

**THE POSSIBLE CHALLENGES OF MANAGEMENT AND GOVERNANCE OF
SCHOOLS FOR LEARNERS WITH A HEARING IMPAIRMENT
BECAUSE OF THE
IMPLEMENTATION OF INCLUSIVE EDUCATION IN THE
LIMPOPO PROVINCE OF SOUTH AFRICA**

BY

SALANI GEORGE XITLHABANA

THESIS

**SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF
DOCTOR OF PHILOSOPHY (PhD)
IN THE DEPARTMENT OF EDUCATIONAL MANAGEMENT:**

SCHOOL OF EDUCATION

IN THE FACULTY OF HUMANITIES

AT THE

UNIVERSITY OF LIMPOPO: TURFLOOP CAMPUS

PROMOTER: Dr L. E MATSAUNG

2008

DECLARATION

I, Salani George Xitlhabana student of the University of Limpopo hereby “declare that the thesis hereby submitted to the University of Limpopo for the degree of Doctor of Philosophy has not been previously submitted by me for a degree at any other University; that it is my own work in design and execution, and that all material contained therein has been duly acknowledged.”

Signed on this day _____ of March 2008 at the _____

SG XITLHABANA
9020258

ACKNOWLEDGMENTS

My sincere gratitude is directed to the following persons who supported me during the enormous task of my studies towards my doctoral degree and who made the completion of this research possible:

- The Lord Almighty, who strengthened and protected me during my years of hard work and journeys to the University of Limpopo,
- My beloved wife, Josephine, who accompanied me every time I had to attend discussion sessions with my supervisor.
- My son, Godfrey Enos and daughter Martha Mahlohonolo, who remained behind during our absence and played the role of father and mother at home.
- My promoter, Dr. L. E Matsaung for his valuable guidance and support during the course of my studies.
- External co-promoter: Professor S. Maile who was also my promoter for the first three years of my studies. I whole-heartedly thank him for his valuable support and guidance.
- Mr. L T Mabasa of the department of educational studies who acted as my “consultant” regarding some aspects of research methods.

- Dr Busisiwe Hellen Baloyi, for assisting to draft the research proposals and other guidances.
- Mrs. Pinny Malema and Miss Roinah for typing this thesis so neatly, accurately and professionally.

(iv)

- Mrs. R V McCabe of the department of English studies at the University of Limpopo for proof-reading and language editing of this thesis.
- Mr. S M Checha for typing the corrections and final arrangement and lay-out of the entire thesis.
- Dr P J Smal, director for the Institute for the Deaf for the valuable discussion we had, with regard to the scope of this research.
- Professor R. Hugo and Mrs Lidia Pottas of the department of Pathology, University of Pretoria, for information regarding the audiological aspect for this study.
- Dr Claudine Storbeck of Wits for her Professional guidance.
- The University of Limpopo for granting me an academic award for a tuition fee bursary to complete my study.
- Mr. July Nyambi, my colleague at Yingisani Special School for conducting interviews with educators.

- My beloved LHI for our friendly conversations during the interviews.
- All educators of schools for learners with a hearing impairment (SLHI) in Gauteng, Limpopo and the North- West Province, thank you very much.

DEDICATION

My late parents, Lucas and Martha N’wa-Makhaven
My late sisters, Flora and Betty,
My late brothers, Harry and Philemon “Sparks” Filana
And my late nephew, Thomas Rodney “Bimbi”

ABSTRACT

This research was initiated and undertaken in 2004 as an attempt to address one of the developments in education, namely the introduction of the policy of inclusive education and training system in South Africa in general and the Limpopo in particular. The major concern of this study is the implementation of the policy of inclusion to schools for learners with a hearing impairment (SLHI) in the Limpopo Province.

This policy attempts to alleviate the system of discriminating learners with a disability (LWD) by including them into one single education system.

However, the paradigm shift from specialized education system to inclusive education model has possible challenges to the management and governance of SLHI because managing schools for LHI requires specific skills, expertise knowledge and training of stakeholders. Managers and governors of SLHI do not normally have these skills. In order to fully prepare managers and governors of SLHI within the context of inclusive education, they need to be trained in all spheres of management, and to do this, training programmes are needed.

The specific research problem of this study is the lack of training of stakeholders, insufficient resources, and infrastructures which impact negatively on the management and governance of SLHI within the context of inclusive education model.

Many buildings and schools are not accessible to wheelchair users. Classrooms are not equipped with group system hearing aids to facilitate teaching and learning of LHI.

The fact that many inclusive education programmes for the first term steps are not yet in

visible places or explicit, in the Limpopo Province contribute to the problem of implementation of inclusive education in the Limpopo Province.

An in-depth study of literature dealing with research methodology was undertaken. This was meant to determine suitable research methods for this study.

Both the quantitative and qualitative research methods were used. The findings from the empirical research (interviews, spontaneous sketches questionnaires and focus group interviews) were fully substantiated by the literature review. This complied with the rule of triangulation and also enhanced reliability of this research.

In view of the findings of the research, it became evident that there are definite challenges of management and governance of SLHI by the implementation of inclusive education model in SLHI in the Limpopo Province. Models to train teachers were suggested. It is hoped that if these models can be implemented in SLHI, management problems could be minimized. Training programmes for parents were suggested. These programmes are crucial because parents play the major role in school management since they are the most in stake as is required by governance.

Because education is not static, further research in this field is recommended in order for stakeholders to move along with current changes and developments in education.

The present researcher hopes that this study will contribute greatly to the attempt to solve the problems of educators, learners and stakeholders.

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CHAPTER 1:

BACKGROUND TO THE STUDY

1.1. INTRODUCTION

Education as a whole is a dynamic field. Changes always occur when a new approach is adopted, and will continue to occur as new developments take place. When changes occur, there will be problems surrounding the changes. Debates, concerns and resistance are part of the changes. Some organizations and their members resist change (Robbins, 1998:670). In South Africa for instance, change was needed as a form of transforming the process of education (Donald, Lazarus & Lolwana, 2002:20). The fact that change occurs also in school management and governance, makes it crucial that specific skills to manage change within the department of education and schools are acquired. The management and governance systems of schools have to keep track of and be able to accommodate new changes (Department of Education, 1996:155).

In the past, education authorities in South Africa have developed policy for ordinary and special education separately. Historically, this practice has frequently been regarded a form of disempowering discrimination against those with disability, who have been negatively labeled, “placed in special settings and marginalised for life” (Engelbrecht & Green, 2000:6). The policy for separate education has been criticized as a strategy that is at best inefficient and wasteful, and at its worst, unjust (Engelbrecht & Green, 2000:6).

Before the new dispensation in education was introduced in 1994, all schools for the hearing impaired in South Africa, were managed and governed by a sub-directorate which was known as “Directorate for Specialised Education” (Department of Education, 1996:20).

It should be mentioned that building a single inclusive education and training system as an educational approach to abolish discrimination of learners who experience barriers to learning is a new change in education in South Africa.

Guidelines for the implementation of inclusive education: Draft document (June 2005:7) describes “Barriers to learning” as a new theory of knowledge that must be imposed on any framework of thinking that relates to teaching and learning.

When the then minister of education Prof. Kader Asmal, announced in the Education White Paper 6 (SA, 2001:1) (EWP6) the “building of an inclusive education and training system”, concerns about the future of specialized schools and specialized settings in an inclusive education and training were raised by many parents, lecturers, and educators in these schools and specialized setting. The EWP6 (SA, 2001:3). Sharing the concerns, the minister wrote: “In this white paper, we make it clear that special schools will be strengthened rather than abolished” White Paper 6 (SA, 2001:3). Learners with severe disabilities will be accommodated in these vastly improved special schools, as part of an inclusive system, The EWP6 (SA, 2001:3).

In the EWP6 (SA, 2001:4), the minister concluded his introduction to this paper by saying: “I acknowledge that building an inclusive education and training system will not be easy. What will be required of us all are persistence, commitment, coordination, support, monitoring, evaluation, follow-up and leadership.”

Since, the move towards decentralized education systems in South Africa was in the limelight in 1994, the provincial education system in the Limpopo Province did not consider schools for the hearing impaired as an entity with its own sub-directorate. After the introduction of Education White Paper 6 South Africa in 2001, a directorate for inclusive education was established in the Limpopo Province.

However some authorities and experts in the education of learners with a hearing impairment have views to support the new approach of specialized education from the

previous approach. Kapp (2002:350) writes: In the teaching of the aurally handicapped child the same didactic principles as in regular education apply, but receive a different emphasis and approach.

Management and governance of schools for the hearing impaired require different and specialized managerial skills that are relevant to specialized education (Department of Education, 1996:35).

Research by Xitlhabana (1999:4) reflects that officers and heads of department (H.O.Ds) at both provincial and district levels lack sufficient and relevant management and governance skills for specialized education. The lack of specialized management and governance skills by officers in the mainstream education impact negatively on the management and governance of schools for the hearing impaired.

The assurance has been given in EWP6 (SA, 2001:29-30), that special schools and settings will be converted to resource centres and integrated into district support teams and staff trained to assume the new roles. This assurance is not yet visible in places in the Limpopo Province. Despite this assurance to train staff, the present researcher has observed that the majority of officers cannot communicate or address learners with a hearing impairment (LHI) in sign language. Sign language is the communication system used by learners with hearing impairment.

The policy of educator's redeployment has also contributed greatly to the challenges of management and governance of schools for learners with a hearing impairment. The statement is supported by the fact that when educators from the mainstream schools are transferred to schools for the hearing impaired they often feel incompetent and inefficient because they are not trained in this field of specialized education.

This is in line with Pintrich and Schunk (2002:315) who contend that some teachers are trained to implement various instructional practices in their classrooms and others are not trained and continue to teach in their regular manner.

According to Brophy & Good (1986:11), teachers trained to implement effective teaching practices raise student achievement more so than untrained teachers. Baloyi (1997:17) adds that principals and educators from the mainstream education system are not trained to manage the education of the LHI.

Although the policy of educator redeployment attempts to alleviate the burden created by the shortages of educators in some disadvantaged schools, the system is problematic in schools for learners with a hearing impairment (SLHI) because managing learners with a hearing impairment (LHI) requires specific training which educators from the mainstream education system do not normally have.

Another goal of this policy therefore was to reduce the staggering salary bill that had been irrationally accumulated under apartheid's fragmented system of educator provisioning within the various education departments (Jansen, 2000:90).

Research by Pottas and Hugo (2001:35) indicates that in-service training of educators of learners with hearing-impairment was mostly inadequate. It is therefore necessary that these educators be equipped with appropriate knowledge and skills to manage the schools for learners with a hearing impairment successfully. Lack of planned in-service training programmes for educators re-deployed from the mainstream schools to schools for learners with a hearing impairment have a negative impact on the management and governance of SLHI.

In relation to parent commitment and involvement in the management of schools for learners with a hearing impairment, the present researcher has observed that parents do not take part in the management of these schools, despite the fact that the involvement is emphasized in the Government Gazette (1995:21). The Government Gazette (1995:21) stated that "parents and guardians have the inherent right to be consulted". Not only to be consulted but "They have an inalienable right to choose the form of education best suited to the needs of their children". In accordance with the Government Gazette, The Education Policy (March 1995:4) in special white paper, states that "parents have the

most at stake in the education of their children”. It is therefore of vital importance that parents of learners with a hearing impairment are not bypassed and ignored in the planning, management and governance of the education of their children.

With regards to management and governance, in South Africa, the governing body of the school is the legal body responsible for the development of overall school policy (including language policy and a code of conduct) (Davidoff & Lazarus, 2003:177). The vision and mission of the school, financial management and fundraising as well as making recommendations about appointments at the school are the responsibilities of the governing body known as the School Governing Body (SGB).

Given the extremely important role and function that governing bodies must play in schools, it is vital that these bodies have the capacity to provide efficient governance for the school and its community.

According to Davidoff and Lazarus (2003:177), the governing body is the guardian of the school. Without the capacity to guide the school with wisdom, insight and particular skills and understanding, for example, financial management, the purpose of the governance would be lost.

Lack of experienced and skilled managers at all levels of management of schools for learners with a hearing impairment (SLHI) in the Limpopo province seems to be an important challenge of the problem. This distinct lack of skilled managers in SLHI in the Limpopo province has again placed emphasis on the fact that the research in the investigation into possible challenges of management and governance of SLHI in the Limpopo province is crucial.

The fact that the education of the hearing impaired is more complicated than that of the other categories of disabilities, it needs special teaching methods mainly making use of the visual sense augmented by auditory sense (Kapp, 2002:324).

The extra load that is needed in the management and governance of schools for learners with a hearing impairment is a possible challenge.

Kapp (2002:338) argued that the aurally handicapped (hard of hearing and deaf) child's hearing loss is such that he cannot really cope with mainstream education and therefore has a need for another type of more specialized schooling outside the mainstream or regular channel of education, namely special education. Special schools for the aurally handicapped (hard of hearing and deaf) are the currently accepted pattern for the education of learners with hearing disabilities in South Africa (Kapp, 2002:339).

Donald, Lazarus and Lolwana (2002:321) argue that hearing disabilities are in many ways more complicated in relation to learning. The range of hearing loss can extend up to total hearing loss. Any degree of hearing loss in a child can affect the course of language development. In turn, this affects most areas of scholastic performance, including the development of reading and spelling skills, specifically finger spelling.

A matter which necessitates a different emphasis in the education of learners with hearing disabilities is the problem of communication modalities like the pure oral method, combined method and total communication system. To interpret a message which is transmitted in this way requires a great deal of expertise by the people in the field of hearing impairment. This entails a challenge for the management and governance of schools for learners with a hearing impairment (SLHI) in the Limpopo Province.

A matter of specific importance is that the hearing impaired child's learning in school is associated with hostel life. According to Kapp (2002:343), in the case of the aurally handicapped child the school and hostel may never be separated. The school is usually located on the same premises as the hostel. There is also a practice in schools for learners with a hearing impairment to involve "house-mothers" from the familiar world of the hostel as assistants to the teacher in the classroom.

The present situation regarding the hostel system in the Limpopo province is different. The majority of the mainstream public schools in the Limpopo province have abolished the hostel system. Only some of the independent schools still have hostel facilities.

In order to comply effectively and explicitly with hostel life for learners with a hearing impairment (LHI) as highlighted by Kaap (2002:343), the inclusive education model needs to consider the importance of hostel life in SLHI. This may prove to be a challenge to the management and governance of SLHI because according to Draft Document: The implementation of inclusive education (June 2005:10) involves that “a new service cannot be delivered within an old system”. This implies shifting from special education system under which SLHI operate to the Inclusive education model. The document further states that “special education theories were located predominantly within the medical paradigm, and in order to ensure that consciousness changes, there is a need to move towards an inclusive education model”. Inclusive education like the Outcomes Based Education (OBE) is a paradigm that is learner centred and has to do with rethinking issues of theory.

It is quite clear that the paradigm shift from a special education system to an inclusive education model will be a challenge to the management and governance of schools for learners with a hearing impairment in the Limpopo Province. Extensive in-service training is needed; training to alter attitudes; training to deal practically with learners who experience barriers to learning as well as other barriers, including poverty, ideology, physical inaccessibility to schools, an inflexible curriculum, inappropriate language and communication channels lack of inappropriate transport, lack of sufficient resources and similar factors (Draft Document: June 2005:7).

The paradigm shift from special education system to inclusive education model will not only be a challenge to the management and governance of SLHI in the Limpopo province, but problematic as well because “ When changes occur problems surrounding the changes exist”. (Robbins, 1998:670). The EWP6 concluded its implementation

document by stating that “the successful implementation of inclusive education depends to a large extent on the commitment of all”. (Draft Document June 2005:22).

The Education White Paper 6 on building a single inclusive education and training system in South Africa, focuses on three major trends, namely:

- (i) Strengthening the present special schools with sufficient resources and their being transformed to contribute to building an inclusive system (EWP6: SA 2001:23).
- (ii) Full – service schools and colleges (mainstream education) that will be equipped and supported to provide for the full range of learning needs, among all our learners (EWP6:23).
- (iii) Selected special schools as resource centres in the district support system with a qualitative upgrading of their services (EWP6:23). These trends will be referred to in the discussion of this study.

The implementation of the inclusive education model in South Africa is scheduled within the realistic time frame of twenty years (EWP6:23). While this project is underway, provinces will start a progressive process of general orientation and the introduction of management, governing bodies and professional staff to the inclusion model (EWP: 43).

The implementation of inclusive education as per (EWP6:23) is as follows:

- Immediate to short – term steps (2001 – 2003)
- Medium – term steps (2004 – 2008)
- Long – term steps (2009 – 2021)

The programmes that fall within each time frame are discussed in this research to highlight/point out the challenges of management and governance of SLHI which may be faced in the Limpopo Province.

Based on the extensive demands of the (EWP6:23), it becomes evident that the implementation of the inclusive education model will be a challenge to the vast management and governance tasks in schools for learners with a hearing impairment (SLHI) in the Limpopo province, hence the purpose of this study to identify these possible challenges of management and governance that schools for learners with a hearing impairment in the Limpopo Province will encounter.

The background to the problem of the research has been discussed. In the next section, the aim of the research will be explained.

1.2 THE AIM OF THE RESEARCH

The aim of the research is derived from the problem of the research study (Malan, Jacobs & Le Roux 1999:9). Within the context of the problem underlying this research the following aim is formulated:

- To investigate the possible challenges that managers and governors of SLHI are likely to encounter in the implementation of inclusive education in the Limpopo Province.

1.3 THE STATEMENT OF THE PROBLEM.

The statement of the problem for this research is posed in the form of a question. The idea conforms to what was stated by Mouton (2001:53) that we often formulate the research problems in the form of questions as a way of focusing the research problem. Within this context the research question is posed as follows:

- What are the possible challenges that managers and governors of Schools for learners with a hearing impairment (SLHI) are likely to encounter in the implementation of inclusive education in the Limpopo province? Specific aim is to investigate the lack of infrastructures.

1.4 THE RATIONALE OF THE STUDY

The then national minister of education, Professor Kader Asmal appealed for an improvement of learning and teaching standards and commitment by all stakeholders in education (Sowetan, 2000:8). Furthermore the national minister of education declared that there was a national crisis in education. The appeal by the minister triggered the rationale behind the decision by the researcher to undertake this study.

In the first instance, as a result of involvement and participation in special education, also as a school manager of a school for learners with a hearing impairment, the researcher has come to realize that for the school to function effectively, it is crucial that it is managed and governed effectively.

In the second instance, lack of specialized skilled officers for specialized education in the Limpopo Province seem to be part of the rationale behind poor performance of teaching and learning standards as declared by the national minister of education.

The situation of lack of skilled senior officers for special education had deteriorated since the dawn of the new democratic government in 1994. Many of the experts in special education decided to take early retirement packages. This is probably due to uncertainty about their future in the new government dispensation. The expected change for the better has instead become a nightmare of ineffective management and governance of schools for learners with a hearing impairment in the Limpopo Province, probably due to lack of appropriate training and skills.

Some stakeholders in education view the management and governance of schools as deplorable. This was echoed by the Member of the Executive Council (MEC) dealing with education in the Limpopo Province. The MEC blamed educators and school managers for poor matric results in the Limpopo Province (Times, 1997:4). In the third instance, the existing state of affairs in the Limpopo Province is bedeviled by the lack of:

- Visits to schools for learners with a hearing impairment by circuit managers to conduct inspection.
- In-service training programmes for SLHI educators.
- The authorities taking responsibility for the in-service training of educators.
- Seminars relevant to the communication modalities as used by learners with a hearing impairment.
- Workshops for sign language education.
- Other relevant guidance for educators and schools managers for schools for learners with a hearing impairment.

The present education specialists in the Limpopo province are not specialists in the field of hearing impairment, management and governance because they are not trained in the gamut of special education. They are seldom seen in schools for learners with a hearing impairment (SLHI).

The present state of affairs where, expertise in the form of education specialists, are concentrated at regional and head offices is undoubtedly unwise and retrogressive. This is supported by Mushwana (1999:8). These education specialists have an insignificant

impact on learning and teaching as they spend most of their times conducting workshops at levels other than the school.

In the fourth and the last instances of this rationale, within the context of the topic of this research, the researcher proposes recommendations for effective and quality management and governance of schools for learners with a hearing impairment in the Limpopo province. The recommendations emanate from the findings.

1.5 THE RESEARCH PARADIGM

Both quantitative and qualitative research paradigms have been studied in depth. This is meant to select suitable paradigms for this research. The use of more than one paradigm (triangulation) is further meant to combine appropriate research perspectives and methods that are suitable for taking into account as many different aspects of a problem as possible (Flick, 2002:49).

These paradigms will be discussed in-depth in chapter 2 of this study under research methodology.

It was assumed that the qualitative research paradigm would be more appropriate for this study and was therefore regarded as a central method. The assumption was based on what is indicated by Leedy and Ormrod (2001:148) that qualitative research as a descriptive approach can reveal the nature of certain situations, settings, processes, relation, system and people's experiences. The problem under investigation is human phenomena. The experiences of the respondents were revealed through interviews.

With regard to this approach, Mouton and Marais (1988:14) assert that a descriptive study intends to recount the manifestation of a phenomenon factually within its context, whilst placing the basis of fact on the collected data. The emphasis is on an in-depth description of an individual, group, situation or organization. In this research a detailed description of data collection methods and data analysis through the questionnaire, the

spontaneous sketches and by way of focus group interviews with educators is fully described in chapter 2 of this study can therefore be defined as descriptive.

With regard to the contextual approach, Mouton and Marais (1988:5) state that a study, which has a distinctive interest, is related to the unique content of the domain phenomenon. As a result of defined problems, which are encountered by managers and governors in schools for LHI, the researcher was in the position to provide parameters for the solution of the problems. The context of this study is the schools for learners with a hearing impairment.

1.6 ASSUMPTIONS OF THE RESEARCH

From the research problem highlighted, the following assumptions could be made:

- Lack of effective management and governance has an impact on the education of learners with a hearing impairment in the Limpopo Province.
- Effective teaching and learning become possible if schools are managed and governed with a strong sense of purpose and commitment of school managers and governors.

1.7 SIGNIFICANCE OF THE STUDY

It became evident from the problem identified that schools for learners with a hearing impairment in the Limpopo province are in urgent need of guidelines pertaining to good and effective management and governance.

The results obtained from this study will contribute to the process of setting guidelines to improve management and governance of schools for learners with a hearing impairment.

This study will assist to highlight for school managers at circuit, district and provincial levels, the need for effectiveness of quality management and governance in schools for learners with a hearing impairment in the Limpopo Province. Now that the significance of the study has been discussed, it is crucial to discuss how empirical data will be gathered in this research.

1.8 THE RESEARCH DESIGN AND RESEARCH METHODOLOGY

- **Introduction**

Mouton (2001:55) indicates that “research design” and “research methodology” are two very different aspects of a research project. Mouton (2001:56) summarized the differences between research design and research methodology as follows:

Research design focuses on the end product: What kind of study is being planned and what kind of result is aimed at? Research methodology focuses on the research process and the kind of tools and procedures to be used. These two concepts are briefly discussed below:

1.9 THE RESEARCH DESIGN

The concept *research design* implies the overall plan of a research study (Hopkins & Antes, 1990: 456). A similar reference of this concept is that of Kerlinger (1986:27) who defined research design as a “... plan and structure of investigation”. Bless and Smith (1995:63) view a research design as the planning of any scientific research from the first to the last step. These views are also endorsed by other researchers such as Babbie (1998:89) and Bogdan & Biklen (1992:58). Mouton (2001:55) also described a research design as a plan or blueprint of how one intends to conduct research.

