.4.1 Knowledge and information .....	95
5.4.1.1 Knowledge of practicing differentiated teaching.....	95
5.4.1.2 Knowledge of practicing learning support .....	99
5.4.1.3 Knowledge of collaboration.....	102
5.4.2 In-service teacher training.....	106
5.4.3 Teachers’ attitudes toward Inclusive Education.....	109
5.4.3.1 Teachers’ attitudes toward learners with special educational needs.....	
5.4.3.2 Teachers’ attitudes toward Inclusive Education activities.....	109
5.5 Assistance needed by schools.....	117
5.6 The suggestions for regional and circuit offices’ to effect the provision of Inclusive Education .....	122
5.6.1 In-service teacher training.....	122
5.6.2 Resources.....	123
5.6.3 Monitoring.....	124

5.6.4 Collaboration.....	124
5.6.5 Class size.....	125
5.7 Summary.....	126
<b>CHAPTER SIX: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</b>	
6.1 Introduction .....	126
6.2 Summary.....	126
6.3 Conclusions.....	129
6.4 Recommendations.....	130
<b>REFERENCES.....</b>	<b>132</b>
<b>APPENDIXES.....</b>	<b>149</b>

## **ACKNOWLEDGEMENTS**

I would like to express my sincere gratitude to my main supervisor Dr. C. Chata who has been there from the onset of this study and never gave up. Without his support it would never been possible for me to complete this thesis. I would also like to extend my appreciation to my co-supervisor Dr. S. M. Iipinga for his support.

I want to thank the Ministry of Education, Omusati region for granting me permission to carry out this study. Special gratitude goes to the teachers and education officers in Omusati region for participating in this study.

To all my family members and friends, thank you for understanding when I was unavailable to you for most of the times when I was busy with this study. Foremost, I would like to thank The Almighty God who has been and still guiding me in all my endeavours.

## **DEDICATION**

This thesis is dedicated to the most important people in my life who keep me going every day. My children Paulus Ndahanduka Hangula and Anna-Jennifer Mweneni Tuleingepo.

**DECLARATION**

I, Rauna Keshemunhu Haitembu, declare hereby that this study is a true reflection of my own research, and that this work, or part thereof, has not been submitted for a degree in any other institution of higher education.

No part of this thesis may be reproduced, stored in any retrieval system, or transmitted in any form, or by means (e.g. electronic, mechanical, photocopying, recording or otherwise) without the prior permission of the author, or the University of Namibia in that behalf.

I, Rauna Keshemunhu Haitembu, grant the University of Namibia the right to reproduce this thesis in whole or in part, in any manner or format, which the University of Namibia may deem fit, for any person or institution requiring it for study and research; providing that the University of Namibia shall waive this right if the whole thesis has been or is being published in a manner satisfactory to the University.

.....

Date .....

Rauna Keshemunhu Haitembu

## LIST OF TABLES

Table 1:	Regional and circuit officials' biographical information.....	44
Table 2:	School principals and teachers' biographical information.....	
Table 3:	Monitoring and coordination of Inclusive Education.....	46
Table 4:	Collaboration with parents and schools.....	51
Table 5:	Supporting schools to adapt to the learners' needs.....	53
Table 6:	Knowledge of practicing differentiated teaching.....	56
Table 7:	Knowledge of practicing learning support.....	58
Table 8:	Knowledge of collaboration.....	60
Table 9:	In-service teacher training.....	62
Table 10:	Teachers' attitude toward learners with special educational needs...	65
Table 11:	Teachers' attitude toward Inclusive Education activities.....	67
Table 12:	Assistance needed by schools.....	69
Table 13:	Distribution of the themes emerged from the open-ended question..	72

**LIST OF FIGURES**

Figure 1:	Monitoring and coordination of Inclusive Education.....	47
Figure 2:	Collaboration with parents and schools.....	51
Figure 3:	Supporting schools to adapt to the learners' needs.....	53
Figure 4:	Knowledge of practicing differentiated teaching.....	56
Figure 5:	Knowledge of practicing learning support.....	59
Figure 6:	Knowledge of collaboration.....	61
Figure 7:	In-service teacher training.....	63
Figure 8:	Teachers' attitude toward learners with special educational needs...66	
Figure 9:	Teachers' attitude toward Inclusive Education activities.....	67
Figure 10:	Assistance needed by schools.....	69

**LIST OF ACRONYMS**

ACE:	Advanced Certificate in Education
CBR:	Community Based Rehabilitation
EFA:	Education for All
GRN:	Government Republic of Namibia
MBEC:	Ministry of Basic Education and Culture
MLRR:	Ministry of Land, Resettlement and Rehabilitation
MoE:	Ministry of Education
HIV/AIDS:	Human Immune Virus/ Acquired Immune Deficiency Syndrome
PHDE:	Post Graduate Honours Diploma in Education
PS:	Permanent Secretary
RPIS:	Regional Performance Improvement Strategies
SPSS:	Statistical Package for Social Science
UNESCO:	United Nations Educational, Scientific and Cultural Organization

## **CHAPTER 1: INTRODUCTION**

### **1.1 Orientation to the study**

This chapter presents the orientation of the study and gives the description of the statement of the problem, research questions, the significance and limitation of the study as well as the definition of terms. It is believed that education is instrumental in the development of values and virtues of individuals (United Nations Educational, Scientific and Cultural Organization (UNESCO), 1994 & Ministry of Basic Education and Culture (MBEC), 1993). It is also argued that education does foster principles of equality and socialism (Booth & Ainscow, 1998). For example, Miles (2002) argued that education, in general, can help people develop perspectives on life and build opinions about their surrounding world. In Namibia, education is perceived to be the backbone of the society as it enhances the economic growth and uplifts the development of the nation (UNESCO, 2002). Thus, including all learners in education through Inclusive Education is important for personal and economic growth as well as for national development.

According to Ebresohn and Eloff (2004), Inclusive Education is a much debated issue around the world. Many countries including Namibia have drafted policies and developed legislations to support Inclusive Education. Before political independence in 1990, only whites and few blacks had full access to education in Namibia (Amukugo, 1993). It was thus necessary for the country's educational system to go through reforms to ensure equity and access to the provision of quality education to all immediately after gaining independence in 1990 (MBEC, 1993).

In its effort to provide education to all its citizens, the Namibian government embarked upon substantial initiatives to address the needs of young people with disabilities. As part of the educational reform process, the Namibian government ratified the United Nations Convention conference on the rights of children that calls for the right of children to education. Namibia also became a signatory to the Salamanca statement (UNESCO, 1994) which promotes Inclusive Education. In addition, it recognised several international initiatives that advocate for the concept of “education for all” including the World Summit for Children of 1990, the World conference on Special Needs Education, Accesses and Quality of 1994, and the World Education Forum of 2000. Article 20 of the Namibian constitution makes education a fundamental human right for all Namibians (MBEC, 1993; Government Republic of Namibia (GRN), 1990).

The educational policy document “Toward Education for All” was established immediately after the political independence of Namibia, 1990 (MBEC, 1993) with an aim to provide quality education for all Namibian citizens. Further, in 1995, a Community Based Rehabilitation (CBR) project was introduced in Omusati Region. One of the aims of the project was to fully integrate learners with special educational needs into their community schools (Ministry of Land, Resettlement and Rehabilitation (MLRR), 1995). The CBR project piloted the provision of Inclusive Education in eleven selected schools. The initiative was later extended to all schools in Omusati Region and eventually to all regions in the country (Nghipondoka, 2001). Subsequently, the Ministry of Education (MoE) developed a policy on Inclusive Education in 2008, which was approved for implementation in 2013. To this effect, it

is correct to profess that Namibia has aligned itself with the international trends of providing Inclusive Education to all learners in the country.

Internationally, Inclusive Education is perceived and regarded as a better education system for several reasons: (a) it empowers all learners with relevant skills, values and competencies of self-development through enrichment of the learning process, (b) it exposes all learners to education, (c) it is the opportunity for all children to benefit from education services regardless of their social backgrounds, abilities, gender and disabilities (Zimba, Wamohe, Legesse, Hengari, Haihambo-Muetudana and Möwes, 1999), (d) it can remove barriers and enable all learners to learn and participate effectively (UNESCO, 2006), and (e) it can minimize discrimination and foster social cohesion in schools (Cline & Frederickson, 2009). In short, Inclusive Education is an alternative approach to any education system characterised by history of social injustices because it can address contextual and individual learning difficulties that negatively affect the learning processes for all learners in a school.

## **1.2 Statement of the problem**

Despite the presence of an educational policy document known as ‘Toward Education for All’ and all the efforts by the Namibian government to include all learners in regular classrooms, there is a limited empirical evidence supporting the presence of Inclusive Education in all schools of the Omusati Region. Additionally, it was not clear how the regional management of education ensured the efficacy of Inclusive Education (MoE, 2011).

There was no evidence to show that the initiatives of Inclusive Education of MoE contained in the policy document, ‘Towards education for all’ were effectively implemented at schools. It was yet to be established whether regional and circuit offices indeed monitored and supported the provision of Inclusive Education or not, to respond to the needs of all learners and keep them in schools. Thus, the prime purpose of this study was to assess the provision of Inclusive Education in the schools of Omusati Region.

### **1.3 Research questions**

The main question of this study was, “To what extent is Inclusive Education provided in the Omusati Region. Other questions were:

1. What do the regional and circuit offices do to ensure that the Inclusive Education is rendered in all schools of the Omusati Region?
2. What challenges do schools face when providing Inclusive Education?
3. What type of assistance do schools need to provide Inclusive Education effectively?
4. What do schools suggest could regional and circuit offices do to effect the provision of Inclusive Education?

### **1.4 The significance of the study**

First, it was anticipated that the results of this study would help to establish the actual responsibilities of the regional and circuit offices in supporting and monitoring the Inclusive Education activities in schools. Second, the findings would help to shed light on specific issues that schools face as challenges in the provision of Inclusive

Education activities. Third, it was hoped that the study results would help not only the learners and educators of Omusati region but of the entire country by developing concrete suggestions that could be considered as alternatives to address the said challenges. Most importantly, it was anticipated that the results of the study would assist the MoE to effectively implement the policy of Inclusive Education in the schools. Finally, the results of the study would contribute to the limited existing literature on the nature of Inclusive Education activities in the Namibian schools.

### **1.5 Limitations of the study**

The scarcity of relevant literature on the provision of Inclusive Education activities in Namibia gave this study a limited local literature review. Collecting information from regional and circuit offices might have compromised the reliability of the data especially if the participants provide bias information to create a desirable impression of the situation. However, in order to reduce human bias the researcher used a questionnaire to collect data.

### **1.6 Definition of terms**

*Inclusive Education* is defined as a form of education that addresses and responds “to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education” (Lewis, 2008, p. 39).

*Inclusion* is an approach to educating learners with special educational needs within the mainstream education in the regular classroom (Lewis, 2008). In the text, this

term would have the same meaning as inclusive. They will therefore be used interchangeably.

*Special Educational Needs* refer to difficulties, problems, challenges or disabilities that make it harder for a child to learn than most other children of about the same age (Croll & Moses, 2000).

*Special Education* is a range of educational and social services provided by the public school system or other educational institutions to enable the inclusion of learners with disabilities, i.e. gifted learners, whose mental and physical abilities as well as emotional functioning requires special teaching approaches, equipment and care in or outside the classroom (UNESCO, 2006).

*Education for All* means the provision of equal access to education of the same quality for all people in a country regardless of their abilities, disabilities, socio-economic backgrounds or ethnical groups (MBEC, 1993).

## **1.7 Summary**

The first chapter presented the orientation, research questions, the significance and limitation of the study as well as the definition of terms.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Introduction**

In search for relevant literature on the research topic, it became apparent that there was little research done on this topic in Namibia. However, internationally, a plethora of research had been done on challenges of the provision of Inclusive Education activities. The first section of this chapter presents the theoretical framework of this study. Literature on the responsibilities of regional and circuit offices, challenges in providing Inclusive Education, and the type of assistance the schools need have been reviewed too.

### **2.2 Theoretical Framework**

A theoretical framework provides the underlying assumptions, tenets and/or concepts of the issue under research (Camp, 2001). This study aimed at assessing the provision of Inclusive Education. It was therefore imperative to employ a theoretical framework that recognises the processes involved in and the effect of inclusion on human development. The theoretical area of this study was thus informed by two theoretical frameworks including Bronfenbrenner's bio-ecological systems theory of mid-1990s and beyond, which builds on earlier theoretical work of Bronfenbrenner (1994); and the input-process-outcome-context framework of Inclusive Education by Peters (2004) which builds on the input-process-outcome framework for assessing education quality in the EFA 2002 Monitoring report (UNESCO, 2002).

The foundation of the bio-ecological systems theory is based on the principle of human development and the processes that are involved therein. The theory

maintains that the child's learning, emotional development, exploration of his/her own world, ability to understand it and identify one's place as well as effect changes in it are determined by the interactions and engagements with the given environment over a period of time (Bronfenbrenner & Morris, 1998, as cited in Tudge, Mokrova, Hatfield & Karnik, 2009). Bronfenbrenner (1994) believes that throughout life human development goes through processes of progressively more complex reciprocal interactions between an active, evolving bio-psychological human organism with persons, objects and symbols in its immediate environment. Bronfenbrenner states that these nested structures go beyond the child's immediate environment such as home to include school, community, social and institutional patterns of culture that impact on the child's development throughout life.

The theory postulates that while social and material resources, (i.e. parental care, access to education and responding to the needs of an individual) can be of tremendous importance, the temperaments, motivation and persistence that individuals bring with them into a social situation play a role into social and cultural acceptance. The theory posits that an individual plays a role in changing his/her context either by doing something or simply by being present in it to that extent that others start reacting to him/her according to his/her personal characteristics such as age, abilities, physical appearance etc. (Härkönen, 2007). The child's mental and emotional resources based on past experiences, skills and intellectual capacity can influence his/her reaction to others' reactions.

The bio-ecological theory posits that for personal development to occur, a person should engage in an activity on a fairly regular basis over an extended period of time

during which the activity became more complex. The influence of proximal processes in this theory presents a crucial point regarding the effect of Inclusive Education on the development of the child. The processes of education, teaching and learning as well as caring are some of the environmental factors which, when interact with a person over a period of time can produce personal development (Härkönen, 2007). The level of the relations between the teacher and learner, learner and peers or any other person around the learner can have a stimulating effect on his/her development (Keenan & Evans, 2009).

Education in general is one of the environmental factors that can influence the human development. Inclusion is believed to foster social cohesion in schools (Cline & Frederickson, 2009) and empower all learners with relevant skills, values and competencies of self-development (MoE, 2008). It also fosters societal attitudes that value diversity and advocates for schools to provide stability and an on-going mutual relationship of unconditional love. Inclusion works to support primary relationships and create environments that accept learners with special educational needs (UNESCO, 2000). It therefore requires teachers to believe that the child is the best, which helps the child to benefit from his/her surrounding environment and increases the child's ability to explore and grow from outside activities (Ainscow & Miles, 2009; Ekins & Grimes, 2009).

Peters' (2004) framework of input-process-outcome-context for Inclusive Education outlines what teachers, learners, parents, community and government should do to achieve the goal of education for all (UNESCO, 2002). The framework provides a guide on how to assess the effective way of providing Inclusive Education in terms

of inputs, processes, expected outcomes and contextual issues. Peters states that demand issues such as access to education are affected by input at all levels which provide questionably predominant challenges to Inclusive Education. The framework maintains that the school, the child, the family and the community form the most important inputs of inclusion. Other inputs include the teacher's attitude, training, knowledge of learner identification and teaching broader range of learners with special educational needs, administrative support, evaluation and supervision (UNESCO, 2002).

Further, the framework posits that the school climate, teaching and learning are the domains cornering inclusion processes (Peters, 2004). It further argues that a whole school approach where participation and collaboration is encouraged leads to effective provision of inclusion. Beyond the whole-school approach is an open system in which all stakeholders are expected to participate. This framework indicates that it is expected that there should be improvement at all levels; individual, school, family, community and government. It further maintains that learners' knowledge, life skills, ability to make choices, presence and participation in school is expected to have increased. Further, respect for learners with special educational needs is expected at all levels (Peters, 2004).

The essence of these frameworks is the provision of an insight into the influence of environmental processes in human development and the outline of the responsibilities of the school, parents, community and government in contribution toward provision of Inclusive Education to bring about personal development of all learners.

To this end, Inclusive Education strives to address and respond to the diverse needs of learners, increase participation in learning, cultures and communities as well as reduce exclusion within and from education (Lewis, 2008). Further, Roffey (2001) states that providing education to learners with difficulties does not only focus on school environment. As learners live in societies with families, neighbours and peers, Inclusive Education should then include all social settings that influence learners' development.

### **2.3 Regional and circuit offices' responsibilities**

The Namibian government has committed itself to provide equity and quality education to all its citizens through Inclusive Education. Achieving equity is a shared responsibility by all stakeholders and establishing an equitable and inclusive system requires commitment from all education stakeholders (MoE, Ontario, 2009). The initiative calls for all stakeholders to be committed, accountable and willing to support the provision of Inclusive Education. The regional and circuit offices' responsibilities are discussed in reference to monitoring and coordination of Inclusive Education activities at schools, collaboration with parents and schools as well as supporting schools to adopt to the learners' needs.

#### **2.3.1 Monitoring and coordination of Inclusive Education activities at schools**

As per the draft Inclusive Education policy, Regional Education Directors are responsible for monitoring and coordinating the management of provision of Inclusive Education in schools (MoE, 2008). Within this context, regional and circuit

officials are expected to be actively engaged in all activities that ensure effective provision of Inclusive Education. Their responsibilities include the provision of human and physical materials, as well as in-service teacher training; providing and assisting schools with syllabi and curriculum issues and assisting schools to respond to the needs of all learners such as identifying needy learners and providing counselling.

Ekins and Grimes (2009) argued that schools are effective only if all stakeholders are fully involved and understand the school development processes. It is thus significant that the regional and circuit offices are actively involved. In so doing, they would immensely contribute to the provision of Inclusive Education.

As per the draft Inclusive Education policy, it is the duty of the regional and circuit officers to monitor and supervise the provision of Inclusive (MoE, 2008). Thus, a general lack of accountability and responsibility at regional and circuit level can be considered as the cause for failure to meet educational needs of all children as well as a lack of support for learners in schools. This can also negatively affect the capacity building for teachers, which in turn could contribute to poor provision of Inclusive Education in terms of lack of support for teachers' initiatives and needs.

Research shows that there is a need for continuity in professional development to enhance the sense of accountability among stakeholders at school level (Ainscow, 2001). According to Broadbent and Burgess (2003) in-service teacher training can assist in building a dynamic, cohesive community of learners that is focused on long-term development and responsive to changing priorities. Hence it is expected of the

regional and circuit offices to take up the responsibility of providing on-going information sharing and in-service trainings in Inclusive Education to teachers. These offices can build teachers' capacity to teach mixed-ability groups as well as develop their skills in offering peer support strategies through an on-going in-service teacher training.

### **2.3.2 Collaboration with parents and schools**

The community within which the child lives forms a part of the child's learning environment (Roffey, 2001; Hiatt-Michael, 2006; Bronfenbrenner, 1994). Meaning, both the community and the school have an interlinked critical influence on the child's development and social conditions. Subsequently, regional and circuit offices have a responsibility to liaise with other stakeholders for provision of better education to all learners. They form part of the community and school systems and have an influence in provision of education for individual development. One of the important functions of Inclusive Education is to build quality relationships between all members of a school community with a culture that promotes belonging and where everyone feels treated as valued individuals (UNESCO, 1994; Choate, 2000). To this effect, collaboration remains a critical element to the provision of Inclusive Education.

Teaching learners with special educational needs calls for an education planning and implementation of educational objectives. As this process involves engagement in unfamiliar activities such as modification of materials and different teaching

strategies, there is a need for involvement of all stakeholders (Jenkinson, 1997; van Roekel, 2008).

### **2.3.3 Supporting schools to adapt to the learners' needs**

Villa and Thousand (2005) state the importance of Inclusive Education as seeking to improve the learning outcomes of learners in academic achievements, social skills and interpersonal development. They argue that in an inclusive school, all learners can learn and benefit from education, thus schools have to adapt to the needs of learners, rather than learners adapting to the needs of the school. Authors such as Avramidis and Norwich (2002) and Avramidis (2005) argue that teachers are the main players in the provision of Inclusive Education. Consequently, the output of Inclusive Education is determined by the amount and quality of support that teachers receive at all levels. Further, Booth and Ainscow (1998) and Kratochwill (2010) maintain that the diversity of needs and pace of development of learners should be addressed through a wide and flexible range of responses within the general education classroom. It is suggested that the provision of Inclusive Education should include identification and removal of barriers and then establishment of necessary infrastructures (Garuba, 2003). This process can only be successful when teachers are supported to offer appropriate education to learners with special educational needs.

There was a concern that the educational services that are being provided in some of the schools in Omusati Region are not (a) empowering all learners with relevant skills, values and competencies of self-development, (b) providing opportunities for all children to benefit from education regardless of their social backgrounds, abilities

and disabilities, and (c) catering for learners with special educational needs (MoE, 2009). To this effect, the Omusati regional directorate of education drew up a strategic plan known as the Regional Performance Improvement Strategy (RPIS) for improving the quality of the educational services it provides to its community (MoE, 2009). The RPIS mainly focuses on improving learners' performance through provision of all necessary support that schools may need to adapt to the needs of learners.

According to Ainscow and Miles (2009), provision of Inclusive Education must involve stakeholders at all levels. As every learner has different needs, educating children with special educational needs requires constant support. Literature review indicates that the teacher may have to seek support from other teachers, specialists or professionals (Ainscow & Miles, 2009; Ekins & Grimes, 2009). As resource people at regional level, regional and circuit officials have a responsibility to provide support to schools so that they can respond to learners' needs. In line with the above, Ladbroke (2009) discovered that in some schools, the provision of Inclusive Education was being done inadequately in supporting school and community environments.

Studies done by Lingard and Mills (2007) and Decatur and Bassett (2007) discovered that there is a need to assist teachers with provision of professional learning experiences. Further, Lingard and Mills argue that teachers need to be supported to gain knowledge to differentiate and individualise the curriculum as well as to modify their teaching strategies to fit the needs of learners in their classrooms. In a study by

Subban and Sharma (2005), it is discovered that teachers believe that the support of the school principals and other leaders is critical for them to provide inclusion.

## **2.4 Challenges in the provision of Inclusive Education**

The movement toward inclusion came with changes in the organisation of the regular school in terms of physical facilities, attitudes, curriculum and teaching and learning strategies. Authors such as Zimba et al. (1999); Avramidis and Norwich (2002); Machi (2007); Ladbrook (2009); Amukugo (1993); Voigts (1998); UNESCO (2002); Niacker (2006) and Lewis (2008) postulate that research done in some developed (i.e. United Kingdom) and developing countries (i.e. Namibia, South Africa and Zambia) point out some main challenges in the provision of Inclusive Education. Such challenges include (a) lack of knowledge and information about Inclusive Education, (b) the poor quality of teacher training and support and (c) teachers' attitudes toward Inclusive Education and learners with special educational needs.

Moreover, literature further shows similar glaring disparities inherited from the colonial regime between the countries' educational regions (Amukugo, 1993; Voigts, 1998; UNESCO, 2002; Niacker, 2006). The challenge of unqualified teachers was some of the educational issues Namibian and South African schools face. To this end, the reviewed literature presupposes that developed countries shared some common problems with developing ones when it comes to the provision of Inclusive Education (Amukugo, 1993 & Niacker, 2006).

## **2.4.1 Knowledge and information about Inclusive Education**

Lack of knowledge and information about Inclusive Education remains to be one of the most challenging aspects hindering the successful provision of inclusion (UNESCO, 2005). The challenge does not only affect the quality of education that learners with special educational needs receive but also negatively influences teachers' willingness to accept inclusion. A study done by Brandon (2006) indicates that lack of knowledge of differentiated teaching, learning support and working together for the benefit of the learner can make the process of inclusion a failure.

### ***2.4.1.1 Knowledge of practicing differentiated teaching***

Literature shows that even though many governments are trying to make the provision of Inclusive Education a success, there is still a gap in providing access to all children and actualizing inclusion (Fowler & Hooper, 1998). Challenges such as lack of knowledge about diversity are often hindering the successful provision of inclusion (Pottas, 2005; Piccione, 2006; Fuchs, 2009). These challenges make it difficult for schools and teachers to accommodate learners with special educational needs in regular classrooms.

According to Choate (2000), educators were more often accepting responsibility for giving every learner equal opportunity to attend regular classes but lacked knowledge on how to include them in lessons. Equally, Roffey (2001) pointed out that lack of knowledge and information about differentiated teaching approaches led to exclusion of some learners. They were not given opportunities to be successful in schools as most of their educational needs were not met.

Further, literature indicates that historically, if children had particular learning difficulties in schools they were put together in institutions with other children whose needs were perceived to be similar (Norwich, 2008; Kisanji, 1999 & Lewis, 2008). This was due to the fact that schools lacked information and knowledge about Inclusive Education (UNESCO, 1994; Cline & Frederickson, 2009). This segregation restricted access to social interactions among learners with and without special educational needs. This system also prevented teachers from using appropriate teaching approaches as they have to use certain approaches that were seen fit for a specific group of learners.

In studies done by Lingard and Mills, (2007) and Angelides, Charalambous and Charalambos (2004), it was found that teachers needed to know the means by which to differentiate and individualise the curriculum as well as to identify appropriate teaching strategies for the specific needs of learners in their classrooms. In line with the above, Scott and Spencer (2006) state that classrooms can only be fully inclusive when adaptations, accommodations and differentiated instructions take place.

#### ***2.4.1.2 Knowledge of practicing learning support***

Within the concept of inclusion, special education stops to function as a measure for sorting the learners according to disabilities. Even though some teachers might try to differentiate in their teaching, most learners may never perform to their full potential without proper support during the teaching and learning process. Thus, learning support is critical to the provision of Inclusive Education in order to respond

appropriately to the needs of learners in schools (MoE, 2008). Additionally, Lambrechts and Geurts (2009) maintain that learners with disabilities should be viewed and treated as individuals who have a right to all forms of support.

Inclusive Education aims at offering a range of services to meet individual needs of learners (UNESCO, 2002, 2006). A study by Beres (2001) discovered that teachers were challenged by the presence of learners with learning difficulties in their classrooms. Even though these teachers support inclusion, it was found that they lacked knowledge in responding to learners' needs and had feelings of inadequacy.

In another study by Möwes (2007), it is discovered that there was a need for educators' empowerment with knowledge and skills to enable them to teach learners with and without special educational needs in a regular classroom. Möwes advises that the process of inclusion should focus on the child's strength and weakness as well as on the child's past achievements for the teachers to build on what the child know.

Norwich (2008) and Liasidou (2008) postulate that education systems should be guided by policies that help to raise educational standards. These policies are there to recognise the rights of all individuals by promoting inclusion. However, issues such as supporting of learners with more severe disabilities have become a big concern among many educators (Norwich 2008; Hallahan & Kauffman, 2006). Without knowledge and information about inclusion, teachers will continue to feel ill prepared and will be hesitant to embrace Inclusive Education.