Apart from describing research design as a *plan*, Schumacher (1993:157) added that a research design "...selects subjects, research sites and the data collecting procedures which will facilitate the investigation process". Finally Glass and McKay, (1999:9) stated that a research design tells researchers what steps they need to go through to execute research, what goals the researcher hopes to achieve and what kind of obstacles or difficulties may be encountered. Based on the definitions of the above pioneer researchers, the research design of this research will represent the planning of the whole project.

1.9.1 THE NATURE OF THE STUDY

This is a case study research

1.9.2. THE CASE STUDY: POLICY IMPLEMENTATION

The case study was selected for this research. The selection was based on what was indicated by Leedy and Ormrod (2001:149): "A case study may be especially suitable for learning more about a little known or poorly understood situation". The authors further indicated that "it may also be useful for investigating how individuals or programme changes overtime". McMillan and Schumacher (2001:398) indicate that the qualitative data analysis in a case study focuses on "one ... policy implementation.

Based on the context of this research, little is known of the phenomenon under investigation in the Limpopo Province. The study focuses on the implementation of inclusive education and training system, hence a further justification of a case study design. With regards to the method in a case study, the researcher has collected extensive data on the individuals and programmes as suggested by Leedy & Ormrod (2001:149). The data often include observations, interviews, documents like journal articles, videotapes, audiotapes. Data analysis typically involves the "organization of

details about the case, categorization of data; interpretation of single instances; identification of patterns; synthesis and generalization” (Creswell, 1994).

1.10 THE RESEARCH METHODOLOGY

The methodology focuses on the research process and the kind of tools and procedures to be used (Mouton, 2001:56). Glass and McKay (1999:11) refer to methodology as doing research according to a particular process. This aspect is discussed in chapter 3.

1.11 EXPLANATION OF CONCEPTS

The key concepts which are used in this study are clarified below.

1.11.1 Inclusion

Donald, Lazarus and Lolwana (2002:23) indicate that this term refers to a broad philosophical and principled position that all children should have the same educational rights. In South Africa, this position relates to the Bill of Rights, which protects all children from discrimination whether this is linked to race, gender, social class, language, religion or ability.

The Education White Paper 6 (2001:10) defines inclusion in a broader perspective. The focus is “systematically moving away from using segregation according to categories of disabilities as an organizing principle for institution”.

1.11.2. Inclusive education.

Inclusive education refers to an education policy based on the principle of inclusion. Such a policy must ensure that the full variety of educational needs is optimally accommodated and included in a single education system (Donald, Lazarus & Lolwana 2002:23).

The Education White Paper 6 (S.A. 2001:16) defines inclusive education in a broader perspective. The focus is “about acknowledging that all children and youth can learn and that all children and youth need support”.

Within the context of this study this involves different ways of meeting the diversity of learning needs, including the specific needs of children who have experienced diverse barriers to learning and developing.

1.11.3. Mainstreaming

This term has been commonly used in the past to refer to the placement of a child with “special needs” in the mainstream or regular school setting. Because the concepts inclusion and inclusive education have broader implications than the term ‘mainstreaming’ they are the preferred terms today (Donald, Lazarus & Lolwana, 2002:23).

1.11.4 Management

The Oxford Advanced Dictionary (1995: 712) defines management as the control of and making of decisions in a business or similar organisation. Within the focus of this research, management refers to the control of schools for learners with a hearing impairment.

According to Sithole (1995:106), school management is responsible for the management of the day-to-day administrative and instructional functions of the school by ensuring

effective teaching and learning, and the efficient use of the school's human and material resources. It operationalises and implements school policy as formulated and adopted by the school governance structure. The principal, deputies and heads of department constitute the school management team (SMT) and all of them are either employed by the department of education or the school itself. The principal is the head of the school management team and is assisted and supported in his/her functions by the senior officials of the education department at circuit or district level.

1.11.5 Educator

According to the current National Education Policy Act 27 of 1996:1, “educator” means any person who teaches, educates or trains other persons at an education services or education auxiliary or support services provided by or in an education department...”

Resolution no.6 of 1998 of the Education Labour Relation Council, defines “educator” as a person currently employed in a Provincial Education Department or the Department of Education within the meaning of educator as defined in the act.

1.11.6 Re-deployed

The concept re-deployed is the past tense of re-deploy, which according to Webster (1986:1902) means to transfer from one area to another. Its noun is redeployment as in “relocation.”

The objectives of re-deployment are to provide for rationalization and re-deployment of educators within educational institutions and to achieve equity and redress in education staff provisioning intra-provisionally (Management plan, 1998/99:2.0).

The policy of redeployment is a continuous process, which means that more and more “new” educators from the mainstream schools will continue to be re-deployed to special

schools whenever there is a need for more educators in special schools. It is against this background that a training programme for these “new” educators is crucial.

1.11.7 Hearing impairment

Davis and Hardick (1981:830) describe the term hearing impairment as the physical deficit related to loss of hearing. According to these authors, the loss of hearing affects the person’s ability to communicate or operate in a social context, in an academic sense or in pursuing a vocation. Boothroyd (1982:4) defines it as a “deviation” from normal hearing ability, which includes all types of hearing loss regardless of the nature and acuteness of hearing loss.

McNeil and Chabassol (1984:33) define hearing impairment as any loss of hearing acute enough so as to render the grasp of normal conversation very difficult with or without a hearing aid. It infers some abnormality from the normal and embraces all problems of hearing regardless of their nature or acuteness.

The definition by Davis and Hardick (1981:83) and Boothroyd (1982:4) will be combined with that of McNeil and Chabassol (1984:33) and used in this research because they are all relevant to the focus group of learners under review.

“All LHI have at least one characteristic in common: they do not hear normally” (Cummings, 1995:14). The loss of hearing of the LHI is influenced by the period during which the hearing loss occurs. This period is called “age of onset” (Cummings, 1995:14.) The loss of hearing can occur at any age, from birth up to the stage of old age (Hugo, 1989:2).

Although the literature review regarding possible characteristic of LHI makes a lot of generalizations, there are exceptions to the general possible characteristics. The

researcher's view, based on his experiences in working with LHI, is that not all of them behave in the manner in which they are portrayed by the literature.

1.11.8 Mainstream schools

Mainstream schools refer to ordinary regular schools for learners without a disability of hearing impairment. In the context of hearing impairment the concept "mainstream" implies that the hearing impaired learner experiences the same daily circumstances as the mainstream community (Nix, 1997 in Hugo & Cummings, 1995:5)

Based on a practical perspective and as far as the education of learners with a hearing impairment is concerned, mainstreaming can be defined as an educational alternative for a learner with a hearing impairment. During mainstreaming a learner and his/her educators must get the necessary support so that he/she has the opportunity to receive all, or most of his/her education alongside other learners in the community within the framework of an ordinary school programme (Northern & Downs, 1984:326 in Hugo & Cummings, 1995:5)

1.11.9 In-Service training

According to Bedassi (1994:14), in-service training has to do with improving a serving manager's professional, academic and personal development through the provision of services of study experiences and activities.

For the purpose of this research the above explanation extends its meaning to include all educators who have been targeted in this study.

1.11.10 In-service

The Oxford Advanced Learner's Dictionary (1995:616) defines in-service as carried out while actually working at a job".

1.11.11 Impairment

Within the context of this study, impairment is referred to as a barrier to learning. Redeployed educators will be equipped in service with the knowledge of what causes barriers to learning and the effects thereof.

1.11.12 Learner

The Oxford Advanced Dictionary (1995:671) defines a learner as a person who is gaining knowledge or skills obtained by study.

1.11.13 Learners with a hearing impairment

According to Du Toit (2002:23) this refers to learners whose hearing abilities lie on a continuum of 'no hearing' to 'normal hearing'. There is either an inability or serious problem in acquiring a spoken / written language including normal speech through the usually auditory channels. In the case of learners with a hearing impairment their first language, namely sign language, is acquired naturally in a visual way and any spoken / written language is therefore a second language.

1.11.14 Schools for the learners with a hearing impairment

In this study, schools for the learners with a hearing impairment refers to schools, which cater for learners who have a hearing loss of any degree that renders the grasp of normal conversation very difficult with or without a hearing aid.

1.11.15 Training

Training refers to “the process of preparing or being prepared for a sport or a job” (Oxford Advanced Learner’s Dictionary 1995:1268).

1.11.16 Programme

A programme refers to “a plan of future events and activities (Oxford Advanced Learner’s Dictionary 1995: 925).

For the purpose of this research it means a training plan or arrangement of activities to train new educators re-deployed from the mainstream schools.

1.11.17 Governance

Oxford Advanced dictionary (1995:515) defines governance as the activity or manner of governing. Within the context of this study, governance will refer to the manner of governing schools for learners with a hearing impairment.

According to Sithole (1995:106), school governance refers to the institutional structure that is entrusted with the responsibility and authority to formulate and adopt school policy about a range of issues, for example: the mission and ethos of the school; school uniform and colours; budgetary and development priorities; “code of conduct of students; staff and parents;” broad goals on educational quality that the school should strive to achieve; school community programme development, and so on. The school governance structure

is constituted by parents, teachers, non-academic staff, the principal (in an ex-officio capacity), students in the case of secondary schools, and experts in the case of special needs school.

1.11.18 Parents

Oxford Advanced dictionary (1995:841) defines parent as father or mother.

1.11.19 The Limpopo province

The Limpopo province is one of the nine provinces which was demarcated when the democratic government of South Africa came into being in 1994

1.11.20 Constitution

A constitution is a document that explains how an organization must be run. In other words a constitution is like a set of rules and regulations. The governing body's constitution forms the basis of or all the governing body's work (Department of Education, 1997:35).

1.12 PROGRAMME OF THE STUDY

The programme of this study is based on the chapters of the research which are described as follows:

Chapter 1

This chapter focuses on the introductory orientation. It indicates the aim of the research, the problem to be investigated, the approach, and the methodology as well as the clarification of the key concepts of the study.

Chapter 2

This chapter is devoted to an in-depth study of literature review relevant to this specific study. The education white paper 6 will serve as a point of departure. This white paper 6 focuses on special needs education-building an inclusive education and training system. References are made to schools for learners with a hearing impairment in the Limpopo Province.

Chapter 3

This chapter deals with the design and methodology. Suitable techniques for data collection and data analysis will be discussed. Both quantitative and qualitative methods of research will be discussed. The instruments will include learners, educators, parents, officers from the Department of Education and the SGB.

Chapter 4

This chapter presents the report of the empirical data gathered and the analysis and interpretation of the findings. This information will assist to justify the problems of management and governance of SLHI within the context of inclusion.

Chapter 5

This is a concluding chapter of the research. It provides an overview, findings, recommendations and conclusion.

1.13. SUMMARY

The chapter presented an outline for an investigation into the possible challenges of management and governance of schools for learners with a hearing impairment within the context of inclusive education and training system in the Limpopo Province. The emic

views to be collected will be of educators, learners, managers and governors of schools for learners with a hearing impairment in the Limpopo Province. Based on LeCompte and Preissle (1993:121) and Storbeck (1997:2) this researcher will attempt to validate the claim that the problem of this research can be investigated and will qualify the argument throughout with both tacit evidence and formal theory (Storbeck, 1997:2).

The background of the research problem has been briefly indicated and the research objectives are clearly stated. The research design and methodology based on both qualitative and quantitative approach as well as literature review have been selected for this research project.

The major purpose of chapter one was to specify the problem to be explored in this research. The next chapter concentrates on literature review.

Education White paper 6 (S.A. 2001) formed the basis of argument in relation to the implementation of inclusive education in schools for learners with a hearing impairment (SHLI) in the Limpopo Province.

CHAPTER 2

THE LITERATURE REVIEW

2.1. THE AIM OF THE CHAPTER

The aim of this chapter is to discuss the literature review in relation to the problem of the present study. Leedy and Ormrod (2001:85) warn that a “literature review should never be a chain of isolated summaries of the writings of others” (scholars)”. Taking this warning into consideration, the literature review for the present research will focus on how it is related to the problem of the study and to address the research question. In order to comply further with this warning, the chapter will investigate by means of a literature review possible challenges which are likely to be encountered by managers and governors of SHI within the context of inclusive education and training system.

Through a literature review, the present researcher will be able to avoid unintentional duplication and increase the probability that the present study may make a distinctive contribution (Brink, 1999:76).

Some of the literature highlights the point of view that “some Deaf believe that in schools for the Deaf, Deaf learners are socialised into Deaf culture and language (Knight, 1998). Knight explains that it is for this reason that some of the Deaf are not in favour of the inclusion of Deaf learners into mainstream schools. However, even though some of the Deaf are not in favour of inclusion, there are a handful of studies that support the views of those Deaf learners and educators who are in favour of inclusion. Brink (1999:76) outlined numerous reasons for conducting a literature review. One of them is applicable to this study, thus in qualitative studies, the review of literature “serves, to inform or support the study” especially in conjunction with the collection and analysis of data.

In order to further justify the possible challenges of management and governance of SHI within the context of inclusive education in the Limpopo Province, it is appropriate to highlight briefly educational views about inclusive education in other countries.

2.2. EDUCATIONAL VIEWS OF INCLUSIVE EDUCATION IN OTHER COUNTRIES

2.2.1 International educational views

Teachers who have taught in an inclusive classroom say the philosophy of inclusion hinges on helping students and teachers become better members of a community by creating new visions for communities and for schools. Inclusion is about membership and belonging to a community.

The following are the views of some teachers about the philosophy of inclusion in other countries:

Here's what some teachers say about the philosophy of inclusion:

“Inclusion involves all kinds of practices of good teaching. What good teachers do is to think thoughtfully about children and develop ways to reach all children”.

“Ultimately good teaching is a relationship between two people; teachers get good results because they enter into that relationship. Inclusion is providing more options for children as ways to learn. It's structuring school as a community where all children can learn. But there's no recipe for becoming an inclusive teacher or an inclusive school. It's not a mechanized format.”—**Dr. Chris Kliever, Associate Professor of Special Education, University of Northern Iowa (UNI)** (taught second grade in an inclusive school in Syracuse, NY for four years).

“Inclusion is based on the belief that people/adults work in inclusive communities, work with people of different races, religions, aspirations, disabilities. In the same vein,

children of all ages should learn and grow in environments that resemble the environments that they will eventually work in.”—**Dr. Susan Etscheidt, Professor of Special Education, UNI**

“When good inclusion is in place, the child who needs the inclusions does not stand out. The inclusive curriculum includes strong parental involvement, students making choices, and a lot of hands-on and heads-on involvement.” –**Dr. Melissa Heston, Associate Professor of Education, University of Northern Iowa**

“If you run a school like a business or with a factory model, you automatically exclude about one-third of the people because they do not fit that model. Under the factory model, schools set standards for grade levels; this emphasizes producing a standard product with the focus on mentality. If students are not up to standard, then you have to put them aside. But inclusion is not just about “where” children are educated; it’s a philosophy that includes a whole school and it’s everyone’s responsibility. Compare that to the one-room school house that had multi-grades 1 – 8 and one teacher. Kids learned from one another, and the teacher was expected to teach all kids who entered the class.—**Dr. Barry Wilson, Department Head, Educational Psychology and Foundations, UNI**

“After my son is out of public school, he’ll be living and working with a diverse population of people. I want him to be accepted after he’s out of school as much as when he’s in school. For me, that’s why inclusion is a key while he’s in school.—**Parent of child with disabilities who attends Waverly Public School, Waverly, Iowa**

“Inclusive education means teachers working with students in a context that is suitable to a diverse population of students. It also means the teacher may need alternative expectations and goals for students, and it’s difficult to get teachers to do this.” – **Dr. Kathy East, Support Services Coordinator, Price Laboratory School, UNI**

“Inclusive education operates from the assumption that almost all students should start in a general classroom, and then, depending on their needs, move into more restrictive

environments. Research shows that inclusive education helps the development of all children in different ways. Students with specific challenges make gains in cognitive and social development and physical motor skills. They do well when the general environment is adjusted to meet their needs. Children with more typical development gain higher levels of tolerance for people with differences. They learn to make the most of whoever they're playing with. When we exclude people, it ultimately costs more than the original effort to include them.” –**Dr. Melissa Heston, Associate Professor, UNI**

“If you view schools as inclusive and are looking for ways to educate that benefit all students, then that’s inclusive.” –**Dr. Barry Wilson, Head of Department of Ed Psych and Foundations, UNI**

“The millions of non disabled students currently enrolled in schools are future fire-fighters, nurses, store clerks, teachers, job coaches, legislators, secretaries, physicians, school board members, employers, voters, doctors, lawyers, budget determiners, policy analysts, co-workers, police officers and taxpayers. Approximately 15% of them will become parents of children with disabilities. A larger proportion will have a friend, neighbour or relative who is a parent of a child with a disability and many others will be paid to provide services to people with disabilities.” **Louw Brown, University of Wisconsin, Madison**

“...This perspective seems to reflect a relatively widespread belief that students with disabilities should be returned to the general education classroom only if their disabilities are ‘cured’. If this belief prevails, most persons with disabilities will never be included”—**McLeskey & Waldron. Phi Delta Kappan, October, 1996**

“You should just see the difference in him; he had done like a 180 degree turnaround. He was just so happy- and he talked about kids in schools all the time.”

“She’s done wonderfully and every year she’s made great gains and I have every belief that she’s made great gains because she’s in an inclusive setting.” –**Parents of children in inclusive settings.**

2.2.2. INTERNATIONAL ATTITUDES AND RELATIONSHIPS

Numerous studies have examined various aspects of attitudes and relationships resulting from inclusion. For the most part, these studies document that efforts to include students with disabilities in the general education classroom have resulted in positive experiences and improved attitudes on the part of students, both with and without disabilities, and teachers alike. Studies by Helmstetter-Peck, and Giangreco (1994) found that students develop positive attitudes towards students with disabilities based on experience of having disabled students in their classrooms. Helmstetter, *et al* (1994) also noted that students’ friendship and relationships seem to be enhanced by inclusion, with greater understanding and empathy evidenced. Inclusion facilitated peer friendships. Friendship networks and social relationships were enhanced for students with severe disabilities placed in general education in Fryxell and Kennedy’s (1995) study. Both Hall (1994) and Evans, Salisbury, Palombo, and Goldberg (1994) studied young children’s social relationships. Hall (1994) identified reciprocal, positive relationships between children with disabilities and their classmates. Evans, et al. (1994) found that children who attend classrooms with fully included peers with severe disabilities were able to display sophisticated judgements and suggestions when presented with scenarios of common situations.

Students with disabilities participating in a student aid programme experienced increased independence, more socialization opportunities, growth in academic skills, and improved behaviour. The aides without disabilities experienced greater awareness and appreciation for people with disabilities and better self-esteem, and an increase in responsible behaviour (Staub, Spaulding, Peck, 1994).

Teachers have positive attitudes or develop them over time, especially when inclusion is accompanied by training, administrative and other support, help in the classroom; and, for some, smaller class size, and use of labelling to obtain special services (Phillips, Alfred, Brulli & Shank, 1990). Some authors suggest that inclusion may not produced new effects but merely amplify attitudes, philosophies and practices that exist in the school prior to the start of inclusion (Rain-forth, 1992). (Giangreco, Dennis, Cloninger & Edelman 1993) studied teachers who had a student identified as having a severe disability in their class for a year. Results indicate that most teachers reacted to the initial placement cautiously or negatively, but 17 to 19 teachers "...experienced increased ownership and involvement with students with severe disabilities in their classes over the course of the school year" (1993:364). Teachers indicated attitude improvement and a willingness to do this again. They also reported "...that the participation of a student with sever disabilities in their class had a positive impact on the child with disabilities, as well as on the child's classmates" (1993:368).

An attitude survey was conducted with high school staff, students and their parents in the Chicago School District (Butler-Hayes, 1995). Principals were most in agreement with the basic goal of inclusion, followed by special education teachers and regular education teachers, respectively. An important implication of this study is that more knowledge, exposure, and experience led to greater acceptance of inclusion. (Villa, Thousand, Meyer & Nevin 1996) surveyed 680 certified special and general education teachers and administrators in 32 schools that had experience in providing inclusive educational opportunities for all children. The professionals surveyed generally believed that educating students with disabilities in general education classrooms results in positive changes in an educator's attitude and job responsibilities. Also, administrative support and collaboration were powerful predictors of positive attitude towards inclusion. In another study, 158 teachers in one state returned questionnaires on their perception of the support available to them and needed by them for inclusion (Werts, Wolery, Snyder & Caldwell, 1996). Training was one of the identified needs. Special and general educators reported similar levels of need for resources, but special educators reported greater availability of resources than general educators. Feedback to York, Vandercook, Mc

Donald & Caughey (1992) generally indicated that the inclusion experience was positive for students and teachers.

2.2.3. EDUCATIONAL POLICIES OUTSIDE SOUTH AFRICA

In Kenya, Special Needs Education is provided within the formal education system. It is the policy of the government that children with disabilities are educated in the least restricted environment. Integration is therefore encouraged, provided the necessary support services are in place. Inclusive education is yet to be realised. (Paper read at Second International Conference on Deaf Education: Wits University 14-15 September 2001: 26).

In Zimbabwe, the NZEVE Programme (“Nzeve” means ‘the ear’ in Shona. Shona is the most widely used indigenous language in Zimbabwe) focuses on developing language; early diagnosis, and training as well as intervention programmes. The NZEVE programme does not include the policy of inclusion.

The spoken home language of most children coming from this area of Zimbabwe is Shona. The Ministry of Education policy is that this language of instruction in schools is English, but many mothers are not confident icons in both Shona and in English, using a volunteer interpreter when necessary” (Paper read at the second International Conference on Deaf Education. Wits University 14 -15 September 2001:30).

The use of two oral languages poses challenges for communication when we begin to focus on early reading and writing skills. There are few written resources in Shona available for preschool children and for the most part children have no books at home nor do they see their parents read.

In Britain since the Warnock Report (1980) called for inclusive education and thereby equal schooling for children with disabilities, Deaf students have had more opportunity to enter university. Improvements in access mean that Deaf students now have the Disabled

Student's Allowance (DSA) to pay for support services like interpreters and note taker services. Since 1993, the number of Deaf students in British Universities has risen considerably. (Paper read at the Second International Conference on Deaf Education: Wits University 14-15 September, 2001:17).

- **Deaf education policies in Sweden**

“Sweden here! The assumptions and misunderstanding about Sweden seem to be many. I hope that what follows will clear up some of them. Someone wrote something about our hearing parents being more or less forced to learn Swedish Sign Language. I wish to emphasize that we do not force anyone to do anything. Instead, we inform the parents: they get information about what Swedish Sign Language is like, what their deaf child will gain from it, what it is like to be deaf etc” (Paper read at the Second International Conference on Deaf Education: Wits University 14-15 September, 2001:17).

It is from this information that parents became motivated to learn Swedish Sign Language, and eager to make use of opportunities for their child to achieve a normal linguistic development in this language, i.e. to acquire it in normal interaction settings. It is from this that the children achieve normal social, emotional and cognitive development.

Shawn Davies at Gallaudet has pin-pointed some of the main ideas behind this in one of her articles about Sweden: Attributes for success in: Bilingualism in Deaf Education.

She writes: “we look upon our deaf children as –children. We know that they will develop just as any child will do if they have a language available in the surroundings which they can perceive in full. I also wish to point out that we look upon our parents as –parents. We do not expect them to be teachers or trainers or linguistic models to their children. We just expect them to be parents and as such enjoy their child and its development. Hence, they communicate with their child with whatever means they have available and feel comfortable with.

Like any parents confident in their role as parents, they adapt their way of communicating to the child's needs in order to meet the child. In this perspective, there is really nothing strange about their choices of Swedish Sign Language as the first language of their child.

“Swedish parents have no choice”- well, in a way this is true since we have a uniform, national school system. In this, educational goals are the same for hearing and deaf children, except for the circumstance that deaf children are to attain bilingualism.

To achieve the educational goals, deaf children need Swedish Sign Language from as early on as possible; they need to get their instruction in this language and they need to get adequate training in Swedish. The emphasis is on written Swedish, but those who wish speech-training get it. (But we cannot promise the parents that their child will be successful as to speech abilities.)

In short: we know that our deaf children can become fluent-and confident-in their two languages, Swedish Sign Language and (written) Swedish and we know what the prerequisites are for this.

These two languages supplement each other. Neither is a threat to the other. Together, they will provide the deaf child with the linguistic means for full and active participation in society. This means full participation in the family and its life as well. The parents do not lose their child-quite the contrary (Paper read at the Second International Conference on Deaf Education: Wits University 14-15 September, 2001:17).

2.2.4. SUMMARY AND CONCLUSION

Based on Burden (in *Educare*, 1995:24) it can be concluded that inclusion as an educational approach is a new concept educators and policy makers will have to come to grips with. Not only is it a policy applied in other countries, but also in South Africa, new policy documents have already in principle opened up the way for such a policy to be implemented here as well. Views and attitudes in other countries generally indicate that

the inclusion experience has been positive for students and teachers alike. Training, communication, support services, resources, the fight against poverty and barriers to learning were identified as crucial needs, hence the challenges and problems of this study.

Even though the majority of the research available today supports inclusive education, there is a handful of studies that take an alternative position. For the most part, these studies report situations in which students are placed in general education classrooms without proper support (Baines, Baines & Masterson, 1994), or they are in regular classrooms but not receiving special education, as defined by law. Such studies should definitely raise concerns. It is most inappropriate to “dump” students in classrooms where teachers are unprepared and lack resources to support special education needs in the regular class.

2.3. INCLUSIVE EDUCATIONAL POLICY IN SOUTH AFRICA

The whole education system in South Africa is in a process of change: The Education White paper 6: S.A on Special Needs Education; building an Inclusive Education and Training system. This white paper is a framework to build a single, inclusive system of education and training. EWP6.S.A. suggests a radical transformation of the existing system by moving away from the segregation of learners with disabilities towards a system that includes them at every level of educational practice.

2.3.1. EDUCATION WHITE PAPER 6: S.A. PERSPECTIVE (EWP6: S.A)

According to EWP6.S.A, the vision and goals outlined reflect a twenty-year developmental perspective. A realistic time frame is divided into term-steps as follows:

- Immediate to short-term steps (2001-2003) which aim to designate some special schools to become resource centres.
- Medium-term steps (2004-2008) aim at expanding the number of special schools/resources centres, full service schools and district support teams.

- Long-term steps (2009-2021) which aim at reaching the 20 year target by expanding special schools as resource centres; full service schools and colleges and district support teams, as well as mobilising the children with disabilities and the youth.

Although the development of the inclusive education and training system in S.A. is demarcated into term-steps as indicated in White Paper 6, this is only meant for planning and implementation purposes. These term-steps are interrelated as indicated in diagram 1.

The three term-steps are represented diagrammatically in years in diagram 1.

Diagram 1. The three-term steps represented diagrammatically in years

Diagram source: Own development (2005)

For the purpose of clarity and brevity, the concepts ‘full-service schools’; ‘resource centres’; and ‘district based support teams’ are clarified based on EWP6 (SA):

- (i) Full-service schools, colleges, further and higher education institutions are first and foremost mainstream education institutions that provide quality education to all learners and students by supplying the full range of learning needs in an equitable manner. They should strive to achieve access, equity, quality and social justice in education (Guidelines for implementation of Inclusive Education: Full-service schools. June 2005:8).
- (ii) **Special schools as resource centres**

To assist special schools in functioning as resource centres in the district-based support system there will be a qualitative upgrading of their services (EWP6, 2001:21).

(iii) District-based support teams

At the centre of the support of this system will be the new district-based support teams (BDSTs) which will comprise staff from various units of a provincial district office and from special schools. (EWP6, 2001:23).

In summary, in a transformed inclusive education and training system, effective and appropriate support will be made available to all learners, whether they are in special schools, or ordinary/ mainstream schools. The support will be organised based on the newly integrated support teams:

- District based support teams to support teaching, learning and management
- Full-service schools, equipped and supported to provide for a greater range of learning needs
- Special schools as resources centres to provide improved education for learners with diverse needs who require high or intense level of support and to work with the community in advocating inclusive education policy

2.3.1.1 ROLES AND RESPONSIBILITIES OF PROVINCIAL EDUCATION DEPARTMENTS

According to the White Paper 6 (S.A 2001:46) the Department of Education and nine provincial departments of education will play a critical role “particularly over the next eight years” in laying the foundations of the inclusive education and training system. Each of the nine provincial departments will be fully responsible in playing a key role in building institutional capacity and managing the introduction of the inclusive education and training systems in their own provinces.

2.3.2. THE LIMPOPO PROVINCE

In the Limpopo Province, the system appears to be very much behind the schedule as proposed in the White Paper 6 (S.A. 2001:42).

The system of education in the Limpopo Province is not yet as inclusive orientated as it should be. This is evidenced by the fact that when presenting his budget speech for the financial year 2005/2006, the MEC for education in the Limpopo Province did not explicitly and effectively include the aspect of inclusive education and training system. He prioritised his infrastructure provisioning into what he called “categories”. His fourth category consists of ELSSEN schools (Schools that provide education for learners with special needs) in the Limpopo Province.

The MEC mentioned that these learners have peculiar problems of their own”. To deal with some of social problems we will comprehensively audit all the 24 schools and provide infrastructure this year that will bring an immediate end to the waiting list” (Department of Education Budget Speech 2005/2006: 14-15).

The focus was, amongst others, on the waiting list and how to bring this issue to an end. This was a positive gesture which the ELSSEN Schools’ management appreciated.

However, the MEC did not explicitly and effectively dwell on the issue of inclusive education and did not indicate how ELSSEN schools will be managed and governed within the context of inclusive education and training system in the Limpopo Province.

The MEC did not direct how the initial facilities would be set up and how the additional resources required would be accessed in the Limpopo Province.

The MEC further indicated in his budget speech that “the massive training that is needed also demands of us to establish an in-service training centre for teachers. We shall establish a provincial in-service training centre where teachers will go and spend a year or even two where necessary (Department of Education Budget speech 2005/2006:19).

It is not known as to whether these provincial in-service training centres will be integrated into the “place and role of special schools in an inclusive education system” (White Paper, 6. S.A. 2001:21). The White Paper explains that to “assist special schools in functioning as resource centres in the district support system, we will focus especially on the training of their staff to their new roles. There will be a qualitative upgrading of their service, White Paper 6. S.A. July 2001: 21).

Past experiences have shown that the provincial in-service training centres focus on Mathematics and Science for teachers for mainstream schools in-service training and nothing in Sign Language (the first language for learners with a hearing disability in the Limpopo Province).

In retrospect, the time-frame as proposed in the White Paper 6, the immediate to short term steps (2001-2003) has expired. Almost all the programmes which fall within the scope of these term-steps, are not yet in place in the Limpopo province.

This is further supported by the empirical data gathered through focus group interviews conducted during field work (Focus group interviews: Phase 2 of 2005 and responses from the interview schedules).

The situation of non-implementation of the term-steps is further argued by Engelbecht et al (2000:13) that “both the South African Schools Act and Curriculum 2005 signal a change of direction, but neither prescribes with sufficient clarity how an inclusive integrated education system that caters for the rights of all learners is to be implemented”.

The major challenge that is encountered regarding inclusive education in the Limpopo Province seems to be associated with implementation.

In his opening address on “literacy education”, the former National Education Minister, Prof Kader Asmal said: “I wish to take this opportunity to invite all our social partners to

support us in this important and vital task of building an inclusive education and training system in South Africa. We are addressing an issue of **urgent importance**.

(International Conference on Deaf Education 2001:6)

The fact that the implementation of the inclusive education and training system in the Limpopo Province is not yet in place or explicit, is one of the challenges of the management and governance of schools for the hearing impaired. The argument is: To what extent it is an “issue of urgent importance” if the following flaws still exist:

- It is not yet known who, when and where the school governing bodies will be trained.
- Programmes to ensure the development of Sign Language trainers have not yet been developed.
- With regard to the implementation of the new Curriculum 2005, introduced in 1998, educators of the Deaf are being trained by facilitators who know very little about Sign Language.
- Learners’ support materials supplied to schools are often not Deaf-learner-friendly.
- The National Curriculum statements on Languages did not include Sign Language in the official languages when mapping learning outcomes and assess standards (Sunday Times: ReadRight: 26 August 2001: P26).
- Funds for resources and facilities were not been budgeted for financial budget for education in the Limpopo Province budget speech for 2005/2116.

The mismatch between policy stipulations and the implementation process places the management and governance of schools for the hearing-impaired in the Limpopo Province in a predicament. Managers and governors (SGB) are confronted with problems in trying to bring home what is expected of them as managers and governors of schools for the hearing impaired in the Limpopo Province. One of the basic challenges of schools for the hearing impaired in the Limpopo Province is that of training.

School managers, that is, principals, deputy principals and heads of department are usually trained, equipped with and experienced in certain managerial skills in specialised education. Transfer for these managers to manage SHI within the context of inclusion implies different and specialised managerial skills which are not part of their repertoire. When these managers' are transferred to manage tasks in SHI, they will often feel incompetent and inefficient because they are not trained in the gamut of inclusive education and training system.

Educators in mainstream schools are not normally specially trained to teach the hearing impaired learners. This statement is supported by Baloyi (1997:174) when stating that “the principal and educators in the mainstream schools are not trained to teach the disabled pupils. e.g. blind, deaf and mentally retarded pupils”. Storbeck echoes the problem of lack of teacher retraining by indicating that teachers for the Deaf in South Africa are not trained to address the special needs of Deaf learners, namely, there is limited cohesive instructional theory and the educational policy focusing on the needs of Deaf learners is limited in both range and depth (Storbeck, 1988: iii).

2.3.3. SUMMARY AND CONCLUSION

The findings revealed that in the Limpopo Province, the implementation of activities as indicated in EWP6 (SA) is not yet in visible places. Many schools in the mainstream education do not have a single copy of EWP6 (SA). Stakeholders do not know what EWP6 (SA) is all about. According to the EWP6 (SA), Implementing document (June 2005:37), “ the inclusion process cannot wait until “everybody is trained” or “everybody is ready” but the process has to grow...” because not “everybody” will be trained.

2.3.4. IMPLEMENTING EDUCATION WHITE PAPER 6: INCLUSIVE

EDUCATION: PROJECT INTRODUCTION VISIT 5 -21 SEPTEMBER 2005

This document focuses on the project introduction visit from 5-21 September 2005 throughout the nine provinces. It was announced through this document that the “project managers have been appointed and they will co-ordinate all short-term step activities in the nine provinces. The team visited the Limpopo Province on the 20th September 2005 (Implementing education White paper 6: Inclusive education. Project introduction visits 5-21 September 2005:7).

(i) Implication of the implementing documents on the management and governance of SHI in the Limpopo province

The fact that the short-term steps period has long since expired and the activities that were scheduled within this time frame are not yet in place has some implications to the management and governance of SHI in the Limpopo Province. In order to overcome the backlog of five years’ activities, the rescheduling of EWP6 S.A (2001:) is inevitable. The rescheduling of EWP6 S.A. is confirmed by the implementing document September (2005:7). In visible terms, the designated planning and implementing of the conversion of special schools, which are the activities of the immediate to short-term steps (2001-2003), are not yet done.

Many activities scheduled for these short-term steps are not done.

Arguments from the respondents to the empirical research are that inclusive education cannot be implemented until there are sufficient teachers in Special education at schools which are not “special schools”. Lack of resources and facilities that are needed are reasons for non-implementation of inclusive education in the Limpopo Province.

The immediate to short term steps is the “hub” of inclusive education in the sense that it is regarded by EWP6 S.A. as a “pilot” stage with a lot of planning and implementation scheduled to this term-steps.

(ii) Partners in implementing EWP6 (SOUTH AFRICA:2001)

The following are partners in the implementing EWP6 (S.A.). They serve as service providers:

(a) Human Resource Development (HRD)

The service of the human resource development (HRD) as service provider is meant to support the implementation process of the EWP6 (S.A.). Its target is to :

- Provide training in 30 full service schools.
- Provide training in 30 resource centres.
- Provide training for 30 district based support teams.
- Provide training in all reform schools (Implementing EWP6. Inclusive education. Project introduction visits 5-21 September 2005 p.15).

(b) The council for Scientific Industrial Research (CSIR)

The CSIR team consists of members of the CSIR, University of Johannesburg, Walters and Simpson. The CSIR’s basic objectives are:

- Conversion of 30 primary schools into full service schools.
- Strengthening 30 special schools to become resource centres.
- Establishing of 30 district based support teams.

The CSIR will also monitor the physical and material resources and physical upgrading as well as advocacy (Implementing document 2005).

(c) Sisonke Consortium

Sisonke which is a zulu word loosely translated to mean “we are together” is composed of many associations and councils and universities with Jet Education services as Consortium leader. The Sisonke Consortium’s main goal is:

- Inclusive learning programmes
- Research focus areas
- Delivery strategy (Implementing document : 2005: 6)

(iii) Summary and conclusions

The partners in implementing the Education White Paper 6 S.A.: Inclusive Education has been highlighted. This section is summarised as follows:

- The HRD among other things, will provide training in 30 full service schools; 30 resource centres, 30 district based support teams as well as provide training in all reform schools, throughout the nine provinces.
- The CSIR will focus on the conversion of 30 primary schools into full service schools; strengthening 30 special schools to become Resource centres, establishment of 30 district based support teams.
- The SISONKE Consortium will focus on Inclusive learning programmes, research orientation and delivery strategies.

The next section will focus on some possible key challenges and problems which managers and governors of SHI in the Limpopo Province are likely to encounter based on the current scenario.

2.3.5. THE POSSIBLE KEY CHALLENGES AND PROBLEMS FOR THIS STUDY

- **The concept “challenges”**

Oxford Advanced Learners Dictionary (1995:182) explains a “challenge” as a statement or action that questions something, whether something is true, right or valid. Within the context of this study, the new discovery of inclusive education challenges the traditional beliefs of specialised education. The managers and governors are likely to encounter problems with their management and governance tasks with the implementation of inclusive education.

- **Introduction and justification**

Schools are faced with the many challenges in terms of the introduction of Curriculum 2005, the Revised National Curriculum Statement (RNCS) Grade R to 9, the OBE approach and the Integrated Quality Management Systems (IQMS). These policies assume an inclusive approach to teaching, learning and assessment. Learning programmes, therefore need to address any barriers to learning (RNCS, 2003:7) which may prevent the implementation of these policies.

Based on EWP6 (S.A:2001) guidelines for the implementation of inclusive education (June 2005:36-37), inclusive education is **a process and cannot wait until “everybody is ready”, but the process has to grow as learning process towards creating schools, colleges and other institutions that can address and respond to a diversity of needs.**

During this **process**, people are likely to go through a period of trial and error, possible confusion, difficulty and occasional elation. Gradually if the change is successful, the process leads to feelings of greater confidence and acceptance.

Because inclusion is a process, it is justifiable in terms of this research to identify possible key challenges of management and governance of SHI in the Limpopo Province along with the implementation process and not to wait for the 20 year target.

The following are some of the possible key challenges which managers and governors are likely to encounter with the implementation of the inclusive education model:

2.3.5.1. Managing Sign Language

Lack of knowledge and skills of total communication (TC), will render management of the curriculum difficult. Curriculum programme development is one of the tasks of school governance.

Total communication is a philosophy where every possible means of communication is used with Deaf children. In educational settings it usually means simultaneous communication where both signed and spoken languages are used. It is often called Signed English, Signed Supported English or Signed Supported Speech. In total communication the spoken language still drives the interaction between hearing and Deaf people. This approach is still widely used in South Africa.

The most important aspect of TC is the acceptance of the principle of using whatever means of communication promotes effective communication and linguistic understanding, generally this means using signs for understanding in the context of this research.

- Simultaneous use of TC within a signed version of spoken utterance

The most common form of TC is the use of speech simultaneously with a signed version of all or part of the spoken utterance. The signs which accompany the speech represent the words of the utterance and are therefore a manual-visual form of speech (Pottas, 2002:9).

According to Pottas (2002:9), the signing used in simultaneous communication (Sim-Cm) is not the same as the signing used by the members of the hearing impaired (HI) community. The signs used in TC or Sim-Com are signs based on the HI communication signs but they are presented in English word order. By doing this it is believed that the signs will reinforce the spoken words.

- Variants of signs used in Sim-Com

There are two variants of signs used in Sim-Com

These variants are:

1. Signed English (SE)
2. Sign Supported English (SSE)

Here follows a brief exposition of the two variants according to Pottas (2002:9-10).

1. Signed English (SE)

The essential feature of SE is that every element of the spoken message is represented visually because the aim is to bring verbal language in all its complexity to the LHI. In SE the intention is to deliver the spoken word and signed messages synchronously. It is expected that the LHI will receive the signs of SE and associated lip patterns of speech through vision and the sound of spoken English, using the best available amplification system.

2. Sign Supported English (SSE)

Sign Supported English (SSE) differs from SE in that there is no attempt to present every element of the spoken utterance with SSE; it is not necessary to sign or finger spell every word in the spoken utterance. Generally speaking, it is the function words, inflections and

other markers which are omitted. The purpose of SSE is to clarify the spoken message, aiming for less ambiguity and emphasising new or key words rather than to provide a complete manual-visual language.

According to Evans (1982:94), simultaneous communication (Sim-Com) which is generally known in our schools as “the combined method”, allows the concurrent use of both the oral and manual media. This means that speech, being vocal, and signing or finger spelling, being manual, can be produced at the same time.

The act of hearing on the one hand and lip reading on the other comprises two different modalities, one being auditive and the second visual. Lip reading and signs/finger spelling are both visual. The question arises whether two separate visual actions can be read simultaneously, that is, whether a person can do lip reading and interpret signing/finger spelling at the same time.

In England a researcher called Watson avers that it cannot be done. However, a study that was done in Canada (according to Evans:1982), has proved that hearing impaired learners can indeed receive information simultaneously from both oral and Signed/finger spelling media.

Based on the discussion above, it is evident that an expert knowledge of Sign language is a challenge to the management team of the SHI.

2.3.5.2. Human resource management.

According to Ewart (1993:6), human resource management linking recruitment, staff development, reward system and career structure, is an integral part of successful management in large scale modern enterprise. It is argued that a high quality education system (Ewart, 1996:6) needs to include coherent and accountable management of those major personnel issues, which are beyond control of individual schools. Critically, most rural schools in the Limpopo Province lack ways of recruiting best educators in the field

of Mathematics, Science and Technology. Lack of appropriate recruitment strategies results in employing under qualified educators which contributes to a high failure rate of a school.

According to Heystek (1997:118), inefficiency in education investment and the separate and inadequate education system are some of the main reasons for the low productivity in South Africa and as such this leads to the economic problem in the country. The solution for the problem is that employees must be more active in the education of young people and that education in schools and any other training must be more vocational and competency-based. (Van Vuuren 1991:47-48)

2.3.5.3. Lack of parent involvement

Lack of parental involvement in the Limpopo Province causes mistrust and lack of mutual respect between the parents and the teachers. Some parents fail to pay school fees, which will help to develop the progress and the programme of the school. This shows a lack of communication between the SGB and the parents about the ongoing progress of the school and other problems that may be encountered.

The education and training of the HI must always begin at home and the parents must be fully involved in it. In the past, parents were dissuaded from involving themselves with training children with a hearing impairment (CHI) at home, because in those days it was universally accepted that the education of the LHI should preferably be left in the hands of the specialist teachers. The belief about this view was that the parents' approach was seen as being wrong and could hamper the task and approach of the school.

Today people think differently. The important role which parents can play in the initial education of the CHI is acknowledged.

(i) Home training Programme (HTP)

Apart from supplying the school with information about the learner, which of course is of vital importance to the staff of the school and personnel of the support services, parents must be trained.

- Firstly, the parent must be prepared to devote themselves whole heartedly to the task of educating their CHI at home.
- Secondly, measures will have to be devised to provide professional training to the parents.

The proposed home training programmes for the mother of the CHI are discussed below:

- The mother as a central figure

Although the father should definitely play a role in the education and development of the child at home, the mother is generally considered the central figure. This is because the mother is more concerned with the child's immediate needs. A strong, inborn bond between mother and child causes her to anticipate intuitively her child's needs.

The mother may start to identify any hearing problems from the age 12 to 18 years (Orthodidactics II, 1984:5). Considering the possibility of the child's being HI, her attitude is decisive for the future of the child.

To conclude this section, it is stressed that the young CHI is just as eager to know about things and events as a hearing child. This "thirst" for knowledge, however, is not of the same magnitude as in the case of hearing children. The main reasons for this are firstly, the reduced life experience of the CHI and secondly the problems the CHI has with communication, namely in making him or herself understood. Parents should endeavour to anticipate their children's questions and give appropriate answers. They should

remember that the young CHI would also like to play in furrows, to splash in water, to climb trees, go swimming and to do things any hearing child would like to do.

2.3.5.4. Managing life skills training

General knowledge, life skills training, leadership training and career guidance and knowledge are all of vital importance in preparing any employee for the process of successful employment. These elements are, however, sorely lacking in the preparation of people with a hearing impairment (PHI).

(i) Limited life skills training

Limited or not, life skills and career guidance are available to the LHI entrant into the workplace, as few such programmes are in place either at school or adult level. The social and community workers of Deaf federation of South Africa (DEAFSA) who are constantly involved in job placement of the PHI, identify the following deficiencies in skills (Lloyd 2002:151):

- Not understanding the responsibilities of being an employee;
- Not understanding the fundamentals of income tax, service contracts, work regulations and labour practice or the influence of trade unions etc;
- Not understanding the need for regularity or promptness at work;
- Difficulties of waking in time for work because of the absence of morning sounds;
- Inability to manage money and not understanding banking, saving or postal services;
- Not having basic problem-solving skills or knowledge of how to settle grievances;
- Not understanding the lines of communication in the work place;
- Evidencing institutionalised characteristics and lack of a sense of responsibility;
- Limited assertiveness, linked with aggression;
- Non understanding of goal setting;
- Inability to handle stress;

- Limited communication skills with hearing co-workers, the inability to “listen” to the viewpoint of others. (Lloyd, 2005:151).

Managers and governors of SHI in the Limpopo Province are not trained to manage career guidance and are probably not knowledgeable enough to implement life skills training. Managing life skills training will be a challenge to them.

2.3.5.5. Managing Bilingualism

Bilingual education is a relatively new idea in the education of LHI. Bilingualism can be seen as a reaction against both the oral-only and the TC approach (Pottas, 2002:42). Bilingualists share the same opinion as the followers of TC: That an auditory-oral approach fails to meet the communication and linguistic needs of learners with substantial hearing loss (Pottas, 2002:12).

The bilingual approach is now gradually becoming the teaching method for Deaf children-also in South Africa. Bilingualism is based on the assets of Deaf children: What they have and what they can do. In this approach, Sign Language and the spoken/written languages are kept separate in use and in the curriculum because they are indeed two completely different languages. Sign Language is respected as the first language of Deaf people and is also used as the language of instruction.

(i) Bilingualists’ beliefs

- Bilingualists believe that combining speech with a system of signs does not bring verbal language to the LHI;
- Further they believe that TC in the form of Sim-Cm does not directly offer a language in sign. They state that TC is speech oriented and that speech does not directly serve the developing learner’s communication and language needs;

- Bilingualists firmly believe that TC involves the wrong sort of signs. The signs of SE or SEE are artificially contrived and do not stand in their own right as a proper language;
- Bilingualists believe that there is a true language. They state that because sign language is considered to be the natural language of the HI, fundamental to the bilingual approach is that the first language of all LHI should be the sign language that is associated with that specific country. In addition to this, bilingualists do acknowledge the need for a verbal language for LHI;
- Further, bilingualists believe that literacy is an important goal because it is accepted that one must have the ability to read and write in society where there is so much knowledge and information contained in written form;
- Bilingualists therefore argue that a verbal language such as English should only be taught when the first language, viz, Sign Language, has become established in the developing LHI. (Pottas, 2002:12 in Lynas 1994).