### ***2.4.1.3 Knowledge of collaboration***

In many countries, collaboration continues to be a very challenging issue. Community involvement as well as teamwork at school level that lead to lack of “whole-school approach” are at short supply in most countries (Zimba et al, 1999; Hiatt-Michael, 2006; Avramidis & Norwich, 2002).

Literature suggests for schools to create opportunities for teachers to work together in one another’s classes for team teaching and observation (UNESCO, 2002, 2000). It also suggests for schools to create supporting efforts such as weekly subject meetings for introduction of flexible teaching arrangements and to provide chances for teachers to share effective ways and methods to handle difficult learners.

Authors such as Monsen and Fredrickson (2004) argue that the provision of inclusion will not be successful without cooperation and commitment of those who are directly involved. It is further argued that inclusive schools celebrate diversity and individuality where teachers have the knowledge and skills to effectively teach all children and work in close cooperation with each other and with families (Donnelly, 2010; van Roekel, 2008). A study by Pivik, Mccomas and Laflamme (2002) found that collaboration provides for opportunities for brainstorming of ideas and finding solutions. It also allows teachers to feel supported as they work through the sometimes-difficult challenges that stem from the need and desire to provide inclusion.

Moreover, Ainscow and Miles (2009) maintain that for provision of inclusion to be effective, the general education system should move toward the education system

that is inclusive in nature. To this effect, authors such as Carrington and Elkins (2002) as well as Pivik, et al. (2002) argue that collaboration is a key strategy for moving in a more inclusive direction.

#### **2.4.2 In-service teacher training**

Generally, most of the Namibian teachers have received inadequate training on how to handle a classroom where there are learners with special educational needs (Zimba et al. 1999; Zimba, Haihambo & February, 2004; Möwes, 2007). According to Kisanji (1999) teachers were willing to take in learners with special educational needs but due to lack of training, they lacked confidence in their skills in teaching them. Thus, learners with special educational needs were neglected in regular classes, with little or without support. Studies by Möwes (2007) and Evans (2007) also discovered that even though some Namibian teachers had an idea of Inclusive Education, there was a lack of awareness and skills to help learners with diverse educational needs within the system. This could lead teachers to feel ineffective and less confident in handling learners with special educational needs in an inclusive classroom.

In a study done by Mashiya (2003) it was found that only few human resources were qualified, trained or experienced to successfully provide Inclusive Education. Furthermore, Evans (2007) and Vrasmas and Vrasmas (2007) argue that not paying attention to pre and in-service training in Inclusive Education over the years has resulted in most of the teachers to continue struggling to work with learners with special educational needs in schools today.

Further, in their study Campbell, Gilmore and Cuskelly (2003) found that general classroom teachers had low self-efficacy, ability and understanding of Inclusive Education as compared to the special education teachers that have received training in special education. They discovered that teachers who participated in their study expressed a greater need for related in-service teacher training and increased support. Further, in a study conducted in Botswana by Brandon (2006), it is discovered that teachers lacked sufficient training and they did not possess the expertise necessary to teach learners with physical disabilities.

It is argued by Ladbrook (2009) and Fields (2007) that teachers require training and solid structured support at all levels and from the wider community in order to meet the needs of all learners. It is discovered in a study by Hornby and Witte (2010) that there was a lack of training for teachers on working with parents, both at pre-service and in-service levels. Research emphasises the benefit of parental involvement in education, particularly parents of learners with special educational needs hence the need for teachers to receive in-service training to address the issue of working together with parents.

Literature further indicates a need for teachers to be trained for different needs as different disabilities require different types of support. In line with the above, McGee (1997) argues that during in-service training, the curriculum can be dealt with in totality and be introduced properly to the teachers. It is further argued that teacher education should include topics such as differentiating the curriculum and assessing progress. In support of this argument, Peters (2004) is of the opinion that teacher

education should provide training on the psychological principles of learning and teaching.

In a study done by Gill (2008) it is further recommended that educators should aim at formulating and integrating more knowledge about inclusive learning in the university's teacher education curriculum. This will help teachers with the adaptation of the school curriculum and assessment methods to respond to all the needs of learners. Authors such as Beres (2001) and Broadbent and Burgess (2003) are of the opinion that in an effort to provide the skills necessary for successful inclusion to those teachers already in the profession, information sharing and in-service teacher training is the answer.

Literature calls for teachers to be more adequately prepared to cater for the needs of diverse learners in the regular classroom environment (Hsien, 2007). In another study by Mdikana, Ntshangase and Mayekiso (2007) it is stated that continued professional development is critical and essential in ensuring the successful provision of Inclusive Education in all schools.

It is further pointed out that there is a need for the provision of professional learning experiences that can assist regular classroom teachers to deepen their understanding and knowledge of the specific needs of the learners in an inclusive classroom (Lingard & Mills, 2007; Michael & Richard, 2008). As such in-service training becomes a necessity among Namibian teachers as the number of skilled and trained teachers for supporting inclusion is inadequate to meet the needs of different types of disability.

### **2.4.3 Teachers' attitudes toward Inclusive Education**

As mentioned earlier, the introduction of Inclusive Education necessitates change, not only in curriculum and teaching methodology but also in teacher attitudes (UNESCO, 2005). The attitude of teachers is one of the key aspects in the successful provision of Inclusive Education. The successful inclusion of learners with special educational needs in regular classrooms calls for the positive attitudes of teachers through a systematic programming within the classroom.

In a study by Carrington and Elkins (2002) it was found out that teachers were not only positive towards inclusive policy, curriculum and culture; but were also aware that more still needs to be done to address the issue of school cultures and inclusive activities in schools. In another study by Mdikana, Ntsanase and Mayeiko (2007) it is discovered that teachers in South Africa had positive attitudes toward the concept of inclusion. In other studies done by Zimba, et al. (2002, 2004) and Möwes (2002) it is discovered that a larger number of learners were included in the mainstream classes and there was a positive attitude towards Inclusive Education in Namibian schools. Elsewhere, Nano (2007) reported a positive, caring, loving and humane attitude among teachers and other learners toward learners with special educational needs.

However, research studies done by Campbell, et al. (2003) and Holdkinson, (2006) revealed that whilst a majority of teachers support Inclusive Education, they do so with reservations. Further, Campbell, et al. (2003) discovered that some teachers seem to support inclusion if it relates to children with mild disabilities. For example, studies done by Machi (2007) and Ladbrook (2009) discovered teachers' negative

attitude to be one of the major challenges faced in provision of Inclusive Education in the South African education system after independence (1994).

In studies done by Avramidis and Norwich (2002) and Möwes (2002) it is found that teachers had more negative attitudes toward learners with more severe learning and behavioural difficulties than learners with mild difficulties. In a recent study done by Fakolade, Adeniyi and Tella (2009) it is discovered that some teachers in Nigerian schools displayed resistance toward Inclusive Education. In another study by Brandon (2006) teachers were found to have negative attitude towards teaching learners with physical disabilities.

Moreover, Campbell, et al. (2003) found that teachers have not been favourably disposed to the process of inclusion for decades. These teachers have been concerned about the effect of inclusion on learners without special educational needs, amount of individualised time they will spend with one learner as well as by the quality of work by learners with special educational needs. A study done by Pijl (2010) found that teachers in Netherland were hesitant to accept responsibility for learners with special educational needs in regular education.

In their study, Bawa and Mangope (2011) argue that the lack of knowledge had an impact on teachers' attitude toward inclusion. Further, studies done by Carrington and Elkins (2002) and Simi (2008) maintain that a school as a social unit develops its own culture which can influence the extent to which learners with special educational needs are accepted by teachers and peers. In another study done by Hallahan and Kauffnam (2006), it is suggested that teachers' competency and

attitudes have to be worked on before they are charged with the task of providing Inclusive Education. Authors such as Villa, Thousand, Meyers and Nevin (1996); Gill (2008) and UNESCO (2005) postulate that gaining professional expertise through in-service training can change the teachers' understanding and their attitudes.

### **2.5 Assistance needed by schools**

The success of the provision of Inclusive Education requires support and efforts of all key players (UNESCO, 1994). In line with the above, a study done by Prinsloo (2001) demonstrated that schools need support from all educational stakeholders for them to effectively provide Inclusive Education. Parents, teachers and professionals can work together to make the provision of Inclusive Education a success. The diversity in an inclusive classroom where learners present different challenges to teachers can overwhelm regular classroom teachers given their low level of training in Inclusive Education (Mdikana, et al., 2007).

In support of the above, Mthethwa (2008) argue that support from school management is essential for the progress of more inclusive schools as the attitudes and skills of the managers are vital for the development of an inclusive school culture. According to van Kraayenoord (2007) successful inclusion occurred in schools that valued teamwork and the involvement of families in all aspects of decision-making, education and support provision. Further, DiPaola and Walther-Thomas (2003) point out that in the Inclusive Education system, meeting the special

educational needs of all learners is the joint responsibility of all teachers and other professionals.

Several authors discovered that lack of parental and community support remains a constant challenge in the successful provision of Inclusive Education (Ladbrook, 2009; Dunbar, 2004). It is believed that rearing a child is a responsibility of all in the child's immediate environment, school, home and the community at large (MoE; Ontario, 2009; Bronfenbrenner, 1994). Authors such as Gill (2008) and Xu and Filler (2008) concur with the above by stating that the whole community has an essential role to play in the growth and development of its young people and assure high-quality education for all learners. To this effect, the role that parents play in education remains critical and vital.

One of the main goals of the MoE in Namibia is the full inclusion of children with diverse abilities in all aspects of schooling (UNESCO, 2002). This calls for classroom and curriculum adaptations, changes in teaching methods and adequate support services (MoE, 2008). Assistance from all the stakeholders through provision of resources, monitoring and information sharing can help to make this goal a reality. It can also help in celebrating and valuing differences of all children in regular classrooms (Loreman, Deppeler & Harvey, 2005).

Sukhraj (2008) maintains that there is still a long standing debate on whether or not the provision of Inclusive Education can be practical and effective in some of the third world countries due to inadequate support in a form of funding and physical materials. The accessibility of the learning environment is crucial for all learners to

participate equally and be fully included. Accessibility through mobility, transport aids, physical accessibility of buildings and teachers and learners' attitudes is very important (Beres, 2001).

Sukhraj (2008) also mentioned that the rigid curricula are some of the challenges in most developing countries that create a gap between the Inclusive Education vision and the reality in some schools. Authors such as Scott and Spencer (2006) indicate that the flexibility of the curriculum and assessment is needed in an inclusive classroom to accommodate all learners. Therefore, teachers need assistance to adapt and make accommodations to the curriculum and assessment to fit the needs, interests and abilities of diverse learners (Giangreco & Broer, 2005; McGrath, 2006). Hence, there is a need for assistance from all stakeholders to strengthen the involvement of community and parents in education.

Authors such as Zimba et.al (2002) point out some of the areas in which teachers need assistance such as identification and referral procedures for learners with special educational needs. It is argued by Ainscow (2001) and Kisanji (1999) that an inclusive school recognises that any child can experience difficulties in learning at any time during his/her school years. Therefore, the regional and circuit offices should assist schools to continually review the teaching and learning activities being offered as well as assessments to meet the needs of all learners.

## **2.6 Summary**

This chapter looked at the theoretical frame work of this study and literature reviewed on the responsibilities of regional and circuit offices. The chapter also looked at the challenges in provision of Inclusive Education by focusing on lack of knowledge and information, in-service teacher training and teachers' attitudes toward Inclusive Education. Assistance needed by schools to effect the provision of Inclusive Education was also presented in this chapter.

## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter describes the research design, population, sample and sampling procedures, the research instrument that were used in this study and data collection procedures. It also discusses the method used to analyse the data, the pilot study, the results of the pilot study and ethical consideration.

### **3.2 Research design**

Mouton (2001) and Gay, Mills and Airasian (2009) refer to a research design as a set of guidelines and instructions to be followed in addressing the research problem. A research design is an overall plan to be followed by the researcher to answer the research questions during the data collection, data analysis and result discussions (Gay, Mills and Airasian, 2009). Mouton (2001) is of the opinion that the research design enables the researcher to anticipate what the appropriate research decision should be so as to maximize the validity of the eventual results.

A quantitative research method was applied to assess the provision of Inclusive Education in Omusati region. Belli (2008) defines a quantitative research approach as an empirical strategy using numeric and quantifiable data to arrive at conclusions based on objective and systematic observations. The researcher adopted a quantitative approach as it was seen appropriate to address the purpose of the study. The underlying advantage of the quantitative design rests in its character of being descriptive. Belli further states that descriptive research design is a valid method for

researching specific subjects and topics of interests. This enables the research and description of social structures and processes that are not directly observable. A descriptive research design mostly uses survey methods.

According to Gay et.al (2009); Cohen, Manion and Morrison, (2007) and Creswell (2009), a survey design provides a quantitative descriptive of trends, attitudes or opinions of a population. The research adopted a survey research method as the study attempted to gather opinions of the school principals, teachers and regional and circuit officials on the state of Inclusive Education provision in Omusati region. The survey was used as it collects data to answer questions about people's opinion on a topic or issues and allows for generalization of results.

### **3.3 Population**

Locke, Spirduso and Silverman (2000) and Belli (2008) define the population as the set of all elements or the large group to which a researcher wants to generalize his/her research results. The target population of this study included the Director and Deputy Director of Education, Inspectors of Education, Advisory Teachers, Regional School Counsellors, School Principals and Teachers in the Omusati Region.

### **3.4 Sample and sampling procedures**

A simple random sampling method was used for the selection of school principals and teachers. Gay et al., (2009) define simple random sampling as the basic sampling technique where a group of subjects is selected for study from a larger group. It provides the sample that is highly representative of the population under study. A

simple random sample allows for the generalization of findings and the use of statistical methods to analyze sample results (Thomas, 2003; Cohen et al., 2007).

According to Cohen et al. (2007) and Thomas (2003) a sample is a small group that represents the target population. Because of the small size of the population at regional and circuit offices (i.e. only one director, one deputy director, ten inspectors, 18 advisory teachers, and four regional school counsellors); all regional and circuit officials were requested to participate in this study. However, there were 275 school principals and 3 775 teachers in the Omusati Region during the period of this study (MoE, 2011). Thirteen principals and thirteen teachers were randomly selected to take part in this study. In total, 60 participants were selected to participate in this study. The regional director, deputy regional director, inspectors of education, advisory teachers, regional school counsellors, school principals and teachers were selected to take part in this study as they are believed to yield useful data since they are directly involved in the provision of education in Omusati Region.

### **3.5 Research instrument**

A questionnaire is a structured tool for collecting primary data in a study (Locke, et al., 2000). It contains a series of structured and open-ended questions for which the participant provides answers. A questionnaire provides a chance to collect a large amount of information from a larger number of people in a short period of time. It is believed to reduce human bias and it is less intrusive (Gay et al., 2009; Locke et al., 2000). Hence, a questionnaire was used to collect data in this study.

Two questionnaires were used to collect data in this study. One questionnaire was used to collect data from the regional and circuit offices (see Appendix A) and another one was used to collect data from the school principals and teachers (see Appendix B). Both questionnaires were divided into two sections: the first section A of the regional and circuit offices' questionnaire requested biographical information of the participants through structured questions. The second section B consisted of structured questions, comprised of scaled and yes or no questions. The questions in this section asked for the information regarding the responsibilities of regional and circuit offices.

The first section A of the school principal and teachers' questionnaire requested biographical information of the participants through structured questions. The second section B of the questionnaire consisted of structured questions, comprised of scaled and yes or no questions which asked the information regarding challenges faced by schools in provision of Inclusive Education and assistance needed by schools.

Section B of the teachers and principals questionnaire required additional suggestions on the assistance needed by schools. The qualitative data were collected using an open-ended question. The open-ended question asked school principals and teachers to give suggestion what the regional and circuit offices could do to effect the provision of Inclusive Education. The content of the questionnaires were derived from the research questions, research problem and the reviewed literature.

### **3.6 Data collection procedures**

A letter was written to request for permission from the Permanent Secretary (PS) of the MoE and the Regional Education Director of Omusati Region to be allowed to conduct this study. Another letter was written to seek permission from the school principals and teachers to have access to their schools. All letters outlined the purpose and intentions of the study. This was done in consistence with Cohen et al., (2007) who maintained that access and acceptance are important aspects of the data collection as they offer the researcher opportunities to show his/her credentials and ethical considerations for the intended research.

After refining the research instrument, the questionnaires were administered to participants. To ensure a high return, the researcher personally administered the questionnaires. Although the researcher administered the questionnaire herself, out of 60 questionnaires that were distributed only 41 questionnaires were returned. Numerous efforts by the researcher to collect the unreturned questionnaires were unfruitful.

### **3.7 Data analysis**

The Statistical Package for Social Science (SPSS) computer software was used to analyse the bulk of the participants' responses. This descriptive statistics allow for easy and quick interpretation of large data as well as understanding (Belli, 2008; Gay et al., 2009). A descriptive summary statistic such as percentages was used to identify general characteristics of the participants. For easy interpretation, data is presented in tables and figures. Responses from the open-ended question on the school principals and teachers' questionnaire were manually transcribed and studies

carefully, organized into categories and synthesized to generate meaningful themes and reoccurring patterns. The emerged themes are discussed with relevant quotations from participants and relevant literature is cited to support the findings of this study.

### **3.8 Pilot study**

To ensure the validity of the instrument, a pilot study was carried out with a small group of people with the similar characteristics in the Oshana Region. This was done to determine the extent to which the instrument focused on relevant information; would solicit the type of data anticipated by the researcher; whether the type of data collected could be meaningfully analysed in accordance to the research questions; the language used was appropriate and formal; the participants understand the questions in the questionnaire; and the participants understood the instructions in the questionnaire.

### **3.9 Results of the pilot study**

The results of the pilot study indicated that the instrument was valid and reliable and participants understood most of the items. As Cohen et al. (2007) indicate, there is always a chance of possible error in designing of a research instrument. Consistent with this observation, the results of the pilot study revealed that there were parts of the instrument that needed to be revised.

***Instrument 1:*** Regional and circuit offices' questionnaire

The pilot study revealed that in section B, participants preferred to answer question 2 which consisted of predetermined answers on responsibilities of regional and circuit offices. They skipped question 1 which was an open-ended question which read ‘*Mention at least three things that you regard to be your main functions in the region regarding the provision of Inclusive Education in schools*’. They felt that it sought the same information as question 2 and they found it easier to answer question 2 rather than question 1. Subsequently question 1 was then removed.

***Instrument 2:*** School principals and teachers’ questionnaire

The pilot study revealed that questions 8 and 9 in section B were asking for the same information as regional and circuit offices have the same responsibilities concerning the provision of Inclusive Education. Thus, question 8 and 9 were combined to form one question.

The first two versions of questions 8 and 9:

1. *Question 8:* What do you suggest could regional offices do to effect the provision of Inclusive Education?
2. *Question 9:* What do you suggest could circuit offices do to effect the provision of Inclusive Education?

The corrected version:

*Question 8:* What do you suggest could regional and circuit offices do to effect the provision of Inclusive Education?

### **3.10 Ethical considerations**

Gay et al. (2009) indicate that research participants are not to be harmed in any way, either physically, mentally or socially and that they participate only if they freely agree to do so. For ethical reasons, the nature of this study was explained to all participants before they participated. Participants were informed that they could withdraw from the study at any time without any obligation. To ensure confidentiality of every participant, no name or any form of identification either the name of the school or their names appears in the research. No link between data and participants and their schools was recorded in the data collected. Participants were informed that the data collected will solely be used for the purpose of this study.

### **3.11 Summary**

This chapter described the research design, population, sample and sampling procedures, research instrument, data collection procedures, data analysis, pilot study, results of the pilot study and ethical considerations.

## **CHAPTER 4: RESULTS OF THE STUDY**

### **4.1 Introduction**

The results of this study were analysed and presented in this chapter. The results include the biographical information of the participants and the responsibilities of regional and circuit offices. The results also include the participants' views on the challenges the schools face when providing Inclusive Education and the participants' opinions on the type of assistance that schools need to provide Inclusive Education effectively. Lastly, the results present the suggestions on what the regional and circuit offices could do to effect the provision of Inclusive Education in Omusati region.

### **4.2 Biographical information**

The following section presents the biographical information of the participants. Frequencies and percentage frequencies are used to present biographical information of participants in Tables 1 and 2.

#### **4.2.1 Regional and circuit officials' demographic information**

Regional and circuit officials' demographical information are presented in Table 1.



**Table 1: Regional and circuit officials' demographic information**

Characteristics	Category	f	%
<b>Gender</b>	Female	9	47.4
	Male	10	52.6
<b>Age</b>	20-25 years old	0	0
	26-29 years old	0	0
	30-35 years old	7	36.8
	36 and above	12	63.2
<b>Job titles</b>	Regional Director	0	0
	Regional Deputy Director	1	5.3
	Regional School Counsellor	4	21.1
	Inspector of Education	5	26.3
	Advisory Teacher	9	47.3
<b>Highest academic qualifications</b>	Basic Education Teacher Diploma	1	5.3
	Higher Education Diploma	2	10.5
	Bachelor of Education Degree	10	52.6
	Other Specify).....	6	31.6
<b>Experience in current position</b>	1 Year	8	42.1
	2 Years	1	5.3
	3 Years	2	10.5
	4 Years	3	15.8
	More than four years	5	26.3
<b>Training in Inclusive Education</b>	College	4	21
	University	6	31.6
	Post graduate	1	5.3
	On-job training	3	15.8
	Workshops	5	26.3

Table 1 indicates that more male regional and circuit officials (52.6%) as compared to female regional and circuit officials (47.4%) participated in this study. Table 1 further indicates that the majority of regional and circuit officials (63.2%) were in the age category of 36 and above, whereas (36.8%) of regional and circuit officials were between the ages of 30-35 years. There were no regional and circuit officials in the age category of 20-25 and 26-29 years among those who participated in this study.

Table 1 further indicates that no regional director, one regional deputy director, nine advisory teachers, five inspectors of education and four regional school counsellors participated in this study. A total of 19 regional and circuit officials took part in this research study.

According to Table 1, most of the regional and circuit officials (52.6%) indicated that they had a Bachelor Degree of Education. In the same Table 1, it is noted that (31.6%) of regional and circuit officials had other academic qualifications, namely: Honours Diploma in Education as their highest academic qualifications. Regional and circuit officials who are Higher Education Diploma holders were (10.5%) while (5.3%) had a Basic Education Teacher Diploma.

Based on the analysis of responses in Table 1, (42.1%) of regional and circuit officials had an experience of one year in their current position. The results further indicated that (26.3%) of regional and circuit officials had an experience of more than four years, followed by (15.8%) of regional and circuit officials who had an experience of four years. Regional and circuit officials with an experience of three years in current position were (10.5%). Those who had an experience of two years were the least represented with only (5.3%).

On the basis of Table 1, (31.6%) of regional and circuit officials had received training in Inclusive Education at university level; (26.3%) of regional and circuit officials had received training during workshops; (21%) of regional and circuit officials had received training at college level; (15.8%) of the regional and circuit officials had received training during on-job training while (5.3%) of regional and circuit officials received training at postgraduate level.

#### 4.2.2 School principals and teachers' demographic information

The school principals and teachers' demographical information are presented in Table 2 below.

**Table 2: Demographic information of school principals and teachers**

Characteristics	Category		
		f	%
<b>Gender</b>	Female	8	36.4
	Male	14	63.6
<b>Age</b>	20-25	1	4.5
	26-29	3	13.6
	30-35	2	9.1
	36 and above	17	72.7
<b>Job titles</b>	School Principal	11	50
	Teacher	11	50
<b>Highest teaching Qualifications</b>	Basic Education Diploma	7	31.8
	Higher Education Diploma	6	27.3
	Bachelor Education Degree	6	27.3
	Other	3	13.6
<b>Teaching Experience</b>	Less than a year	1	4.5
	1-5 years	3	13.6
	6-10 years	2	9.1
	11-15 years	3	13.6
	16-20 years	5	22.7
	21-30 years	5	22.7
	More than 31 years	3	13.6
<b>Number of years teaching at current school</b>	Less than a year	1	4.5
	1 year	4	18.2
	2 years	2	9.1
	3 years	1	4.5
	4 years	3	13.6
	More than 4 years	11	50
<b>Class grades</b>	1-4	4	18.2
	5-7	4	18.2
	8-10	11	50
	11-12	3	13.6
<b>Number of learners in class</b>	30 and less	3	13.6
	31-35	9	40.9
	36 and above	10	45.5
<b>Level of training in Inclusive Education</b>	College	7	31.8
	University	3	13.6
	Postgraduate	2	9.1
	On-job-training	1	4.5
	Workshops	6	27.3
	Other	3	13.6

Table 2 shows that more male school principals and teachers (63.6%) as compared to female school principals and teachers (36.4%) participated in this study. It seems that more males fell in the selected ranges during the sampling process than the females.

Responses on age in Table 2 revealed that the majority of school principals and teachers (72.7%) were in a range of the ages of 36 and above. This was followed by (13.6%) of the school principals and teachers who were between the age category of 26-29 years. The school principals and teachers in the age category of 30-35 were (9.1%), while (4.5%) of school principals and teachers were between the ages of 20-25 years.

In terms of current job titles, it was observed in Table 2 that (50%) were school principals and (50%) were teachers. As indicated in Table 2, (31.8%) of the school principals and teachers had a Basic Education Teacher Diploma. This was followed by (27.3%) of the school principals and teachers who were Higher Education Diploma holders. Teachers with a Bachelor of Education Degree were also (27.3%) and school principals and teachers with other qualifications, namely: Postgraduate Higher Diploma in Education were (9.1%) while those with an Advanced Certificate in Education were (4.5%).

Regarding the teaching experience, data in Table 2 show that (22.7%) of school principals and teachers had teaching experience from 21-30 years and 16-20 years respectively. This was followed by (13.6%) of the school principals and teachers with teaching experience between 1-5 years, 11-15 years and more than 31 years

respectively. Those with teaching experience between 6-10 years were represented by (9.1%) of the participants. Further, data in Table 2 show that (4.5%) of school principals and teachers had teaching experience of less than a year.

According to the data in Table 2, it is further noted that school principals and teachers who have been at the current school for more than four years were (50%). The school principals and teachers who have been at the current school for one year were (18.2%), followed by (13.6%) of the school principals and teachers that have been at current school for four years. The school principals and teachers who have been at current school for two years were (9.1%). The least represented were school principals and teachers who had been at school for three years and less than a year with (4.5%) respectively.

Concerning the class grades taught, data in Table 2 indicates that school principals and teachers who teach in grades 8-10 were the most represented (50%). This is followed by (18.2%) of the school principals and teachers who teach in class grades 1-4 and 5-7 respectively. The least represented category were the school principals and teachers who teach grade 11-12 with (13.6%).

Table 2 shows that (45.5%) of the school principals and teachers were teaching in classes with learners from 36 and above. The school principals and teachers who teach in classes with 31-35 learners were (40.9%). While (13.6%) of the school principals and teachers were teaching in classes with 30 learners and less.