As it has already been indicated, school governors in SHI do not know Sign Language, and so managing bilingualism is difficult to them because bilingualism needs the knowledge of Sign Language as first language for the LWHI.

(ii) Universal approval for bilingualism

Among bilingualists there now seems to be an almost universal approval of approaching English via the written rather than the spoken form. The reason for not approaching verbal language through speech is the belief that, essentially, HI people receive language in a visual and not in an auditory form (Pottas, 2002:13).

(iii) Motivation for bilingualism in this study

There is a strong and moral component to the bilingualism argument. Bilingualism supports the ideology of the HI community and does not see HI individuals as deviant hearing people. Bilingualists believe that through sign language the handicap of hearing is eliminated (Pottas, 2002:13).

(iv) The bilingual approach designed in the form of training educators

According to Mkhathswa (1995:111), the content of the training curriculum is meaningless if the methodology by which the content is imparted is not clearly defined. Mkhathswa further states that the curriculum cannot be put into practice if there are no trained people to execute it (Mkhathswa 1995:113).

The fact that the bilingual approach is now gradually becoming the “teaching method” for LHI, also in South Africa (DEAFSA, 1997: N.D) means that educators should be trained in some aspects of the bilingual approach:

- The learner develops proper linguistic skills in sign language in a natural way;
- A spoken/written language is introduced as a separate language;
- Common texts written for learners are used as the basis for second language learning;
- Through translation in sign language and explanations of parts of the texts, the educator highlights similarities and differences between written and sign language;
- The learner gradually develops knowledge about written language forms and learns to read;
- Knowledge about written language is also used for learning how to write;
- Individualised speech training follows, based on each learner’s aptitude and interest. (DEAFSA, 1997).

(iv) Trainers and strategies for training

The fact that this is a school based programme means that the school should provide training. The views of the respondents are that principals and deputies as well as experienced educators can be good trainers if they are tasked to train educators.

2.3.5.6. Educational support services

The support services, which are also known as Aid Services, actually describe exactly what the roles of these people are at the school for the hearing impaired.

None of these people can work completely isolated from the others in this group, therefore close communication, respect and cooperation is of vital importance.

When such an aid is attached to a school for the hearing impaired, it becomes part of the team whose main aim should be the welfare of each learner with whom they work. It should be remembered that each person working with the hearing impaired, whether he or she is a teacher, therapist or psychologist, is somebody who has received specialised training for his or her job.

(i) Educational support services

Through the educational support services of the school concerned, any of the following persons may be available to support learners.

These persons include:

- An educational psychologist;
- A learning support co-ordinator (who coordinates learning support for learners with physical and/or physiological impairments);

- A vocational counsellor;
- A learning support (remedial) teacher.

The services that these persons provide may include the following:

- They provide the principal and staff of a school with guidelines on how to organise learning support for learners who experience learning barriers in the school;
- They help with the organising of a school support team;
- They offer teachers in-service training on how to identify and assess and give learning support to learners experiencing learning barriers;
- They act as consultants to teachers coping with learners who experience learning problems;
- They treat individual cases that are referred to them should the learners need more specific learning support;
- They are responsible for the coordination of learning support with special and “full-service” schools;
- They form partnerships with other agencies in the vicinity to become involved in support to learners who experience learning problems;
- They get parents involved in the learning support framework and assist with guidance of parents of learners who experience learning problems.

These persons are an inspiration to the learners and their parents, to whom they can become identification figures (Lloyd, 2002:10).

To ensure the success of the cooperation between schools and the volunteers from the community, it should be well organised from the onset. This means that there will have to be firm written intentions on the part of the parties concerned, that the aims of each participant should be clearly stated and their various roles should be clearly defined. Furthermore, in-service training ought to be available in order, where necessary, to equip the participants for those tasks to which they have committed themselves.

(ii) Different roles of the support service personnel

- The school nurse

The school nurse is an integral part of the auxiliary services and many schools have the advantage of having a qualified nurse on their staff (Lloyd, 2002:233).

The school nurse may be regarded as one of the links between the educational and medical fields.

As school nurses are usually residents in the school hostel, they are responsible for administering any medication prescribed by the doctor.

School nurses should be encouraged to take part in educational activities such as conference attendance and sport, to prevent them getting the feeling that they are merely employed to “hand out pills” (Lloyd, 2002:11).

By residing in the school hostel, school nurses are in a position to report any problem relating to the learner.

The fact that SLHI sometimes have to cater for learners with other disabilities like physical disabilities means that some LHI have to receive physiotherapy to prevent any deterioration of their neuromuscular functions (Lloyd, 2002:234).

Working very closely with the school nurses are the medical practitioners.

- **Medical services**

One of the main functions of the school is to provide medical care to the pupils. Their physical condition is extremely important since problems of this nature will affect their vitality, mobility, stamina, energy, state of mind, and general mental outlook, with serious repercussions for their ability to learn, particularly as illness may deprive them of motivation or at least dampen the latter.

A general practitioner is central to these medical services, assisted by a paediatrician, ear, nose and throat specialists and an ophthalmologist.

The importance of cooperation between the school and the medical profession is stressed by Sterling (in Kapp *et al* 1991: 1-275) who states that “the complexities of the problems of children exceed the resolving power of any single discipline”. For instance, changes in the children’s behaviour may be due to medication. Their observation of the children helps to develop an overall picture of the children outside the classroom atmosphere.

- **Physiotherapy**

Schools for the LHI often have to cater for learners with some degree of motor disability, usually of a minor nature. As a rule, such learners have to receive physiotherapy to prevent deterioration of their neuromuscular functions. The sooner the treatment commences, the better the chances of success. Early physiotherapeutic care may prevent muscles and limbs from developing abnormally owing to defective use, or prevent incorrect motor patterns from inhibiting the development of more advanced, sophisticated

motor activity. Inadequate motor coordination hampers both the child's learning activities and his or her general development.

Physiotherapy for CHI with a motor handicap has a dual aim : Maximal development of their motor potential to allow full integration with their fellow pupils on a physical and scholastic level, and helping these children to accept and accommodate their disability as best as they can.

Early physiotherapeutic care may prevent muscles and limbs from developing abnormally owing to defective use or incorrect motor patterns, which in turn inhibits the developments of more advanced, sophisticated motor activity. Inadequate motor coordination hampers the child's, learning activities and his or her general development.

It is the responsibility of the physiotherapist to assess the general physical condition of the child, to prescribe and to give the necessary treatment, and to document the progress made by the child. Physiotherapists may also be involved in initiating a home programme for parents (Lloyd, 2002:113).

- **Occupational therapy**

Perceptual disturbances often hamper learning in some way. Perceptual abilities such as visual-motor co-ordination, perceptual constancy, perception of body image, perception of position in space, figure-ground perception and directionality are considered vital for academic progress. Disturbances in these abilities will cause learning problems, restricting the child's ability to learn to read, write (including spelling) and calculate, among other things.

Some CHI has special difficulties in understanding spatial relationships and in distinguishing shapes or directions. They may be uncertain about their physical orientation in space. Hand dominance may not be fully established and they are often

confused when reading and writing letters such as *b* and *d*, *p* and *q* and *n* and *u*, which may impede school work.

Bowley (in Kapp *et al* 1991:277) defines the task of the occupational therapist as:

The occupational therapist works with one child alone or with small groups. Matching of shapes and colours; sorting similar patterns, fitting puzzles or form boards, tracing shapes and letters, drawing in sand, copying bead or matchstick pictures.

- **School Psychologists**

School psychologists are not trained specifically to work with LHI. Therefore, to be competent to serve LHI, school psychologists also need skills in communicating with LHI. The school psychologist plays a major role in the learners' educational programme, as well as in their rehabilitation programme (Lloyd, 2002 :236).

Levine (in Kapp *et al* 1991:280) states that the "school psychologist who works with SLHI should be one who is not disturbed by the disability; who is sensitive to non-verbal communication; who is not personally self-conscious using gestures and pantomime and is extremely patient".

The main functions of the school psychologist include the following:

- (a) *The admission of new learners to the school:* It is of the utmost importance that the school psychologists make contact with new parents as soon as possible. Their function here is twofold: To start counselling parents about the handling of their HI children, and to help the children with their adjustment to a new school. School psychologists act as links between the parents and the children on the one hand and the rest of the staff on the other.

(b) *Counselling*. Research has shown that dealing with the child's emotional problems indirect intervention with people closest to the child, such as peers, parents or teachers can be as effective as or even more effective than direct intervention with the child. "Therefore the school psychologist who has problems in communicating with the LHI would do well to focus on the significant others" (Cantor & Spragins in Kapp *et al* 1991:281).

(c) *Parent Counselling*. The adaptation of a child with hearing impairment (CHI) to the school environment often depends on the cooperation, understanding and support given by parents. The school psychologist should, as far as possible, try to get both parents involved in their child's schooling.

Parents, who have not come across a hearing loss prior to having a CHI, often become frightened upon learning that they have a CHI.

The school psychologist may find it useful to hold group counselling sessions, where parents can take the opportunity to share their feelings about having a CHI.

- **Speech therapists**

Speech therapists work with those children for whom speech training is appropriate, and their task is essentially remedial. This means that speech therapists have to cooperate with and supplement the work done by the teacher, although they can never act as a substitute for the latter. Speech therapists should critically evaluate the speech of each pupil referred for help, devise an individual therapeutic programme, discuss this with the teacher, and implement this programme in conjunction with the teacher, and implement this programme in conjunction with the teacher who has to augment the treatment in the classroom.

In secondary school, the speech therapist can also assume responsibility for the teaching of speech and speech-reading in the classroom.

Another important function of speech therapists is to counsel parents. By virtue of their training they are able to give expert advice on the choice, use and care of hearing aids, as well as on the need to utilise residual hearing.

Hearing tests and recommendations on auditory training programmes also fall within their professional scope.

Newby (in Kapp *et al* 1991:278) maintains that audiologists working with young children should be well versed in pre-primary school teaching principles and methods, and that they should have specialised knowledge of the training of the LHI.

Duties of the therapist in SLHI include the following:

- **Admission of new learners**

When the school receives an application for new learners, appointments are made for the interviews. Certain days of the week should be put aside for this purpose. In most schools this is impractical but schools should aim to work towards this.

The speech therapist has to interview the parents (if available) to obtain as much background knowledge as possible.

Furthermore they should assess the child and do the necessary hearing tests to ascertain whether the child is a candidate as far as hearing is concerned.

From there the child goes to the occupational therapist, who tests motor-and perceptual development. The psychologist obtains an IQ and from all the information thus gained, it is decided whether the child should be admitted or not. If not, it is the responsibility of

the team to advise the parents and also to refer them to a school or institution where their child could possibly be admitted. Should the child have a rectifiable physical problem, the parents should be referred to a medical doctor.

- **Aid to teachers**

The therapist can play a very positive role as an aid to the teachers. In no way can a therapist substitute for the teacher in the school for the LHI. The teacher is the one who should teach him/her everything, including speech and language. Each lesson, whether it is a language or mathematics, should become a language lesson. In this respect the therapist can advise the teacher. The speech therapist who will handle the therapy will have to visit classes and obtain knowledge of all remedial procedures, before she can play in her part of the work. Teachers should not see class visits as a threat but should understand that both they and the therapist can learn from each other and join forces to find the most beneficial methods for each child. They should constantly assist each other if they wish to succeed.

The teacher should be able to identify problem cases to refer to the therapist. New and inexperienced teachers should receive lectures from the therapist to equip them with the necessary knowledge concerning deaf children and problem areas.

From the list of children received from teachers, the therapist selects those who need therapy most. She draws up her own time table after consulting with each teacher as to what periods that specific child can miss class. She then takes each child individually or in groups and plans for articulation of language problems, taking into account what the teacher is hoping to achieve in class. Thus the teacher and the therapist work hand in hand.

- **The audiologist**

The therapist responsible for the auditory aspect plays a major role. If only the therapist is available, she will only be able to handle the audiological work.

At the initial interview she assesses the child with the help of the other therapists, if available, since new children are usually scared and it requires particular skills to obtain reliable results.

The audiologist should firstly ascertain whether a child suffers from ear pathology or not. Especially in Black schools in rural areas, where pupils come from sometimes remote areas where medical treatment is not freely available, we find advanced chronic pathology. In some cases the problem is rectifiable, but in most cases pathology has done irreparable damage. Although treatment will not better the hearing ability, pathology can become life threatening. Many cases of meningitis and encephalitis result from neglected pathology.

It is very important that the audiologist do regular otoscopic examinations to make sure that ears are healthy and dry. Close contact and cooperation with an E.N.T. specialist, or a group of specialist is important to assure quick and specialised treatment.

Closer cooperation between audiologist and ear, nose and throat specialists becomes more and more essential since much can be learned from these doctors to make the task of the audiologist easier. These specialists are eager to share knowledge and while they are vital for the treatment of ear pathology, they need audiologist to keep track of patients. If study groups of E.N.T. specialists or students and audiologist could be established in schools, it would help to establish statistics about onset of hearing problems.

The second task of the audiologist is to carry out routine tests on a child every six months if possible. A hearing aid should be fitted as soon as possible and to do so the audiologist

should establish which kind of aid will suit the child's needs. Therefore the audiologist or the technician or both should be responsible for purchasing aids and equipment within the allocated budget.

Each hearing aid has to be set according to each child's requirements and it is the task of the audiologist to teach the child to use the aid correctly, otherwise the child will not benefit from it.

It is the task of each educator to ascertain whether each hearing aid is in good working order each day. Each day starts with checking of the aids by the educator. Should she find a faulty aid, she refers the child to the technician immediately. It would be ideal if each educator could keep a supply of batteries in the class room to save time if the child only needs a battery.

To train educators to check hearing aids, the audiologist should have the opportunity to lecture to them about the use of hearing aids.

It is not the job of a therapist or principal to check hearing aids. The educator must be given the responsibility because it is within the ability of any adult to perform this duty. Most schools follow this procedure, but it is essential that all schools adopt this measure to minimise loss of time.

In conclusion, the roles of the speech therapist and the audiologist have been highlighted. It will be apparent to educators that the role of the therapist is closely linked to that of educators and other members of the support services, although the work differs completely.

It takes time and patience for a therapist of any kind to adapt to the hierarchic regime of a school, since they are trained to dispute decisions made by colleagues or doctors, whether they are juniors, seniors or professors. If audiologists believe that others have made the wrong decision it is very difficult to adopt a new attitude. The various personnel need to

say: “Please meet us halfway, let us communicate and we might just realise that we are heading in same direction”.

2.3.5.7. The hearing impaired culture (HICP)

(i) Introduction

Culture embraces the total of the behaviours, art, institutions and all other products of the human mind and labour that are transferred socially and that are regarded as characteristic of a community or population. An individual becomes involved in and identifies through experience with the cultural heritage to which he/she is exposed (Bornman, 1994:36).

(ii) Hearing impaired culture

The hearing impaired culture is described as “the view of the life manifested by the mores, beliefs, artistic expression, understandings and language particular to PHI. It is important to reiterate the importance and influence of American sign languages (ASL) in the culture of PHI”. Despite the strong influence of the hearing culture that surrounds it, the culture of PHI retains a unique character, particularly via the use of ASL. It may be that this resilience is one of its most significant characteristics.

(iii) Hearing impaired identity

Educators of LHI must view their learners as healthy. Like all other learners, LHI have strengths and weaknesses.

(iv) Literature for PHI

According to Bornman (1994:38-39), there is a wealth of material for PHI in a variety of art forms in the United States of America (USA) and other countries. This includes a

wide range of history, history of American Sign Language (ASL), stories, poems, plays, and folktales in printed forms, videos and films.

These materials should be utilised when educators are working with LHI. The educational system is enriched when the richness of the tradition is understood and by creating opportunities to maintain and enhance it (Bornman, 1994:39).

(v) Conclusion

LHI can, like hearing learners, be members of more than one culture. This is so because most LHI have hearing parents; in this way the culture of the LHI is not part of the family activities as compared to families with hearing impaired parents. Many LHI grow up without being exposed to the culture of PHI, its norms and values or even knowledge of a systematic sign language.

It is from this view that it is essential to inculcate a HI consciousness through teaching programmes or planned actions. However, some Deaf people's concern is that if they are integrated into the inclusive education model, they will lose their Deaf identity and culture.

2.3.5.8 Managing the learners' hearing loss

(a) Introduction to causes

There is a multitude of cases of hearing loss. There can be more than one cause or a combination of circumstances that could give rise to hearing loss. In a small percentage of hearing losses, the causes may be inherited; however, hearing loss often presents itself after birth or as late as adulthood (Pottas, 2002:10).

(b) The conditions causing a hearing loss

- A stable loss. This implies that the hearing loss remains stable;
- A progressive loss. This implies that the hearing loss becomes progressively worse over time.
- A fluctuating loss. This implies that the hearing loss can be worse and then improves again.

(vi) The audiogram

The result of a hearing test is termed the person's audiogram. This records the results of pure-tone testing.

A study of the audiogram is essential because it indicates the type and degree of hearing deficiency. In milder cases it is an index of the types of sounds that might be difficult to hear or might be confusing, and it helps us to decide on the best method of instruction. In more serious cases the audiogram shows us what sounds can still be heard, and this knowledge enables us to help children make the maximum use of their residual hearing. Even if their hearing is so seriously impaired that they will never be able to rely on hearing alone for learning to speak, it is nevertheless very important that the maximum use be made of the residual hearing, which can be a valuable aid in speech-reading.

The audiometer's readings show the loss of hearing in different frequencies. From them an audiogram may be plotted to give a graphical portrayal of the test subject's reaction to different frequencies.

(ii) The hearing aids

(a) Introduction

The main purpose of this section of audiology is to provide information to educators regarding the technical aspects of hearing aids, as well as guidelines concerning the orientation toward hearing aids and their usage and care.

Hearing aids make speech sounds louder by means of the amplification of sounds. This is accompanied by increasing the amplitude of the frequencies that make up speech sound so that they are audible to the listener (Pottas, 2004:41)

2.3.5.9 Managing the hearing aids

(b) Types of hearing aids

The following are some basic types of hearing aids:

- Body aid;
- Eyeglass aid;
- Behind the ear aid;
- In-the canal aid.

(c) The components of hearing aids

These are for individuals with profound hearing loss however, significant amounts of amplification can only be delivered via body aids and behind-the-ear hearing aids. The in-the-ear and canal hearing aids are more for cosmetic acceptability.

- **Microphone**

The microphone picks up the speech signal and converts this acoustical energy to mechanical energy. Some hearing aids incorporate a modification known as a directional

microphone, which produces a partial cancellation of acoustic energy at input and only picks up signals which the listener desires to hear.

- **Amplifier**

The function of the amplifier is to increase the amplitude by an amount determined by the gain control setting and limited by the maximum power output of the hearing aid.

- **Receiver**

The electrical output of the amplifier travels by wire to the hearing aid receiver. The magnetic receiver performs the reverse function to the microphone: changing electrical energy into acoustical energy.

- **Battery**

Hearing aids are powered by small batteries that deliver voltage to the amplifier. Each hearing aid has a battery compartment designed to hold a specific battery size.

- **Tone control**

Tone control adjustments are provided in some hearing aids to allow modifications in the frequency response characteristics of the hearing aid. These controls are usually labelled H (indicating High frequency), L (Low frequency) and N (Normal setting-flat response).

- **Telecoil**

Many modern hearing aids are equipped with a mechanism called the telecoil, where direct input from a telephone receiver can be obtained. The presence of a telecoil is indicated by a function switch located on the case of the hearing aid microphone input only (M) and telecoil input only (T).

- **On-off switch**

When the hearing aid is not in use the switch should be in the off position in order to conserve the battery.

(d) Ear moulds

The best result for successful hearing aid use is obtained when a custom-fitted ear mould is constructed from an impression made of the ear in which the ear mould is worn.

- **Purpose of the ear mould**

1. To direct sound to the ear canal
2. To minimise the occurrence of acoustic feedback
3. To support the air-conduction receiver of a body
-Worn aid or to anchor the case of an ear-level to the head; to prevent damage to the hearing aid it is necessary to anchor it firmly to the ear.
4. To maximise comfort.

- **Modification of ear moulds**

Individuals who require less amplification in the low frequencies can have a vented earmould, in which a small hole is drilled through the earmould.

Change in frequency responses can be brought about by changing the diameter or length of the tubing, thereby shortening or lengthening the canal portion of the earmould.

(e) Hearing aid orientation

No matter how carefully a hearing aid is selected, its usefulness to the wearer will be limited unless there are reasonable expectations for its use. It is also important for all

hearing aid users to have a period of adjustment and orientation to the hearing aid. There are a few factors that should be discussed with hearing aid wearers.

Firstly, hearing aids should be worn for short periods initially, in order to prevent fatigue. As a tolerance for amplified sound is increased, the hearing aid should be worn for longer periods of time and in more varied environments.

Secondly, hearing aid users experience difficulties in a number of situations. These include: listening from a distance, in the presence of noise of any kind and when trying to converse with more than one or two people. Parents of children with hearing aids, as well as older children with hearing aids, should be informed of these difficulties.

Finally, in order to minimise disappointment and fatigue, it is important to suggest, to the parents, a sequence of situations for the child to move through. These situations progress from listening in quiet, in controlled noise, under common noise situations, conversing with individuals and small groups and finally to listening under adverse noise conditions.

(f) Daily hearing aid check procedures

The most common symptoms of hearing aid malfunction are no amplification, weak amplification, feedback, intermittent performance, scratchy sound or distorted sound. These symptoms may have several different causes, which can be determined from systematic inspection and careful listening. There are a number of procedures which should be completed daily by the hearing aid user, parent, teacher or clinician:

1. A careful inspection of the hearing aid and earmould;
2. Listening to the hearing;
3. Inspecting the cord.

Source (Pottas, 2002:43-46 in Davis & Hardic, 1982).

2.3.5.10 Managing the OBE Programme

The problems regarding OBE principles in SHI are highlighted as follows:

When outcomes-based education (OBE) was introduced in South African schools (Department of Education 1997), it required teachers to adopt new approaches to planning, teaching and assessment. Within this new educational paradigm teachers are encouraged to pay particular attention to the four defining principles of OBE namely, clarity of focus, designing down, high expectations and expanded opportunity for learning when planning a programme for learning.

The principle of *clarity of focus* requires that teaching and assessment be clearly and explicitly based on well-defined learning outcomes in order to draw valid inferences about learners' achievements. The *designing back* principle of OBE implies that a building blocks' design be followed. One can visualise the areas of learning as building blocks, each brick representing a concept or a group of concepts in the continuum. Higher-level bricks are built upon lower ones, contributing directly to learners' achievement of immediate learning outcomes, and progressing towards more complex learning outcomes that would eventually lead to the exit learning outcomes of the programme. When this principle is applied to learners with a hearing impairment, it encourages teachers to rethink and mould teaching strategies and assessment tasks in such ways that close monitoring of learners' learning would inform the teachers about readiness of learners to proceed to more complex learning. Teaching and assessment are inseparable in tandem, both continuously providing information about learners' current understanding of concepts, their readiness to proceed to the next step in learning, and their progression towards long-term outcomes. The OBE principle of *high expectations* is based on the idea that, given appropriate opportunities, all learners can achieve high standards of competency, reflecting the idea that teachers' expectations, as well as their teaching practices, influence learners' achievements. Teaching should be challenging, not simply routine, and assessment tasks should provide scope for learners to demonstrate deep levels of understanding and high levels of achievement, essentially because this

OBE principle emphasises teaching and assessment for understanding. The OBE principle of expanded opportunity embodies the idea that all learners can succeed if they are given adequate opportunity and time. This principle encourages the teachers to use wait time to allow learners to think through responses, to probe learners' thinking and reasoning and to follow learners' leads to allow them to reveal their understanding and how they think. What really matters is that learners are ultimately learning successfully, not that they learn in a particular way or in some fixed period of time.