In terms of level of training in Inclusive Education, data in Table 2 indicates that (31.8%) of the school principals and teachers had received training in Inclusive Education at college level, while (27.3%) of the school principals and teachers received training during workshops. This is followed by (13.6%) of the school principals and teachers who received training at university level. Another (13.6%) of the school principals and teachers received training through other forms of training such as non-academic short courses. The data in Table 2 further revealed that the school principals and teachers who received training in Inclusive Education at postgraduate level were (9.1%). In the same Table 2, it is indicated that the school principals and teachers who received training during on-job training were the least represented at (4.5%).

### **4.3 Regional and circuit officials' responsibilities**

To determine the regional and circuit officials' understanding of their responsibilities in the provision of Inclusive Education, certain issues were put into consideration. Issues such as monitoring and coordination of Inclusive Education, collaboration between parents and schools as well as supporting schools to adapt to the learners' needs are addressed in this section. Participants' responses are summarised in Tables 3, 4 and 5 as well as on Figures 1, 2 and 3. Due to lack of space on the figures, statements are represented by numbers only.

### 4.3.1 Monitoring and coordination of Inclusive Education

It is of outmost importance to determine the opinions of regional and circuit officials regarding their responsibilities in monitoring and coordination of Inclusive Education in the region. The regional and circuit officials were asked to rate the given statements as either very important, important or not important. There were eighteen statements on monitoring and coordination of Inclusive Education. According to Table 3, most of the regional and circuit officials found statements 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17 and 18 very important. The study further revealed that there is an equal number of the regional and circuit officials that found statement 4 and 15 to be important and not important. Frequency distribution of the regional and circuit officials' responses on their responsibilities are presented in Table 3 and Figure 1 as follows:

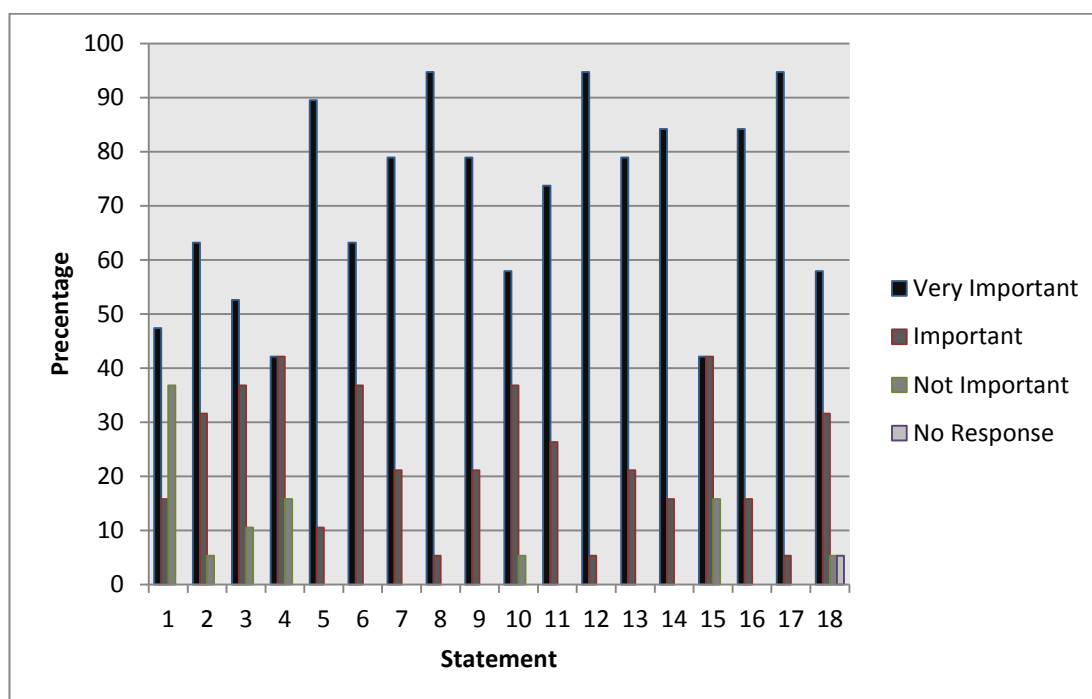
**Table 3: Monitoring and coordination of Inclusive Education**

STATEMENT	Extent of agreement or disagreement with statement					
	Very important		Important		Not important	
	f	%	f	%	f	%
1. Advocating for Special schools to cater for learners with special educational needs	9	47.4	3	15.8	7	36.8
2. Encouraging mainstream schools for all learners	12	63.2	6	31.6	1	5.3
3. Assist teachers to conduct afternoon lessons for learners with learning difficulties	10	52.6	7	36.8	2	10.5
4. Instructing schools to carry out learning support during morning sessions	8	42.1	8	42.1	3	15.8
5. Providing teachers with information on Inclusive Education	17	89.5	2	10.5	0	0
6. Working together with teachers to plan for differentiated activities	12	63.2	7	36.8	0	0
7. Assisting teachers with interpretation of the syllabi	15	78.9	4	21.1	0	0
8. Monitoring how the school is catering to the needs of all learners	18	94.7	1	5.3	0	0

9. Advising schools on how to get assistance for needy learners	15	78.9	4	21.1	0	0
10. Supervising teachers on how they are providing Inclusive Education at their schools	11	57.9	7	36.8	1	5.3
11. Providing materials on how to practice Inclusive Education	14	73.7	5	26.3	0	0
12. Training teachers in Inclusive Education activities	18	94.7	1	5.3	0	0
13. Assisting with learning support program at schools	15	78.9	4	21.1	0	0
14. Helping schools in identifying learners with special educational needs	16	84.2	3	15.8	0	0
15. Encouraging teachers to teach learners in same classrooms	8	42.1	8	42.1	3	15.8
16. Providing psycho-social support to learners	16	84.2	3	15.8	0	0
17. Assisting teachers on how to plan for learners with special educational needs	18	94.7	1	5.3	0	0*
18. Advocating for Inclusive Education practice in all schools	11	57.9	6	31.6	1	5.3

*\*Note: 5.3% of the school principals and teachers did not respond to statement 17*

**Figure 1: Graphical representation of the participants' responses about monitoring and coordination of Inclusive Education**



**Statement 1:** Table 3 shows that (47.4%) of the regional and circuit officials found advocating for special schools to cater for learners with special educational needs

very important. A further (36.8%) of the regional and circuit officials found this to be not important, while (15.8%) found this to be important.

**Statement 2:** It is noted in Table 3 that most of the regional and circuit officials (63.2%) felt that it is very important to encourage mainstream schools for all learners. The data revealed that (31.6%) indicated that it is important. Only (5.3%) of the regional and circuit officials found this to be not important.

**Statement 3:** Regarding ‘assisting teachers to conduct afternoon lessons for learners with learning difficulties’ the majority of the regional and circuit officials (52.6%) thought that it is very important. However, the data in the same Table 3 indicate that (36.8%) of the regional and circuit officials found this responsibility to be important. Few regional and circuit officials (10.5%) found this not to be important.

**Statement 4:** Some of the regional and circuit officials (42.1%) indicated that it is very important to instruct schools to carry out learning support during morning sessions. Similarly (42.1%) of the regional and circuit officials believed that this responsibility is important while (15.8%) of the regional and circuit officials indicated that it is not important.

**Statement 5:** The majority of the regional and circuit officials (89.5%) felt that it is very important for them to provide teachers with information on Inclusive Education, while (10.5%) felt that it is important.

**Statement 6:** In addition, the results revealed that most of the regional and circuit officials (63.2%) believed that working together with teachers to plan for

differentiated activities is very important. The results also indicated that (36.8%) of the regional and circuit officials found this to be important.

**Statement 7:** Moreover, the majority of the regional and circuit officials (78.9%) felt that it is very important to assist teachers with interpretation of the syllabi. Few regional and circuit officials (21.1%) believed that this responsibility is important.

**Statement 8:** The results revealed that almost all the regional and circuit officials (94.7%) found monitoring of schools on catering to the needs of all learners very important, while (5.3%) found it important.

**Statement 9:** Regarding advising schools on how to get assistance for needy learners, most of the regional and circuit officials (78.9%) believe this to be very important. The data indicate that (21.1%) of the regional and circuit officials found this is important.

**Statement 10:** The study revealed that more than half (57.9%) of the regional and circuit officials indicated that supervising teachers on provision of Inclusive Education is very important, while (36.8%) of the regional and circuit officials found it to be important. Few regional and circuit officials (5.3%) found this to be not important.

**Statement 11:** The majority of regional and circuit officials (73.7%) indicated that providing materials to schools on how to practice Inclusive Education is very important. Only (26.3%) of the regional and circuit officials responded that it is important.

**Statement 12:** Almost all the regional and circuit officials (94.7%) rated training of teachers in Inclusive Education activities very important, while (5.3%) rated this important.

**Statement 13:** Regarding assisting with learning support program at schools, the majority of the regional and circuit officials (78.9%) found this responsibility to be very important, while (21.1%) found it important.

**Statement 14:** The results further revealed that more regional and circuit officials (84.2%) indicated that helping schools with identification of learners with special educational needs is very important, as compared to few (15.8%) who pointed out that it is important.

**Statement 15:** The data indicate that (42.1%) of the regional and circuit officials felt that encouraging teachers to teach all learners in the same classrooms is very important. Similarly (42.1%) found it important, while (15.8%) of regional and circuit officials found it to be not important.

**Statement 16:** Further, the results in Table 3 revealed that many regional and circuit officials (84.2%) believed that providing psychosocial support to learners is very important, however only (15.8%) of the regional and circuit officials indicated that it is important.

**Statement 17:** Almost all the regional and circuit officials (94.7%) felt that assisting teachers on how to plan for learners with special educational needs is very important.

A minority (5.3%) of the regional and circuit officials indicated that this responsibility is important.

**Statement 18:** The results further revealed that advocating for Inclusive Education practice in all schools was found to be very important by more than half (57.9%) of the regional and circuit officials. The result also revealed that (31.6%) of regional and circuit officials said it is important. However only (5.3%) of the regional and circuit officials found this to be not important at all.

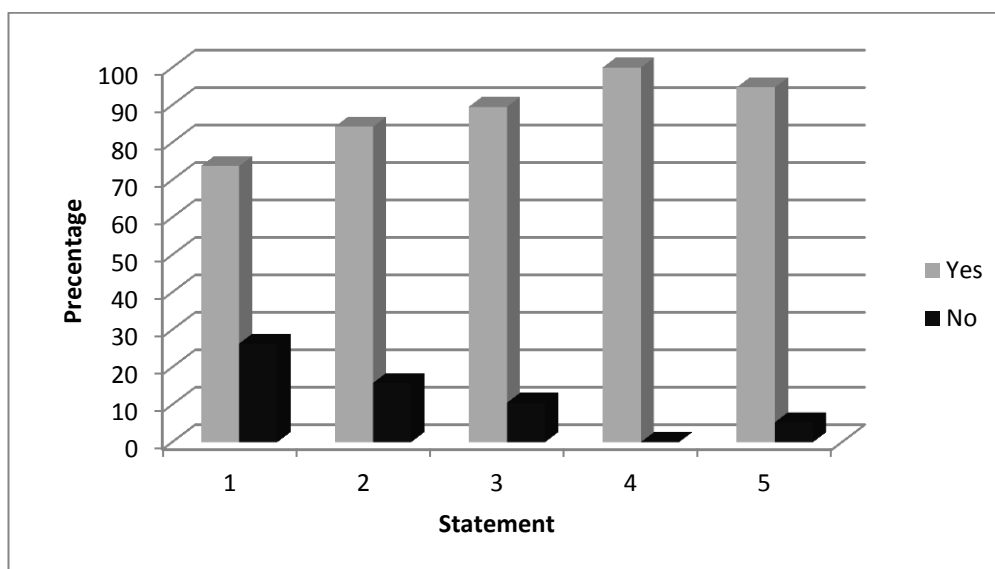
#### 4.3.2 Collaboration with parents and schools

Regional and circuit officials were asked to indicate how they work together with parents and schools to encourage inclusion. There were five statements to which regional and circuit officials had to answer by indicating either yes or no. Most of the regional and circuit officials said yes to all statements. Their responses are presented in Table 4 and Figure 2.

**Table 4: Collaboration with parents and schools**

Action	Extent of agreement or disagreement with statement			
	Yes		No	
	f	%	f	%
1. Instruct the school to meet the needs of the learner	14	73.7	5	26.3
2. Work together with parents to come to a solution	16	84.2	3	15.8
3. Help the school to solicit help for the learner	17	89.5	2	10.5
4. Remind the parents about their responsibility toward the learner	19	100	0	0
5. Let the learner know that all other learners have their own different needs	18	94.7	1	5.3

**Figure 2: Graphical representation of the regional and circuit officials' responses regarding collaboration with parents and schools**



**Statement 1:** The analysis of results in Table 4 revealed that (73.7%) of the regional and circuit officials do instruct schools to meet the needs of the learner whereas (26.3%) do not do so.

**Statement 2:** According to the results, most of the regional and circuit officials (84.2%) do work together with parents to come to a solution, though (15.8%) do not work together with parents.

**Statement 3:** It is evident in Table 4 that the majority of the regional and circuit officials (89.5%) do help the schools to solicit help for the learner whereas (10.5%) do not do so.

**Statement 4:** It is interesting to note that all the regional and circuit officials (100%) indicated that they do remind the parents about their responsibility toward the learner.

**Statement 5:** Another interesting point is that almost all the regional and circuit officials (94.7%) indicated that they let the learner know that all other learners have their own different needs and only (5.3%) said they do not do so.

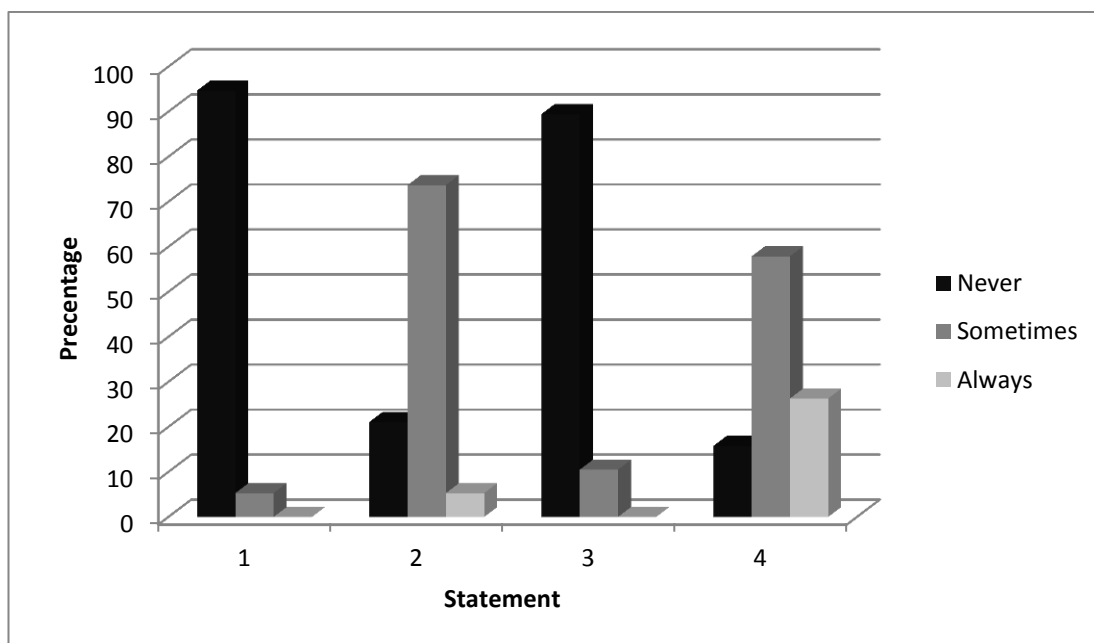
### 4.3.3 Supporting schools to adapt to the learners' needs

Regional and circuit officials were asked to indicate how often they carry out the stated actions by indicating never, sometimes or always. There were four statements on support given to schools by regional and circuit officials. The results indicate that most of the regional and circuit officials said never to statements 1 and 3 while most of them said sometimes to statement 2 and 4. Their responses are presented in Table 5 and Figure 3.

**Table 5: Supporting schools to adapt to the learners' needs**

STATEMENT	Extent of agreement or disagreement with statement					
	Never		Sometime s		Always	
	f	%	f	%	f	%
1. Instructing a school to expel a learner who misbehaves	18	94.7	1	5.3	0	0
2. Supporting a school to send a learner to a special school	4	21.1	14	73.7	1	5.3
3. Saying bad things about a learner who repeatedly fails a grade in front of their teachers	17	89.5	2	10.5	0	0
4. Assisting a teacher with a learner with special educational needs in classroom	3	15.8	11	57.9	5	26.3

**Figure 3: Graphical representation of the regional and circuit officials' responses regarding supporting schools to adapt to the learners' needs.**



**Statement 1:** Regarding instructing a school to expel a learner who misbehaves, almost all the regional and circuit officials (94.7%) said they never do that, although (5.3%) said they do that sometimes

**Statement 2:** The results in Table 5 indicate that most of the regional and circuit officials (73.7%) sometimes support a school to send a learner to a special school, compared to (21.1%) of the regional and circuit officials that never support a school to do so. Table 5 further shows that (5.3%) of the regional and circuit officials do support schools in this regard always.

**Statement 3:** On statement 3, the majority of the regional and circuit officials (89.5%) indicated that they never said bad things about a learner who repeatedly fails

a grade in front of their teachers, yet (10.5%) of the regional and circuit officials said they do so sometimes.

**Statement 4:** Table 5 shows that more than half (57.9%) of the regional and circuit officials stated that they assist a teacher with a learner with special educational needs sometimes, as opposed to (26.3%) that indicated that they do so always. Few regional and circuit officials (15.8%) indicated that they never assisted a teacher with learners with special educational needs in the classroom.

#### **4.4 The challenges in the provision of Inclusive Education**

This section looks at the issues that participants believed to be challenging in the provision of Inclusive Education. To find out the challenges that teachers face when providing Inclusive Education, the researcher focused on participants' knowledge of Inclusive Education, in-service teacher training and participants' attitudes toward Inclusive Education. The participant's responses are presented below.

##### **4.4.1 Knowledge and information**

An effective way to assess the knowledge of school principals and teachers in Inclusive Education was by asking the participants to determine whether they have knowledge in issues related to supporting teaching and planning for learners with special educational needs. Issues such as knowledge of differentiated teaching, learner support and collaboration were considered in this section. There were seven statements and participants' responses are presented in Tables 6, 7 and 8 as well as in Figure 4, 5 and 6.

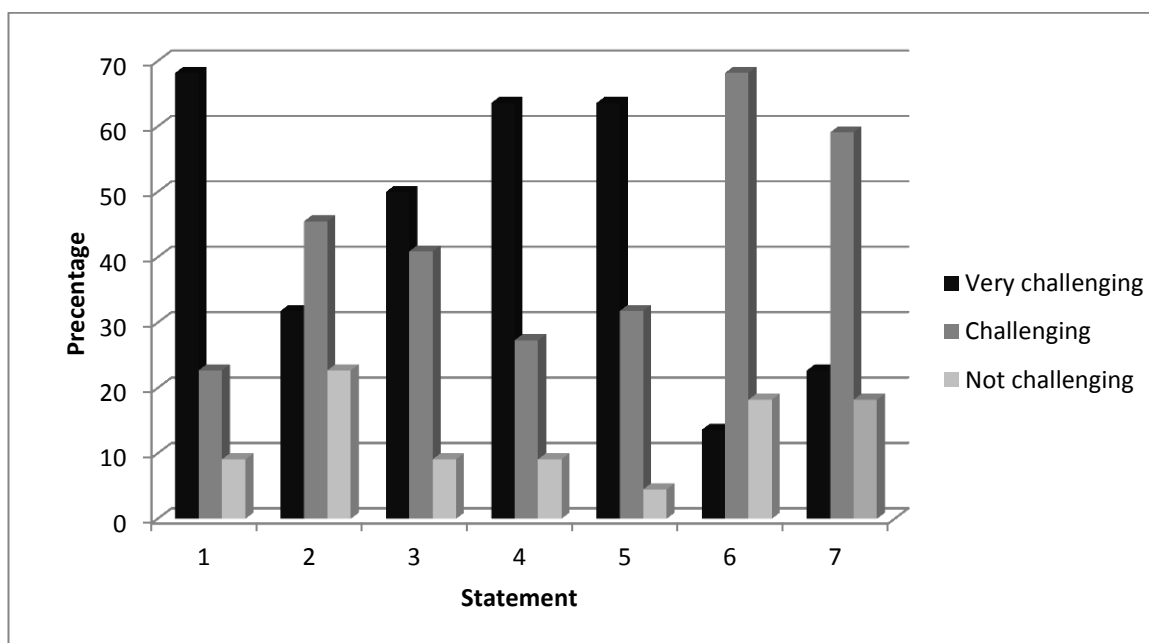
#### 4.4.1.1 Knowledge of practicing differentiated teaching

There were seven statements on the knowledge of differentiated teaching that participants were required to rate by indicating very challenging, challenging and not challenging. The results show that most of the participants found all statements as either very challenging or challenging.

**Table 6: Knowledge of practicing differentiated teaching**

Statement	Extent of challenging or not challenging with the statement					
	Very Challenging		Challenging		Not challenging	
	f	%	f	%	f	%
1. Teaching learners with different abilities in the same classroom	15	68.2	5	22.7	2	9.1
2. Planning activities for slow learners	7	31.8	10	45.5	5	22.7
3. Teaching learners with emotional and behavioural difficulties	11	50.0	9	40.9	2	9.1
4. Teaching a learner with sight impairment together with learners who can see in the same classroom	14	63.6	6	27.3	2	9.1
5. Teaching a learner with hearing impairment together with learners who can see in the same classroom	14	63.6	7	31.8	1	4.5
6. Giving afternoon lessons to learners with learning difficulties	3	13.6	15	68.2	4	18.2
7. Practicing learning support during morning sessions	5	22.7	13	59.1	4	18.2

**Figure 4: Graphical representation of the school principals and teachers' responses regarding knowledge of practicing differentiated teaching**



**Statement 1:** The gathered data shows that the majority of the school principals and teachers (68.2%) found teaching learners with different abilities in the same classroom to be very challenging and (22.7%) of the school principals and teachers found it challenging. Only (9.1%) had indicated that it is not challenging.

**Statement 2:** The data revealed that planning activities for slow learners was found challenging by (45.5%) of the school principals and teachers, (31.8%) of the school principals and teachers found it to be very challenging while (22.7%) found it not challenging.

**Statement 3:** Half of the school principals and teachers (50%) indicated that teaching learners with emotional and behavioural difficulties is very challenging. The data also indicate that less than half (40.9%) found this challenging and few school principals and teachers (9.1%) rated this not challenging.

**Statement 4:** It is evident that teaching learners with sight impairment in the same classroom as those who can see was found very challenging by the majority of the school principals and teachers (63.6%), while (27.3%) of the school principals and teachers found this activity to be challenging. Few school principals and teachers (9.1%) found this practice to be not challenging.

**Statement 5:** The data shows that most of the school principals and teachers (63.6%) felt that teaching learners with hearing impairment together with learners who can hear well is very challenging, as compared to (31.8%) of the school principals and teachers that found it challenging and (4.5%) that found this to be not challenging.

**Statement 6:** According to the data, giving afternoon classes to learners with leaning difficulties was found challenging by the majority of the school principals and teachers (68.2%) as compared to (18.2%) of the school principals and teachers that found it to be not challenging and (13.6%) of the school principals and teachers that found it to be very challenging.

**Statement 7:** Most of the school principals and teachers (59.1%) believed that practicing learning support during morning sessions is challenging, (22.7%) of the school principals and teachers found it very challenging and (18.2%) found it to be not challenging.

#### 4.4.1.2 Knowledge in practicing learning support

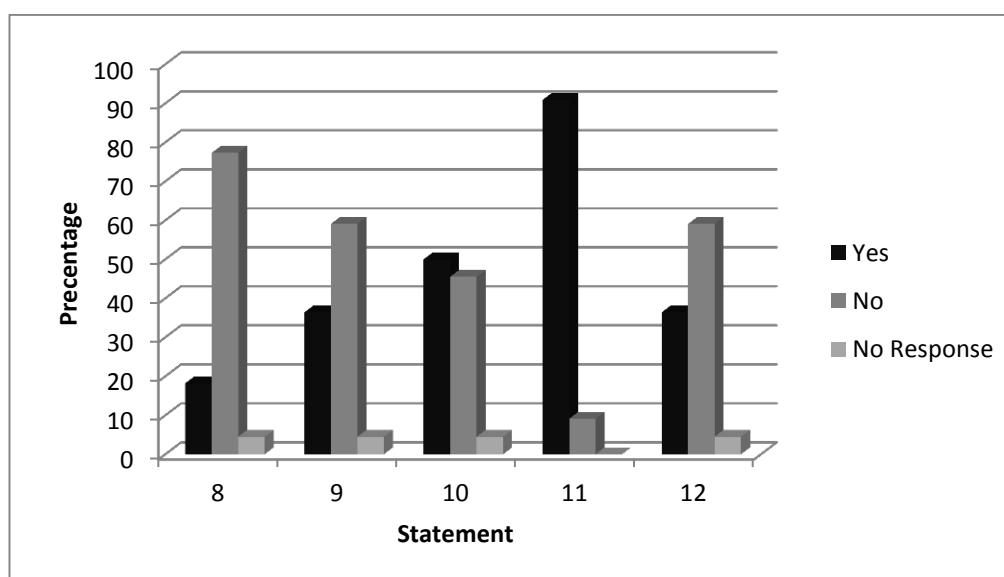
The school principals and teachers were asked to indicate how they practice learning support in their classes by indicate their answers with either yes or no. There are five statements in this section. The results show that most of the school principals and teachers said no to statements 8, 9 and 12. Their responses are presented as follows:

**Table 7: Knowledge of practicing learning support**

Statement	Extent of agreement or disagreement with statement			
	Yes		No	
	f	%	f	%
8. At the beginning of the lesson	4	18.2	17	77.3*
9. At the end of the lesson	8	36.4	13	59.1*
10. In the middle of the lesson	11	50	10	45.5*
11. In the afternoon after classes	20	90.9	2	9.1
12. Any time of the day	8	36.4	13	59.1*

*\*Note: Despite the fact that the school principals and teachers were required to answer all the statements, (4.5%) did not respond to statements 8, 9, 10 and 12*

**Graph: 5 Graphical representation of the school principals and teachers' responses regarding knowledge of practicing learning support**



**Statement 8:** According to results most of the school principals and teachers (77.3%) do not assist learners with special educational needs at the beginning of the lesson, though (18.2%) do assist them at the beginning of the lesson.

**Statement 9:** It is further noted that (59.1%) of the school principals and teachers do not assist learners at the end of the lesson. Some of the school principals and teachers (36.4%) however indicated that they do assist learners at the end of the lesson.

**Statement 10:** The results indicate that half (50%) of the school principals and teachers assist learners in the middle of the lesson and (45.5%) said they do not assist learners in the middle of the lesson.

**Statement 11:** The data also shows that almost all the school principals and teachers (90.9%) assist learners with special educational needs in the afternoon, as compared to few school principals and teachers (9.1%) who indicated that they do not assist learners in the afternoon.

**Statement 12:** Compared to (59.1%) that said they do not assist learners any time of the day (36.4%) of the school principals and teachers that do assist learners with special educational needs during any time of the day.

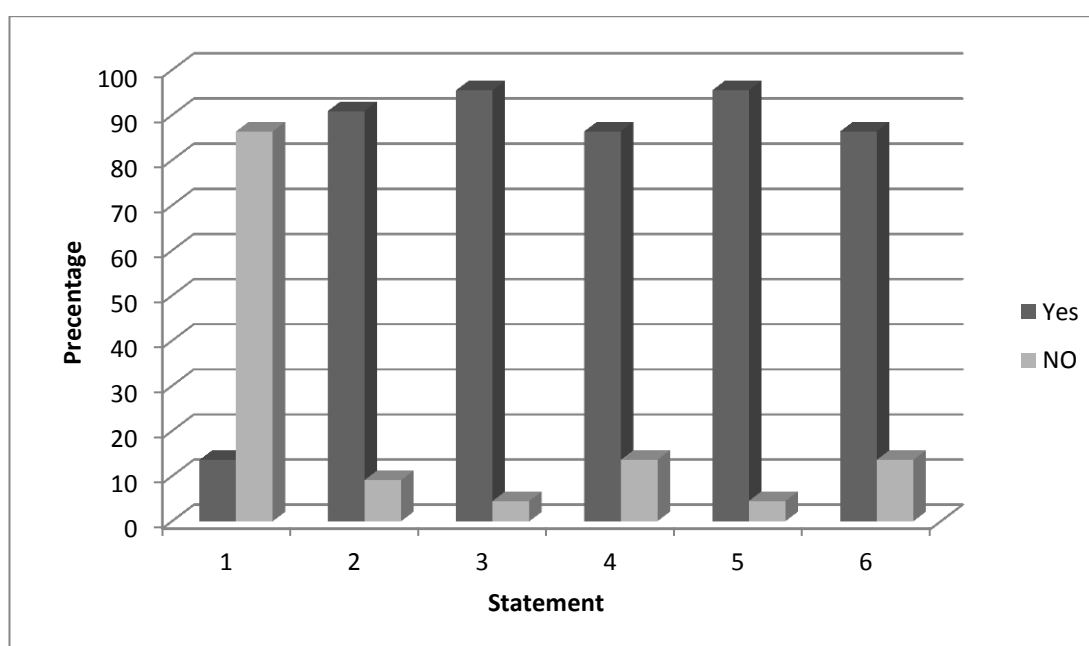
#### 4.4.1.3 Knowledge of collaboration

Teachers responded to six statements pertaining to knowledge about collaboration. They were required to indicate their answers by ticking off either a yes or no. The data revealed that most of the teachers said no to statement 1 while the majority of them said yes to statements 2, 3, 4, 5 and 6. Their responses are presented as follows:

**Table 8: Knowledge of collaboration**

STATEMENT	Extent of agreement or disagreement with statement			
	Yes		No	
	F	%	f	%
1. I have no clue on what to do	3	13.6	19	86.4
2. I investigate more	20	90.9	2	9.1
3. I give attention to the learner	21	95.5	1	4.5
4. I work together with parents to assist the learner	19	86.4	3	13.6
5. I inform the parents about the learner's needs	21	95.5	1	4.5
6. I inform the school principal to assist the learner	19	86.4	3	13.6

**Figure 6: Graphical representation of the school principals and teachers' responses regarding knowledge of collaboration**



**Statement 1:** It is noticeable that most of the school principals and teachers (86.4%) had no clue of what to do when informed of a learner with special educational needs in their classrooms as compared to (13.6%) that had a clue.

**Statement 2:** Almost, all the school principals and teachers (90.9%) indicated that they do investigate further when informed of a learner with special educational needs. Few school principals and teachers (9.1%) however said they do not investigate further.

**Statement 3:** It is interesting to note that the data indicate that nearly all the school principals and teachers (95.5%) give attention to the learner in need and only few (4.5%) indicated that they do not do so.

**Statement 4:** Moreover, the results show that many school principals and teachers (86.4%) do work together with parents to assist the learner as compared to (13.6%) of the school principals and teachers that said they do not do so.

**Statement 5:** It is further observable that almost all the school principals and teachers (95.5%) do inform parents about their children's needs. However, few school principals and teachers (4.5%) said they do not do so.

**Statement 6:** Furthermore, the findings show that the majority of the teachers (86.4%) inform the school principal to assist the learner. Nevertheless, (13.6%) of teachers said they do not inform the school principal to assist the learner.

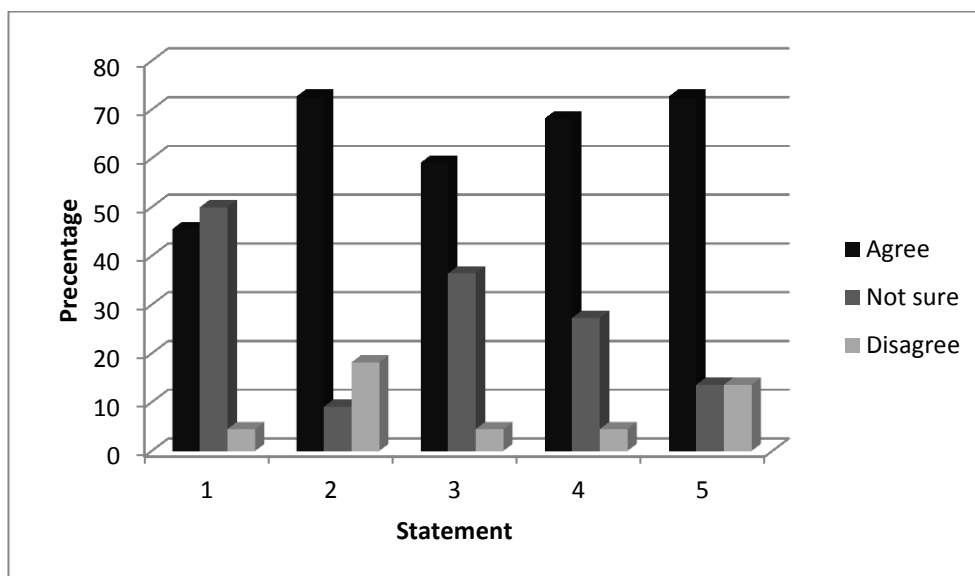
#### 4.4.2 In-service teacher training

In order to find out if participants do receive adequate in-service training in Inclusive Education, participants were given five statements to indicate which ones they agreed, disagreed with or not sure about. Most of the school principals and teachers agreed with statements 2, 3, 4 and 5. The school principals and teachers' views on in-service teacher training are presented in Table 9 and Figure 7.

**Table 9: In-service teacher training**

STATEMENT	Extent of agreement or disagreement with statement					
	Agree		Not sure		Disagree	
	f	%	f	%	f	%
1. Some teachers are not prepared to deal with learners with special educational needs	10	45.5	11	50	1	4.5
2. There are no trained Inclusive Education facilitators at school	16	72.7	2	9.1	4	18.2
3. Teachers find it difficult to practice Inclusive Education	13	59.1	8	36.4	1	4.5
4. Lack of understanding how Inclusive Education works	15	68.2	6	27.3	1	4.5
5. Circuit offices do not conduct Inclusive Education awareness workshops	16	72.7	3	13.6	3	13.6

**Graph 7: Graphical representation of the school principals and teachers' responses regarding in-service teacher training**



**Statement 1:** The data shows that half (50%) of the school principals and teachers were not sure if there are teachers who are not prepared to deal with learners with special educational needs. However, (45.5%) of the school principals and teachers agreed that some teachers are not prepared to deal with learners with special educational needs. Few school principals and teachers (4.5%) disagreed with the statement though.

**Statement 2:** According to the findings, most of the school principals and teachers (72.7%) felt that there were not trained Inclusive Education facilitators at the schools. There were (18.2%) of the school principals and teachers that disagreed and (9.1%) that were not sure about the fact.

**Statement 3:** Moreover, (59.1%) of the school principals and teachers agreed that teachers found it difficult to provide Inclusive Education, whereas (36.4%) were not sure and (4.5%) disagreed.

**Statement 4:** The results further shows that the majority of the school principals and teachers (68.2%) agreed that there is lack of understanding how Inclusive Education works among teachers. Other school principals and teachers (27.3%) indicated that they were not sure and (4.5%) of the school principals and teachers disagreed with the statement.

**Statement 5:** It is further observable that most of the school principals and teachers (72.7%) agreed that circuit offices do not conduct Inclusive Education awareness workshops, while (13.6%) were not sure and another (13.6%) disagreed.

#### **4.4.3 Teachers' attitudes toward Inclusive Education**

The school principals and teachers' attitudes toward Inclusive Education were assessed. Firstly, they were asked to respond to the question that assessed their attitudes toward learners with special educational needs. They were required to indicate how often they have done the indicated actions by choosing either sometimes, never or always.

Secondly, they were requested to respond to the question that assessed their attitudes toward Inclusive Education activities by indicate strongly agreed, agreed, disagreed and strongly disagreed. However, for the easy purpose of reporting, the responses are scaled down to two scales only, agree and disagree.

There were six statements assessing the school principals and teachers' attitudes toward learners with special educational needs. The results show that most of the

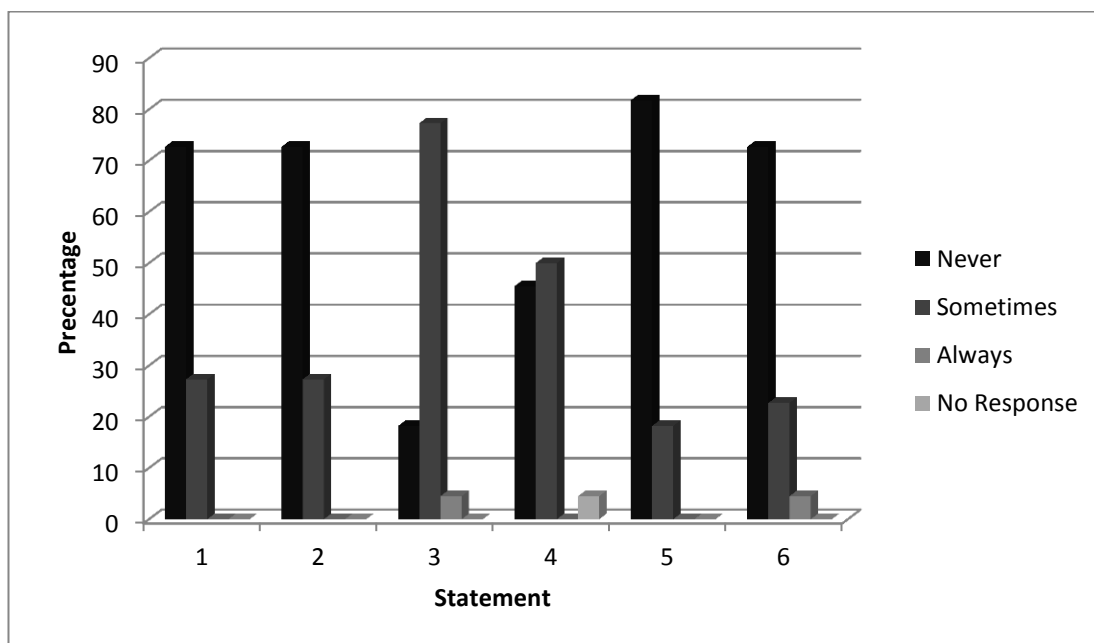
teachers indicated never to statements 1, 2, 5 and 6, while the majority indicated sometimes to statements 3 and 4. Their responses are presented in Table 10 and Figure 8.

**Table 10: Teachers' attitudes toward learners with special educational needs**

Statement	Extent of agreement or disagreement with statement					
	Never		Sometimes		Always	
	f	%	f	%	f	%
1. Keeping a learner who came late to school outside the classroom	16	72.7	6	27.2	0	0
2. Excluding a learner from activities for failure to follow rules	16	72.7	6	27.2	0	0
3. Shouting at a learner who constantly disrupts your lessons	4	18.2	17	77.3	1	4.5
4. Threatening to beat up a learner	10	45.5	11	50	0	0*
5. Saying bad things about a learner to other teachers	18	81.8	4	18.2	0	0
6. Refusing to teach a learner who constantly disrupts your lessons	16	72.7	5	22.7	1	4.5

*\*Note: Even though all teachers were required to respond to all statements, (4.5%) did not respond to statement 4.*

**Figure 8: Graphical representation of the school principals and teachers' responses regarding teachers' attitudes toward learners with special educational needs**



**Statement 1:** Regarding participants' attitude toward learners with special educational needs, most of the school principals and teachers (72.7%) responded that they never kept a learner outside the classroom for coming late, while (27.2%) of the school principals and teachers indicated that they do so sometimes.

**Statement 2:** The results show that most of the school principals and teachers (72.7%) never excluded a learner from activities for failure to follow rules, as opposed to (27.2%) of the school principals and teachers that indicated that they do so sometimes.

**Statement 3:** The data further indicates that the majority of the school principals and teachers (77.3%) shout at learners for disrupting their lessons sometimes, compared to (18.2%) that said they have never shouted at a learner. Other school principals and teachers (4.5%) admitted that they always shout at disruptive learners.

**Statement 4:** It is also noticeable that half of the school principals and teachers (50%) sometimes threaten to beat up learners. However, (45.5%) of the school principals and teachers indicated that they had never threatened to beat up a learner.

**Statement 5:** In addition, the results further show that the majority of the school principals and teachers (81.8%) had never said bad things about learners to other teachers as compared to (18.2%) that indicated that they do so sometimes.

**Statement 6:** According to the results, most of the school principals and teachers (72.7%) had never refused to teach a learner who constantly disrupts their lessons. Nevertheless, some school principals and teachers (22.7%) said they do so sometimes while (4.5%) indicated that they always refuse to teach disruptive learners.

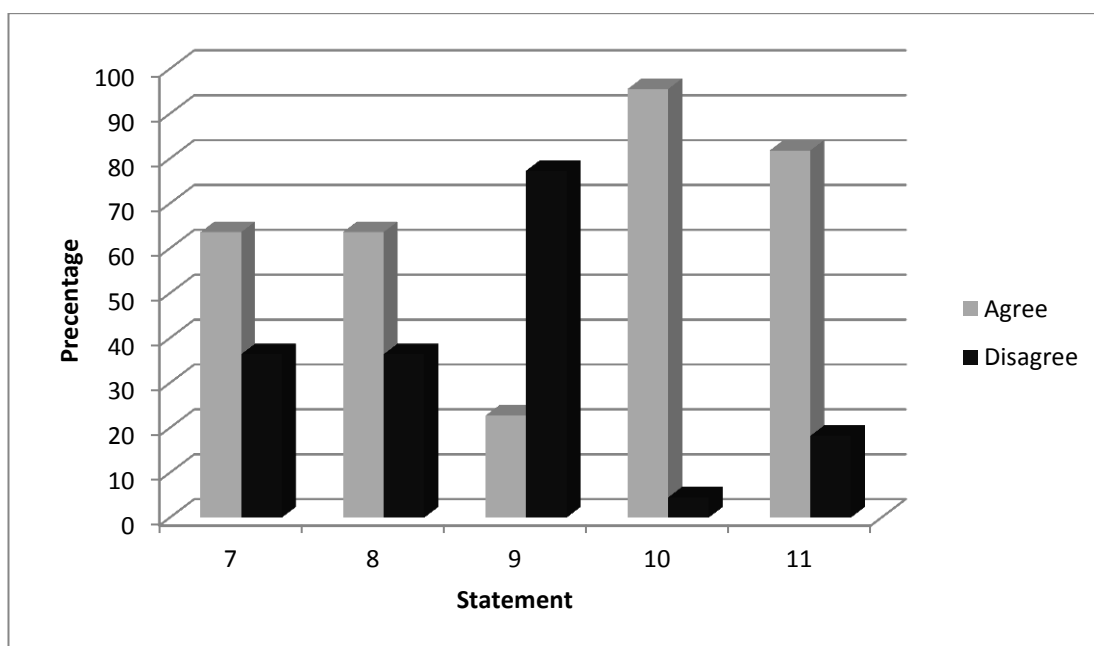
There were five statements assessing the school principals and teachers' attitudes toward Inclusive Education. The results show that most of the school principals and teachers agreed with statements 7, 8, 10 and 11 and disagreed with statement 9. Their responses are presented in Table 11 and Figure 9.

**Table 11: Teachers' attitudes toward Inclusive Education**

STATEMENT	Extent of agreement or disagreement with statement			
	Agree		Disagree	
	f	%	f	%
7. All teachers are willing to identify learners with special educational needs	14	63.6	8	36.4
8. Learners with special educational needs do receive psycho-social support from teachers	14	63.6	8	36.4
9. The school had drawn up a school program to cater for the needs of learners with special educational needs	5	22.7	17	77.3
10. There are school rules in place that protect the rights of all	21	95.5	1	4.5

learners				
11. Teachers do respond to the needs of learners	18	81.8	4	18.2

**Graph 9: Graphical representation of the school principals and teachers' responses regarding the teachers' attitudes toward Inclusive Education activities**



**Statement 7:** The data shows that (63.6%) of the school principals and teachers agreed that all teachers are willing to identify learners with special educational needs while (36.4%) of the school principals and teachers disagreed.

**Statement 8:** According to the findings, a further (63.6%) agreed that learners with special educational needs do receive psychosocial support from teachers, but (36.4%) of the school principals and teachers disagreed.

**Statement 9:** The data further reveals that most of the school principals and teachers (77.3%) disagreed that the schools have drawn up a program to cater for the` needs of learners with special educational needs, as compared to (22.7%) that agreed.

**Statement 10:** Almost all the school principals and teachers (95.5%) agreed that there are school rules to protect the rights of all learners in the schools, as opposed to (4.5%) that disagreed.

**Statement 11:** Data also indicates that most of the school principals and teachers (81.8%) agreed that teachers do respond to the needs of learners, although (18.2%) disagreed.

#### **4.5 Assistance needed by schools**

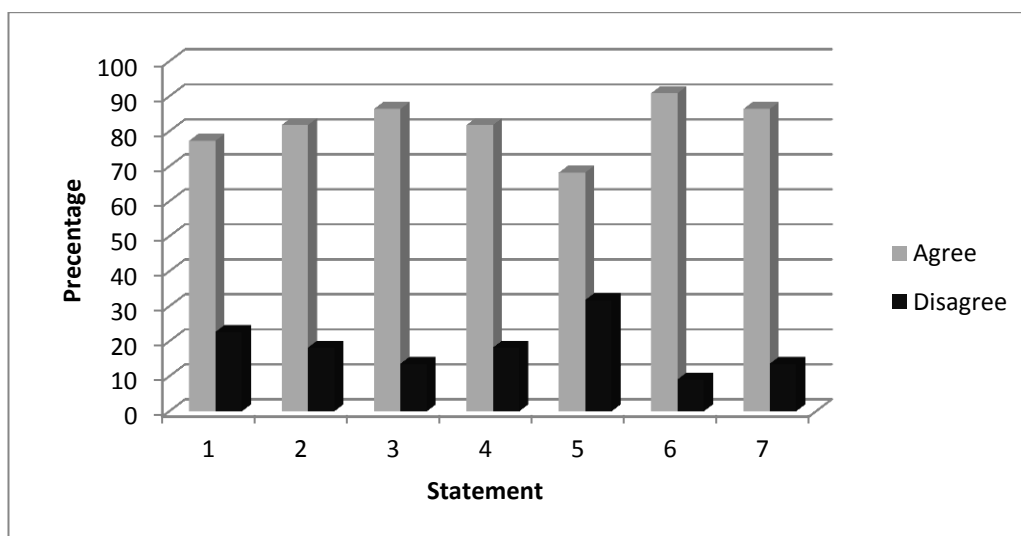
The researcher sought to find out what assistance schools need from regional and circuit officials to effectively provide Inclusive Education in their schools. The school principals and teachers were asked to indicate the assistance they need by indicating if they strongly agreed, agreed, disagreed or strongly disagreed with the given statements. Answers are scaled down to a two point scale of agree and disagree for purpose of reporting the results. There were seven statements in this section. The results in Table 12 show that the majority of the teachers agreed with all the statements.

**Table 12: Assistance needed by schools**

STATEMENT	Extent of agreement or disagreement with statement
-----------	--

	Agree		Disagree	
	f	%	f	%
1. Supervise teachers on how they are providing Inclusive Education at their schools	17	77.3	5	22.7
2. Provide materials on how to practice Inclusive Education	18	81.8	4	18.2
3. Train teachers in Inclusive Education activities	19	86.4	3	13.6
4. Assist with learning support program at school	18	81.8	4	18.2
5. Assist schools in identifying learners with special educational needs	15	68.2	7	31.8
6. Encourage teachers to teach learners in same classrooms	20	90.9	2	9.1
7. Provide psycho-social support to all learners	19	86.4	3	13.6

**Graph 10: Graphical representation of the school principals and teachers' responses regarding the assistance needed by schools**



**Statement 1:** Results show that the majority of the school principals and teachers (77.3%) felt that the regional and circuit officials should supervise teachers on how they are carrying out Inclusive Education while (22.7%) of the school principals and teachers disagreed.

**Statement 2:** Data also indicates that most of the school principals and teachers (81.8%) agreed for the regional and circuit officials to assist with provision of materials for Inclusive Education whereas (18.2%) disagreed.

**Statement 3:** The data further shows that the majority of the school principals and teachers (86.4%) agreed that the regional and circuit officials should train teachers on Inclusive Education activities though (13.6 %) of the school principals and teachers disagreed.

**Statement 4:** The data further indicates that (81.8%) of the school principals and teachers felt that the regional and circuit officials should assist with learning support programs, whereas (18.2%) of the school principals and teachers disagreed.

**Statement 5:** In addition the data indicates that most of the school principals and teachers (68.2%) pointed out that schools should be assisted with identification of learners with special educational needs. However, some of the school principals and teachers (31.8%) disagreed.

**Statement 6:** The data also shows that almost all the school principals and teachers (90.9%) were of the opinion that teachers should be encouraged to teach learners in the same class while (9.1%) of the school principals and teachers disagreed.

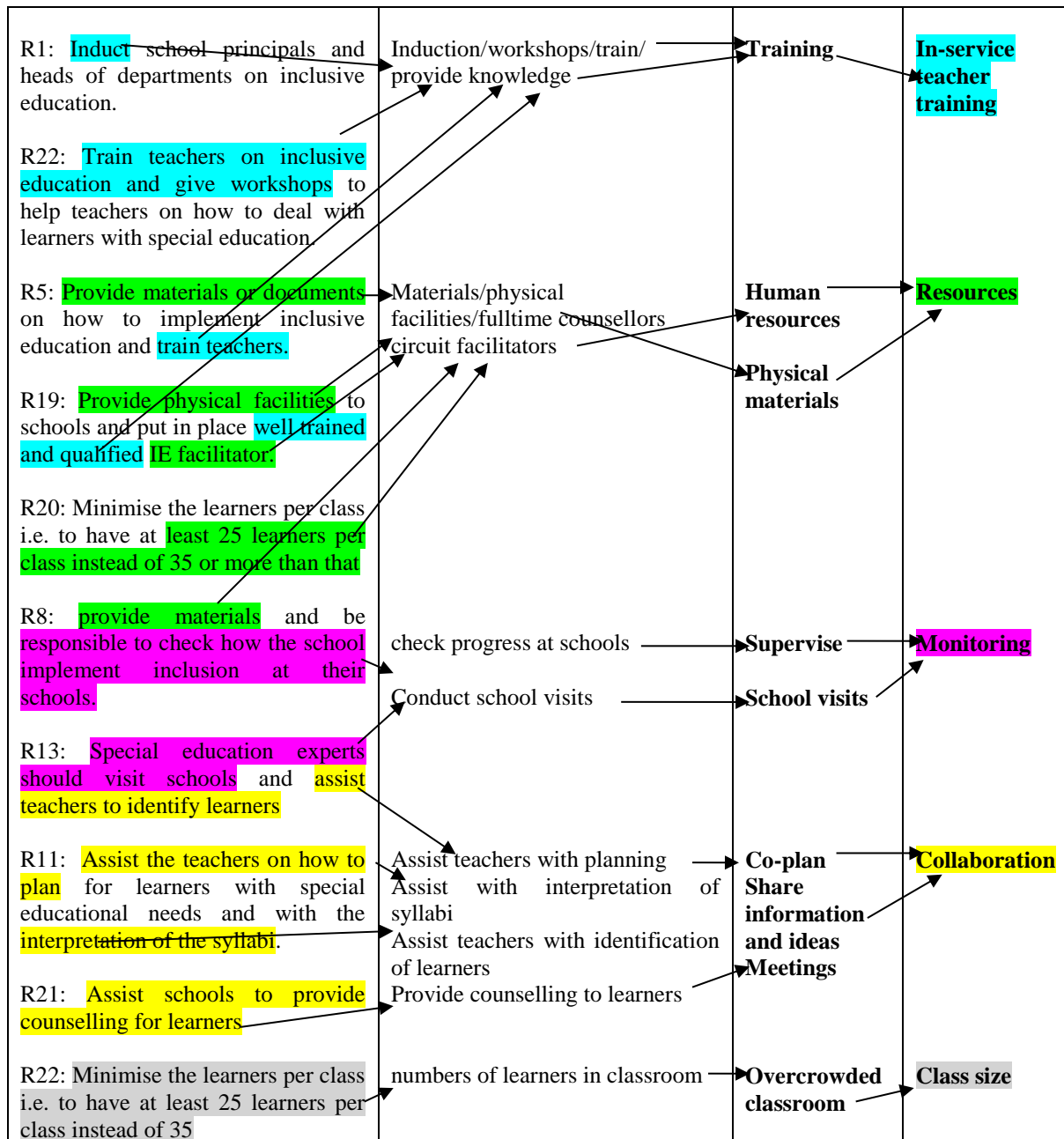
**Statement 7:** The gathered data show that most of the school principals and teachers (86.4%) agreed with assistance in provision of psychosocial support to learners by the regional and circuit officials and only few the school principals and teachers (13.6%) disagreed.

#### **4.6 The suggestions for regional and circuit officials to effect the provision of Inclusive Education**

The researcher sought the school principals and teachers' views on what regional and circuit officials could do to effect the provision of Inclusive Education in Omusati region. The results from the open-ended question were coded, organised and categorised to help with easy understanding of data and to be able to make meaning out of given suggestions. Responses are presented in Table 13.

**Table 13: Distribution of the themes emerged from the open-ended question**

EXTRACT FROM THE RESPONSES	CATEGORIES	SUB-THEMES	MAIN THEME
----------------------------	------------	------------	------------



After coding, organising and categorising the data from the open-ended question, in-service teacher training, resources, monitoring, collaboration and class size emerged as the main themes in the teachers' responses.