Due to the fact that the above has become problematic for educators redeployed to schools for learners with a hearing impairment, educators have attempted, with the help of colleagues, to breach the gap by providing group sessions and peer assistance. However, these opportunities do not address the root causes of the problems experienced.

2.3.5.11 Managing barriers to learning

The concept barrier to learning refers to any factor, either internal or external to the learner, which causes hindrance to that person's ability to benefit from schooling (Donald; Lazarus & Lolwana 2002:4).

This concept as used in this study will indicate various ways in which barriers to learning can manifest themselves.

2.3.5.12. Managing the ECD Programme

The main purpose of this programme is to facilitate a learner's development skills through activities, thereby encouraging school readiness. A further goal is to ensure the harmonious development of the learner and it must contain components to develop areas such as physical skills and perceptual-motor co-ordination, emotional stability, social strengths and good relationships with others, intellectual abilities, a healthy self concept and language proficiency (Grove, 1997:1). Educators need to be trained for this programme.

2.3.6 PROGRESS ON IMPLEMENTATION OF WHITE PAPER 6: 2001. SA.

When presenting his 2006/2007 budget speech in the provincial legislature, the MEC for education in the Limpopo Province did not address the issue of inclusive education. Like in his 2005/2006 budget speech, the MEC did not direct how the required infrastructure of inclusive education will be addressed. The MEC still blamed the apartheid system to justify the lack of infrastructure in the Limpopo Province by saying “Honourable speaker, ordinarily; when you go to school you are supposed to find a classroom, desk and other basic schooling facilities, but there is nothing ordinary about the apartheid past of our country hence 12 years after the first democratic elections, we are still struggling but trying very hard to provide the most basic of necessities” (Department of Education Budget Speech 2006/2007:P3).

In his address at the Limpopo Provincial Department of Education seminar on inclusive education held at the Ranch Protea Hotel on the 15 August 2006, the MEC for education in the Limpopo Province spoke on the theme: “Taking stock for the provision of psychological and special education services within the context of inclusive education”.

In his speech the MEC focused on the following aspects in general terms:

- Life experiences for learners in general.
- Life experiences for learners.
- Suffering experiences by learners including the incident of a learner killed by a white farmer mistaken as a dog.
- Many of them infected by HIV.
- Learners committing suicide.
- Teenage pregnancy
- General act of promiscuity
- Family violence.
- Serial child murderer

- Suffering experience by educators.
- Results of these suffering from both learners and educators.

With regard to the progress of implementation of inclusive education, indicated that more and more advocacy is needed. Referring specifically to the situation at special schools the MEC mentioned the following challenges:

- Lack of adequate support.
- Lack of therapists
- Overcrowding
- Lack of hostels
- Fewer classrooms
- Some educators redeployed to special schools without relevant qualifications, experiences and relevant training to teach disabled learners.
- Lack of budget
- Psychologist acting as circuit managers.
- Curriculum advisors not visiting schools.

The MEC concluded his speech by saying that “Everything seem to come last at special schools” (MEC speech delivered at the Limpopo Provincial Department of Education Draft Programme: Inclusive Education Seminar: The Ranch Protea Hotel. 15 August 2006).

Based on the 2004/2005 and 2006/2007 budget speeches of the MEC of education in the Limpopo Province coupled with his speech at the seminar of inclusive education, held at the Ranch Protea Hotel, 15 August 2006, possible challenges of management and governance of SHI exist in the Limpopo Province.

Although the directorate for inclusive education in the Limpopo Province announced at the seminar held at the University of Limpopo on August 2006 that the service providers for inclusive education had completed their task of “conversion of special schools to

serve as resource centres”, these services are not yet functional as training of stakeholders including managers and governors are not yet done.

2.3.7 MAKING INCLUSIVE EDUCATION WORK

In his keynote address held at the Ranch, Protea Hotel in the Limpopo Province on 15 August 2006, Professor David Mitchel of (Waikato Institute of Technology, Hamilton City, New Zealand) focused his address on the following major aspects:

- Classroom
- School
- Community
- Education system
- Society.

2.3.7.1 How can inclusive education be implemented at the classroom level?

In order to implement inclusive education at the classroom level, the following should be considered:

- Classroom organisation including group and co-teaching.
- Curriculum
- Assessment
- Teaching strategies
- Parent involvement
- Attitude formation

2.3.7.2 How can schools as organisations implement inclusive education?

The following should be considered:

- Leadership (governance and management)
- School culture
- School organisation and responsibilities
- Professional development
- Support services

2.3.7.3 How can communities be involved in inclusive education?

In order to fully involve the communities in inclusive education the following should be considered:

- Community leaders such as traditional leaders, political structures and cultural structures.
- Media such as local broadcasting corporations, radios and newspapers
- Families and parents.

2.3.7.4 Responding to challenges in the education system.

In order to respond to challenges of inclusive education the education system should:

- Pass laws on inclusive education accompanied by guidelines.
- Make adequate budgetary provisions.
- Replace medical model of assessment with an educational model.

- Make ministries of education responsible for educating children with special education needs.
- Improve interactions among various departments, agencies and NGO's.
- Provide appropriate pre-service and in-service teacher training.
- Encourage educational administrators to provide support and leadership.
- Identify and systematically disseminate good practice.
- Redefine rules of special schools.

2.3.7.5 Responding to challenges in the society.

In order to respond to challenges in the society the following should be considered:

- Encourage schools to interact with local community and society.
- Arrange workshops to educate the community and society.
- Help parents to overcome any shame they may feel.
- Thoroughly inform parents about inclusive education.
- Involve parents in decisions regarding their children..
- Raise parents' awareness of their children's potentials.
- Encourage media to positively portray inclusive education (Adapted from the keynote address: Professor David Mitchell: Waikato Institute of Technology, Hamilton city, New Zealand: 15 August, 2006. At the Ranch Protea Hotel: Limpopo Province: South Africa).

2.3.8 AN OVERVIEW OF IMPLEMENTATION OF INCLUSIVE EDUCATION.

In order for special schools to become Resource Centres in the true sense of the word, more than adequate staffing must be provided in order to serve the community. National norms and standards must be set for Resource Centres.

With regard to suitable infrastructures at school, the department should make the necessary adjustments to existing buildings, or suitable design new buildings to make them functional and suitable for the special needs of the learners. This physical resource planning and designing should include knowledgeable persons from the department of education who are familiar with the special needs of the learners to be accommodated.

Training of SGB is a concern. Schools are concerned that there has been very little or no training at all for SGBs' of schools for LHI. The department need to ensure that the necessary workshops and the training of SGBs' of SHI be provided.

The redeployment policy is a concern in SLHI. This was expressed by the fact that inexperienced teachers at all post levels with very little knowledge of special education are redeployed to schools for LHI by the Provincial Education Department. In view of this, the department needs to institute a system of interaction between the governing bodies of SLHI and the department of education to prevent the redeployed of unsuitable teachers to SLHI. This should include the right to advertise all vacancies at SLHI.

Incentives to attract support staff should be done by means of advertising and filling post for support staff such as therapists, psychologists and social workers.

2.3.9 AN OVERALL SUMMARY AND CONCLUSION

This chapter presented a detailed account of some of the key challenges and problems in the management and governance of SLHI in the Limpopo Province. The unprecedented change from a specialised education system to an inclusive education model is a major challenge to the management and governance of SLHI in the Limpopo Province because a great deal of skills, training and resources are needed from all stakeholders. Furthermore, barriers to learning such as poverty, lack of funds for school fees and problems with transport are some of these challenges for example there are instances where school reports for learners are withheld until school fees are paid. Insufficient resources and lack of support services were identified as needs for inclusive education and training system in the Limpopo Province.

Possible challenges of management and governance of SLHI in Limpopo Province have been discussed.

Lack of skills and expert knowledge by managers and governors of SLHI is problematic because instead of applying good management and governance to solve the possible barriers to learning, their ignorance becomes a barrier as well thus a “barrier confronted with a barrier”.

CHAPTER 3

THE DESIGN AND METHODOLOGY

3.1. THE AIM OF THE CHAPTER

The aim of this chapter is to discuss the research design and the process of investigation based on the two research paradigms, namely the quantitative and the qualitative research paradigms. A suitable research paradigm for this study was selected after the two paradigms were studied and discussed. A justification for the research paradigm chosen is provided. The data collection method including ethical measures is discussed. The procedure employed for data analysis is provided.

3.2. THE RESEARCH DESIGN

In the present study, the research design discussed was based on Leedy and Ormrod (2001:91-92). According to these writers, in planning the research design, it is “extremely important for the researcher not only to choose a viable research problem but also to consider the kinds of data an investigation of the problem will require and feasible means of collecting and interpreting those data”.

By definition, the term data is plural, singular is “datum” and derives from the past participle of the Latin verb “dare” which means “to give”. Data are those pieces of information that any particular situation gives to an observer and data are “volatile, they evaporate quickly”. This means that at a certain time, respondents who indicated that they held a particular opinion, might change their minds and have a somewhat different opinion. Data are, therefore transient (Leedy and Ormrod, 2001:95) and have ever-changing characteristics.

3.3. QUANTITATIVE AND QUALITATIVE RESEARCH PARADIGMS COMPARED

Quantitative research is used to answer questions about relationships amongst measured variables with the purpose of explaining, predicting and controlling phenomena. This approach is sometimes called the traditional, experimental, or positivist approach. (Leedy and Ormrod, 2001:101)

In contrast, qualitative research is typically used to answer questions about the complex nature of phenomena, often with the purpose of describing and understanding the phenomena from the participant's point of view, constructivist or post positivist approach.

3.3.1. Quantitative and qualitative approaches based on McMillan and Schumacher's point of view

According to McMillan and Schumacher (2001:14) the terms "quantitative" and "qualitative" are used frequently to identify different modes of enquiry or approaches to research.

Quantitative and qualitative research studies are both conducted in education. The most obvious distinction to a reader between quantitative and qualitative research is the form of data presentation. Qualitative research presents statistical results presented in numbers. Qualitative research presents data as a narration with words.

In order to justify the use of both quantitative and qualitative research paradigms in this study, these two paradigms are discussed in detail in the subsequent paragraphs.

3.4. THE RESEARCH PARADIGM

Definition

Webster (1986:145) defines paradigm as a...”pattern, example or a model.” Bailey (1987:21) adds to this definition of paradigm namely, that it is also a ...”perspective or frame of reference for viewing the social world consisting of a set of concepts and assumptions.” A paradigm determines what might be considered to be an acceptable solution of the problem and what may not (Mouton & Marais, 1988:147). A fruitful paradigm therefore provides clues on which empirical and theoretical problems are appropriate and relevant for further solving activities. The researcher’s task is to search for ways of solving those problems that have already been identified (Mouton & Marais 1988:148). The paradigm therefore directs one to follow a suitable approach to the problems one wishes to investigate and come up with an appropriate solution to the problem.

Within the sphere of this research, the kind of problems, which are encountered in schools and the educator’s perception regarding the problems of management of inclusion, were identified.

Now that the concept research paradigm has been highlighted, it is essential to discuss the two approaches of the research paradigms, which were implemented in this research.

3.5. QUANTITATIVE AND QUALITATIVE RESEARCH

Burges (1985:97) indicates that at the most basic level, quantitative and qualitative approaches both have advantages and disadvantages. For the purpose of this research, the two approaches are discussed in order to indicate the extent to which both approaches are applicable to this study.

3.5.1. Quantitative Research

(i) Introduction

Quantitative research tends to be associated with measuring (Barnes, 1992:108). According to Good (1993:279) as well as Denzin and Lincoln (1994:4), quantitative studies emphasise the use of numerical measures to arrive at specific findings. Data collection in quantitative research is accumulated by means of inanimate instruments such as scales, tests, surveys, questionnaires and computers (Storbeck, 1994:73). Creswell (1994:4) is of the opinion that because quantitative research is "...impersonal and experimental" it is not suitable to study human phenomenon.

Contrary to Creswell's view (1994:4), a quantitative questionnaire has been regarded a suitable technique to gather some of the information from respondents in this study (see research method). However, testing instruments such as scales, psychometric testing and other detailed statistical analysis will not be applied.

A limited amount of quantitative analysis will be done. The idea of using this kind of strategy even in research of human phenomenon is justified by Best and Kahn (1993:204), Kerlinger (1986:481) and De Swardt (1998:32). These writers maintain that in some qualitative research (Human phenomena) a limited quantification is included viz, counting the number of occurrences of an event. (See also Data interpretation). According to Kerlinger (1986:481), all materials are potentially quantifiable. Quantification will be implemented in this study. The number of occurrences in each theme or category identified will be counted. The categories with high frequency occurrences will be regarded as fairly significant to the problem investigated and will reflect the major problem with regard to the management and governance of SLHI in an inclusive education.

(ii) The advantages of the quantitative approach

Quantitative research methods include the implementation of statistics to measure data. Statistics, according to Leedy (1993:244), are a very simple matter but are a powerful tool in the hands of the researcher who is able to view their nature and interrelationships more understandably. Through statistics, therefore the researcher is able to conceptualise what otherwise might be incomprehensible (Leedy, 1993:244) hence the advantages of this study. The facts gathered from questionnaires were translated into tabular form. This was done so that the facts (statistics) would speak more clearly.

(iii) The disadvantages of quantitative approach

The main disadvantage of the quantitative approach is that it is not a fully suitable technique to study human phenomena. When implementing technological support, instruments such as computers are pitifully limited machines that are dependant totally upon a person at the keyboard to tell them what to do and when it comes to initiative, computers have none. (Leedy, 1993: 45).

Despite this disadvantage, this approach was used to gather some of the data in this research for the reason given in section (ii) above.

3.5.2. Qualitative Research

(i) Introduction

Wimmer and Dominick (1988:19) state that qualitative research describes or analyses a phenomenon without specifically measuring variables. No statistical analysis is involved in qualitative research although the data might be expressed numerically.

Qualitative research deals mainly with unmeasurable features of research (Barnes 1992:108). According to Rudestam and Newton (1992:31), qualitative studies imply that

the data are in the form of words. This programme is useful in those categories concerning the understanding of human phenomenon and for the investigation and interpretation of the meanings people attach to different events.

Creswell (1994:162) states that qualitative research occurs in natural settings where human behaviour and events normally occur. The implementation of this approach is relevant to this study in the sense that the focus of qualitative falls on the participants which are:

- (i) The learners with a hearing impairment (LHI); and
- (ii) The educators of LHI and education officers
- (iii) Parents and SGB

Mouton and Marais (1990:163) state that in qualitative research, the researcher tends to become involved with the phenomenon. Since in qualitative research the “data is in the form of words”, the spontaneous sketches and the focus group interviews, which will be used as data collection techniques in this research, will be expressed in the form of words.

A holistic perspective permits a broader view of the complex issues facing educational researchers. In general, qualitative research interprets data without numerical analysis. Some qualitative research interprets data without numerical analysis. However, some qualitative research includes limited quantification e.g. counting the number of occurrences in an event.

Based on the constituents of qualitative research as discussed above, it becomes apparent that the aim of this study namely, to investigate the problems of management, educators in SLHI would also be served by a qualitative research paradigm. The techniques for data collection and data analysis therefore fell within this paradigm.

(ii) Advantages of the qualitative research approach

According to Mouton and Marais (1988:205), the qualitative methods advocate an approach to examining the empirical world, which requires the researcher to interpret the real world from the perspective of the subject of this investigation. Qualitative methods seek to understand phenomena in their entirety in order to develop a complete understanding of a person, programme or situation.

Rudestam and Newton (1992:39) assert that one of the advantages of qualitative study is that it emphasizes the “thick description” of a relatively small number of subjects with the context of a specific setting.

Keeves (1988:59) states that qualitative research is advantageous because the researchers are able to develop their own personal interpretations of the educational field in which they work. If data is collected through interviews, the researcher is in control. Further advantages highlighted by other writers are indicated below:

- Qualitative research is “more flexible” and to some extent emerges as the research is conducted (Wiersma, 1991:96). The flexibility of qualitative research is relevant to this study in that data gathered can change depending on the circumstances, since this study deals with human beings, namely LHI and their educators.
- Participation and observation provide first hand information. Leedy (1992:142) indicates that the qualitative researcher focuses on the perspective of the respondents and is interested in first hand experiences because it provides the most meaningful data. In this study, information was direct and first hand since it comes from the spontaneous sketches and from the focus group interviews.

- In this study an in-depth analysis of the problems of LHI is the classroom in an attempt to understand what they experience in their day-to-day lives in the classroom. This is relevant to what Rudestam and Newton (1993:32) describe:

“the researcher tries to understand the phenomenon in their naturalistic environment”. The classroom setting where data will be collected in this study is the natural one.

- According to Bogdan and Biklen (in Tuckman, 1994:366), data collected from interviews is mainly made up of verbal information. Verbal information obtained in qualitative research enables the researcher to understand a phenomenon as perceived and interpreted by the researcher to understand phenomenon as perceived and interpreted by the research subject”.

(iii) Disadvantages of the qualitative research approach

Barnes (1992:107) explains that every research method has its advantages and its disadvantages, but once a particular style of research has been assimilated, it is all too easy to forget the assumptions on which it rests, and thus to regard it as the main research method.

- Creswell (1994:151) indicates some of the disadvantages regarding data collection through an interview. If data is collected through interviews, the presence of the researcher may lead to a biased response from the subjects. Telephone interviews may also have a negative impact since information is provided in a restricted surrounding and not in a natural environment. In this study an independent interviewer will be employed to conduct the interviews.
- Another disadvantage of the qualitative research paradigm concerns the techniques for data collection, administration of interviews and transcription of interviews from the tape recordings.

- According to Crabtree and Miller (1992:235) these research actions associated with qualitative research are both time consuming and labour intensive.

In conclusion, the reasons to justify the use of both paradigms irrespective of some of the disadvantages are discussed below.

The use of both approaches conformed to the view of Foster and Louw-Potgieter (1991:31) that “no one technique is better than any other, because any method has advantages and disadvantages”. Finally, as indicated in chapter 1.9, a multi-directional approach was adopted. This is in accordance with the suggestion formulated by Rudestam and Newton (1992:39) that a combination of quantitative and qualitative methodologies is often a good choice of research; the research report combined a quantitative analysis of the responses to the questionnaire with a qualitative analysis of themes generated by the discussion during the interviews. (Rudestam & Newton, 1992:40) (See figure 2.1. of this chapter).

3.6. THE SELECTED PARADIGMS

As it has already been indicated under research methods, in this study a multidirectional approach was adopted. This conforms to what was asserted by Rudestam and Newton (1992:39) that “a combination of quantitative and qualitative methodologies is often a good choice of research”.

The selected paradigms of this research are therefore the quantitative and qualitative research paradigms. The selection was based on their relevance to this research. The advantages and disadvantages are discussed before they were applied to determine possible ways to overcome some of the pitfalls of these approaches in this research.

Now that the selected paradigms of this research, their advantages and disadvantages have been discussed, it is important to discuss the techniques for data collection, which falls within the qualitative research paradigm.

3.6.1. Qualitative research technique

The fact that the qualitative approach was chosen as one of the two approaches to be used in this study, two different techniques, which falls within this paradigm are discussed below:

- Spontaneous sketches
- Interviews

These methods enabled the researcher to determine the most suitable technique to be applied/used for data collection in this study.

3.6.1.1 Spontaneous sketches

The spontaneous sketches technique (See Appendix D) was implemented in this research to collect necessary data from the LHI. Giorgi (1985:10) refers to the spontaneous sketch as the naïve sketch; "...a phenomenological descriptive method in which research participants are required to give a personal account of the phenomenon that is researched". This was achieved by means of describing the problem as experienced by the respondents themselves.

- **Relevance of the spontaneous sketches**

Justification for the implementation of the spontaneous sketches lies in the fact that this technique facilitates the different modes of communication of the LHI. They communicate by means of Sign Language, writing, Finger Spelling and speech reading. Because of the LHI's hearing defects, the audible interviewing technique, which requires the ability to hear, was not suitable. The research question was therefore in written form, and respondents were requested to write down their answers. Hard copies of respondents' answers enabled an independent coder to analyse these responses, therefore increasing the reliability of the study. Since that the research strategy of this study also involved

participants with normal hearing abilities, the second technique of data collection, which includes interviews, will be discussed hereafter.

3.6.1.2. Interviews as a research technique

Interviews were implemented in this research to serve the purpose of collecting data from different respondents such as educators (See Appendix E) , principals (See Appendix H) , Officers of the Department of Education (See Appendix I) , Parents and S.G.B. (See Appendix G)

(i) Definition

Graven et al (1995:21) define the interview as an "...organized way of asking questions".

The questions formulated within the interview need to be relevant to the problem under investigation. Interviews involve *verbal interaction* between individuals and serve as a specialized form of communication between people for a specific purpose associated with some agreed subject matter (Anderson, 1990:222). Bogdan and Biklen (1992: 96) and Cohen and Manion (1980:241) view the research interview as "...a two-person conversation initiated by the interviewer for the specific purpose of obtaining research relevant information, and focus by him on content specified research objectives of a systematic description, prediction or explanation."

Babbie (1998:264) defines interviews as alternative methods of collecting survey data from respondents, rather than asking respondents to read the questionnaire and enter their own answers. Researchers send interviewers to ask the questions orally and record a respondent's answers.

In short, the purpose of interviewing is to find out what is in or on someone else's mind. (Best and Kahn 1993:199).

3.6.2 The focus group interview

3.6.2.1 Definition

Usually, interviews with a group of people are intended to focus on certain aspects that the researcher wants to explore or focus on, hence the name “focus group” (McKay 1998:4). Krueger (1994:6) defines focus group interviews as being a *qualitative method* for data gathering that enables the interviewer and the respondents to interact with one another. Focus group interviews consist of mainly open-ended questions and there are no boundaries, which are set for the participants. The respondents are allowed ample time to comment, explain and share experiences and attitudes (See Appendix F)

Krueger (1994:19) continues by stating that focus group interviews produce qualitative data, which provides insights into attitudes, perceptions and opinions of participants. Focus group interviews represent a more natural environment than that of individual interviews because others influence participants just as in the real life situation. According to Krueger (1994:6), focus group interviews are “...carefully planned discussions on a defined area of interest in a permissive, non-threatening environment”. The focus group interview was implemented in this study as a data gathering technique. It has its advantages and disadvantages.

3.6.2.2. Advantages of focus group interviews

- Focus group interviews promote a high degree of validity. This technique is easily understood and accommodated and the results seem believable to those using the information. Results are not presented in complicated, statistical charts. They are instead presented in a lay terminology filled with quotations from participants (Kingry, Tiedjie & Friedman, 1990:124/125).

- Bailey (1987:1740) states that the interview is flexible and therefore interviewers can probe for more specific answers and repeat questions for clarification or for more details where it appears that the respondents misunderstand the questions. The format allows the researcher to probe and also enables him/her to explore unanticipated issues (Kingry *et al* 1990:125/125).
- According to Renzetti and Lee (1993:106), focus group interviews encourage active group participation especially among shy people and it enables the researcher to explore the covert meanings that underpin behaviour. Active participation is further endorsed because discussions occur in real life situations (Burges, 1985:15).
- According to Bailey (1987:174), the focus group interview provides participants an opportunity to build on one another's ideas. In focus group interviews many of the answers given by the participants are spontaneous. The respondents often clarify their own responses or clarify what they think other respondents might have meant. (Bailey, 1987:174)

Based on the above-mentioned advantages of focus group interviews, as stipulated by Kingry *et al* (1990:124-125) the implementation thereof in this study was justified. It is hereafter important to identify and describe the disadvantages of focus group interviews, and indicate how this study managed those disadvantages.