#### **4.6.1 In-service teachers training**

Results from the open-ended question show that (60.8%) of the school principals and teachers felt that regional and circuit officials should conduct workshops where they can train teachers and school board members on how Inclusive Education should be provided in schools. One participant said *“Train teachers on inclusive education and give workshops to help teachers on how to deal with learners with special education.”* Another participant said *“The regional office should train one or two teachers per school to teach learners with special educational needs...”* The gathered data also reveals that some school principals and teachers were of the opinion that the regional and circuit officials should carry out principal meetings where they will be trained on how to monitor the provision of Inclusive Education at their schools.

#### **4.6.2 Resources**

The study discovered that (86.9%) of the school principals and teachers felt that it was needed for the regional and circuit officials to provide materials and teaching aids on Inclusive Education. As one participant put it, *“the regional and circuit officials should provide materials or documents on how to implement Inclusive Education”*. Another teacher said *“support with relevant materials to school”*. Some school principals and teachers (4.3%) have also suggested that the regional office should provide Inclusive Education circuit facilitators for each circuit so that they can bring all stakeholders together and discuss Inclusive Education. In addition, some school principals and teachers (8.6%) indicated that they want to have permanent counsellors at schools to deal with learners with special educational

needs. “...provide physical facilities to schools and put into place a well-trained and qualified Inclusive Education facilitator”.

#### **4.6.3 Monitoring**

The results also show that (80.6%) of the school principals and teachers suggested for the regional offices to visit schools regularly in order to supervise and monitor how teachers provide Inclusive Education. One participant pointed out “...regional and circuit offices have to visit the schools regularly”. They felt that regional and circuit officials should engage in constant monitoring of Inclusive Education in circuits. One participant commented: “...monitor the provision of inclusive at schools by visiting schools every term”.

#### **4.6.4 Collaboration**

According to the responses from the open-ended question, the school principals and teachers suggested for regional and circuit officials to work together with schools. This participant indicated that it is crucial to “strengthen the bond between offices and schools to ensure that they fully equip teachers with necessary knowledge...”

As it is demonstrated in these responses, the school principals and teachers suggest for collaboration between schools and regional and circuit officials. The results also suggest for regional and circuit officials to facilitate information sharing meetings. One participant suggested “conduct meetings to assist schools on how to teach learners with special educational needs and assist with counselling of learners.”

The results further reveal that the school principals and teachers suggested for regional and circuit officials to help them with the identification of learners. They also indicated that they need assistance with syllabus interpretation and planning for learners with special educational needs. One participant said: *“train teachers in interpretation of syllabus regarding learners with learning difficulties and assist them on how to plan and conduct afternoon lessons for learners with learning difficulties...”*

#### **4.6.5 Class size**

The findings of this study reveal that some the school principals and teachers felt that the bigger number of learners in the classrooms have a negative effect on provision of Inclusive Education as it was demonstrated in this response, *“minimise the learners per class i.e. to have at least 25 learners per class instead of 35. This will enable the teacher to reach every learner.”*

#### **4.7. Summary**

This chapter presented the collected data in accordance with the main research questions and reviewed literature. Data was presented in the form of frequencies and percentages in tables and figures. The researcher presented results of participants' views on regional and circuit officials' responsibilities, challenges faced in provision of Inclusive Education and assistance needed by schools. Suggestions for regional and circuit officials to effect the provision of Inclusive Education in the Omusati region are also presented in this chapter.

## **CHAPTER 5: DISCUSSION OF RESULTS**

### **5.1 Introduction**

The main research question of this study was to assess to what extent Inclusive Education is provided in the Omusati Region. Other questions were: What do the regional and circuit offices do to ensure that the Inclusive Education is rendered in all schools of the Omusati Region; what challenges do schools face when providing Inclusive Education; what type of assistance do schools need to provide Inclusive Education effectively; and what do schools suggest could regional and circuit offices do to effect the provision of Inclusive Education. These research questions were answered through a questionnaire. This chapter therefore discusses the results of this study in relation to research questions and reviewed literature on Inclusive Education in the area under study.

### **5.2 Participants' profile**

The results of participants' demographical information show that most of the participants were male. This could be an indication that there were more male school principals and teachers as well as regional and circuit officials, as compared to females, in the region. This could also mean that more males fell in the sampled range than their female colleagues did during the sampling procedures. The data also indicate that participants were of considerable maturity as most of them were in the range of 30-35 and 36 and above age categories. One of the requirements for the position of an education officer is six years of experience. This could be the reason why most of the regional and circuit officials were of mature age as they have been

teachers first for six or more years before they became regional and circuit officials. However, a slightly higher number of teachers fell under the age category of 26-29. This could be due to the fact that younger teachers are entering the teaching profession from the institution of higher learning.

As far as job titles were concerned, the findings indicate that there were equal number of teachers and school principals. This indicates that an equal number of sampled teachers and principals had returned the questionnaires. The data further indicate that more advisory teachers took part in this study as compared to other regional and circuit officials. This is due to the fact that there are more advisory teachers in the region as compared to other regional and circuit officials. Nevertheless, information collected reflects the opinions of all regional and circuit officials.

General education training prepares teachers for the teaching careers and gives them basic strategies to use in a classroom of mixed abilities learners. Results of this study showed that all participants are professionally qualified and went through educational training before their current jobs.

The findings of this research revealed that most of the participants have been at current position for a considerable amount of years thus they have experience in their current jobs. In support of these findings, Mthethwa (2008) is of the opinion that experienced teachers had a high level of Inclusive Education knowledge. In another study, Decatur and Bassett (2007) found that teachers with different experience and expertise had differing views as to which way of teaching learners with special

educational needs was more effective. Being at a school for a long time could help teachers to know the diversity among learners in their given community. This could also help teachers to develop a sense of ownership for the achievement of their learners

The data revealed that the teachers who participated in this study were teaching at all phases. Learners at different stages of development have different needs and demands on teachers. A study by Avramidis and Norwich (2002) confirms this view by discovering that in some cases lower primary teachers had a more negative attitude toward inclusion while the upper grade had a positive attitude, in other cases lower primary had a positive attitude as opposed to secondary schools. These results imply that all the phases were represented in the study. This could lead to teachers to have mixed views of learners with special educational needs.

In terms of the number of learners in a classroom, the data of this study showed that a small number of teachers teach less than 30 learners in the classrooms while a large number teach more than 30 learners in the classroom. This could be the result of many communities having few schools especially secondary schools. The number of learners in the classroom was found to be a difficult obstacle in the process of Inclusive Education provision. This can contribute to poor classroom management, which leads to chaotic classrooms (Ladbrook, 2009; Nano, 2007; Kratochwill, 2010). A larger number of learners can make it difficult for the teacher to know and give every learner individual attention. This leaves learners with special educational needs to find their own way of coping as the teaching environment remains inaccessible to most of them.

Results further show that all the participants have received training in Inclusive Education at different levels of training. Results of a study by Hsien (2007), state that the general pre-service teacher training programs lacked aspects to better prepare teachers for the diversity in the regular classrooms. Further, authors such as Subban and Sharma (2005) argue that increased training contributed to development of more positive attitudes toward inclusion. Therefore, teachers that are exposed to Inclusive Education could be more prepared to deal with learners with special educational needs as compared to those without any knowledge.

### **5.3 Regional and circuit offices' responsibilities**

The discussions on the findings regarding the responsibility of the regional and circuit officials include the monitoring and coordination of Inclusive Education, collaboration and support offered to schools by regional and circuit officials.

#### **5.3.1. Monitoring and coordination of Inclusive Education**

On the basis of the findings of this study, regional and circuit officials are of differing opinions concerning their responsibilities toward the provision of Inclusive Education. The majority of the participants felt that encouraging mainstream schools is important. At the other hand, regarding advocating for special schools, the results in Table 3 and Figure 1 revealed that more regional and circuit officials had a different opinion as they found this responsibility to be important. These results mirror the call by the MoE for educators to raise awareness of the accruing benefits from mainstreaming (MoE, 2008). However, these responses are contradictory, as

regional and circuit officials appear to have mixed opinions of these two responsibilities. These conflicting opinions could mean that the regional and circuit officials who took part in this study had a different understanding of Inclusive Education.

This could also mean that regional and circuit officials might be hesitant to advocate for mainstreaming as this practice requires changes at all levels. This is supported by reviewed literature as it points out that educators are not ready to embrace inclusion as it brings organisational changes of regular schools (UNESCO 2005). A study by Beres (2001) also confirms these findings by indicating that some educators were choosing to maintain their segregated education options.

This study further revealed that regional and circuit officials do believe that it is important for them to assist teachers to conduct afternoon lessons. Literature supports these findings by maintaining that even though children with disabilities get chances to attend regular schools, they are being excluded from formal education altogether, as they do not complete primary education (Kisanji, 1999). These results imply that the regional and circuit officials believe that the educational system and schools are not being sensitive toward the learning needs of these children. These findings also imply that regional and circuit officials understand that it is their responsibility to assist teachers to become sensitive toward all learners and respond to their needs. This is consistent with Ainscow and Miles (2009) who argue that expanding professional staff capacity to imagine what might be achieved and increasing their sense of accountability will bring moving from policies to actual inclusion about.

The data further indicate that instructing schools to carry out learning support during morning sessions is an important responsibility for regional and circuit officials. In support of these findings, Ainscow (2005) and Kisanji (1999) indicate that any child can experience difficulties in learning at any time during his/her school career. Further, literature highlighted the significance of learner support by indicating that when learners receive support they perform to their potential and stay at school longer (UNESCO 2006). These findings mean that regional and circuit officials understand that learning support is a part of Inclusive Education that needs to be carried out in all inclusive schools as it gives chances for all learners to participate in education. However, as teachers are not fully trained in Inclusive Education, they might find this challenging, thus a need for assistance from regional and circuit officials.

The current study concurs with authors such as Beres (2001) and Möwes (2007) by revealing that it is important for teachers to be provided with information on Inclusive Education. These authors argue that information sharing and teacher training can benefit schools by empowering and boosting teachers' confidence in teaching learners with special educational needs. Information sharing will help teachers gain new information and keep on updating their existing knowledge about Inclusive Education. These findings indicate that regional and circuit officials are aware that most of the learners' needs are not responded to due to insufficient information on inclusion. Therefore, there is a need for teachers to be provided with information on Inclusive Education.

Literature further concurs with these findings as Scott and Spencer (2006) indicate that in order for classrooms to be inclusive, adaptations, accommodations and differentiated instruction should take place in the classrooms. As it is mentioned in literature teachers find it difficult to practice differentiated teaching (Nghipondoka, 2001). This excludes learners with special educational needs from classroom participation as they find the activities to be not responsive to their needs. These findings imply that the regional and circuit officials are aware of the importance of encouraging differentiated teaching in classrooms. It could be deduced that the regional and circuit officials found the planning of appropriate learning activities and preparation of teaching aids to be very important activities in an inclusive classroom. It could also mean that regional and circuit officials are aware that teachers find it difficult to differentiate in their planning and teaching. Therefore, they find it important to assist schools to plan differentiated activities.

It is evident in Table 3 and Figure 1 that regional and circuit officials found it important for them to assist teachers with interpretation of the syllabi. Authors like McGee (1997); Loreman, et al. (2005) and Giangreco and Broer (2005) concur with these findings by indicating that interpretation and modification of the syllabi, teaching methods as well as adaptation of teaching and learning materials are crucial in an inclusive classroom. These findings could mean that the regional and circuit officials are aware that teachers do not interpret the syllabi accordingly to cater for the needs of all learners.

In corroboration with MoE (2008) the current findings indicated that monitoring and supervision of the provision of Inclusive Education at schools is one of the important

responsibilities of regional and circuit officials. The present research findings revealed that regional and circuit officials found it important to supervise how the schools are providing Inclusive Education and monitor how they cater to learners' needs. As it is discovered by Zimba et al. (1999) and Kisanji (1999), generally, Namibian teachers lack skills in Inclusive Education. It is therefore crucial for regional and circuit officials to monitor and supervise the processes of inclusion to render support when needed.

The reviewed literature supports these findings by pointing out that the move to reach the goal of inclusion should start with all stakeholders, especially at high level of management (MoE, 2009; Ekins & Grimes, 2009). Additionally, a prior study by Ainscow & Miles (2009) demonstrates the impact of monitoring on the success of inclusion by indicating that, all the processes of moving toward inclusion have major implications for leadership at all levels within education systems. Literature further supports these findings by indicating that monitoring of schools can lead to proper planning and inclusion of all learners in the lessons (MoE, 2008). What these results are communicating is that regional and circuit officials are aware that teachers might not be practicing inclusion in all schools, thus there is a need for monitoring how schools assist learners. It could also mean that regional and circuit officials regard this responsibility to be important, thus a need to carry it out.

It was found out in this study that regional and circuit officials indicated that advising schools on how to get assistance for needy learners is important. Maslow's hierarchy of needs theory states how basic needs will affect the functions of a human being when not met (Mwamwenda, 1995). Further, the reviewed literature (Ekins &

Grimes, 2009) argues that schools are most effective if all stakeholders are fully involved and understand the importance of responding to learners' needs. In support of this study findings, van Kraayenoord (2007) states that Inclusive Education should be about identifying, applying and evaluating effective interventions for individual learners with disabilities and learning difficulties. It is notable that the involvement of regional and circuit officials in responding to learners' needs will help schools to feel supported and work harder to include all. These findings demonstrate awareness among regional and circuit officials of the learners' different needs in classrooms.

The regional and circuit officials who participated in this study support the provision of Inclusive Education materials to schools. In accordance with these results, authors such as Subban and Sharma (2005) and Fields (2007) indicate that teachers are required to be mentally and practically prepared to take on the vibrant role of an inclusive educator. The results communicate that the success of inclusion will depend on the availability of necessary materials. Inclusive Education is still a new phenomenon in Namibia thus most schools still do not have materials needed to be used in an inclusive school. The economic situation of Namibia also makes it difficult for the MoE to provide all necessary material to school, consequently most of the school lack materials to offer Inclusive Education. Nevertheless, officials should try to work together with schools to provide learning materials from available resources. These results could mean that the regional and circuit officials agree that there are not enough materials at schools to assist with effective provision of Inclusive Education. This could also mean that regional and circuit officials

understand that inclusion cannot happen without provision of proper materials to schools.

This data is consistent with studies by Broadbent and Burgess (2003) and Möwes (2007) on the importance of training teachers in Inclusive Education. As literature states, insufficient teacher training in Inclusive Education was presumed to be the result in lowered teacher self-assurance in preparation for inclusive activities (Subban & Sharma, 2005; Zimba et al, 2002; Evans, 2007). Namibian teachers did not receive sufficient training in inclusion activities during pre-service training. This means teachers should be trained through in-service teacher training programs to be able to accommodate learners with individual learning needs. Accordingly, as Avramidis (2005) states, it is important to train teachers in Inclusive Education to master the skills required to implement inclusion so that they can become more committed and more effective. Ideally, regional and circuit officials provide in-service teacher training in pedagogically issues, however there are only four regional school counsellors responsible for inclusive education and 3 775 teachers in Omusati region (MoE, 2011). This means that not all teachers did receive in-service training in all aspects of Inclusive Education, as there are many teachers and few regional officials to provide training.

Evidently, data in Table 3 show that all regional and circuit officials were in favour of helping schools in identification of learners with special educational needs. In support of these findings Sukhraj (2008) indicate that without learner identification, learners with special educational needs will remain exposed to a different and

inferior education than their peers without special educational needs. Helping teachers to understand different learning needs among learners is crucial. These results imply that regional and circuit officials find identification of learners an important aspect that can help to address learners' needs in schools. Another message that could be communicated by these findings is that learners' needs should be identified so that they can receive appropriate education.

As the findings of this study revealed earlier, a greater number of regional and circuit officials who participated in this study had ambivalent views toward special schools and mainstreaming. It is further discovered that some regional and circuit officials indicated that teaching learners with and without special educational needs in the same classroom is important while others said it is not important. These findings are consistent with research studies that pointed out that educators had mixed feelings toward inclusion (Campbell, et al., 2003; Avramidis & Norwich, 2002). This could be attributed to regional and circuit officials' lack of understanding of the effect of inclusion on learners. If regional and circuit officials are not aware of the benefits of inclusion, they will have mixed feelings toward inclusion. Literature argue that inclusion has a variety of benefits (MoE, 2008) such as that, learners with and without special educational needs can enormously gain from learning together.

The data also revealed that providing psychosocial support to learners with special educational needs was found to be an important responsibility of regional and circuit officials. In support of these results, Bronfenbrenner (1994) points out the need to develop a child in totality by indicating that the child's development is not only

affected by his immediate environment, but also by a structure of complex relations within nested layers of environments. This means that the level of fulfilment of the child's psychosocial needs can have a tremendous effect on his/her motivation and achievement in life. Further, Mwamwenda (1996) support these findings by pointing out that the fulfilment of physiological and gratification of learners' psychological needs is very instrumental in learners' motivation to learn. These findings demonstrate the regional and circuit officials' awareness of the importance of addressing learners' social and psychological needs.

Table 3 and figure 1 also revealed that assisting teachers on how to plan for learners with special educational needs is an important responsibility of regional and circuit officials. Authors such as Decatur and Bassett (2007) support these findings by stating that the goal of every educator is to provide each learner with the appropriate education that s/he deserves so that they can learn in a way that conforms to their strengths. A study by Angelides, et al. (2004) also validates these findings by stating that responding to all learners' needs holistically by taking their views, emotions and relationships into account has a tremendous benefit. These results imply that educators should work together to plan for appropriate education that responds to the needs of learners and aims to benefit them.

### **5.3.2 Collaboration with parents and schools**

The data in Table 4 and Figure 2 revealed that more regional and circuit officials do instruct the schools to meet the needs of the learners as compared to the few that do not. As inclusion brings change, teachers will need assistance with unfamiliar

activities to address the needs of learners. In support of these findings Carrington and Elkins (2002) believe that a culture of the school can change when uncertainties in activities are addressed and resolved by persistent people who can convince themselves and others to adopt new activities that introduce change. This means when regional and circuit officials persistently work together with schools to practice inclusion, teachers will adopt to change and effect these changes into their teaching. These findings communicate that the process of inclusion requires regional and circuit officials to give proper guidance to teachers at schools on how to address the needs of learners.

The findings revealed that most of the regional and circuit officials do help schools to solicit help for learners as well as work together with parents to assist learners with special educational needs. In support of these data Xu and Filler (2008) believe that the goal of educational programs should be to enable and empower families. They also believe that involvement of all stakeholders can assist learners as this act as a way of motivating schools to enrol and make efforts to include all learners in their teaching. The message communicated here is that regional and circuit officials found working together with teachers and parents to address learners' needs necessary. Additionally, the findings demonstrate awareness among regional and circuit officials of the importance of improving and encouraging the involvement of parents in the education of their children. It further means that regional and circuit officials do support parents in their role as primary educators of their children.

This study discovered that regional and circuit officials do remind parents of their responsibilities toward the learner. As literature illustrates, the children's first

experiences are in the home, and they naturally begin to learn about the world through interactions with people and the objects in their immediate environment (Bronfenbrenner, 1994 & Roffey, 2001). These two authors maintain that learners live in societies with families, neighbours and peers therefore when talking about Inclusive Education it should then include all social settings that have influences on learners' development. It is important for schools and parents to understand the benefits of inclusion as well as be empowered to make decisions so that they will be fully involved in the provision of education to all learners. This will be possible if regional and circuit officials are working closely together with schools and parents to inform them of what is to be done when dealing with learners with special educational needs.

This study discovered that just about all regional and circuit officials let the learner know that all other learners have their own different needs. In agreement with these findings, Bronfenbrenner & Morris, as cited in Tudge et al. (2009) and Härkönen (2007) state that an individual plays a role in changing their context, either by just being physical present in it or doing something. These findings are consistent with Gill (2008) who indicates that all people have a participatory right in determining their future within the society in which they live. Understanding of own and others needs helps the individual to identify ways to address their difficulties. This can also help learners to accept their differences, be comfortable and aim to attain to their full potential. Undoubtedly, as results show regional and circuit officials understand and know that they are expected to make learners aware of their contribution toward their success in schools and societies. These findings imply that regional and circuit

officials help learners to take responsibilities of their own learning and address their own needs to their individual abilities.

### **5.3.3 Supporting schools to adapt to the learners' needs**

The data revealed that almost all regional and circuit officials indicated that they have never instructed a school to expel a learner who misbehaves. In accordance with these findings, Dunbar (2004) indicates that learners that are going through social and economic difficulties develop emotional problems that lead to misbehaviour in class. In line with the above, Kratochwill (2010) argue that teachers can prevent learner expulsion by reducing behavioural problems. They could plan and implement teaching methods that encourage learners to engage in academic activities that are of interest to them. It is believed that when learners are engaged in interesting activities they do concentrate during lessons and refrain from engaging in mischievous behaviour (Dunbar, 2004; Kratochwill, 2010). Regional and circuit officials have a role to play when it comes to decision making regarding learners in schools because many a times learners are expelled from schools for trivial reasons. Additionally, most of the learners that get expelled from schools are learners with emotional and behavioural problems. These findings mean that regional and circuit officials do understand the emotions and tribulations that learners go through on a daily basis.

The findings of this study indicate that most of the regional and circuit officials do sometimes support schools to send learners with special educational needs to special schools. As the literature argues, educators should consider the needs of the whole

child when considering placement of learners with special educational needs (UNESCO, 2006). Inclusion calls for learners to remain in the regular classrooms supported by a combination of support, within the natural environment such as peers, friends, activities and additional materials (UNESCO, 1994; Norwich, 2008). It is important for educators to understand that every child has a right to acceptance and to have a feeling of belonging. These findings imply that regional and circuit officials do not understand the benefits of inclusion and the children's right to education in schools close to their home within their own community. Further, the results could mean that regional and circuit officials have doubts about the level of performance by learners with special educational needs in regular classes thus they discourage inclusion and support learners to be sent to special schools.

The eco-logical theory systems stress the importance of raising children within their home environments (Tudge, et al., 2009). This becomes more crucial when children have special educational needs. The practice of inclusion is believed to increase learners' knowledge, life skills, ability to make choices, presence and participation in school (Peters, 2004). Regional and circuit officials should encourage schools to teach all learners in regular classrooms and not to send them to special schools.

The data further revealed that most of the regional and circuit officials never said bad things about learners who repeatedly fail a grade in front of their teachers. However, the findings revealed that some regional and circuit officials do so sometimes. In line with these findings studies by Simi (2008) and Subban and Sharma (2005) indicate that learners that repeatedly fail grades tend to leave school as a result of being mocked by others and sometimes by adults. These findings could mean that most of

the regional and circuit officials are aware of the effects of badmouthing children, especially those with special educational needs. At the same time, the findings indicate that some regional and circuit officials do not consider these effects. Regional and circuit officials' reaction toward learners with special educational needs will encourage a positive attitude among teachers. Saying bad things about a learner could be a result of not understanding that each learner is an individual who performs differently from others.

Lastly, the data on responsibilities of regional and circuit officials revealed that the majority of regional and circuit officials do assist teachers with learners with special educational needs only sometimes. These results substantiated the findings of Evans, (2007) and Ladbrook (2009) that have asserted that structured support is crucial to meet learners' needs. However, these findings do contradict earlier findings of this study when the majority of the regional and circuit officials indicated that they always work together with schools to help learners with special educational needs. This might mean that regional and circuit officials do not really understand inclusive education activities. This could also be an indication that regional and circuit officials regard their engagement in general education issues to be monitoring of provision of Inclusive Education.

Regional and circuit officials are expected to establish programs that can offer valuable support to teachers in the attempt to empower them to offer Inclusive Education effectively and successfully. The reviewed literature indicated that inclusion is about giving opportunities to all learners to learn and perform to their best (Miles, 2002; Unesco, 1994; Booth & Ainscow, 1998). It is therefore worthy to

mention that the participated regional and circuit officials understand some of the important responsibilities they have toward inclusion of all learners. However, there seems to be mixed understanding of these responsibilities and the benefits of inclusion for all learners among regional and circuit officials.

#### **5.4 The challenges in the provision of Inclusive Education**

This study found that there are numerous factors that participants regard to be challenges in the provision of Inclusive Education at schools. These are knowledge and information; in-service teacher training; and the teachers' attitudes toward Inclusive Education.

##### **5.4.1. Knowledge and information**

Findings regarding challenges concerning knowledge and information about Inclusive Education are discussed in reference to knowledge of practicing differentiated teaching followed by discussions on knowledge of practicing learning support and lastly the discussions on knowledge of collaboration among teachers.

###### **5.4.1.1 Knowledge of practicing differentiated teaching**

The gathered data show that there are challenges in teaching learners with different abilities in the same classroom. A study by Beres (2001) substantiates these findings by stating that teachers were challenged by the presence of learners with learning difficulties in their classrooms. Literature further points out that, pedagogies alone cannot challenge injustice in education but they can make a difference (Lingard &

Mills, 2007). It is therefore, needed for teachers to learn methods that can support learners with special educational needs during the lessons. In accordance, Subban and Sharma (2005) call for teachers to be sensitive when dealing with learners in an inclusive classroom. These findings imply that teachers lack knowledge on how to plan for different needs and accommodate these learners in their teaching strategies, thus they experience challenges. These findings also suggest that learners with special educational needs are not included in the activities during the teaching process in the classrooms. The implication here is that teaching learners with different abilities calls for knowledge about inclusive activities. This can have an impact on the provision and practice of Inclusive Education.

This study found that most of the teachers find it challenging to plan for slow learners. In support of these findings, Broadbent and Burgess (2003) argue that teachers need to know how to differentiate and individualise the curriculum as well as their teaching strategies as to the specific needs of their learners. Furthermore, previous research indicates that flexibility is important to accommodate the diversity of learners' needs in an inclusive classroom (McGee, 1997). Every learner is a different individual who brings his/her own knowledge to the classroom and each learner presents a different challenge to the teachers. Often slow learners are left to participate in activities that are too difficult for their intellectual capacity. Based on these findings, it is obvious that not all learners receive proper support and their educational needs are not met during the teaching and learning process. Some of these learners get frustrated, became impatient, hostile and develop disruptive behaviours for sitting in a class where they do not understand the activities being

presented. Teachers should build on what the learner brought to the classroom through selection of the right teaching and assessment activities that will be responsive to the learner's needs. With this said, this study's findings raise a concern by indicating that most of the teachers found planning for slow learners challenging.

The findings of this study are consistent with a study by Kratochwill (2010) on the challenges in provision of Inclusive Education. This study discovered that teachers experienced challenges when teaching learners with behaviour and emotional difficulties. Kratochwill further supported this study's findings by discovering that many teachers wanted assistance with classroom management, as they were concerned about learner behaviour. These findings indicate that teachers lack knowledge in learner behaviour management and this could imply that learners with emotional and behavioural difficulties do not receive chances and support for behavioural change. It could further mean that these learners do not get chances to learn at all together with others as teachers might exclude them from lessons.