3.6.2.3. Disadvantages of focus group interviews

According to Krueger (1994:36/37), focus group interviews have the following disadvantages:

- Groups are difficult to assemble. In this study the respondents are both grouped in schools, which enable the researcher to organize the interviews accordingly.

- Each focus group tends to have its own unique characteristics. In this study the interviewer's responsibility will be to conduct the interview in such a way that relevant information is obtained in an objective manner.
- It is important that carefully trained interviewers are used to conduct the interviews. Aspects such as the application of open-ended questions, pauses, probes as well as the skill and knowledge to grasp when and how to move into new topic areas, require a high degree of expertise which untrained interviewers lack. In this study the interviewer was a competent researcher of qualitative research and was also trained to conduct the interviews efficiently.
- Data analysis can be a complex activity, Group interaction provides a social environment, and comments have to be interpreted within that context and in an objective manner. Care is therefore needed to avoid taking comments out of context and out of sequence, or even coming to a premature conclusion.

In this research the assistance of an independent coder was sought to ensure proper analysis of data.

- The researcher has less control in a group interview as compared to the individual interview. Participants are allowed to interact with one another and are consequently able to influence the direction and to a certain extent the content of the discussion. The trained interviewer should efficiently facilitate the interview to such an extent that the advantages of this technique will enhance the accumulation of required data from respondents.
- According to Bailey (1987:174), the focus group approach can be time consuming as people are often "pressed for time". In this study the interviewer will create an atmosphere that will allow conversation to be brief (see the role of the interviewer).

- Lack of anonymity offered by the group interview process is another disadvantage stipulated by Bailey (1989:174). The focus group approach often results in the respondents not being willing to participate in certain discussions for fear of being exposed (Bailey, 1989:174). The above problem will be solved by the interviewer who will explain his/her ethical code of conduct to the respondents. (See Consent and Anonymity in this study).

In order to overcome some of the disadvantages of the focus group interviews when using this technique of gathering information, the following steps will be applied:

- (i) The interviewer of this study was trained.
- (ii) The trained interviewer had carefully studied the advantages of this technique in order to implement them when using the technique.

The value of any research project can only be ensured and enhanced if the constituents of *authentic scientific research* are adhered to during the execution of the research strategies. The components that constitute authentic scientific research are the following:

- Reliability;
- Validity; and
- Triangulation.

These concepts are discussed later in this chapter.

3.6.3. Interview schedule

According to McMillan and Schumacher (2001:268), once the researcher makes the decision to use an interview to collect data, an interview schedule is constructed. The schedule lists all the questions to be asked, giving room for the interviewee to write answers. The preferred forms of questions to be asked in the present research were unstructured questions. According to McMillan and Schumacher (2001:269),

unstructured questions allow the interviewer great latitude in asking broad questions in whatever order seems appropriate, yet allowing for probing and clarification.

After the questions have been written, a pilot test is necessary as a check for bias in the procedures, the interviewer or the questions. During the pilot test the procedures should be identical to those that will be implemented in the study (McMillan & Schumacher, 2001:269).

3.6.4. The concept “Pilot test”

Herbet (1990:40) define a pilot test as a dress rehearsal. While Hopkins and Antes (1990:461) define a pilot test as a miniature study conducted on a group of subjects who do not form part of the major study. The pilot study is executed in order to implement the planned scientific actions on a smaller scale and assesses the outcomes therefore with the aim of determining whether or not certain changes should be applied.

In addition to the definition above, Le Compte and Preissle (1993:11-13) point out that during the pilot study phase the researcher should gain access and entry into the field after having located the appropriate sites and individuals. This entails who to contact and how contact should be maintained. Permission to visit schools should be sought beforehand. In addition to this, Bogdan and Biklen (1992:82) warn that gaining permission to conduct a study involves more than getting an official permission slip. It involves laying the groundwork for good rapport with whom one will be spending time, so that they will accept one and what one will be doing.

For the purpose of this research, the respondents concerned will be consulted in order to explain the purpose of the researcher’s intended visit and request their willingness to participate in the research.

3.6.4.1. Pilot study for the research

The study commenced with a formal pilot study which was conducted during the preparation of the research proposal for this study. It was done in this way:

The information needed for the research was gathered from learners, educators, officials and parents. The information was found to be relevant and was a realistic indication that the formulated questions were relevant and comprehended. The purpose of the pilot was:

- To familiarize the present researcher with the field of the research.
- To apply the necessary adjustments to the interview schedule.
- To test the viability of the research.
- To encourage respondents to broaden their skills and perceptions towards inclusive education in schools for the learners with a hearing impairment.
- To determine progression in the actual teaching-learning environment.
- To be aware of the problems of management and governance of schools for the learners with a hearing impairment in an inclusive education in Limpopo province.

3.7. TRIANGULATION

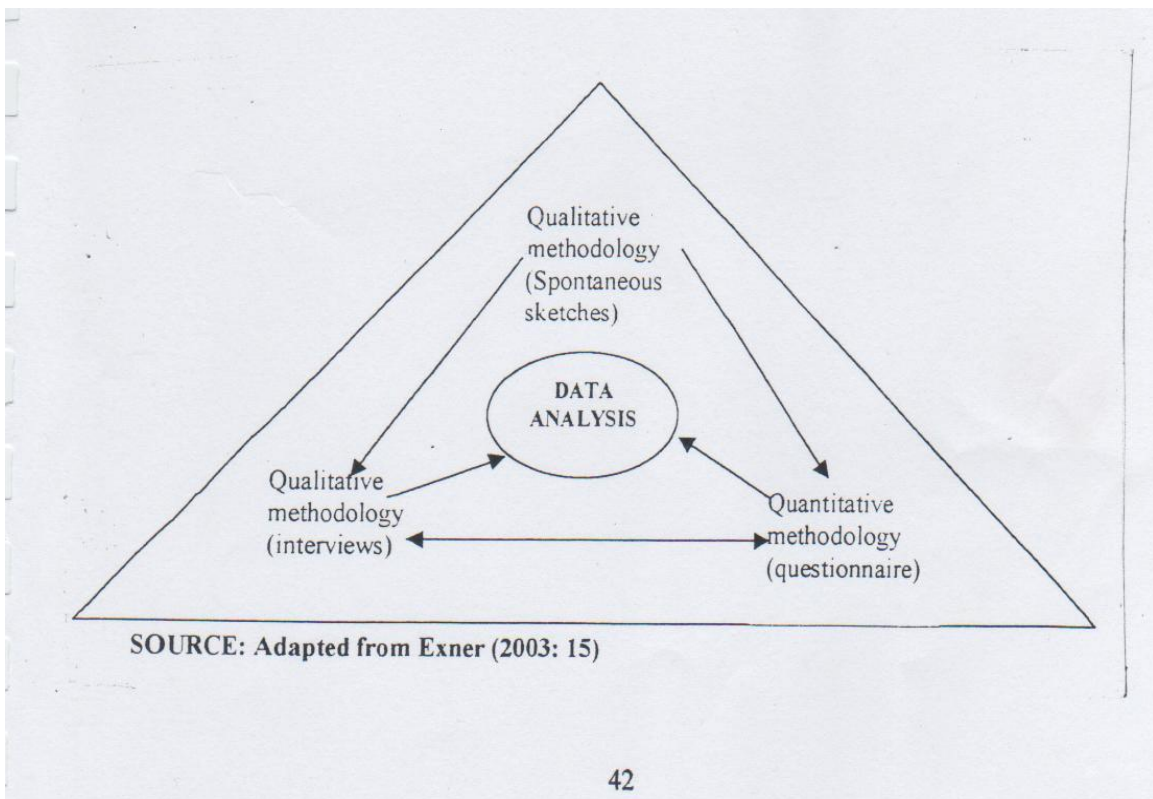
Kimchi, Polivic and Stevenson (1991:364) define triangulation of two or more theories, data sources, methods and research, to investigate a certain phenomenon. Miles and Huberman (1994:266) states that triangulation is a way to obtain findings by seeing or hearing multiple instances of it from different methods and squaring the findings with others it needs to be squared with.

According to Flick (2002:49), triangulation is meant to combine appropriate research perspectives and methods that are suitable for taking into account as many different aspects of a problem as possible.

Triangulation therefore implies that the data obtained by one method is checked with the data obtained by another method (McKay, 1998:103). Various methods of approaching the same research project are therefore implemented. Different methods can also be applied to analyse the same data (Steyl, 1993:103). According to Marshall and Rossman (1989:146), triangulation can be formulated as an act of flocking together more than one source of data bearing on a single issue stressed in a research topic.

Guidelines regarding the use of triangulation were offered. The ways in which the quantitative and qualitative research paradigm will be combined in this study is illustrated in figure 3.1.

FIGURE 3.1 The triangulation Model



3.8. THE SELECTED DESIGN AND PARADIGM FOR THE PRESENT RESEARCH

Although both quantitative and qualitative paradigms have been implemented in this research, the following were selected as the most appropriate research approaches for the present study.

3.8.1. The case study design

McMillan and Schumacher (2001:398) assert that qualitative research uses a case study design because the data analysis focuses on one phenomenon which the researcher has selected to understand in depth. According to these writers, the “one” may be for example, one administrator, one group of students, one program, one process, one policy implementation or one concept.

Leedy and Ormrod (2002:149) state that “A case study may be especially suitable for learning more about a little known or poorly understood situation”. The authors further indicate that “it may also be useful for investigating how individuals or programmes changes overtime”.

Based on the context of the present research, both views of Leedy and Ormrod, McMillan and Schumacher are appropriate to justify the implementation of a case study design for the present research whereby the investigation and the interviews focused on the implementation of inclusive education.

- Firstly, the phenomenon under investigation is little known (management and governance of SHI in an inclusive education and training system).
- Secondly, the implementation of inclusive education policy in SLHI is problematic due to lack of trained staff and sufficient resources.

In the case study method, the researcher collects extensive data on individuals and programmes (Leedy and Ormrod, 2001:149). The data often include observation, interviews, and documents like journals articles, videotapes, and audiotapes. Data analysis typically involves the “organization of details about the case, categorization of data; interpretation of single instances, identification of patterns; synthesis and generalization” (Creswell, 1998:40).

3.8.2. QUALITATIVE RESEARCH DESIGN AS A CENTRAL METHOD

McMillan and Schumacher (2001:41) state that most interactive qualitative researchers employ several techniques in a study but usually select one as the central method. The present study has selected the qualitative technique as the central method (McMillan & Schumacher, 2001:41) further indicate that qualitative techniques provide verbal descriptions from the participant’s perspective to portray the richness and complexity of events that occur in natural settings.

3.9. QUANTITATIVE RESEARCH TECHNIQUE

The following research technique is discussed:

3.9.1. The questionnaire as a research technique

The researcher is aware of the fact that this study has been based on a qualitative approach, using various instruments to collect the data. The questionnaire was also used to collect data from the respondents. (See Appendix E)

Questionnaires are often used in qualitative studies. Kerlinger (1986:487) points that “questionnaire” is a term used for almost any kind of instrument that has questions or items to which individuals respond.

Similarly Vockel and Asher (1985:154) refer to a questionnaire as “a device that enables respondents to answer questions”.

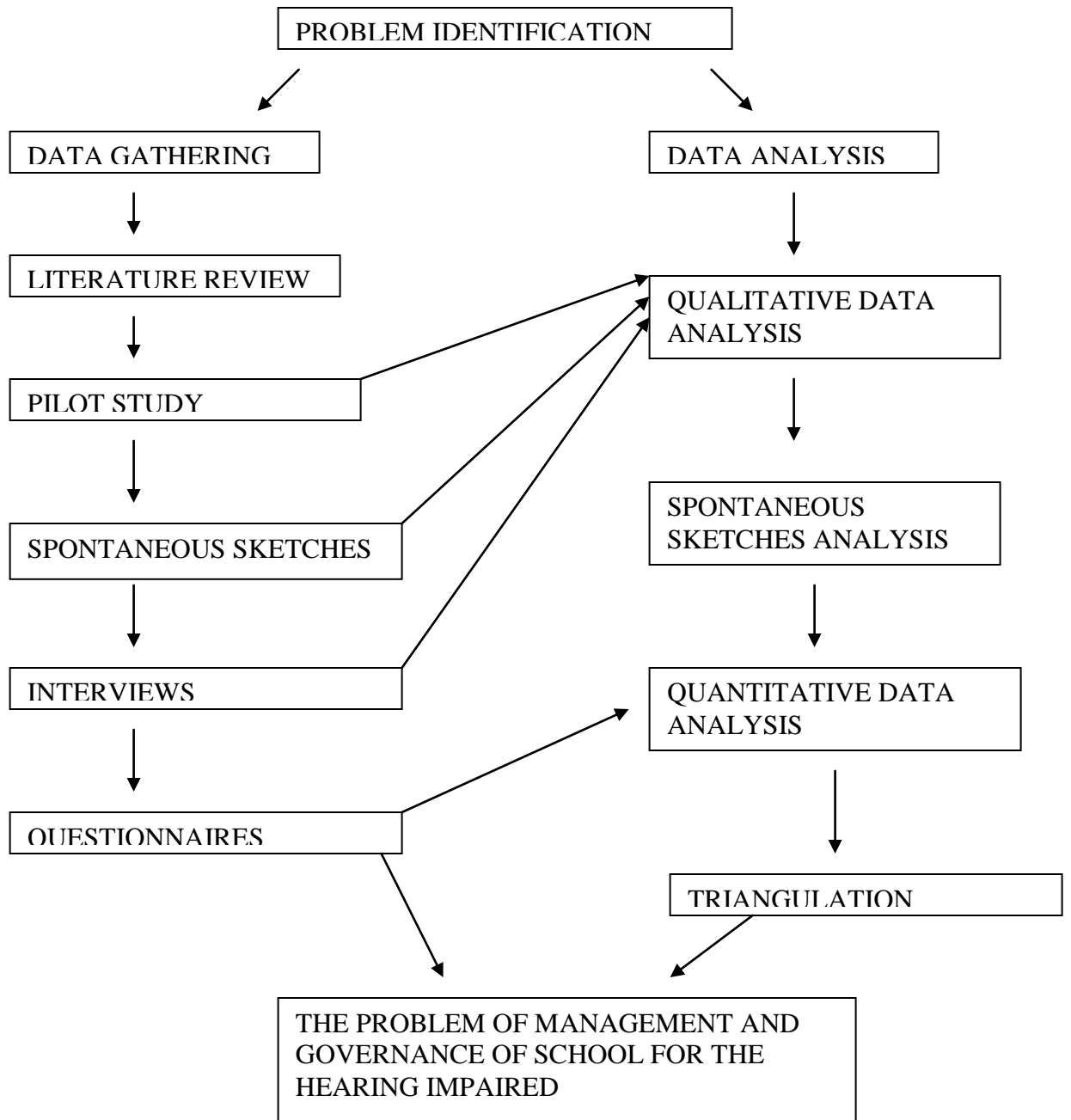
The reason for using questionnaires in this research is further based on Schumacher and McMillan’s (1993:238) assertion that “a questionnaire is relatively economical, has standardised questions and can ensure anonymity”.

3.10. THE PROCESS OF INVESTIGATION

The process of investigation commenced with problem identification. The process proceeded to indicate how data was gathered, namely, through qualitative and quantitative research techniques. The collected data was analysed using tables and figures in order to address the research problem and questions.

The research process is illustrated schematically in figure 3.2 of this chapter.

Figure 3.2 The investigation Process



Source: Adapted from Exner (2003:8)

3.11. THE RESEARCH PROCESS FOR THE PRESENT STUDY

Based on McMillan and Schumacher (2001:13-14) the research process for the present study will be discussed following the format as laid down by the two scholars.

3.11.1. Selecting a general problem

The problem of this study defines the specific area of education in which the research will be conducted, namely special education. The specific problem is management and governance of schools for the hearing impaired in an inclusive education and training system in The Limpopo Province.

3.11.2. Literature review on the problem

In the present research, the literature review will be based on two sessions:

- (i) The literature review which was conducted prior to the actual research, viz during the preparation of the research proposal.
- (ii) The literature review which was expanded as data were collected during empirical research and substantiated by that literature review.

3.11.3. Specific research question or hypothesis

Since the present study selected the qualitative approach, there was no hypothesis formulation. This is in accordance with McMillan and Schumacher (2001:51) when they state that “for some research it is inappropriate to make a prediction of results, and in some studies a research question rather than a hypothesis is indicated”.

3.11.4. The design and methodology

The design and methodology for the present study is presented in chapter 1. The following were discussed in more detail:

Research design; subjects; instruments and the procedures used in the present study. The sampling procedure, the number of subjects and the way they were selected is discussed in this chapter of the present research See table 3.4.).

The procedure for data collection subsection should, according to McMillan and Schumacher (2001:52), be used to explain how the study was conducted. The researcher describes when the information was collected, where, how, and by whom.

3.11.5. The Results

McMillan and Schumacher (2001:52) indicate that a summary of analyses of data collected is reported in the results or findings section. The results are usually presented in tables and graphs. In the present study the results was presented in chapter 5. The interpretation of the results was presented in the chapter following the results section.

3.12. DISCUSSION, IMPLICATIONS AND CONCLUSION

In this section the present researcher indicates how the results are related to the research and how the study managed to answer questions. The present researcher indicates the implications of the study.

3.12.1. Conclusion and summary

In this section the present researcher will indicate overall conclusions. These will be presented in chapter 5.

3.12.2. Recommendations for further research

In this section the present researcher will recommend that further research be conducted in order to identify more problems. The limitations of the study indicate further research of this nature is absolutely necessary in order to reach where this study could not reach in its investigations.

3.12.3. References

In this section the present researcher will indicate the sources which were cited. The style of notation will be based on the style that is accepted by the University of Limpopo after which the entire thesis will be presented for examination.

The research process has been presented; the next section will focus on the reliability and validity in qualitative research.

3.13. VALIDITY AND RELIABILITY IN QUALITATIVE RESEARCH

The validity and reliability of research findings are of great importance in all studies. The qualitative researcher uses terms such as consistency, dependability, transferability, credibility, conformability when referring to validity and reliability. (Lincoln & Guba, 1985; Corbin & Strauss, 1990; Miles & Huberman, 1994). These concepts are now discussed:

3.13.1. Validity

Leedy and Ormrod (2001:31) define validity thus "...The validity of the measurement instrument measures what it is supposed to measure". According to Brink (1999:124), validity in qualitative research is concerned with accuracy and truthfulness of scientific findings. Establishing validity requires determining the **extent** to which conclusions

effectively represent empirical reality and assessing whether constructs devised by researchers represent or measure the categories of human experience that occur.

McMillan and Schumacher (2001:181) indicate that “test validity” is the extent to which inferences and uses made on the basis of scores from an instrument is reasonable and appropriate. In summary, validity is concerned with the extent of the measuring instrument whether the measuring instrument actually measures what it is supposed to measure.

3.13.1.1. Establishing validity in the present research

Establishing validity requires the following:

- Determining the extent to which conclusions effectively represent empirical reality.
- Assessing whether constructs devised by researchers represent or measure the categories of human experiences that occur (Brink, 1999:124). In qualitative research credibility and authenticity refer to internal validity.

External validity, which is defined as the degree to which the results of a study can be generalised to settings or samples other than the ones studied, is usually referred to as transferability and or fittingness in qualitative work (Brink, 1999:124).

- **Transferability**

In this study, it was determined whether the conclusions of the study were transferable to other contexts. The researcher will provide a detailed database and thick description (see point for the discussion of “thick description in this study) so that someone other than the researcher can determine whether the findings of the study are applicable in another context or settings. According to Pillay (1996:320) transferability allows for comparison with other research findings of similar projects.

- **Dependability**

Dependability, according to Lincoln and Guba (1985:15), establishes the trustworthiness of the study. This requires that an audit (official examination) be used to establish dependability. The enquiry auditor, generally a peer, follows the process and a procedure used by the researcher in the study and determines whether they are acceptable, that is dependable.

Dependability, according to Pillay (1996:32) refers to whether the findings of the study will reflect consistently to such an extent that these findings will be replicated in another research project with the same subject or in a similar context. In this study dependability will be ensured by permitting the services of the independent coder to code the data of both the naïve sketches and transcription of the group interview. (see step 6 of the protocol and an independent coder).

- **Credibility**

Credibility reflects how confident the researcher is with the findings based on the research design, informants and context of the research (Pillay, 1996:31). In order to establish credibility in this study, the researcher collected naïve sketches from LHI and the video-recorded responses of the focus group interviews. The transcriptions of the focus group interviews were returned to the respondents to verify. These represent the descriptions of the problems encountered in the classroom as they were experienced and perceived by the respondents themselves.

- **Confirmability**

Confirmability guarantees that the findings, conclusions and recommendations are supported by the data and that there is an internal agreement between the investigator's interpretation and the actual evidence. This is also accomplished by incorporating an

audit-procedure. Like in dependability, the service of an independent coder was sought in this research.

3.13.2. Reliability

McMillan and Schumacher (2001:181) write that “Test reliability refers to the consistency of measurement”. Leedy and Ormrod (2201:31) contend that “more generally, reliability is the consistency with which a measuring instrument yields a certain result when the entity being measured has not changed”. Brink (1999:124) indicates that “reliability is concerned with the consistency, stability and repeatability of the informants’ accounts as well as the investigators’ ability to collect and record information accurately.

In summary, reliability focuses on the consistency of the measuring instrument.

3.13.2.1. Establishment of reliability in the present research

According to Guy *et al* (1987:23), reliability depends on whether a piece of research can be replicated. The question is therefore posed whether another investigator might achieve the same results using the same methods. In order to establish reliability in this study, the present researcher will develop consistent responses or habits in using methods of analysing the results in order to obtain comparable results.

Now that the concept validity and reliability have been discussed, the subsequent section will focus on ethical measures.

3.14. RESEARCH ETHICS

Mouton (2001:238) indicates that the ethics of Science concerns what is wrong and what is right in the conduct of research. Because scientific research is a form of human conduct, it follows that such conduct has to conform to generally accepted norms and

values. Brink (1999:38) emphasises the importance of studying ethics in research in order to determine ethical principles underlying protection of human rights. The rights of human research subjects need to be protected by the researchers.

3.14.1. Interviewer's ethical code of conduct for the present study

The interviewer's ethical code of conduct will be based on the ethical principle formulated by Bogdan and Biklen (1992:49/54); McMillan and Schumacher (1993:386); Tuckman (1972:16); Mouton (1996:157).

According to Bogdan and Biklen (1992:49), ethics are the principles of right and wrong that a particular group accepts. Bogdan and Biklen (1992:49) further indicate that two issues dominate recent guidelines of ethics in research on human subjects:

- Consent to participation; and
- The protection of subjects from harm

The aim of implementing ethics is also justified to allow respondents to "...enter the research project voluntarily" and to ensure that the subjects are not exposed to risk that are greater than the gains they might derive" (Bogdan & Biklen, 1992:53)

The interviewer acquired consent from the respondents that participated in the research project and informed them of their rights (Burns and Groves, 1987:349).

3.15. THE INTERVIEWER

The interviewer in this study was not the researcher himself. It was planned to appoint an independent interviewer who would conduct both the pilot study and the subsequent interviews. The reason for this deviation was embedded in the fact that the main researcher of this study is partially hearing impaired. The proposed appointee was familiar with the interviewing procedures for research studies. After the interviews were

conducted, the proposed interviewer transcribed them verbatim from the video recording and the main researcher analysed the transcription.