It is worth arguing that in each average classroom there will be one or two learners with emotional and behavioural problems. As the reviewed literature revealed behavioural problems can be disruptive and can have a negative effect on the learning of the whole class (Kratochwill, 2010). Learners with emotional and behavioural problems are most of the time subjected to punishment and do not receive appropriate psychological support. Dunbar (2004) confirmed this view by indicating that disruptive behaviour is an issue that most schools do not consider as a special need.

The findings of this study confirm the research findings by Piccione (2006) who established that teaching learners with visually impairment presented a challenge to regular classroom teachers. Similarly, the data of this research revealed that teachers face challenges in teaching learners with hearing and visually impairment together with those without hearing or visually impairment. This could be due to lack of training in teaching learners with different needs, thus teachers lack knowledge in teaching learners with visually and hearing impairments. It could also mean that due to lack of materials, with little knowledge of Inclusive Education, teachers struggle to modify available materials to cater for all learners. These findings mean that learners with hearing and visually impairments are not fully included in the regular classroom.

Another challenge that was discovered during this study was offering afternoon lessons to learners with specific learning difficulties. The gathered data also state that the teachers find it challenging to carry out learning support during the time they are teaching. In support of these findings literature indicates that an inclusive curriculum should allow for scope and flexibility so that all learners are able to achieve their goals (McGee, 1997). In school, children are expected to learn many different things. Some children seem to learn quickly while others are slower and some may do better in certain subjects than others. Based on these findings, it is evident that learners with special educational needs do not get support to learn during the teaching/learning process.

When teachers find it challenging to offer support to learners with special educational needs, this renders them to be unsuccessful when it comes to catering to

the needs of all learners. The Namibian draft Inclusive Education policy (MoE, 2008) suggests that learning support should be carried out during morning sessions (normal teaching hours) and in the afternoon for the severe cases. Based on these findings learners with learning difficulties, either temporary or permanent are left to sit in class without participating in learning activities. The level of knowledge in a certain aspect plays an important role in whether the teacher is ready to embrace a new program or not. These results show that teachers lacked knowledge and information in planning and teaching learners with special educational needs. With lack of knowledge among teachers, it will not be possible for them to cater for the needs of all learners and they will remain incompetent in practicing differentiated teaching at schools.

#### **5.4.1. 2 Knowledge of practicing learning support**

It is evident in Table 7 and figure 5 that the majority of the teachers who participated in this study indicated that they do not assist learners with special educational needs at the beginning of the lesson. Only few teachers do support learners during the lessons. In line with these findings, literature indicates that inclusion means teachers have to support learners throughout the lesson (UNESCO, 1994). Learning support is not only for learners with learning difficulties but for every learner who is experiencing challenges in learning. Differentiation alone cannot address the learners' educational needs. It is important for teachers to put differentiated strategies and modified syllabus and activities into actual practice. This could only be possible when teachers do support learners throughout the lessons. It is vital to support learners in the areas that they struggle with to help them achieve.

Understanding of how learning support is to be offered will help schools to improve their learners' performance and assist learners to develop their potential for future skills. This research found that most of the teachers do not help learners during morning sessions but in the afternoon. Earlier studies by authors such as Fowler and Hooper (1998); Garuba (2003); Roffey (2001) and Cline and Frederickson (2009) conform these findings by indicating that teachers were still struggling with making provisions to learners with special educational needs. They indicate that this is a result of lack of information and knowledge about diversity. Authors such as Beres (2001) and Broadbend and Burgess (2003) suggested for conducting of in-service training to equip teachers with necessary knowledge and skills to offer Inclusive Education. These findings communicate that most of the teachers regard remedial teaching which is mostly done in the afternoon to be learner support. As only a few teachers do assist learners during lessons, this gives an impression that most of the learners do not take part in the teaching and learning process together with others.

Most exceptional students can meet curricular expectations if specific instructions and assessment strategies are woven into their daily classes. However, other learners who experience difficulties might need a more individualised teaching approach to perform better. Previous researches state that for these learners to be successful in their school life, a team approach to teaching methods and curriculum modification is essential (Decatur & Bassett, 2007; Giangreco & Broer, 2005). Based on the findings of this study, it is of concern that a lack of knowledge and skills in practicing learning support will have a negative impact on learners' performance as teachers

face a challenge in assisting learners with learning difficulties and other special educational needs. The teachers' lack of information, knowledge and understanding in their attempts to include learners with special educational needs into mainstream classrooms found here are mirrored in the findings of several authors (Garuba, 2003; Pottas, 2005; Nano, 2007; Fuchs, 2009 & Ladbrook, 2009).

#### **5.4.1.3. Knowledge of collaboration**

In agreement with the findings of this study, adequate literature searched has indicated that teachers lacked information and knowledge about inclusion (Cline & Frederickson, 2009; Fakolade, et al., 2009; Möwes, 2007 & Zimba et al., 2002). These findings revealed that most of the teachers have no clue on what do with learners with special educational needs in their classrooms. Lack of information on Inclusive Education can lead to teachers not to have clue on how to treat learners with special educational needs. This in turn could mean that most of these learners might not be benefiting at all in the classroom. The implication of this argument is that the transformation of the educational system will only be possible when teachers do work together for the benefits of all learners in regular classrooms. This requires teachers to consult with each other and seek for assistance for these children. Ainscow and Miles (2009) supported this argument by asserting that collaboration is the key strategy to the success of moving in a more inclusive direction.

The data further revealed that the majority of teachers do try to find out more about the learner's needs. Based on the earlier findings of this study, teachers did not know what to do with learners with special educational needs. The importance of collaboration among teachers is stated (UNESCO, 2006; Ekins & Grimes, 2009) as

to give teachers chances for information sharing to understand disabilities and their implications on learning. Knowledge and information on how to react to learners' with special educational needs is very important as it helps teachers to be able to help all learners. This might be increased through collaboration among teachers and parents, however due to lack of knowledge of inclusion teachers might not have an idea of how to approach other teachers and parents.

These findings communicate that teachers present conflicting responses regarding responding to the needs of learners. It is therefore worthy to mention at this point that these teachers might not have an idea of who to talk to in order to get proper information about the needs of learners with special educational needs. This means that teachers do not consult among themselves to find solutions to the learners' difficulties. This could also mean they do not consult parents to find out about the backgrounds of these children. Trying to find out information can mean trying to talk to the child only and talking to the child alone cannot provide enough information for teachers to make decisions concerning provision of learner support in classrooms.

Interestingly, the data also shows that almost all the teachers who participated in this study give attention to learners with special educational needs in their classes. Compared to the earlier findings of this study, these teachers' responses present contradictions in terms that they appear to have knowledge on how to deal with learners with special educational needs while they have already indicated that they do not. This can be due to the fact that teachers do not understand how Inclusive Education works, thus they do not know what is meant by giving attention to an

individual learner. Conflicting views could also be an indication of working in isolation and lack of information sharing on Inclusive Education. This could also mean that teachers do not plan for different needs in their classes nor seek for assistance from others in the school. Therefore, it is worth acknowledging Donnelly (2010) who indicates that changes that come with the provision of Inclusive Education require teachers to acquire new knowledge and skills through collaboration with other teachers.

Further, this study found that teachers do inform parents about the needs of learners and work together with them in order to assist the learners. It is important to note that as Bronfenbrenner and Morris 1998 (as cited in Tudge et al., 2009) and Keenan and Evans, (2009) state, learners spend most of their early childhood time at home, interacting within their surrounding environment and spend only about one-third of the day in school. In support of these findings, previous research indicates that schools have to work with parents and all other people that can contribute effectively to the provision of Inclusive Education (Xu & Filler, 2008). Involving parents will help teachers to adopt approaches that will respond to the needs of the learners.

The reviewed literature shows that teachers find teaching learners with visually impairment in regular schools easier with assistance of all stakeholders including the families (Piccione, 2006). Families knew of past attempts that worked with the teaching of their children. Therefore, this necessitates the need for the community, which includes families and other education stakeholders to be involved to work towards inclusion of all learners. This might help to enhance the teachers' knowledge

and information in teaching learners with disabilities. It is thus commendable when schools work together with parents and try to meet the needs of learners.

Accordingly, it is vital for teachers to think, plan and implement interventions that will have effects that go beyond school years. In support of these findings, Peters (2004) and Hallahan and Kauffman (2006) are of the opinion that as each child is an individual with unique needs, schools need to approach their needs on individual capacity as well as involve parents. This includes lesson planning and preparation, teaching strategies as well as responding to their emotional difficulties. As McGrath (2006) states, to achieve educational inclusion for the most vulnerable, support for interventions that respond to the individual needs and potential of young people is significant. This will be possible when teachers, parents and all other stakeholders work together.

The data also revealed that teachers do inform the school principals about the learners' needs. In line with the above Ainscow (2005) claims that inclusion is an endless search for better techniques of responding to diversity in our societies. Research further supports these findings by stressing that professional development is crucial in an inclusive system, as teachers would benefit from exchange of ideas, especially when their principals support the ideology of Inclusive Education (Mthethwa, 2008). It could be deduced from these findings that teachers do seek assistance from principals regarding the learners' needs.

Earlier studies corroborate with these research findings by stating that as Inclusive Education brings change in regular classroom teaching, sustaining motivation for

change is critical (Scott & Spencer, 2006). Therefore, the involvement of all stakeholders through proper collaboration can enhance the process of Inclusive Education provision in their schools. Research further support the findings of this study by saying change in education regarding inclusion had resulted in unfamiliar initiatives for teachers in classrooms (Carrington & Elkins, 2002; Pottas, 2005). Through information sharing meetings in schools, teachers could find ideas and strategies to implement these initiatives in their classrooms.

#### **5.4.2 In-service teacher training**

The findings of this study are in agreement with findings of studies by Campbell, et.al (2003) and Pijl (2010) by discovering that some teachers seem to feel ill prepared and were hesitant to embrace Inclusive Education. Further the findings of this study do concur with Beres (2001) who discovered that due to lack of training in inclusion during pre-service, teachers were challenged by the presence of learners with special educational needs in regular classrooms. It is interesting to note that half of the teachers indicated that teachers are not prepared to deal with learners with special education. This could be an indication that some teachers do not understand the inclusion process yet. As the Namibian teachers are not adequately trained in inclusive activities, it becomes difficult for them to deal with learners with special educational needs.

Further, the data revealed that most of the teachers felt that there are no trained inclusive education facilitators at the schools. In line with these findings, Mashiya (2003) found the level of training in inclusion among South African teachers to be

very low. Literature also conforms to these findings when it revealed that most of the Namibian teachers did not receive in-depth training in Inclusive Education during pre-service training (Zimba et.al, 2002). These findings imply that teachers do not receive in-service training on inclusion activities. It is therefore important for teachers to receive in-service training in inclusion. Previous researches findings indicate that a lack of training in Inclusive Education activities led to many teachers to lack knowledge and skills of dealing with learners with special educational needs (Vrasmas & Vrasmas, 2007; Roffey, 2001).

Data further indicates that most of the teachers agreed that they find it difficult to practice inclusion. This raises a concern as authors such as Fowler and Hooper (1998); Garuba (2003); Choate (2000); Roffey (2001); Norwich, (2008) and Cline and Frederickson (2009) indicate that lack of knowledge hinders the inclusion process and led to learners not to get opportunities to learn. These results suggest that teachers are incompetent in teaching learners with special educational needs. At the same time, this could mean that teachers are not receiving in-service training to improve their knowledge in inclusion to be able to deal with learners with special educational needs.

As research points out, teachers' knowledge of inclusion is crucial in provision of Inclusive Education (Pottas, 2005; Bawa & Mangope, 2011). According to Prinsloo (2001) learners with special educational needs should be provided with a supportive and effective learning environment. This could only happen when teachers are trained to gain knowledge and information in order to develop their confidence in practicing inclusion.

In line with previous research findings by Möwes (2007) and Evans (2007) the research findings of this study revealed that there was lack of understanding, awareness and skills to deal with diversity in schools. Lack of knowledge and information about inclusion could be a result of lack of training in inclusion during pre-service as well as during in-service. These findings communicate that these teachers do not practice inclusion at their schools since they do not have an idea how it works.

In a study by Bawa and Mangope (2011), it is stated that teacher training should consist of detailed special programs that can assist to equip future teachers with adequate knowledge about the requirements and demands of a learner with special educational needs. As teachers' knowledge and understanding of Inclusive Education is crucial in the development of the Inclusive Education system, in-service teacher training should be a priority. When teachers receive training, they stand to create an effective learning environment for all learners.

The findings of this study concur with a study done by Sukhraj (2008) that discovered that there was no in-service training and Inclusive Education awareness workshops for regular teachers and officials were not accessible. As Pijl (2010) argues, it is essential for teacher training to develop teachers' personal skills that can promote inclusive classroom environments that are supportive of participation and achievement for all learners. In agreement with this view Piccione (2006) is of the opinion that training regular teachers is one of the foundations that can lead teachers to make Inclusive Education a successful reality.

It is possible that regional and circuit officials who are not regional school counsellors too lack skills on Inclusive Education and due to inadequate knowledge of Inclusive Education, they might find it difficult to train teachers in schools. As it was indicated earlier, there were only four regional school counsellors and 3 775 teachers in the Omusati region (MoE, 2011). These regional officials are responsible for training teachers in Inclusive Education activities. As there are many teachers in the region, this could mean that not all the teachers have received training. It is possible that most of the teachers who participated are the ones that did not receive training. It is significant to acknowledge authors such as (Michael & Richard, 2008) who argue that our understanding and attitudes toward people with disabilities are increasing as more awareness programs are being conducted.

#### **5.4.3 Teachers' attitudes toward Inclusive Education**

Findings regarding challenges concerning teachers' attitudes toward Inclusive Education are discussed with reference to teachers' attitudes toward learners with special educational needs and inclusive education activities.

##### **5.4.3.1 Teachers' attitudes toward learners with special educational needs**

This study found that there are different views among teachers regarding how they feel toward learners with special educational needs. The findings of this study discovered that most of the teachers never kept a learner outside for coming late. As literature indicates (MoE, 2008) with an increase in socio-economic difficulties, many learners with special educational needs find it difficult to arrive on time to

school. Moreover, in support of these findings, UNESCO (2005) posits that a much broader view of Inclusive Education is to encompass all children who were excluded from education on grounds of gender, ability or poverty related reasons. When teachers understand learners' home and social circumstances, they react more positively toward them. Therefore these teachers' reaction toward learners who come late could be attributed to the fact that they might understand that learners go through difficult circumstances and situations in their lives.

According to the data, the majority of teachers had never excluded a learner from activities for failure to follow rules. In support of these findings, Nano (2007) discovered that the attitude among teachers and peers toward learners with special educational needs were positive, caring, loving and humane. However, studies by Avramidis and Norwich (2002), Möwes (2002) and Brandon (2006) revealed that teachers had a negative attitude toward learners of more severe needs. As Gill (2008) puts it, inclusion should aim to better the lives of people with disabilities by creating social understanding.

These findings imply that teachers had accepted learners regardless of their failures to follow rules in classrooms. The school becomes a very important setting for some young people, as it constitutes the first experience of a positive social organisation outside of the home. Therefore, schools need to adopt a positive attitude toward all learners including those with special educational needs. Learners with special educational needs, especially those with socio-economic problems are overwhelmed and sometimes they drop out of school out of frustration. With a positive attitude

among teachers, these learners can benefit from education, as they will be given opportunities to remain in school.

The results of this study indicate that the majority of teachers responded that sometimes they do shout at learners for disrupting their lessons. In difference with these findings, the reviewed literature state that educators should provide opportunities for the youth to interact with their environments and forge lasting relationships with positive role models in their own communities (Bronfenbrenner & Morris, 1998 as cited in Tudge at el., 2009; Thomas, 2003; Evans, 2007). Literature further points out that the unmet emotional needs of learners will give rise to problem behaviour in future (Prinsloo, 2001). This could mean that as these learners tend to disrupt learning of the whole class, teachers take it as a sign of disrespect toward them. This could lead to teachers to develop negative attitudes toward learners with behavioural problems and in turn not to meet these learners' needs. To be successful in school, all learners must feel that they belong and perceive the work of school as having great value. The results show that learners with special educational needs do not get opportunities to feel accepted. This also means that learners do not get chances to establish good relationships with adults in and out of school as it should be.

The results of this study however showed that teachers had mixed views of their treatment of learners with emotional difficulties in their classes. The present findings confirm the results of study done by Mdikana, et al. (2007) which indicates that lack of knowledge about Inclusive Education among teachers is reflected in lack of confidence both in their own instructional and management skills in the classrooms.

These results imply that teachers are overwhelmed by the presence of learners with disruptive behaviours. It further implies that due to a lack of knowledge in Inclusive Education, teachers resort to resolve the situation with anger such as physical confrontations. This could be the reason why half of teachers threaten to beat up learners sometimes. Knowledge in inclusion can contribute to better management of classroom situations that in turn will help with development of positive attitudes among teachers.

Young people need an accepting environment that will enhance their potential to perform in future. Schools are seen to have an important role in modelling inclusive environments and in preparing young people to become productive citizens (Simi, 2008 & Peters, 2004). As literature pointed out teacher education programs at the pre-service and in-service levels, barely acknowledge the nature of behavioural problem nor provide training for teachers in behavioural management (Kratochwill, 2010; Hallahan & Kauffman, 2006). Training helps to foster positive attitudes as participants gain knowledge and skills that in turn boost their confidence (Villa, et.al, 1996).

Data also showed that most of the teachers indicated that they have never said bad things about learners to other teachers. Literature however present a different view by indicating that there was resistance toward Inclusive Education among some teachers and more negative attitudes toward learners with more severe learning needs and behavioural difficulties (Avramidis & Norwich, 2002; Fakolade, et al., 2009). In accordance with these findings, Avramidis and Norwich (2002) and Ainscow (2005) pointed out some of the effects of exclusion in the past on children. They argue that

when teachers and other learners discriminated and labelled learners with special educational needs, this act created feelings of inferiority among learners. Children especially the younger ones tend to behave according to adults' expectations. When children are constantly criticised and not praised for the good they did, they lose motivation to do better and behave as such. Literature maintains that praise act as motivation for children to perform better in classroom and any learning activities (Mwamwenda, 1995). A study by Prinsloo (2001) confirms this view by indicating that there is a need for children with special educational needs to be educated in a supportive and effective learning environment. These findings communicate that teachers do not discriminate learners nor label them in the classroom based on their abilities.

The findings of this study also reveal that most of teachers have never refused to teach a learner who constantly disrupts their lessons. In support of these findings, studies by Mdikana et al. (2007) and Carrington and Elkins (2002) discovered a positive attitude toward inclusion among teachers. This could be a reflection of teachers' sensitivity and understanding of their learners' emotions. However, the earlier findings of this study indicate a different view of teachers' attitude toward learners with special educational needs. These findings communicate that teachers have mixed feelings toward learners with special educational needs.

Understanding of learners' emotions and their socio-economic situations will help teachers to be able to deal with learners effectively as well as render necessary support in their classrooms. Based on the Developmental Ecological Systems Approach of Bronfenbrenner, Kratochwill (2010) argues that to ensure the success of

inclusion, it is essential to incorporate individual and contextual processes as well as examine interrelations among the systems in which the child interacts with other people. UNESCO (2005) states that extending EFA to excluded children and adults demands a holistic approach that seeks to change activities, values, beliefs and attitudes of educators. Factors such as positive attitudes can be of greater assistance for learners with special educational needs to feel accepted. As DiPaola and Walther-Thomas (2003) mentioned, this calls for teachers to understand the importance of well-designed learning environments to facilitate the development of appropriate classroom support accurately.

#### **5.4.3.2 Teachers' attitude toward Inclusive Education activities**

The findings of this study indicate that most of the teachers agree that teachers are willing to identify learners with special educational needs. In accordance with these findings, literature state that inclusion aims to enable all learners to learn and participate effectively by removing barriers to learning (UNESCO, 2006). These findings suggest that teachers are aware of the need for identification of learners' different needs. This is an indication that teachers show a positive attitude toward this practice in their schools. Proper support for learners can only be possible if learners are identified accordingly and learning barriers are removed. With a positive attitude, schools will be able to identify learners' needs and remove the current barriers for their learners.

It is noticeable that learners with special educational needs do receive psychosocial support from teachers. Despite this positive support for inclusive activities, earlier findings of this study revealed that teachers are hesitant to provide support to learners. In line with these results, Zimba, et al. (2002) and Möwes (2002) discovered that learners were included in mainstream classes and there was a positive attitude among teachers toward inclusion. Further, a study by Fakolade, Adeniyi and Tella (2009) supports these results by discovering resistance toward inclusion among Nigerian teachers. The introduction of more inclusive activities in education necessitates change in all aspects including teachers' attitudes. Attitude toward a program can lead either to proper practices or to failures. It is of concern when teachers present conflicting views regarding inclusive activities. Simply putting all learners in the same class and teaching them together does not mean learners with special educational needs have their needs met. These findings communicate a state of mixed views regarding teachers' attitude toward inclusion activities in schools. A positive attitude that leads to a more individualised approach will be an answer to that.

The current study shows that most of the schools have not drawn up a program to cater for the needs of learners with special educational needs contrary to what the Toward Education for All policy documents aims for (MBEC, 1993). In support of the above literature argues that children with special educational needs were merely dumped in regular classrooms without any assistance (Roffey, 2001 & Choate, 2000). Accordingly, UNESCO (1994) calls for schools to develop educational activities to take into account the wide diversity of children's characteristics and

needs. However, Brandon (2006) found that teachers had a natural attitude towards academic and social growth of learners with physical disabilities. If most of the teachers either have a natural or negative attitude toward inclusion, this will lead to lack of programs that respond to the needs of learners. This implies that schools do not promote a positive attitude among teachers as most of the teachers do not take all learners' needs into consideration. It is questionable how schools can offer support to learners while they do not have any program in place to assist learners. Deducing from these results, teachers do not show a positive attitude toward Inclusive Education activities.

Data further indicate that most of the teachers indicated that they are certain there are school rules to protect the rights of all learners in the schools. School rules and regulations are believed to curb mistreatment and discrimination among learners. In agreement with these findings, Cline and Frederickson (2009) emphasise the importance of Inclusive Education as minimising discrimination and fostering cohesion in schools that in turn can lead to a positive attitude. This is in line with Norwich (2008) who stated that education systems are aiming to recognise the rights of learners through policies. It is therefore important to argue that schools that make efforts to protect the rights of their learners with regulations and rules create a positive and conducive learning environment for all learners.

The results of this study further revealed that teachers do respond to the needs of learners in schools. In support of these results researchers such as Avramidis and Norwich (2002) and Pottas (2005) believe that teachers' perception of inclusion will

lead to either negative or positive attitude toward its activities. In accordance, literature further state that teachers' attitudes towards inclusion will determine the extent to which they will make use of instructional strategies that are believed to facilitate the effective inclusion of children with special educational needs (Avramidis & Norwich, 2002). Based on the earlier responses of teachers regarding provision of support to learners, it is noticeable that the teachers do not offer proper support. It is possible that these teachers lacked knowledge and skills in Inclusive Education, which could lead to either natural or negative attitude toward inclusion. This in turn could lead to inappropriate support to be rendered to learners with special educational needs. Pijl (2010) indicates that when educators lacked knowledge and skills in Inclusive Education they were reluctant to accept learners with special educational needs into mainstream schools. It is certain from these mixed views that there is a need for attitude change for teachers to include learners with special educational needs into mainstream classrooms.

### **5.5. Assistance needed by schools**

Through supervision, teachers and regional and circuit officials can discuss important issues that can bring about inclusion of all learners. The results of this research revealed that there is a need for supervision at school level. In support of these findings, DiPaola and Walther-Thomas (2003) indicated that meeting the special educational needs of all children is the joint responsibility of all teachers and other professionals. In support of the above Pottas (2005) indicated that change is not simply programs and materials, it involves people and it does affect people that are involved. In an Inclusive Education system, good leadership is needed from education managers i.e. regional and circuit officials as well as school principals. Planning for individual learners can be of a challenge to teachers that are inadequately trained in Inclusive Education. This could be the reason why teachers in this study felt a need for supervision as they find it challenging to practice inclusion. To make sure that schools do provide proper education to all learners, regional and circuit officials need to supervise the process of inclusion.

This study revealed that teachers indicated a need for assistance with provision of materials for Inclusive Education to be a success. Authors such as Sukhraj (2008) validate these findings by indicating that unavailability of physical materials is some of the major concerns in developing countries. The literature further support these findings by pointing out that there is a need to provide quality EFA through provision of resources (MBEC, 1993). Further, in support of these findings the reviewed literature indicated that Namibian schools had inherited challenges such as lack of materials from the colonial era (Amukugo, 1993). Practicing inclusion requires resources and facilities to meet the needs of learners. In most cases lack of

educational resources and facilities within the schools impede this process. Most of the schools are operating with limited resources in terms of teaching and learning aids, especially on inclusion. Hence, teachers found it of importance for regional and circuit officials to assist schools with provision of needed materials.

Results of a study done by Prinsloo (2001) support these findings when discovered that in-service teacher training was one of the most crucial aspects of inclusion. In line with the above Decatur and Bassett (2007) and Thomas, Walker and Webbb (1998) argue that the goal of all educators is to provide every learner with the appropriate education that he or she deserves. Lack of training leads to lack of knowledge, which in turn makes teachers reluctant to take on the challenge of inclusion. Training during pre-service teacher training has prepared teachers inadequately for inclusion. It is therefore possible that these teachers feel ill prepared and not confident to provide inclusion, hence they require assistance through in-service training. Therefore, it is necessary to equip teachers with information on Inclusive Education through in-service training to be able to provide quality education to all learners.

The data further indicate that teachers felt that the regional and circuit offices should assist schools with learning support programs. A study by Carrington and Elkins (2002) supports this study by indicating that learning will be enhanced through creation of opportunities for meaningful involvement in classroom activities. Even though the Namibian educational system went through reform after independence, 1990, educational institutions are still not offering intensive training in Inclusive Education at an entry level. Hence, most of the teachers are struggling with teaching

learners with special educational needs. With diverse needs among learners, the major concern is a need for learning support for all children to reach their potential.

A single instructional method is not effective for all learners and teaching environments. Hence there is a need for a range of instructional approaches that can provide opportunities for choice in tasks and activities to all learners in the classroom. This can happen only when teachers have skills on how to attend to all learners in their classrooms. With assistance from regional and circuit officials teachers can discover new skills to carry out learning support.

The data further indicated that the schools need assistance with identification of learners with special educational needs. In support of these findings, van Kraayenoord (2007) argue that Inclusive Education shouldn't be about putting learners in regular classrooms without changes, but to identify, apply and evaluate effective interventions for individual learners with disabilities and learning difficulties. With a move toward Inclusive Education, even though learners must be taught in mainstream classrooms, proper identification of their needs is vital for proper support. Identification of learners will make it easier for teachers to plan appropriate activities for all learners. However, with lack of knowledge of inclusion among teachers this will not be an easy task to carry out. It could be deduced from these views that teachers cannot do proper identification of learners without support. Thus, they see a need to be assisted for proper identification to help in provision of proper support to learners.

Teachers who took part in this study are of the opinion that they should be encouraged to teach learners in the same class. In line with these findings, studies by Mthethwa (2008) and van Kraayenoord (2007) support the need for collaboration among stakeholders to work together for effective integration. As reviewed literature further points out learners with special educational needs were reported to benefit from integration as they gained the social skills and learned from one another in an inclusive classroom (UNESCO, 2006; Gill, 2008; Xu & Filler, 2008). These findings could mean that teachers feel a need to be encouraged and assisted to understand these benefits as well as to develop self-efficacy in inclusion for fully integration of learners with special educational needs. The need for encouragement to participate in inclusion found here could be a result of lack of self-confidence, accountability and ownership of learners' education among teachers.

The reviewed literature argues that with appropriate support in any form, teachers will find it easier to practice Inclusive Education in their classes (Machi, 2007). In line with this view, the findings of this research show that there is a need for provision of psychosocial support to learners by the regional and circuit officials. Authors like Avramidis and Norwich (2002); van Kraayenoord (2007); Mthethwa, (2008) and Ainscow and Miles (2009) highlighted that it is important for all educators to support schools as support enables them to respond to the needs of learners. Teachers do interact with learners every day in and outside of the classrooms; it is therefore evident that they witness the learners' emotional struggles on a daily basis. Therefore, when they point out a need for provision of psychosocial support, it could be based on their daily observation of these learners. This implies

that learners' emotional issues overwhelm teachers and due to a lack of training in provision of psychosocial support to learners, teachers seek for assistance with provision of psychosocial support to learners.

Earlier research found that children who have parents that are involved in their education stay in schools until secondary level and perform better (van Roekel, 2008). Most of the learners are going through emotional issues due to socio-economic factors. Without proper parental care and guidance, counselling at school level became the most crucial aspect of Inclusive Education for these learners to be able to cope and continue going to school. Due to the HIV/AIDS high prevalence in Namibian societies, many children became orphans at a young age and some of them became caregivers to their siblings (MoE, 2008). It requires courage, constant support and motivation for most of these children to continue with their education. The schools might find this challenging thus they seek to get assistance from regional and circuit offices. With proper assistance and support of all forms, schools will be able to respond to learners' needs and include them in learning activities.

## **5.6. The suggestions for regional and circuit offices to address the current situation**

The results emanated from the open-ended question were analysed and the following themes emerged: in-service teacher training, resources, monitoring, collaboration and class size.

### **5.6.1 In-service teacher training**

The current study found that there is a need for in-service teacher training. The data indicates that the majority of the teachers felt that regional and circuit officials should conduct workshops and train teachers on how to approach learners with special educational needs. These results are in line with Hallahan and Kauffman (2006) who indicated that the training and support given to teachers were some of the very important issues of concern in Inclusive Education.

The teachers who participated in this study believe that in-service training could empower them to take up the challenge of inclusion. In the same line, they also suggested for regional and circuit officials to train Inclusive Education circuit facilitators for each circuit. They indicated that this will help them with planning for learners with special educational needs and conducting of afternoon lessons. However, this could also help regional and circuit officials to know areas in which teachers needed assistance. Teachers felt that they did not receive adequate training during pre-service training, thus they need proper in-service training in Inclusive Education activities. In support of these views, Lewis (2008) suggests that teachers should receive in-service training to empower them with information and knowledge to provide Inclusive Education. In-service teacher training is further seen as a tool to curb negative attitudes among teachers (Avramidis & Norwich, 2002).

### **5.6.2 Resources**

The study also discovered a need for provision of human and physical resources in schools. The data from the open-ended question indicate that most of the teachers felt

that the regional and circuit officials should provide teaching aids to cater to learners with special educational needs. In line with this data Jenkinson (1997) state that in many occasions teachers are overwhelmed by the diversity in their classrooms. As these teachers do not have skills to adapt available materials to respond to the needs of learners in their classrooms, it will be helpful if regional and circuit officials can provide materials to cater for learners in their classes. Without relevant materials, inclusion is not going to be possible in all Namibian schools. It could be that due to lack of financial means most schools do not have needed materials, thus teachers suggested for provision of materials.

Furthermore, teachers suggested that there should be qualified Inclusive Education facilitators that can bring all stakeholders together and discuss Inclusive Education activities. In support of these findings Choate (2000) related the benefits of qualified professionals in provision of Inclusive Education as to enable schools to embrace inclusion. In agreement with these findings, Gill (2008) points out that inclusion requires resources and facilities to meet the needs of learners. He argues that lack of educational resources and facilities within schools hinder the process of inclusion. The results of this study could mean that teachers believe that qualified Inclusive Education facilitators can assist schools in many aspects of inclusion such as planning and designing appropriate activities for all learners. It could also mean that the support in the form of human and physical resources will lead to increase in teachers' commitment and accountability toward learners with special educational needs.

### **5.6.3 Monitoring**

The study further discovered that there is a need for supervision of provision of inclusive activities at schools. It was revealed that some of the teachers raised a need for regional and circuit officials to supervise and evaluate the practice of Inclusive Education at schools after workshops. There are those who stated that the region should supervise how circuits are implementing the activities through regular school visits. Teachers also suggested that regional and circuit officials should assess the understanding of teachers of Inclusive Education to determine if they really understand inclusion. In agreement with these findings the MoE (2008; 2009) indicates that regional offices should monitor the provision of Inclusive Education in the region. These results communicate that teachers are operating in isolation and without guidance by regional and circuit offices in terms of inclusion.

Monitoring and supervision of Inclusive Education will assist schools by identifying areas of challenges so that teachers could employ necessary strategies to help and address the needs of learners. This will also help to determine if learners are getting chances to perform to their full potential during their school life.

### **5.6.4 Collaboration**

The results of this study also indicate a need for collaboration among stakeholders. The data indicates that most of the teachers suggested for teachers' information sharing meetings where they can share information and experiences in order to learn from one another. It is suggested that circuit offices should encourage team teaching, collaborative problem solving and weekly subject meetings. Such meetings could

provide chances for teachers to share effective methods and ways to handle learners. Beres (2001) and Broadbent and Burgess (2003) support this findings by indicating that information sharing is the answer to providing skills to teachers.

Furthermore, Ainscow and Miles (2009) concur with this data as they indicate that collaboration is a key to realisation of inclusion. It is the responsibility of all stakeholders in education to help cultivate positive community perceptions about the value of inclusion (Hiatt-Michael, 2006). This will support the efforts of teachers in provision of Inclusive Education at their schools. To realise these aims, community awareness and practical support should be one of the main focuses of all educators in an Inclusive Education system. This could be the reason why teachers suggest for regional and circuit officials to raise awareness on the importance of inclusion.

Also Vrasmas and Vrasmas (2007) outlines that regional and circuit officials can provide an important and rich source of assistance for Inclusive Education to be implemented effectively. Without regional and circuit officials' assistance schools might not understand the benefits of inclusion, thus they will keep on with their old practices where learners with special educational needs receive little help if any.

#### **5.6.5 Class size**

The data from the open-ended question further revealed that some teachers felt that the bigger number of learners in the classrooms have a negative effect on provision of Inclusive Education. Some of these teachers felt that with a smaller number of learners in class it would be possible to reach all learners through individualised activities. Research supports these findings by suggesting that teachers could be less

positive about including learners who need additional help when they have larger classes (Monsen & Frederickson, 2004).

Literature further in support of these findings indicate that large classes can be seen as an obstacle to the successful provision of Inclusive Education and place additional demands on the regular educator (Agran, Alper, & Wehmeyer, 2002; Prochnow, Kearney, & Carroll-Lind, 2000; Van Reusen et al., 2001, as cited in Subban & Sharma, 2005). Further, Kratochwill (2010); Ladbrook (2009) and Nano (2007) corroborate these findings by indicating that many learners in one classroom make it difficult for the teachers to plan individualized activities and it contributes to poor classroom management, which in turn leads to chaotic classrooms. In line with the above Hallahan and Kauffman (2006) suggested that teachers' competency and attitude should be worked on to prepare teachers to deal with big classes and develop skills in handling the special educational needs learners.

### **5.7 Summary**

The results and findings of this study revealed a mixed understanding among regional and circuit officials of the importance of their responsibilities. Further, the results and findings of this study re-iterate the importance of in-service teacher training, attitude change and provision of resources. This study found out that teachers need adequate knowledge, skills and understanding of inclusion before they can effectively provide Inclusive Education in schools. They also need to get involved into information sharing and collaborative activities to strengthen their

relationships with other stakeholders to gain knowledge and respond to learners' needs effectively.

## **CHAPTER 6: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **6.1 Introduction**

This chapter discusses the summary and the conclusions from the findings of this study. Thereafter recommendations will be made in relation to how the MoE and the Omusati region can address the current situation of provision of Inclusive Education in the Omusati region schools.

### **6.2 Summary**

This study assessed the provision of Inclusive Education in Omusati region. The aim was to ascertain the regional and circuit officials' awareness and understanding of the importance of their responsibilities toward provision of Inclusive Education activities in the region. The study also aimed at determining challenges that schools face and the assistances they need from regional and circuit offices to effect the provision of Inclusive Education.

The study found that (a) the regional and circuit officials were aware of their responsibilities toward the provision of Inclusive Education. However, they have mixed understanding of the importance of these responsibilities in provision of Inclusive Education. Not all regional and circuit officials found monitoring and coordination of Inclusive Education activities at schools important. Some regional and circuit officials also found the stated aspects of collaboration with parents and schools to be not important. Accordingly, only some regional and circuit officials do support schools to adapt to the learners' needs. (b) The findings of this study further

revealed that schools are faced with challenges in provision of Inclusive Education. It can be argued that due to inadequate training in inclusion during pre-service teacher training, there is lack of information, knowledge and skills in Inclusive Education. Teachers lack knowledge on practicing differentiated teaching as well as lack knowledge on practicing learning support and have mixed views on their collaborative skills. Currently, teachers in Omusati region are not receiving adequate in-service teacher training. Consequently, these teachers have mixed attitudes toward learners with special educational needs and inclusive education activities. (c) Based on the findings from this study it can be argued that schools need assistance from regional and circuit officials in the form of monitoring, provision of resources, strengthening of collaborative efforts and improvement of teacher knowledge in Inclusive Education through in-service teacher training. Parental and community involvement also needs to be strengthened at all levels of education provision. (d) Furthermore, a large number of learners in classes is negatively affecting the provision of Inclusive Education in Omusati region schools. Consequently, the schools need assistance with reduction in the number of learners in classrooms for effective practice of inclusion.

With regard to the above, it can be said that the effective provision of Inclusive Education in Omusati region depends on support from the regional and circuit offices through in-service teacher training, provision of relevant materials and support, monitoring and collaboration.

### **6.3 Conclusions**

The benefits of inclusion should be noted as this practice provides opportunities and responds to the needs of all learners. Inclusion is believed to remove barriers from education and promote social acceptance of people living with disabilities. It is clear that this research concurs with literature that indicates that the provision of Inclusive Education has still a long way to go before it is realized in most developing countries including Namibia. Therefore, this study concludes that there is a need for the regional and circuit offices to get involved in the provision of Inclusive Education in all schools in the region. Although inclusion is still a long way to be effective, awareness raising and teacher training, provision of relevant materials and parental involvement are the tools for effective provision of Inclusive Education in the schools of the Omusati region.

### **6.4 Recommendations**

Several recommendations have emanated from this study. The study recommends that **(a)** The MoE should consider conducting awareness campaigns for all regional and circuit officials in inclusion activities to empower them with knowledge of inclusion to be able to monitor and supervise the provision of Inclusive Education. **(b)** Currently, the MoE focuses the in-service training on inclusion to Regional School counsellors only. Based on the findings of this study, teachers are not receiving adequate in-service teacher training in inclusion, therefore, this study recommends that the MoE should provide in-service teacher training on inclusion to all regional and circuit officials so that they will be able to train teachers in the region and

provide proper support. **(c)** The Omusati education regional and circuit offices should provide intensive in-service teacher training in Inclusive Education to teachers to equip them with information, knowledge and skills on inclusive activities and assist them to develop a positive attitude toward inclusion. **(d)** Parental and community involvement needs to be strengthened at all levels of inclusive education provision starting with the classroom teachers and principals, therefore the regional and circuit offices should train teachers on effective methods that can improve parental involvement. **(e)** The Namibian schools are characterised by inadequate materials, therefore the study recommend for the regional and circuit offices to provide materials and work together with schools to develop needed materials to practice inclusion. **(f)** In addition, the study recommends that the education institution, which is the University of Namibia, should integrate fully the inclusive training for student teachers preparation during the pre-service training whereby special and inclusive education could be a subject on its own at undergraduate/entry level for the full study period. **(g)** Furthermore, research on individual schools is recommended for an in depth assessment of individual teachers' practice of inclusion to yield more specific data on individual teachers' readiness for inclusion. **(h)** Another study that involves the participation of parents and learners is recommended to determine the impact of inclusion on the family and learners' lives during school.

## REFERENCES

Ainscow, M. (2005). Developing inclusive education systems: what are the levers for change? *Journal of Educational Change*, 6(2): 109-124. doi: [10.1007/s10833-005-1298-4](https://doi.org/10.1007/s10833-005-1298-4)

Ainscow, M. (2001). Developing inclusive schools: Implication for leadership. *National College for School Leadership*. Retrieved January 12, 2009 from: <http://www.nationalcollege.org.uk/media/1D7/F2/developing-inclusive-schools.pdf>

Ainscow, M., & Miles, S. (2009). Developing inclusive education systems: how can we move policies forward. Retrieved (26 July 2011). Retrieved August 12, 2010, [www.ibe.unesco.org/fileadmin/user\\_upload/COPs/News\\_documents/2009](http://www.ibe.unesco.org/fileadmin/user_upload/COPs/News_documents/2009)

Amukugo, E. (1993). *Education and politics in Namibia*. Windhoek: New Namibia Books (Pty) Ltd.

Angelides, P., Charalambous., & Charalambos V. (2004). Reflections on policy and practice of inclusive education in pre-primary schools in Cyprus. *European Journal of Special Needs Education*, 19 ( 2) 211-223, doi: 10.1080/08856250410001678496

Avramidis, E. (2005). *Developing inclusive schools: changing teachers' attitudes and practices through critical professional development*. Inclusive and Supportive Education Congress, International Special Education Conference Inclusion: Celebrating Diversity? 1st - 4th August 2005. Glasgow, Scotland. Retrieved August 12, 2010, from: <http://www.isec2005.org.uk/isec/abstracts/papers>

Avramidis, E., & Norwich, B. (2002). 'Teachers' attitudes towards integration/inclusion: A review of the literature'. *European Journal of Special Needs Education* 17(2), 129-147. doi: 10.1080/08856250210129056

Bawa, K. A. A., & Mangope, B. (2011). Student Teachers' attitudes and concerns about inclusive education in Ghana and Botswana. *International Journal of Whole Schooling*, 7(1). Retrieved August 29, 2011, from: [http://www.wholeschooling.net/Journal\\_of\\_Whole\\_Schooling/articles/](http://www.wholeschooling.net/Journal_of_Whole_Schooling/articles/)

Belli, G. (2008). *Nonexperimental quantitative research*. Retrieved August 09, 2010, from: [http://www.media.wiley.com/product\\_data/excerpt/95](http://www.media.wiley.com/product_data/excerpt/95)

Beres J. C. (2001). *Challenges for inclusive education* (master's thesis, University of Lethbridge, Alberta). Retrieved February 20, 2010, from: <http://hdl.handle.net/10133/891>

Booth, T., & Ainscow, M. (Eds.). (1998). *From them to us: An international study for inclusion in education*. London: Routledge.

Brandon, D. P. (2006). Botswana's family and consumer sciences teachers' attitude towards the inclusion of students with physical disabilities. *Journal of Family and Consumer Sciences Education*, 24(1). Retrieved April 23, 2011, from: [www.natefac.org/JFCSE/v24no1/v24no1Brandon.pdf](http://www.natefac.org/JFCSE/v24no1/v24no1Brandon.pdf)

Broadbent, C., & Burgess, J. (2003). Building effective inclusive classrooms through supporting the professional learning of special needs teacher assistants. Retrieved February 02, 2010, from: <http://ala.asn.au/conf/2003/broadbent.pdf>

Bronfenbrenner, U. (1994). Ecological models of human development. In *International Encyclopaedia of Education*, (2<sup>nd</sup> Ed., vol. 3). Oxford: Elsevier. Retrieved: March 04, 2010, from <http://www.psy.cmu.edu/~siegler/35bronfebrenner>

Camp, W. G. (2001). Formulating and evaluating theoretical frameworks for career and technical education research. *Journal of Vocational Education Research*, 26(1), 4-25. Retrieved November 23, 2010, from: [eric.ed.gov/?id=EJ640316](http://eric.ed.gov/?id=EJ640316)

Campbell, J., Gilmore, L., & Cuskelly, M. (2003). Changing Student Teachers' attitudes towards disability and inclusion. *Journal of Intellectual & Developmental Disability*, 28(4), 369-379. doi: 10.1080/13668250310001616407

Carrington, S., & Elkins, J. (2002). Bridging the Gap Between Inclusive Policy and Inclusive Culture in Secondary Schools. *Support for Learning. A Journal of the National Association for Special Educational Needs*, 17(2), 51-57. doi: 10.1111/1467-9604.00236

Choate, J.S. (2000). *Successful inclusive teaching: Proven ways to detect and correct special needs*. Boston: Pearson Education Company.

Cline, T., & Frederickson, N. (2009). *Special education needs, inclusion and diversity*. Berkshire: MarGraw-Hill Companies.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. (6<sup>th</sup> ed.). New York: Routledge Taylor and Francis Group.

Creswell, J.W. (2009). *Research design, qualitative, quantitative, and mixed methods approaches*. London: Sage Publication Inc.

Croll, P., & Moses, D. (2000). *Special needs in the primary school; One in five?* London: Cassell.

Decatur, J., & Bassett. (April 22, 2007). Controversy in education: Inclusion vs. self-contained classrooms. *Nature of Schools ED 5*

DiPaola, M. F., & Walther-Thomas, C. (2003). *Principals and special education: The critical role of school leaders*. Gainesville, FL: University of Florida, Center on Personnel Studies in Special Education. Retrieved September 22, 2010, from: <http://www.copsse.org>

Dunbar, C. (2004). Best activities in classroom management. *college of education*. Michigan: Michigan State University. Retrieved October 27, 2009, from: <http://outreach.msu.edu>

Ebersohn.L., & Eloff.I. (2004). *Keys to educational psychology*. Cape Town: UCT Press.

Ekins, A., & Grimes, P. (2009). *Inclusion: Developing an effective whole school approach*. London: University Press.

European Agency for Development in Special Needs Education. (2010). *Teacher Education for Inclusion – International Literature Review*, Odense, Denmark: Donnelly, V. (Ed). Retrieved July 25, 2010, from: <http://ec.europa.eu/dgs/education>

Evans, J. M. (2007). Research into levels of understanding about inclusive education in Otjozondjupa region. *Namibia Enabling Education*. Retrieved August 08, 2010, from [http://www.eenet.org.uk/resources/docs/educaton\\_namibia.php](http://www.eenet.org.uk/resources/docs/educaton_namibia.php)

Fakolade, O. A., Adeniyi, S.O., & Tella, A. (2009). Attitude of teachers towards the inclusion of special needs children in general education classroom: The case of teachers in some selected schools in Nigeria. *International Electronic Journal of Elementary Education*, 1(3). Retrieved August 18, 2010, from <http://www.iejee.com>

Fields, B. A. (2007). Beyond disabilities: broadening the view of special needs and the inclusive education challenges facing primary teachers. In: AARE 2006: *Australian Association for Research in Education Annual Conference 2006: Engaging Pedagogies*, 27-30 Nov 2006, Adelaide, Australia. Retrieved June 05, 2010, from: <http://www.aare.edu.au/pubdet.htm>

Fowler, J., & Hooper, H. R. (1998). ESL Learners With special needs in British Columbia: identification, assessment, and programming. Prepared for the British Columbia Ministry of Education, skills, and training February 1998. Retrieved March 05, 2009, from [bctf.ca/uploadedFiles/Publications/ESL-SpecialNeeds.pdf](http://bctf.ca/uploadedFiles/Publications/ESL-SpecialNeeds.pdf)

Fuchs, W.W. (2009). Examining teachers' perceived barriers associated with inclusion. *SRATE Journal*, 19(1) Retrieved June 11, 2009, from; <http://files.eric.ed.gov/fulltext/EJ948685.pdf>

Garuba, A. (2003). Inclusive education in the 21<sup>st</sup> century: challenges and opportunities for Nigeria. *Asia Pacific Disability Rehabilitation Journal*, 14 (2), 191. Retrieved March 12, 2009, from [www.aifo.it/english/disability/apdrj/apdrj203](http://www.aifo.it/english/disability/apdrj/apdrj203)

Gay, L. R., Mills, G. E., & Airasian, P. (2009). *Educational Research: Competencies for Analysis and Applications*. (9th ed.). New Jersey: Pearson Education, Inc.

Giangreco, M. F., & Broer, S.M. (2005). Questionable utilization of paraprofessionals in inclusive schools: Are we addressing symptoms or causes? 20(1). Retrieved August 30, 2009, from [www.uvm.edu/~cdci/parasupport/reviews](http://www.uvm.edu/~cdci/parasupport/reviews)

Gill, J. (2008). Social inclusion for South Australian schooling? Trying to reconcile the promise and the curriculum. *Journal of Education Policy*, 23 (5), 453-467. DOI: 10.1080/02680930802054404

Government Republic of Namibia. (1990). *The Constitution of the Republic of Namibia*. Windhoek.

Hallahan, D. & Kauffman, J. (2006). *Exceptional learners: Introduction to special education, 10th edition*. Boston: Allyn & Bacon.

Härkönen, U. (2007). Scientific Articles of fourth international conference. *PERSON. COLOR. NATURE. MUSIC*. Latvia: Daugavpils University.

Hiatt-Michael, D. B. (2006). Reflections and directions on research related to family-community involvement in schooling. *The School Community Journal*, 16(1). Retrieved May 04, 2009, from: <http://files.eric.ed.gov/fulltext/EJ794802.pdf>

Hodkinson, A. (2006 ). Conceptions and misconceptions of inclusive education – one year on: A critical analysis of newly qualified teachers’ knowledge and understanding of inclusion. *Research in Education*, 76, 43-55. doi 10.7227/RIE.76.4

Hornby, G., & Witte, C. (2010). Parent involvement in inclusive primary schools in New Zealand: Implications for improving curriculum and for teacher education. *International Journal of Whole Schooling*, 6(1), Retrieved July 12, 2010, from: [www.canterbury.ac.nz/spark/Researcher.aspx?researcherid=85121](http://www.canterbury.ac.nz/spark/Researcher.aspx?researcherid=85121)

Hsien, M. L. W. (2007). Teacher attitudes towards preparation for inclusion – In support of a unified teacher preparation program. *Post-Script: Postgraduate Journal of Education Research*, 8(1), 49-60. Retrieved July 07, 2010, from: [http://www.edfac.unimelb.edu.au/research/resources/student\\_res/pscript\\_past.html](http://www.edfac.unimelb.edu.au/research/resources/student_res/pscript_past.html)

Jenkinson, J. C. (1997). *Mainstream or special? Educating students with disabilities*. London: Routledge.

Keenan, T., & Evans, S. (2009)(2<sup>nd</sup> ed). *An introduction to child development*. Los Angeles: SAGE Publications Ltd. Available at: [www.sagepub.com/keenan/ton.htm](http://www.sagepub.com/keenan/ton.htm)

Kisanji, J. (1999, March). *Inclusive education in Namibia: The challenges for teacher education. Historical and theoretical basis of inclusive education*. Keynote address for the Workshop on "Inclusive Education in Namibia: The Challenge for Teacher Education ". Windhoek: Rossing Foundation, 24-25 March 1999. Retrieved August 29, 2009, from [www.eenet.org.uk/resources/docs/hist\\_theoretic.doc](http://www.eenet.org.uk/resources/docs/hist_theoretic.doc)

Kratochwill, T. (2010). Classroom management teachers modules. *International Journal of Whole Schooling*, 6 (1). Retrieved April 17, 2009, from: <http://www.apa.org/ed/schools/cpse/activities/apstl.aspx>

Ladbrook, M. W. (2009). *Challenges experienced by educators in the implementation of inclusive education in primary schools in South Africa*, (Master's Thesis, University of South Africa). Retrieved May 11, 2009, from: [umkn-dsp01.unisa.ac.za/bitstream/handle/10500/3038/dissertation\\_landbrook\\_m.pdf](http://umkn-dsp01.unisa.ac.za/bitstream/handle/10500/3038/dissertation_landbrook_m.pdf)

Lambrechts, B., & Geurts, E. (2009). *Educational policies that address social inequality. thematic report: Disabilities*. Retrieved August 22, 2009, from <http://www.epasi.eu>

Lewis, I. (ED.). (2008). *Inclusive education: Where there are few resources*. Norway: The Atlas Alliance. Retrieved August 18, 2010, from <http://www.atlas-alliansen>.

Liasidou, A. (2008). 'Critical discourse analysis and inclusive educational policies: the power to Exclude. *Journal of Education Policy*, 23(5),483- 500. doi: 10.1080/02680930802148933

Lingard, B., & Mills, M. (2007). Pedagogies making a difference: issues of social justice and Inclusion. *International Journal of Inclusive Education*, 11(3), 233-244. doi: 10.1080/13603110701237472

Locke, L. F., Spirduso, W. W., & Silverman, S. J. (2000). *Proposals that work: a guide for planning dissertations and grant proposals*. California: Sage Publications.

Loreman, T., Deppeler, J., & Harvey, D. (2005). *A practical guide to supporting diversity in the classroom*. New York: Routledge Falmer.

Machi, C. Z. (2007, July). *Attitudes of selected groups of teachers towards inclusive education*, (master's thesis, University of Zululand). Retrieved April 14, 2010, from: [uzspace.uzulu.ac.za/bitstream/handle/10530/173/Attitudesofselectedgroupsofteachers](http://uzspace.uzulu.ac.za/bitstream/handle/10530/173/Attitudesofselectedgroupsofteachers)

Mashiya, J. N. (2003, October). *Educators' attitudes towards inclusive education*, (master's thesis, University of Zululand). Retrieved April 14, 2010, from: [uzspace.uzulu.ac.za/bitstream/handle/10530/744/EducatorsAttitudeTowardsInclusive](http://uzspace.uzulu.ac.za/bitstream/handle/10530/744/EducatorsAttitudeTowardsInclusive)

McGee, P. (1997). *Teacher development on-line*. Symposium presented at the Association of Supervision and Curriculum Development (ASCD) 52<sup>nd</sup> Conference, Baltimore, Maryland. Retrieved October 20, 2010, from [education.utsa.edu/files/CV-McGee-Current.pdf](http://education.utsa.edu/files/CV-McGee-Current.pdf)

McGrath, B. (2006). Everything is different here ...': mobilizing capabilities through inclusive education activities and relationships. *International Journal of Inclusive Education*, 10 (6), 595-614. doi: 10.1080/13603110500271425

Mdikana, A., Ntsanase, S., & Mayekiso, T. (2007). Pre-service educators' attitudes towards inclusive education. *International Journal of Special Education*, 22(1). Retrieved August 18, 2010, from <http://www.internationalsped.com/documents/>

Michael, S., & Richard, R. (2008). 'Pupils as partners in education decision-making: responding to the legislation in England and Ireland'. *European Journal of Special Needs Education*, 23(4), 423— 430. doi: 10.1080/08856250802387430

Miles, S. (2002). *School for all: including disabled children in education*. London. Save the Children. Retrieved April 18, 2009, from <http://www.eenet.org.uk/bibliog>

Ministry of Basic Education and Culture, Namibia. (1993). *Toward education for all: a development brief for education, culture and training*. Windhoek: Gamsberg, Macmillan.