3.15.1. The training of the interviewer

Accurate relevant training of the interviewer is vital before being sent out to use this technique (Ary; Jacobs and Razavich, 1990:420). The nature and quality of the service of the trained interviewer is essential because he/she must carefully distinguish between the respondents' opinions and that of himself/herself (Burns and Groves, 1987:80).

How the interviewer would be trained for this research depended upon the agreement between the researcher and the promoter/s of this research. If necessary the researcher himself would train the interviewer.

Suggestion

Training regarding the following aspects:

(i) Interviewing techniques

- Implementing the correct questionnaires;
- Using open-ended questions;
- Refraining from participating in the interview in a leading or domineering manner;
- Recording answers on audiotape as well as taking down notes;
- Recording his/her observations of the respondent's reactions.

(ii) The aim of this research

The interviewer should be knowledgeable about the main aim as well as the research methods of the study in order to participate and answer additional questions posed by

respondents in this regard. He should also be sensitised to additional information that should be recorded.

3.15.2. Respect for the respondent's privacy

Mouton (1996:157) indicates that the subjects tend to be unusually reluctant or unwilling to participate because they regard the investigation as an invasion of their privacy. The interviewer of this study respected the privacy of the respondents. This was possible because the interviewer refrained himself from tackling issues of a personal nature. According to Tuckman (1994:6), in order to safeguard the privacy of these subjects, the interviewer should take care to avoid recording individual item responses, obtain direct consent for participation from adults, parents and educators of children. Above all, the interviewer emphasised the anonymity of his respondents at all times.

3.15.3. Rights to the access of data

According to Tuckman (1994:16), in schools studies, both students and educators are concerned with others having access to research data and using it to make judgements on character performance. In order to guarantee the right to confidentiality the interviewer avoided recording the respondents' names on their sketches. They were assured that the information would not reveal their names on their sketches. They were assured that information will not reveal their names nor those of their educators and principals.

3.15.4. Random selection of respondents

Respondents were informed beforehand that they had not been singled out for this research; therefore, they should not fear being exposed. This would assist the respondents not to ask questions such as "...why us?" (Bogdan and Biklen, 1992:84).

3.15.5. The administration of the interviews

According to McMillan and Schumacher (2001:386) the importance of the interviewer's social relationship with the participants requires that of a person who is unknown at the site or to the participant, be as "outsider". The interviewer who is a participant who already has status within the social group being observed limits reliability. In this study the interviewer was not part of the educators at the focus school, therefore, he did not limit reliability. There was be no fear that he might influence their answers since he was a total stranger to the prospective respondents.

3.15.6. Friendly attitude

Bogdan and Biklen (1992:87) state that the interviewer should "be friendly, smile and be polite. Say hello as you pass people in the hall". For the purpose of this research, friendliness assisted the interviewer to learn more from his/her respondents.

Now basic principles regarding the interviewer's conduct have been discussed, it is essential to describe the role of the interviewer of this research.

3.15.7. The role of the interviewer

According to Ary, Jacobs and Razavich (1990:42) the initial task of the interviewer is to create an atmosphere that will put the respondents at ease. The interviewer asks the questions in such a way as to obtain valid responses and to record the responses accurately and completely. The interviewer who will be an unknown person will greet the participants and establish contact, so that rapport can be created.

Now that the role of the interviewer has been described, it is essential to describe the environment where the interviews were conducted.

3.15.8. Environment

According to Kingry *et al* 1990:124), the focus group interviews should be held in a comfortable, non-threatening setting. The comfort of the participants is important. Given the proper environment, participants are less on their guard against personal disclosure because the atmosphere is tolerant, friendly and permissive. In this study, the interviewer arranged in advance with the school to provide a comfortable environment where interviews could be conducted.

A staff room or any other quiet room available with chairs, a table and electrical facilities would be used.

Now that the environment has been described it is necessary to discuss the interview question.

3.15.9. The interview question

The question was read out to the interviewee by the interviewer. This conformed to Best and Kahn (1993:199) views that the questions may be read to the interviewee to assure the same wording is used with all those being interviewed.

Kingry, Tiedjie and Friedman (1990:124) indicate that carefully structured and sequenced questions based on the purpose of the study, are necessary to elicit a wide range of responses.

Based on Kerlinger's (1986:444) view, the interview question in this study met the following requirements:

- It was be related to the research problem and research objectives;
- The question was appropriate to the problem of the study;
- It was clear and unambiguous;

- The question was not a leading one;
- The question did demand the information that the respondents do not have;
- It did not demand personal or delicate material

The question for the interview will centre on the following research question:

What are the possible challenges of management and governance of the schools for the hearing impaired in an inclusive education in the Limpopo province of South Africa?

Probing questions would emanate from this basic one.

The interviewer should not ask leading questions. He might ask probing questions such as “can you elaborate what you have said?” This would assist the conversation to proceed, and “Is there anyone who would like to add on to that?” These types of questions were taped on the video cassettes and were transcribed immediately after the interviews.

3.15.10 The participant’s language

McMillan and Schumacher (1993:391/392) stated that the interview question phrased closely to the participant’s language are less abstract than many instruments used in other designs.

For the purpose of this research, the participants’ language for then interview and the spontaneous sketches was English.

It was anticipated that this language would not limit the reliability of this research since the participants would be educators, heads of departments, deputy principals and higher grade learners who have a good command and interpretation of the English language.

3.15.11. The number of interviews in this research

The interviews continued until the interviewer was convinced that no new information was given. If the same information were repeated again and again in the subsequent interviews, the interviews would come to an end, and then the number of interviews would be determined. In other words, interviews would be conducted until data were saturated.

3.15.12. Participants and size of the group

Kingry, Tiedjie and Friedman (1990:124) indicate that focus groups are typically composed of six to ten participants, but the size can range from as few as four to as many as twelve. The size is determined by two factors:

1. It must be small enough for everyone to have an opportunity to share insights;
2. Large enough to provide diversity.

The number of participants and group size in this study were guided by the responses to the invitations to participate in the interviews. However, it was planned to involve five to eight participants in one group. The number of respondents responsible for higher classes, which were to be interviewed, would be a determining factor.

3.15.13 An independent coder

The help of an independent coder was sought. Interview transcripts of the focus group with educators and transcripts of the spontaneous sketches from the learners together with the protocol were given to an independent coder. This served as a second reliability check. An independent coder was someone qualified to analyse research data. (See also dependability and confirmability regarding the need for an independent coder).

3.15.14 Recording the interviews

Responses of the respondents were recorded on video camera. The recorder was in full view of the respondents. The purpose of the video recorder was indicated to the respondents, namely to have the information transcribed verbatim. This would also assist the interviewer to transcribe exact and accurate information as given.

McMillan and Schumacher (1993:389) indicate that verbatim accounts of conversations, transcripts and direct quotes from the documents (interviews in this research) are highly valued data. Researchers present in their studies extensive direct quotations from the data to illustrate participants' meaning.

3.15.15 The moderators

The task of the moderator includes question development, session facilitation as well as interpretation of results. To ensure that the group discusses all topics of interest, sessions proceed under the guidance of the moderator. The moderator introduces and directs the discussion of topics, and encourages participants in the conversation. The moderator should introduce topics and guide the discussion in an unbiased manner (Folch-Lyon & Trots, 1982:444). In this study the interviewer, who was trained, was the moderator as well. He was the one who performed all the tasks of the moderator.

Now that the research ethics have been discussed, it is necessary to discuss the selection of the site, population and sample for this research

3.16 SLECTION OF THE SITE, THE POPULATION AND THE SAMPLE FOR THIS RESEARCH

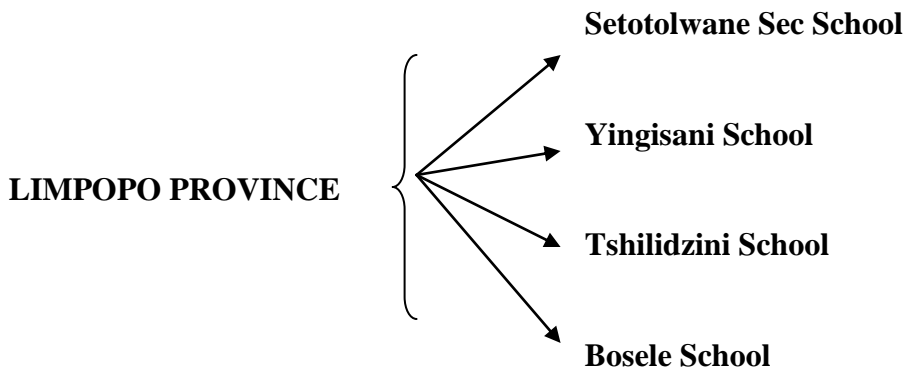
According to McMillan and Schumacher (1993:379) a clear definition of the criteria for site selection is essential. The criteria are related to and appropriate for the research problem and purpose.

In order to be consistent in the selection of the site and population in this research, a scientific selection procedure in selecting the site, the population as well as the number of participants needed in this research, was applied.

3.16.1. The site of the research

The site of the research was the Limpopo Province. For the site of this research to be manageable, it was planned to involve four schools from this province. The following schools constituted the site of the research.

Figure 3.3 Schools for the hearing impaired in the Limpopo province



Source: Own development (2004)

3.16.2. The geographical area of this research

(i) Introduction

When the democratic government of South Africa came into being in 1994, the Republic of South Africa was demarcated into nine provinces. Each province is run by the political head called the Premier who is assisted by the members of the Executive Council (MECs)

and Members of Parliament (MPs). One of these provinces constitutes the site of this research, which is now described below.

3.16.3. The Limpopo Province

The Limpopo province comprises what was formerly known as the Northern Transvaal. It included the former homelands of Gazankulu, Venda, Lebowa and what was then called: “white’s areas”. Its boundary in the North is the Limpopo River, and Zimbabwe. The first Premier was in office since the first general election in 1994 and was re-elected Premier of this Province up to the end of the term of his office as premier in 2003.

The Limpopo Province’s population is 4.9.million. The average income is R17 900 per year, with an unemployment rate of 46%. Limpopo Province has the lowest average individual income among the employed and second highest unemployment rate. It is the least urbanised province where 90% of the population live in rural areas. This province has the largest proportion of women (54% of the population) and the highest proportion of illiterate people. More than 60% of households use wood for cooking (Sunday Times, 2 March 2000: In Development Studies. Module 1: 1999:23). This information is based on the 1998 statistics survey of the Sunday Times.

3.16.4. Demarcation of the site of the research

In order to keep this study within a manageable scope and also for it to be relevant to what the researcher intends investigating, the following demarcations were made:

- The study was limited to the Limpopo province
- The study involved all four schools for the hearing impaired in the Limpopo Province, namely Yingisani, Bosele, Tshilidzini and Setotlwane.
- The fact that the time factor might affect the research due to variation of location, as the schools under study are located in different districts of the Limpopo Province, only selected respondents based on specific attributes participated.

- Educators responsible for foundation, intermediate, seniors and secondary phases were selected and participated. Both Males and Females participated.
- Higher grade learners participated.
- SGBs, parents and circuit managers participated.

(See Table 3.1. for the proposed number of participants)

3.16.5. THE POPULATION OF THIS RESEARCH

The population of this research was a group of people about whom this research wants to draw conclusions (Babbie, 1998:109). Not all the members of the population were studied, only those who were selected by means of purposive sampling were involved.

This research involved learners with a hearing impairment in special schools for hearing impairment and educators who were re-deployed from the mainstream schools as well as those educators already employed in SLHI. These were regarded as the population. of this chapter. Only higher-grade learners and educators from schools for the hearing impairment were involved, as well as the parents, SGBs and officials from the Department of Education.

This was so because it was expected that at these levels learners and educators had already experienced a great deal of the problems and perceptions regarding the teaching and learning at their schools. It was anticipated that these members would be able to answer the research questions because of their experience.

3.16.6. The concept population

Best and Kahn (1993:13) define a population as any group of the individuals that have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type, or more restricted part of that group. A population is defined by Wimmer and Dominick (1988:57) as a group or class of subjects, variables, concepts or phenomenon.

3.16.7. Selection of the population

Selection was done from the class lists of the two highest grades of the schools. Every tenth learner was selected, until the class list was covered. With regards to educators, those who had been redeployed from the mainstream schools and educators already in SLHI were selected.

Based on the site of the population as indicated in figure 3.3 .of this chapter there are 4 special schools for learners with a hearing impairment from which a sample was drawn.

The demographic characteristics such as age, gender, location, position of respondents were not needed in this research, only their views, perceptions and inputs were important.

3.16.8. The sample

According to McMillan and Schumacher (2001:169), the nature of the sampling procedure used in a particular study is usually described by one or more adjectives, such as random sampling, convenience sampling or stratified sampling. This describes the technique used to form the sample.

3.16.9. The concept sample

The concept sampling is defined by Lee (1994:16) as a “subset of some population”. Ary, Jacobs and Razavich (1985:16) defined a sample as a “portion” of the population.

Wimmer and Domminick (1983:58) share similar views with Lee (1994:16) by referring to sampling as a “subset” or sub segment of the population that is taken to be representation of the population.

Another view is that of Mouton (1996:132) that sampling is a “familiar notion”. In everyday life we talk of sampling when we refer to those processes of selecting things or objects if it is impossible to have knowledge of a large collection of these objects.

Mouton further mentions that the aim of sampling is to produce representative’s selection of population elements. With regards to presentation Wimmer and Dominick (1983:58) mentioned that a sample that is not representative of population, regardless of its size, is inadequate for testing purposes-the results cannot be generalised for the population.

Cohen and Manion (1989:10) view a sample as a smaller group or “subset of the population from which the researcher attempts to collect information so that the knowledge gained typifies the total population under study”. Best and Kahn (1993:13) also share similar views regarding sampling by defining a sample as a small proportion of a population selected for observation and analysis.

In conclusion, sampling makes it possible to estimate characteristics of a large group by examining the characteristics of smaller groups. The larger group is referred to as a population. The smaller group drawn from the population is called sample.

3.16.10. Methods of sampling of this study

The basic method of sampling implemented in this study is now discussed, namely non-probability sampling.

3.16.11. Non-probability sampling

McMillan and Schumacher (2001:174) indicate that non-probability sampling is the most common type in educational research. It does not include any type of random sampling, rather the researcher uses subjects who happen to be accessible or who may represent certain types of characteristics.

According to Leedy and Ormrod (2001:218), in non-probability sampling, the researcher has no way of forecasting or guaranteeing that each element of the population will be presented in the sample. Furthermore, some members of the population have little or no chance of being sampled.

The authors distinguished **three types** of non-probability sampling as follows:

- (i) Convenience sampling also referred to as accidental sampling. It takes people or other units that are readily available, for instance those that arrive on the scene by mere happenstance.
- (ii) Quota sampling is a variation of convenience sampling. It selects respondents in the same proportions that they are found in the general population, but not in a random fashion. It relies on accidental choice.
- (iii) Purposive sampling, which is selected for the present research is discussed below.

3.16.12. The selected sampling type for this research

The data sampling procedure for this research was not randomly selected. The respondents were identified because of specific attributes within their occupational positions. In other words, the identified respondents or participants were chosen because they were likely to be knowledgeable and informative about specific phenomenon the present researcher wished to investigate. The selected type for this research is therefore the **purposive or purposeful sampling**. Purposive sampling has been selected for this research. It is appropriate for the research problem for this study.

3.16.13. Purposive/purposeful sampling]

Purposive sampling is one of the three types of non-probability sampling. Leedy and Ormrod (2001: 218) indicate that in non-probability sampling, the researcher has no way of forecasting or guaranteeing that each element of the population has little or no chances of being sampled.

(i) Purposive sampling defined

Leedy and Ormrod (2001:218) define that in purposive sampling people or other units are chosen, as the term implies, for a particular purpose. For instance, we might choose people who have been indicated as “typical” of a group or those who represent diverse perspectives on an issue.

McMillan and Schumacher (2001:175) indicate that in the purposeful sampling (sometimes called purposive judgment or judgmental sampling) the researcher selects particular elements from the population that will be representative or informative about the topic of interest. On the basis of the researcher’s knowledge of the population, a judgment is made about which subjects should be selected to provide the best information to address the purpose of the research.

(ii) Rationale for selecting purposive sampling

The rationale behind selecting this type of sampling in this study is that the population of this research has specific attributes to answer the research question. For the purpose of this study, the specific phenomenon which will be investigated is management and governance of schools for the hearing impaired. The researcher will interview principals, circuit managers, educators, education specialists, parents, learners and the SGB. These stakeholders are in education and are from all categories of schools including schools for the hearing impaired.

Table 3.1. Matrix of selection of sample

DISTRICT OF EDUCATION →	CAPRICON	MOPANI	VHEMBE	NEBO	
CIRCUITS →	Maraba	Nkowankow a	Dzidzi	Hlogotlou	
SCHOOLS →	Setotlwane	Yingisani	Tshilidzini	Bosele	
RESPONDENTS ↓	1	1	1	1	4
CIRCUIT MANAGERS	1	1	1	1	4
PRINCIPALS	1	1	1	1	4
EDUCATORS	10	10	10	10	40
LEARNERS	10	10	10	10	40
PARENTS	10	10	10	10	40
SGB	1	1	1	1	4
TOTAL RESPONDENTS	34	34	34	34	136

Source: Own development (2004)

3.16.14. The Sample Size

According to Wimmer and Domminick (1988:68), determining an adequate sample size is one of the most controversial aspects of sampling. How large a sample should be in order to be representative of the population has no simple answer (1983:68)?

Best and Kahn (1993:19) stated that there is no fixed number or percentage of subjects that determine the size of an adequate sample. It may depend upon the nature and the population of interest or data gathered and analysed.

Best and Kahn (1993:19) indicated that in practice the population is usually large although the size is not the definitive factor. Wimmer and Dominick (1983:68) state that a primary consideration in determining sample size is the methodology to be used. In some cases (focus group interviews as will be the case in this research) a sample of six or twelve subjects is adequate if they are representative of the population under study. Wimmer and Dominick (1983:60) conclude by stating that generally speaking the larger the sample used the better. However a large un-representative sample is as meaningless as a small un-representative sample.

Now that the population and the strategies for selecting the population and sample have been discussed, it is crucial to discuss how empirical data was gathered in this research.

3.17. DATA COLLECTION

(i) Introduction

The term “data” refers to the kind of information researchers obtain on the subjects of the research (Fraenkel & Wallen, 1990:89). According to Bogdan and Biklen (1992:106), the term “data” refers to the rough materials researchers collect from the world they are studying; they are the particulars that form the basis of.

3.17.1. Data collection in this research

In this research the data consists of information from the spontaneous sketches which were written by learners themselves and information from the focus group interviews from educators as well as questionnaire data. This information was gathered at the site of the population described earlier in this chapter.

3.17.2. Data collection: Spontaneous sketches

Spontaneous sketches were used to collect data from the higher-grade learners at the selected schools. The researcher conducted the spontaneous sketches session.

The procedures of selecting participants and group size have already been discussed in this chapter. The researcher's ethical principles were based on what was indicated under interviewer's code of conduct in this chapter.

At the site of the population, the researcher distributed the spontaneous sketches sheet with the research question written on each sheet. Each learner was required to describe in full the problems which he or she encountered at school.

The researcher collected the sketches after the learners had completed them. The researcher will finally analysed the data from the spontaneous sketches. Their responses were evaluated in order to determine their views and perceptions regarding the inclusive education and training system at their school.

3.17.3. Data collection in focus group interviews

Data collection in focus group interviews in this study was based on the requirements of focus group interviews, as outlined by Kingry, Tiedjie and Friedman (1990:124); Burns

and Groves (1987:349); Folch-Lyon and Trots (1981:444); Ary, Jacobs and Razavich (1985:138); and Mouton (1996:132). They include the following aspects:

3.17.4. Participants and the size of the group

Kingry, Tiedjie and Friedman (1990:124) indicate that focus groups are typically composed of six to ten participants, but size can range from as few as four to as many as twelve. The size is conditioned by two factors:

- It must be small enough for everyone to have an opportunity to share insights;
- Large enough to provide diversity.

The number of participants and group size in this study was guided by the responses from the invitations to participate in the interviews. However, it was planned to involve five to eight participants in one group. The number of respondents responsible for higher classes, which were to be interviewed, was a determining factor; also the number that were selected by means of purposive sampling (see selection of the population in this chapter)

Now that the data collection in focus group interviews has been discussed, it is necessary to discuss how data was collected by means of questionnaire.

3.17.5. Data collection through questionnaire survey

Before the questionnaires were mailed to the schools under study, permission to do research was applied by the researcher(See Appendix A)was granted by senior general manager (See Appendix C).This was shown to principals and SGB. The University of Limpopo confirmed the students registration (See Appendix B)

In order to control the return of the questionnaires, a record was kept. They were numbered in sequence and their numbers were recorded against the schools. They were checked against this record and a follow up was done for those questionnaires which might still be outstanding.

By doing a follow up, it was hoped that an acceptable number of returned questionnaire would be received. According to Ary *et al* (1972:171) and Mulder (1982:8), in Bedassi (1994:58), a percentage of 70% of questionnaires is sufficient to validate research findings.

3.18. DATA ANALYSIS

Mouton (1996:161) points out that the term “analysis” basically means the resolution of a complex whole into the parts. It involves reducing to manageable proportions the wealth of data that one has collected or has available. According to Fraenkel and Wallen (1990:47), data analysis is “...the process of simplifying data in order to make it comprehensible”. Earlandson, Harris, Skipper and Allen (1993:111) define data analysis as the process of bringing order, structure and meaning to a mass of collected data.

Miles and Huberman (1994:50) state that data analysis is the process of systematically searching and arranging the interview transcription, field notes and other materials that are accumulated to increase the researcher’s own understanding of them and to enable one to present what one has discovered.

According to Best and Kahn (1993:204/205) data analysis comprises three major steps: data organization, data description and data interpretation. For the purpose of this research data from the spontaneous sketches and the focus group interviews were analysed based on the said steps by Best and Kahn (1993:294/205).

In the first step, data from the spontaneous sketches and focus group interview were organized by grouping the answers or related responses into categories. These categories were named.

Once the data had been organized, the second step was to describe the various pertinent aspects of the study (Best and Kahn, 1993:203). In this research the respondent's views were described in terms of the categories.

In the third step, after the data had been organized and described the researcher began with the analysis process and interpretation (Best and Kahn, 1993:205). The findings of the responses were explained.

3.18.1. Data analysis: Spontaneous sketches

Data analyses of the spontaneous sketches are based on Giorgi's (1985:10) steps of data analysis. These steps are discussed below:

The researcher read the spontaneous sketches several times in order to get a good grasp of the sketches as a whole. Relevant and irrelevant information from the sketches was distinguished.

Once the sense of the sketches had been grasped, the researcher read through the sketches once in order to identify information which is relevant to the phenomenon being researched.

After the information had been identified, it was grouped into main and sub-categories. The data of the spontaneous sketches together with the protocol of data analysis was communicated to the independent coder, who will then proceed to analyse the data. The service of the independent coder was to increase the reliability of this study. The researcher and the independent coder discussed their findings and reached a consensus on the research.

3.18.2. Data analysis: focus group interviews

In order to analyse data in this study, the protocol, as laid down by the following writers was followed: Poggenpoel, 1993; Kingry, Tiedjie and Freidman, 1990:123; Strauss & Corbin, 1992:67; Folch-Lyon & Trost, 1981:447.

3.18.3. The protocol

According to Webster (1986:1824), the protocol refers to a statement that reports uninterrupted results of observations and provides the basis for scientific confirmation. In line with Webster's statement, the protocol of this research will mean the observance of the formality of the steps to be followed when data is analysed.