Ministry of Education, Namibia. (2008). *Educational Sector Policy on Inclusive Education*. Windhoek: Ministry of Education.

Ministry of Education.(2008). *Educational sector policy for orphans and vulnerable children*. Windhoek.

Ministry of Education, Namibia. (2011). *Evaluation, monitoring and information system report*. Windhoek: Ministry of Education.

Ministry of Education, Namibia. (2009). *Omusati regional performance improvement strategies*. Outapi: Ministry of Education.

Ministry of Education, Ontario. (2009). *Realizing the promise of diversity: Equity and inclusive education strategies*. Toronto. Retrieved January 12, 2010, from: [www.edu.gov.on.ca/eng/policyfunding/equity.pdf](http://www.edu.gov.on.ca/eng/policyfunding/equity.pdf)

Ministry of Land, Resettlement and Rehabilitation, Namibia. (1995). Community based rehabilitation project. Windhoek: Ministry of Land, Resettlement and Rehabilitation.

Monsen, J. J., & Frederickson, N. (2004). Teachers' attitudes towards mainstreaming and their pupils' perceptions of their classroom learning environment. *Learning Environments Research* 7, 129–142. Netherlands: Kluwer Academic Publishers. doi: 10.1023/B:LERI.0000037196.62475.32

Mouton, J. (2001). (1st Ed). *How to succeed in your master's and doctoral studies*. A SA guide and resource book. Pretoria: Van Schaik Publishers.

Möwes, A.D. (2007). Namibian educators' views regarding teacher training and competence to teach in inclusive classrooms. *Namibia Development Journal*, 1(1). Retrieved March 20, 2010, from <http://ndj.unam.na/index.php/ndj/article/view>

Möwes, A.D. (2002). *The views of Educators regarding the Inclusive Education in Namibia*. (Unpublished Doctoral dissertation, University of Stellenbosch).

Mthethwa, G. S. (2008 January). Principals' knowledge and attitudes regarding inclusive education: Implications for curriculum and assessment, (master's thesis, University of Zululand). Retrieved March 10, 2010 from: [uzspace.uzulu.ac.za/bitstream/handle/10530/341/Principalsknowledgeandattitudes](http://uzspace.uzulu.ac.za/bitstream/handle/10530/341/Principalsknowledgeandattitudes)

Mwamwenda, T.S. (1995). *Educational psychology: An African perspective*. Durban: Heinemann.

Naicker, S. (2006). From policy to curriculum: A South-African perspective on implementing inclusive education policy. *International Journal of Whole Schooling*, 3(1). Retrieved August 12, 2009, from: [files.eric.ed.gov/fulltext/EJ847472.pdf](http://files.eric.ed.gov/fulltext/EJ847472.pdf)

Nano, V. (2007, June). Albanian schools towards inclusive education. *Regional Preparatory Workshop on Inclusive Education, Eastern and South Eastern Europe*. Sinaia, Romania, 14 – 16 June 2007. Retrieved August 12, 2009, from: [www.ibe.unesco.org/fileadmin/user](http://www.ibe.unesco.org/fileadmin/user)

Nghipondoka, E. A. (2001). *The implementation of inclusive education in Tsandi constituency*. (master's thesis, University of Western Cape).

Norwich, B. N. (2008). Dilemmas of difference, inclusion and disability: International perspectives on placement. *European Journal of Special Needs Education*, 23(4), 287-304. doi: 10.1080/08856250802387166

Peters, S. J. (2004). *Inclusive education: An EFA strategy for all children*. World Bank. Retrieved March 21, 2009, from: [siteresources.worldbank.org/EDUCATION](http://siteresources.worldbank.org/EDUCATION)

Piccione, L. (2006). *Facing the challenges of inclusive education*. Urquiza 2659, Cordoba 5001, Argentina. Retrieved August 30, 2009, from: [www.icevi.org/publications/icevi\\_wc2006/09\\_inclusive\\_educational](http://www.icevi.org/publications/icevi_wc2006/09_inclusive_educational)

Pijl, S.J. (2010). Preparing teachers for inclusive education: some reflections from the Netherlands. *Journal of Research in Special Educational Needs*, 10(1), 197–201  
DOI: 10.1111/j.1471-3802.2010.01165.x,, 197

Pivik, J., McComas, J., & Laflamme, M. (2002). Barriers and facilitators to inclusive education. *Exceptional Children*, 69(1), 97-107. Retrieved August 02, 2009, from: [www.itari.in/categories/facilitators/researchbyfacilitatorsforspecial](http://www.itari.in/categories/facilitators/researchbyfacilitatorsforspecial)

Pottas, L. (2005). *Inclusive education in South Africa: The teacher of the child with a hearing loss*. Retrieved August 01, 2009, from: [upetd.up.ac.za/thesis/available/etd-09072005-105219/unrestricted/03chapter3.pdf](http://upetd.up.ac.za/thesis/available/etd-09072005-105219/unrestricted/03chapter3.pdf)

Prinsloo, E. (2001). Working towards inclusive education in South African classrooms. *South African Journal of Education*, 21(4). Retrieved November 30, 2009, from: [www.ajol.info/index.php/saje/article/view/24927](http://www.ajol.info/index.php/saje/article/view/24927)

Roffey, S. (2001). *Special Education in the Early Years: Collaboration, communication and coordination*. London: David Fulton Publishers.

Scott, W., & Spencer, F. (2006). Professional development for inclusive differentiated teaching curriculum. *Australian Journal of Learning Disabilities*, 11(1), 35-44. doi: 10.1080/19404150609546806

Simi, J. (2008). *Teacher educators' and pre-service teachers' attitudes, knowledge and understanding on special education and inclusive education in the Solomon Islands*. (Master's thesis, The University of Waikato). Retrieved August 20, 2009, from: <http://researchcommons.waikato.ac.nz/handle/10289/2451>

Subban, P., & Sharma, U. (2005). Understanding educator attitudes toward the implementation of inclusive education. *Disability Studies Quarterly*, 25(2). Retrieved August 18, 2009, [www.dsq-sds.org](http://www.dsq-sds.org) [dsq-sds.org/article/view/545](http://dsq-sds.org/article/view/545)

Sukhraj, P. (2008). *The implementation and challenges to inclusive education policy and practices in South Africa*. (Doctoral' thesis, University of KwaZulu Natal). Retrieved August 12, 2011, from [www.icevi.org/publications/icevi\\_wc2006](http://www.icevi.org/publications/icevi_wc2006)

Thomas, R. M. (2003). *Blending qualitative and quantitative research methods: Thesis dissertations*. California: Corwin Press, Inc.

Thomas, G., Walker, D., & Webb. J. (1998). *The making of the inclusive school*. London: Routledge.

Tudge, J. R. H., Mokrova, I., Hatfield, B. E., & Karnik, R. B. (2009). Uses and misuses of Bronfenbrenner's Bioecological theory of human development. *Journal of Family Theory and Review*, 1 (4): 198–210. doi: 10.1111/j.1756-2589.2009.00026.x

UNESCO. (2002). Government Republic of Namibia, *Education for All: National Plan of Action*. Windhoek: UNESCO. Retrieved May 20, 2010, [planipolis.iiep.unesco.org](http://planipolis.iiep.unesco.org)

UNESCO. (2005). *Guidelines for Inclusion: Ensuring Access to Education for All*. France : UNESCO. Retrieved February 23, 2011, from [www.disabilityrightsfund.org/](http://www.disabilityrightsfund.org/)

UNESCO. (2006). *Guidelines for Inclusive Education Policy Development. Working towards Education for All*. Harare: UNESCO. Retrieved January 12, 2009, from [www.unesco.de/fileadmin/medien/Dokumente/Bildung/Salamanca](http://www.unesco.de/fileadmin/medien/Dokumente/Bildung/Salamanca)

UNESCO. (2005). Pacific Workshop on Inclusive Education. *Getting All Children into School and Helping Them Learn*. 23-25 November 2005, Apia, Samoa. Retrieved October 27, 2009, from [unesdoc.unesco.org/images/0014/001472/147204e](http://unesdoc.unesco.org/images/0014/001472/147204e)

UNESCO. (1994). *The Salamanca statement and framework for action on special needs education*. Salamanca: UNESCO. Retrieved September 13, 2009, from [www.unesco.de/fileadmin/medien/Dokumente/Bildung/Salamanca\\_Declaration](http://www.unesco.de/fileadmin/medien/Dokumente/Bildung/Salamanca_Declaration)

UNESCO. (2000). *World education forum*. Dakar, Senegal 26-28 April, 2000. Retrieved 19 September, 2009, from [www.unesco.org/en/efa/the-efa-movement](http://www.unesco.org/en/efa/the-efa-movement)

van Kraayenoord, C. (2007). Revisiting the Key Lessons Learned from Inclusive Education: Continuing the Research Agenda. *International Journal of Disability, Development and Education*, 54 (2), 145-149. doi: 10.1080/10349120701330321

van Roekel, D. (2008). *Parent, family, community involvement in education*. Washington: NEA education policy and curriculum department, Center for Great Public Schools. Retrieved August 09, 2010, from [www.nea.org/assets/docs/PB11](http://www.nea.org/assets/docs/PB11)

Villa, R. A., & Thousand, J. S. (2005). *Creating an inclusive school*. Alexandria: Association for Supervision and Curriculum Development.

Villa R.A., Thousand, J. S., Meyers, H., & Nevin, A. (1996). Teachers and administrators' perceptions of heterogonous education. *Exceptional Children*, 63(1), 29-45. Retrieved November 12, 2010, from [www.http://webl.infotrac.galegroup.com](http://webl.infotrac.galegroup.com)

Voigts, F. (1998). The quality of education: some policy suggestions based on a survey of schools. Windhoek: Ministry of Basic Education, Sport and Culture. In Kenneth N. R. (1998). *SACMEQ Policy Research: Report No. 2*. Paris: UNESCO/International Institute for Educational Planning.

Vrasmas, E., & Vrasmas, T. (2007). Inclusive Education in Romania (1995 – 2007). *Regional Preparatory Workshop on Inclusive Education Eastern and South Eastern Europe*. Sinaia, Romania, 14 – 16 June 2007, UNESCO International Bureau of Education. Retrieved August 12, 2010, from [www.erisee.org/downloads/2013/2/r/](http://www.erisee.org/downloads/2013/2/r/)

Xu, Y., & Filler, J. (2008). Facilitating family involvement and support for inclusive education. *The School Community Journal*, 18(2). Retrieved April 29, 2010, from [www.adi.org/journal/fw08/XuFillerFall2008.pdf](http://www.adi.org/journal/fw08/XuFillerFall2008.pdf)

Zimba, R., Haihambo, C. K., & February, P. (2004). *A Report of a situation analysis on the provision of special needs education in Namibia*, Windhoek, 24-25 March 1999.

Zimba, R., Mostert, M. L., Hengari, J. U., Haihambo-Muetudana, C. K., Möwes, A.D., & Mwoombola, K. (2002). *Proceedings of conference on inclusive educational research*. Windhoek, Safari Hotel, Conference Centre.

Zimba, R., Wamohe, L. W., Legesse, L., Hengari, J. U., Haihambo-Muetudana, C. K., & Möwes, A.D. (1999). *Proceedings of a workshop on inclusive education in Namibia: A challenge for teacher education*. Windhoek: Rossing Foundation centre.

## APPENDIXES

### Appendix A: Regional and circuit offices questionnaire

#### Regional and circuit offices questionnaire

Please answer all the questions.

#### Section A: Biographical data

In each case, please put an x in the box that best describes you.

1. What is your gender?

Male	
Female	

2. How old are you?

20-25 years old	
26-29 years old	
30-35 years old	
36 and above	

3. What is your job title?

Regional Director	
Deputy Regional Director	
Regional School Counsellor	
Inspector of Education	
Advisory Teacher	

4. What is your highest academic qualification? Choose one box only.

Basic Education Teacher Diploma	
Higher Education Diploma	
Bachelor of Education Degree	
Other (specify.....)	

5. For how long have you served in your current position?

1 year	
2 years	
3 years	
4 years	
More than four years	

6. At which level did you receive training in Inclusive Education?

College	
University	
Post-graduate level	
On-job-training	
Workshops	
Other (specify.....)	

### Section B: Regional and circuit offices' responsibilities

1. In each case, show the level of importance of **each statement** listed below rating each of the given statement from being *very important to not important* at all. For each statement, tick one box only that is appropriate in your view.

Statement	Very important	Important	Not important
1. Advocating for Special schools to cater for learners with special educational needs			
2. Encouraging mainstream schools for all learners			
3. Assisting teachers to conduct afternoon lessons for learners with learning difficulties			
4. Instructing schools to carry out learning support during morning sessions			
5. Providing teachers with information on Inclusive Education			
6. Working together with teachers to plan for differentiated activities			
7. Assisting teachers with interpretation of the syllabi			
8. Monitoring how the school is catering to the needs of all learners			
9. Advising schools on how to get assistance for needy learners			
10. Supervising teachers on how they are providing Inclusive Education at their schools			
11. Providing materials on how to practice Inclusive Education			
12. Training teachers in Inclusive Education activities			
13. Assisting with learning support program at schools			
14. Helping schools in identifying learners with special educational needs			
15. Encouraging teachers to teach learners in same classrooms			
16. Providing psycho-social support to learners			
17. Assisting teachers on how to plan for learners with special educational needs			
18. Advocating for Inclusive Education			

activities in all schools			
---------------------------	--	--	--

2. Which of the following would you do when you are informed of a learner with special educational needs at a school? For **each statement**, show your response by ticking **Yes** or **No** in the given box.

Statement	Yes	No
19. Instruct the school to meet the needs of the learner		
20. Work together with parents to come to a solution		
21. Help the school to solicit help for the learner		
22. Remind the parents about their responsibility toward the learner		
23. Let the learner know that all other learners have their own different needs		

3. How many times have you done the following? For **each statement**, tick in **one box** only that is appropriate.

Statement	Never	Sometimes	Always
24. Instructing a school to expel a learner who misbehaves			
25. Supporting a school to send a learner to a special school			
26. Saying bad things about a learner who repeatedly fails a grade in front of their teachers			
27. Assisting a teacher with a learner with special educational needs in classroom			

\*\*\*\*\*

**Thank you for participating in this study**

## Appendix B: School principals and teachers' questionnaire

### School principals and teachers' questionnaire

Please answer all the questions.

#### Section A: Biographical data

In each case, please put an x in the box that best describes you.

1. What is your gender?

Male	
Female	

2. How old are you?

20-25 years old	
26-29 years old	
30-35 years old	
36-above years old	

3. What is your job title?

School Principal	
School Teacher	

4. What is your highest teaching qualification?

Basic Education Teacher Diploma	
Higher Education Diploma	
Bachelor of Education Degree	
Other (specify.....)	

5. For how long have you been teaching in your life?

Less than one year	
1-5 years	
6-10 years	
11-15 years	
16-20 years	
21-30 years	
More than 31 years	

6. For how long have you been working at this school?

Less than a year	
1 year	
2 years	
3 years	
4 years	
More than four years	

7. Which class grades do you teach?

Grade 1-4	
Grade 5-7	
Grade 8-10	
Grade 11-12	

8. How many learners are in your classroom?

30 and less	
31 to 35	
36 and above	

9. At which level did you receive training in Inclusive Education? Choose one box only

College	
University	
Post-graduate level	
On-job-training	
Workshops	
Other (specify.....)	

### Section B: The challenges in the provision of Inclusive Education

1. Teaching learners with special educational needs can be a challenging task. Rate **every statement** by ticking in **one of the given boxes** to show issues that are *very challenging, challenging or not challenging*.

Statement	Very challenging	Challenging	Not challenging
1. Teaching learners with different abilities in the same classroom			
2. Planning activities for slow learners			
3. Teaching learners with emotional and behavioural difficulties			
4. Teaching a learner with sight impairment together with learners who can see in the same classroom			
5. Teaching a learner with hearing impairment together with learners who can see in the same classroom			

6. Giving afternoon lessons to learners with learning difficulties			
7. Practicing learning support during morning sessions			

2. At what time of the day do you help learners with special educational needs? For **each statement**, show your response by ticking yes or no in the given box.

Time	Yes	No
1. At the beginning of the lesson		
2. At the end of the lesson		
3. In the middle of the lesson		
4. In the afternoon after classes		
5. Any time of the day		

6. What do you do when you have a learner who needs special attention? For **each statement**, show your response by ticking yes or no in the given box.

Statement	Yes	No
7. I have no clue on what to do		
8. I investigate more		
9. I give attention to the learner		
10. I work together with parents to assist the learner		
11. I inform the parents about the learner's needs		
12. I inform the school principal to assist the learner		

13. Issues that listed below can pose serious challenges to effective provision of Inclusive Education activities. Based on your personal experience, **rate each statement** showing whether you are in *agreement*, *not sure* or *disagreement* with the description of Inclusive Education activities provision process at your school by ticking in the most appropriate box for each statement.

Statement	Agree	Not sure	Disagree
1. Some teachers are not prepared to deal with learners with special educational needs			
2. There are no trained Inclusive Education facilitators at school			
3. Teachers find it difficult to practice Inclusive Education			
4. Lack of understanding how Inclusive Education works			
5. Circuit offices do not conduct Inclusive Education awareness workshops			

14. How many times have done the following?

Statement	Never	Sometimes	Always
15. Keeping a learner who came late to school outside the classroom			
16. Excluding a learner from activities for failure to follow rules			
17. Shouting at a learner who constantly disrupts your lessons			
18. Threatening to beat up a learner			
19. Saying bad things about a learner to other teachers			
20. Refusing to teach a learner who constantly disrupts your lessons			

6. To what extent do you agree or disagree with the provision of IE in your school? Show your viewpoint by rating **each of the given statement** on the *scale of strongly agree, agree, disagree or strongly disagree*.

Statement	Strongly agree	Agree	Disagree	Strongly disagree
12. All teachers are willing to identify learners with special educational needs				
13. Learners with special educational needs do receive psycho-social support from teachers				
14. The school had drawn up a school program to cater for the needs of learners with special educational needs				
15. There are school rules in place that protect the rights of all learners				
16. Teachers do respond to the needs of learners				

### Section C: Assistance needed by schools

7. Indicate what the regional and circuit office should do to help you provision of Inclusive Education activities effectively at your school by rating **each given statement** on the scale of *strongly agree, agree, disagree or strongly disagree*.

Statement	Strongly agree	Agree	Disagree	Strongly disagree
1. Supervise teachers on how they are implementing Inclusive Education at their schools				
2. Provide materials on how to curriculum Inclusive Education				

3. Train teachers in Inclusive Education activities				
4. Assist with learning support program at school				
5. Assist schools in identifying learners with special educational needs				
6. Encourage teachers to teach learners in same classrooms				
7. Provide psycho-social support to all learners				

8. What do you suggest could regional education and circuit offices do to effect the provision of Inclusive Education?

.....

.....

.....

.....

\*\*\*\*\*

**Thank you for participating in this study**

**Appendix C: Request for permission from the regional director of education to conduct a research in Omusati region schools**

P O Box 3398  
Ongwediva  
Namibia  
20 March 2011

The Regional Director  
Omusati region: Directorate of Education  
Private Bag 529  
Outapi

**Subject: Request for permission to conduct a study in schools of Omusati region**



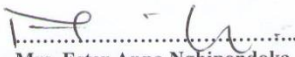
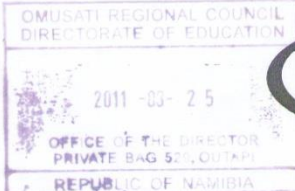
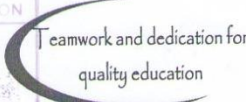
I am Rauna Keshemunhu Haitembu, a regional school counsellor in Omusati region. I am currently registered with the University of Namibia as a postgraduate student. As part of the course requirements, a student needs to submit a research thesis. I am hereby requesting for permission to conduct a study in schools of Omusati region. I am interested in assessing the provision of Inclusive Education in the region. The study will not interfere with the normal teaching hours as I plan to conduct the study after the normal teaching hours.

Thank you very much

Yours Sincerely,

.....  
Rauna Keshemunhu Haitembu

**Appendix D: Permission from the regional director of education to conduct a research in Omusati region schools**

	REPUBLIC OF NAMIBIA	
<b>OMUSATI REGIONAL COUNCIL</b>		
<b>DIRECTORATE OF EDUCATION</b>		
<i>Team Work and Dedication for Quality Education</i>		
Tel: +264 65 251700 Fax: +264 65 251722		Private Bag 529 OUTAPI
		24 March 2011
Enq: Ms. Apollonia Nakale		
To: Director of Education Deputy Director The Inspectors of Education Advisory Teachers The Principals of Olyasiiti PS, Nakaheke CS, Pyamukuu CS, Osisia PS Moses Aihalu PS, Negumbo SS, Thomas Tuutaleni JP Haudano SS, Ananias Emvula JSS, Etemba CS Ombuumbuu JSS, John Pandeni CS and Iipandayamiti CS		
<b>Re: Permission to conduct a study in Omusati Region</b>		
This letter serves to notify your good office that <b>Ms. Rauna K. Haitembu</b> granted permission to conduct the above said study. The Omusati Education Directorate is pleased to inform you that hence permission is granted, the study undertaken at school should by no means whatsoever disrupt teaching and learning.		
We hope and trust this exercise will enhance quality education in the region.		
Yours faithfully		
 ..... <b>Mrs. Ester Anna Nghipondoka</b> Regional Director		
<i>All official correspondence must be addressed to the Regional Director.</i>		

**Appendix E: Request for permission from the Permanent Secretary of the Ministry of Education to conduct a research in Omusati region schools**

P O Box 3398  
Ongwediva  
05 August 2011

Enq: Rauna Keshemunhu Haitembu  
Tel: 065 251700/0812846715  
e-mail: raunahaitembu@yahoo.com

**To: The Permanent Secretary: Mr A. Ilukena  
Ministry of Education  
Private Bag 13186  
Government Office Park  
Windhoek**

**Subject: Request for permission to contact a study in Omusati Region**

I am Rauna Keshemunhu Haitembu, Regional School Counsellor in Omusati Region. I am currently enrolled for Master in Education with the University of Namibia. As a pre-request by the University, students should carry out a study in fulfilment of the enrolled program.

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

A study that will shed light on how far the Namibian schools are practicing Inclusive Education is of outmost importance. I am interested in assessing the process of Inclusive Education practices in Omusati region. This will provide educators particularly in Omusati region with information on how schools are implementing Inclusive Education and what assistance they need from the regional office. At the same time this study will look at regional officials' understanding of their responsibilities in implementation of Inclusive Education.


Therefore, I am hereby kindly requesting permission from the office of the Permanent Secretary to conduct a study on Implementation of Inclusive Education with the teaching staff in Omusati Region. This study will be conducted in the afternoons, thus it will not have any impact on the teaching and learning process in the region.

Thank you very much,



Rauna Keshemunhu Haitembu (Regional School Counsellor, Omusati Region)

**Appendix F: Permission from the Permanent Secretary of the Ministry of Education to conduct a research in Omusati region schools**



**REPUBLIC OF NAMIBIA**

---

**MINISTRY OF EDUCATION**

---

<p><b>Tel:</b> 264 61 2933200  <b>Fax:</b> 264 61 2933922  <b>E-mail:</b> <a href="mailto:mshimho@mec.gov.na">mshimho@mec.gov.na</a>  <b>Enquiries:</b> MN Shimhopileni</p>	<p>Private Bag 13186  Windhoek  NAMIBIA  15 August 2011</p>
---	---

**File:** 11/2/1

---

Ms Rauna Keshemunhu Haitembu  
P. O. Box 3398  
ONGWEDIVA

Dear Ms. R. K. Haitembu

**RE: REQUEST TO CONDUCT A RESEARCH AT SOME SCHOOLS IN OMUSATI REGION**

Your letter dated 5 August 2011, requesting permission to conduct a research at some of some schools in Omusati Region, has reference.

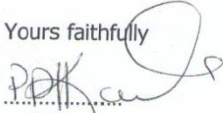
Kindly be informed that the Ministry does not have any objection, in principle, to your request to conduct a research study in the region concerned.

However, you are advised to contact the Regional Council Office, Directorate of Education, for authorization and permission to go into the schools for the intention stated above.


Since the study will not cover all the schools in the region, you are kindly advised to have the school you intent to visit identified before approaching the Region Office.

Kindly take note that your research activities should not interfere with the normal school programmes. Participation by either the teachers or the learners should be on a voluntary basis.

By copy of this letter the regional director is made aware of your request.

Yours faithfully  
  
A. Ilukena  
PERMANENT SECRETARY

**cc: Director: Omusati Education Directorate**



## Appendix G: Letter of consent for the schools to participate in the study

P O Box 3398  
Ongwediva  
31 March 2011

Enq: Rauna K Haitembu  
Tel: 065 251700 / 0812846715  
Email: raunahaitembu@yahoo.com

To: Inspectors of Education  
Heads of Divisions  
School Principals  
School Teachers  
Omusati Region  
Directorate of Education

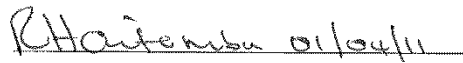
**Subject: Contacting a study in Omusati Region**

( ) With the high prevalence of OVCs in Namibia, a study that will look at how schools in Namibia are prepared and how much they are doing so far to assist OVCs is of utmost importance. This entailed me, Rauna Keshemunhu Haitembu, Regional School Counsellor, to study the implementation of Inclusive Education in Omusati Region schools. This will provide educators in Omusati region with information on how schools are implementing Inclusive Education, what assistance they need from the regional office. At the same time this study will shed light on regional officials' understanding of their responsibilities in implementation of Inclusive Education. Overall, this study will provide relevant information for the region regarding implementation of Inclusive Education.

Therefore, I kindly request for your assistance to participate in this study. Your input is highly valued and will mean a lot in this study. Your name, school and any information you give will be treated confidentially. This information will be solely used for this study's purpose and no third part will whatsoever have access to this information without your permission.

Please answer all the questions and truthfully. You are expected to return this questionnaire before or on the 06<sup>th</sup> of April 2011.

( ) Thank you very much for your assistance.



Yours in Education

Rauna Keshemunhu Haitembu (Regional School Counsellor)