The protocol will be based on the transcripts of the focus group interviews. Bogdan and Biklen (1992:128) define the transcripts as the "typed interviews". These are the responses to the question posed by the interviewer or researcher.

3.18.4. Steps of the protocol

Step 1

The type written transcripts are taken back to the respondents for them to check if what the researcher has written is what the respondents intended. Additional information will be added if the respondents wish to do so. This will serve as the first reliability check.

Step 2

Transcripts are read by the researcher for a holistic perspective of the data, putting aside all preconceived ideas, in order to concentrate on the responses from the transcripts.

Step 3

Important words and phrases from those transcripts are marked or underlined in order to identify information that is relevant to this study.

Step 4

Summaries of answers are read several times. A distinction is made between relevant and irrelevant information. Main and sub categories are identified.

Step 5

Transcripts of the focus group interviews and the protocol are given to the independent coder who analyses the data independently. This is the second reliable check.

Step 6

A “Thick” description of the respondent’s answers, the independent coder’s report and literature control are made.

By “thick” description is meant that the focus group interviews will be described in terms of the following format (De Swardt, 1998:33; Xitlhabana, 1999:59/62). The following aspects constitute the “Thick” description:

- Description of categories;
- A brief introduction;
- Verbatim remarks of learners from the spontaneous sketches;
- Verbatim remarks of respondents from the focus group interviews;
- Literature control;
- Summary.

The discussion of these aspects together will make the description of the respondent's answers "thick", in other words they will be more detailed and inclusive.

3.18.5. Data analysis: Questionnaire

Data was analysed by means of using table and figures.

3.19. DATA INTERPRETATION

(i) Introduction

The concept "interpretation" is according to Babbie (1998:397) similar to explanation. Once the research data has been collected and the analysis made, the researcher will proceed with the interpretation of the results. (Ary, Jacobs & Razavich, 1990:487).

Best and Kahn (1993:204), share similar views with Babbie (1998:397) by indicating that "interpretation involves explaining the findings".

Best and Kahn (1993:320) further state that it "answers the 'why' questions, attaching significance to particular results and putting patterns into an analytic framework".

According to Leedy (1993:320), the aim of data interpretation is to "defend" one's research. Defend in the sense means to justify one's conclusions, to support one's statements with that which has been presented in the documents. (1993:320)

3.19.1. Data interpretation in this research

In this research the relevant information that was identified (step 4 of the protocol in this study) was categorised. De Swardt (1998:29) points out "...normally specific trends in the research data are identified and can be defined as categories or concepts. Categories

can lead to a networking process, which includes all the data. Out of the categorisation and networking it is possible to bring similar data together.

The responses will be regarded as units of analysis in this research. This is in accordance with Kerlinger's (1986:480/1) views that "words and themes" can be used as units of analysis.

The unit of analysis is the thing that is actually counted. It is the smallest element of a content analysis, but it is also one of the most important (Wimmer & Dominick (1983:146). For the purpose of this research the interview responses were regarded as the units of analysis because they were counted.

After the categories were grouped into main and sub categories, they were named. The named categories were organized according to the highest priority problems, which the respondents encounter in the learning situation. Quotations from the respondent's responses indicating their opinions were placed in the blocks (Xitlhabana, 1999:59). Both the spontaneous responses and the focus group interviews were quantified.

This was in line with what is stated by Best and Kahn (1993:204) that "in addition, some qualitative research includes limited quantification e.g. counting the number of occurrences of an event"

Quantification refers to counting the number of objects in each category after assigning each object to its proper category (Kerlinger, 1986:481; Best and Kahn 1993:204). For instance, if learners' responses indicate that educators sit down and talk during lessons or educators sit and sleep and do not teach us, these themes might be assigned a category "educator's laziness". Then on going through all the responses or quotations of respondents, the researcher will assign similar passages to this category.

Therefore the quantification would be the counting of the number of themes in each of the categories. Kerlinger (1986:481) further associates quantification with "ranking".

For the purpose of this research, the categories with high frequency occurrences will be ranked first and they will be regarded as fairly significant (De Swardt, 1998:32).

Now that the procedure of how results were interpreted in this research has been discussed, this chapter has been summarised. According to Leedy (1993:320/321), one of the weakest aspects of all research report writing is the failure of writers to summarise adequately. They tend to forget the “fact that the reader is not so intimately acquainted with the project”. For the purpose of this research the summary that follows will avoid “reader disorientation” (Leedy, 1993:321).

3.20. SUMMARY AND CONCLUSION

In this chapter, in depth discussions of the whole procedure that was followed in this research have been embarked on. Methods which fall within the quantitative and qualitative research paradigms were discussed.

It was decided after a detailed discussion of the advantages and disadvantages of qualitative and quantitative paradigms to select them to be used in this research. Two techniques for data gathering which also fall within the qualitative research paradigm and one which fall within the quantitative paradigm have been selected, namely the spontaneous sketches, the focus group interviews and the questionnaire.

Spontaneous sketches were found to be suitable as data gathering technique for learners with a hearing impairment while focus group interviewing and a questionnaire were decided upon for use in gathering data from educators. A detailed sampling procedure for selecting the sites, the population and the geographical areas of the research site has been discussed.

A protocol for data analysis was decided upon for both the spontaneous sketches and the focus group interviews. The protocol together with the transcriptions of the interviews was communicated to the independent coder.

For the purpose of ensuring reliable results from this research, the concepts reliability and validity have been discussed, indicating how reliability will be established in this research, and also the way of ensuring validity in this research.

The questionnaire survey and the focus group interview techniques were selected to collect data from respondents. For the questionnaire data analysis it was planned to involve the Department of Statistics of the University of Limpopo to assist in the computerisation and processing of the questionnaire data collaboration with the researcher.

With regards to the analysis of the interview data, the qualified independent coder who analysed the interview transcripts independently was involved. This is meant to enhance reliable results for this research.

In conclusion, the results of the findings were substantiated by the literature sources, and by the way of triangulation.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1. THE AIM OF THE CHAPTER

This chapter presents the data analysis, interpretation and description of findings from empirical research. The data which were collected by means of spontaneous sketches, questionnaires and focus group interviews were analysed and interpreted to determine the problems of management and governance of schools for the hearing impaired in an inclusive education and training system.

4.2 THE FORMAT OF ANALYSIS

The fact that the use of both quantitative and qualitative research paradigms was justified in chapter two implies different formats of data analysis. The format of analysis is divided into section “A” and section “B”.

4.2.1 SECTION “A” The questionnaire

The questionnaire analysis in this section was based on limited statistics such as counts, frequency distribution, and percentages results interpretation. According to McMillan and Schumacher (2001:206) and Leedy and Ormrod (2001:259) “there are two broad categories of statistical techniques: descriptive statistics and inferential statistics. Descriptive statistics are sometimes referred to as “summary statistics” are thus used to summarise, organise and reduce a large number of observations. It focuses on, for instance “what percentage...” or “How many...” The use of descriptive statistics is the most fundamental way to summarise data and it is indispensable in interpreting the results of quantitative research (McMillan and Schumacher, 2001:207). Descriptive statistics are used to describe the sample. Inferential statistics, on the other hand “involve using a

small sample of a population and then estimating the characteristics of the large population from which the sample has been drawn” (Leedy & Ormrod, 2001:259).

The descriptive statistics were selected to analyse the data for the present study. The selection was based on the type of questions formulated, for instance “how many” educators say stakeholders are ready to implement inclusive education in South Africa).

4.2.2 SECTION “B”: The spontaneous sketches and focus group interviews

In this section, the format of analysis was based on categorisation of the main themes. General categories or themes, and subcategories or sub-themes were identified. A general sense of pattern was identified, as a sense of what the data mean (Leedy & Ormrod, 2001:161). Categories are important to give guidelines for educators of the LHI (hearing impaired learners). The sub-categories were discussed based on the format of De Swardt (1998). The format is as follows:

- Introduction
- Quotes from spontaneous sketches
- Quotes from focus group interviews
- Literature control
- Summary

4.3 DATA ANALYSIS : THE QUESTIONNAIRE

(i) Introduction

The present researcher is aware of the fact that this study was based on qualitative approach, using various instruments to collect the data as was described in chapter 2 of this research. The questionnaire was one of the techniques which was used to collect the data from the respondents. Both approaches were crucial to support the study and not to compare the findings.

Questionnaires are often used in qualitative studies. Kerlinger (1973:487) points out that ‘questionnaire’ is a term used for almost any kind of instrument that has questions or items to which individuals respond. It is a device that enables respondents to answer question.

The reason for using the questionnaire in this research was based on Schumacher and McMillan’s (1993:238) assertion that “a questionnaire is relatively economical, has standardised questions and can ensure anonymity” (see also Chapter 2 for further justification for a questionnaire in this research).

(ii) Structure of the questionnaire

An open-ended structured questionnaire was used. This was meant to allow respondents to bring out as much information as possible as compared to a closed questionnaire, which allows respondents to “choose between predetermined responses” (Schumacher and McMillan, 1993).

Furthermore, open-ended questionnaires were preferred because they offer respondents the opportunity to freely respond according to their own views, experiences and feelings. Open-ended questionnaires accommodate a discussion on the answers so as to find out why the particular respondents give those specific answers.

(iii) The length of the questionnaire

The length of the questionnaire was influenced by the kind of information needed from each group, taking into consideration the fact that another data gathering technique, viz, the interview, had accumulated further data in this regard; also the fact that respondents (Education Officers in this case) did not always have enough time to answer long and time consuming questionnaires which could result in many of them not being completed and returned by these respondents.

(iv) Groups of questionnaires

Two groups of questionnaires with structured in which open-ended questions were constructed. There was no need for personal information, therefore questions requiring ages of respondents, marital status, sex, qualifications and others were avoided. Inclusion of this information would have been superfluous in this research.

4.3.1. Questionnaire for educators

This questionnaire sought information about whether educators were trained in-service; the availability of training programmes, their opinions, perceptions and what they think could be the focus of training and strategies for training.

4.3.2. Questionnaires for the Education Departments

Education Departments are the bodies that re-deploy educators from the mainstream schools to schools for learners with a hearing impairment (SLHI). This questionnaire aimed to determine whether they (departments) provide in-service training for educators they have transferred, and their views about inclusive education.

4.3.3. Administration and method of distributing the questionnaire

Permission to distribute questionnaires to schools was sought beforehand (see appendix 3). Before they were sent to schools and education departments, they were marked and recorded on a register (see table 4.3a and 4.3.b).

The questionnaires were numbered sequentially and their numbers were recorded against the schools, and education departments to which they were posted. This provided an accurate and discreet record to check the return of the completed questionnaires from various targeted places (Bedassi, 1994: 57-68). A follow-up reminder was done telephonically to inquire about outstanding questionnaires

The format based on a study by Bedassi (1994:58) was adopted and used.

Table 4.3 (a): Register of questionnaires mailed to schools and Education Department

(a) Mailed to schools

Name of school	Code	Date	Date	How many returned	Date	How many outstanding	Follow up date	Responses
Bosele School	53	10	13.06.04	10	20.08.04	0	n/a	n/a
Setotolwane Secondary School	57	10	10.08.04	7	20.10.04	3	11.02.05	0
Tshilidzini School	58	10	20.02.04	7	03.11.04	3	03.02.05	0
Yingisani School	51	20	15.05.05	11	24.07.05	9	03.08.05	0
TOTAL		50		35		15		0

(b) Mailed to education Department

Name of Department	Code	How many mailed	Date	How many returned	Date	How many outstanding	Follow up date	Responses
Education	QEDU 2	15	02.03.05	12	21.05.05	03	7.08.05	None

Table 4.3(b) Record of Questionnaires

School			
No. Sent	No. Returned	Not Returned	TOTAL
50	35	15	50

Education Departments			
No. Sent	No. Returned	Not Returned	TOTAL
15	12	03	15

Subtotal			
No. Sent	No. Returned	Not Returned	TOTAL
65	47	18	65
TOTAL PERCENTAGE RETURNED			71.5%

4.3.4. System of analysis

The purpose of these questionnaires in this research was not to collect in-depth statistics and numerical data, as is evidenced by their format (open-ended), but to solicit views, experiences and perceptions of the respondents regarding management of SHI. The system was based on counts, frequency distribution, percentages, results and interpretation. Questions allowed provisions for the reasons and motivations where necessary. The responses were presented on the basis of available figures. This is justified by Mouton (1996:6) that “most qualitative researchers would not deny the value of quantitative analysis even in so-called qualitative studies”.

4.3.4.1. PRESENTATION OF THE RESULTS OF THE QUESTIONNAIRE

For the reasons indicated in point 4.3.4 of this study, the results were not presented in detailed statistical format and percentages.

4.3.4.2. Group A: Questionnaire for educators

A total of fifty questionnaires were sent to four schools. Thirty-five questionnaires were returned (see Table 4.3b). The questionnaire for educators comprised of forty questions. The results were presented in different formats depending on the specific demands of the questions.

The number of respondents differs from question to question, because respondents answered only those questions which they wanted to answer and not necessarily all the question.

4.3.4.3. Group B: Questionnaire for education departments

A total of fifteen questionnaires were sent to education specialists in the Limpopo province. Twelve questionnaires were returned (see Table 4.3.b).

4.3.4.4. The subtotal of questionnaires mailed and returned

A subtotal of sixty five questionnaires was mailed to schools and education specialists. Forty seven questionnaires were returned (see table 4.3.b).

According to Ary *et al* (1985:171) and Mulder (1982:8) in Bedassi (1994:58), the percentage of seventy percent (70%) return of questionnaires is sufficient to validate the research findings. This percentage has been reached in this research (see Table 4.3.b)

4.3.4.5. The questions

- (i) The questions below required a “Yes” and a “No” answer. Descriptive statistics were used to analyse the data. The results are indicated in table 4.2.1. Forty educators responded.

Table 4.2.1

Would you say inclusive education is implemented in South Africa?

RESPONSES	FREQUENCY	PERCENTAGES %
Yes	6	15
No	34	85
TOTAL	40	100

Results: The majority of educators (85%) answered “No”

Interpretation: Based on the respondents’ answers, it seems that inclusive education is not yet fully implemented in South Africa. The non-implementation of inclusive education in South Africa could probably be ascribed to the fact that resources and facilities needed in inclusive education are not yet provided.

Table 4.2.2

Would you say stakeholders are now ready to implement inclusive education?

RESPONSES	FREQUENCY	PERCENTAGES %
Yes	8	20
No	32	80
TOTAL	40	100

Results: 80% answered “No” , only 20% answered “Yes

Interpretation: Eighty percent indicate that stakeholders are not yet ready to implement inclusive education. This is probably due to the fact that stakeholders are not yet trained. People should receive training in order to implement inclusive education. Managers and governors of SHI in the Limpopo province need to be trained in order to manage and govern SHI effectively.

Table 4.2.3

Do you think that inclusive education should wait until “everybody” is trained?

RESPONSES	FREQUENCY	PERCENTAGES %
Yes	2	5
No	38	95
TOTAL	40	100

Results: Ninety five percent answered “No”, only Five percent answered “Yes”

Interpretation: 95% indicates that inclusive education should not wait until everybody is trained. This is probably ascribed to the fact that not “everybody” will be trained even if time to train stakeholders has come.

Teachers were required to indicate whether they discuss problems concerning inclusive education with parents. The results are presented in table 4.2.4 below.

Table 4.2.4
Discussing problems of inclusion

RESPONSES	FREQUENCY	PERCENTAGE %
Yes	0	0
No	40	100
TOTAL	40	100

Results: All teachers in the study (100%) indicated that they did not discuss problems of the hearing-impaired learners with parents. The results revealed above, cited with the researcher’s view that parents and teachers should form a partnership in the education of the hearing impaired learners.

Interpretation: Inclusive education is still a new phenomenon in the educational scenario.

Teachers were required to indicate whether they had School policies at their schools and who formulated these policies. The results are presented in table 5.2.5 below:

Table 4.2.5
Formulation of the school policy

RESPONSES	FREQUENCY	PERCENTAGE %
Principal only	0	0
Principal with teachers	10	25
Principal, teachers and pupils	26	65
Principal, teachers, pupils and parents	4	10
TOTAL	40	100

Results: Teachers further indicated that parents are supposed to come and discuss the following things with school management:

- The code of conduct
- Control of finances
- Discipline in schools
- School policy
- School rules and regulations; and
- School governance in general and everything that affect the smooth running of the school.

Interpretation: This will help to improve relationship, partnership and involvement in the education of the hearing-impaired learners.

Table 4.2.6
Idea of parent involvement

RESPONSES	FREQUENCY	PERCENTAGE %
Yes	40	100
No	0	0
TOTAL	40	100

Results: All teachers in the study (100%) indicated that they like the idea of parents' involvement in their classes because it will help to build a good partnership between parents and learners. If parents could be involved, education of the hearing-impaired can also be improved. It appears teachers are prepared to be involved with parents in special education.

Interpretation: Parents show a positive attitude towards parent-teacher partnership. Teachers were asked to indicate whether parents visit their children at schools. The responses are presented in table 4.2.7 below:

Table 4.2.7
Parents Visit

RESPONSES	FREQUENCY	PERCENTAGE %
Once per month	0	0
Once per quarter	6	15
Once per semester	0	0
Once per year	0	0
No visit	34	85
TOTAL	40	100

Results: Majority of the respondents (85%) revealed that parents are not visiting their children at schools. These results show that there is no relationship and involvement between parents and teachers in education of the hearing impaired children.

Interpretation: Teachers need to involve parents in all school programmes

- (ii) The following question required views from parents about communication with their LHI.

Forty parents responded to the question

Table 4.2.8

Communication and Sign language

RESPONSES	FREQUENCY	PERCENTAGE %
A big problem	20	50
Do not know Sign Language	10	25
No knowledge of Total Communication	10	25
TOTAL	40	100

Results: Fifty percent (50%) of the respondents indicated that communication is a big problem.

- Twenty Five percent (25%) do not know Sign Language
- Another twenty five percent do not know total communication

Interpretation: According to the results indicated above, parents have no knowledge about the communication modalities used by learners with a hearing impairment. It is essential that parents should be trained.

- (iii) The question below required information from the school governing body (SGB) about governance of SLHI within inclusive education. Four SGBs responded to this question.

Table 4.2.9

Governance of SLHI in an inclusive education

RESPONSES	FREQUENCY	PERCENTAGE %
No knowledge	0	0
Not trained	0	0
No knowledge about inclusion	04	100
TOTAL	04	100%

Results: One hundred percent (100%) of the respondents indicated that they have no knowledge about inclusive education.

Interpretation: Training of SGB about inclusive education is essential since inclusive education is a new approach in educational programmes.

- (iv) The question below required views from education specialists about implementation of inclusive education. Two education specialists responded.

Table 4.2.10

Implementation of inclusive education

RESPONSES	FREQUENCY	PERCENTAGE %
Training first	12	100
TOTAL	12	100

Results: 100% of the respondents indicated that training of stakeholders is a priority.

Interpretation: Training of stakeholders at all levels must receive attention. Parents must receive training.

Parents' day allow parents, teachers and pupils to take delight in working together. These results emphasise the need for parent-teacher-pupil partnership involvement in the education of the hearing-impaired children. Training should focus on the control of learners' work by parents.

Table 4.2.11
Checking or controlling books

RESPONSES	FREQUENCY	PERCENTAGE %
Yes	0	0
No	40	100
TOTAL	40	100

Results: All teachers in the study (100%) indicated that parents are not checking books of their children. Parents fail to check books because all learners are boarders. They go home only during school holidays. Besides children staying in the hostels, most of the parents are illiterate and they cannot monitor their children's schoolwork.

Interpretation: Training and motivation need to be encouraged.

Teachers were asked whether they think parents can make decisions on the education of their hearing-impaired children. The results are summarised in table 4.2.12 below:

Table 4.2.12
Decision making on education

RESPONSES	FREQUENCY	PERCENTAGE %
Yes	0	0
No	40	100
TOTAL	40	100

Results: All teachers in the study (100%) indicated that parents cannot make decisions on education of their hearing-impaired children. Teachers also indicated that even the

department of education in our province cannot make decisions because they do not know anything about education of the hearing impaired learners. Teachers further indicated that parents are overwhelmed with mixed attitudes towards their deaf children and therefore do not participate in activities of the school. Parents should be encouraged to be involved in all school activities.

Interpretation: Participation in all school programmes will assist to minimise the problem of non-involvement by parents.

Teachers were asked to indicate whether they involve parents in any activities they do at schools. The results are presented in table 4.2.13 below:

Table 4.2.13

Involvement of parents in school activities

RESPONSES	FREQUENCY	PERCENTAGE %
Yes	8	20
No	32	80
TOTAL	40	100

Results: The majority of the teachers (80%) indicated that parents are not involved in school activities. Some teachers gave suggestions that towards the end of the second term the principals and the staff should organise parent’s day functions with the purpose of allowing parents to participate in the activities of the school. Parents should be invited to involve themselves in some activities such as athletics, racing, dancing etc. Those who wish to assist in the organisation should be invited to help with baking and cooking for parents, teachers and visitors.

Interpretation: The principal should invite parents to the school.

Educators were asked whether they plan with parents when drawing up school programmes. The results are presented in table 4.2.14 below:

Table 4.2.14

Drawing up school programmes

RESPONSES	FREQUENCY	PERCENTAGE %
Yes	0	0
No	40	100
TOTAL	40	100

Results: The results were overwhelmingly negative. All (100%) the teachers indicated that they do not plan with parents when drawing up the programmes of their schools. The schools do invite parents to come, but they do not attend. These results revealed that there is no parent-teacher partnership involvement in the education of the hearing-impaired learners.

Interpretation: Parent involvement is constitutional and they should be made aware of the constitution.

Table 4.2.15

Method of communication

RESPONSES	FREQUENCY	PERCENTAGE %
Parents meeting	10	25
Letters or circulars	16	40
Telephone	4	10
No communication	10	25
Other (specify)	0	0
TOTAL	40	100

Results: The majority of educators (40%) indicated that they communicate with parents by means of letters or circulars given to learners when they go home for the school holidays. It seems teachers are trying to communicate with parents. Teachers should use

different methods to communicate with parents and even to visit them is very important. The relationship will improve and parents will feel accepted in the community.

Interpretation: Teachers should provide parents with Sign Language books and urge learners to teach their parents at home.

Teachers were asked to indicate whether they had school committees in their schools.

The responses are summarised in table 4.2.16 below:

Table 4.2.16
School Committee

RESPONSES	FREQUENCY	PERCENTAGE %
Yes	40	100
No	0	0
TOTAL	40	100

Results: One hundred percent (100%) of teachers agreed that they had school committees in their schools. They indicated that there is a problem because when the school committee is invited, they do not attend the meetings.

Interpretation: The majority of the respondents agreed that parents cannot communicate with their hearing-impaired children and 100% of parents strive to know the causes of deafness, and they are willing to educate their children and also need guidance and counseling. They also agreed that parents cannot communicate with their hearing-impaired children and hence they are not involved in the education of their children. All teachers who participated in the study strongly agreed that parent-teacher partnership involvement in the education of the hearing-impaired learners should be formed. The results above, indicated that there is a need for a support team in education of the hearing-impaired learners.

Teachers were asked to indicate whether they involve parents in any activities they do at schools. The results are presented in table 4.2.17 below.

Table 4.2.17
Organisation of parent's day

RESPONSES	FREQUENCY	PERCENTAGE %
Yes	8	20
No	32	80
TOTAL	40	100

Results: The majority of the teachers (80%) indicated that parents are not involved in school activities. Some teachers gave suggestions that towards the end of the second term the principals and the staff should organise parent; s day functions with the purpose of allowing parents to participate in the activities of the school. Parents should be welcomed to involve themselves in some activities such as athletics, racing, dancing etc. Those who wish to assist in the organisation should be welcomed to help with baking and cooking for parents, teachers and visitors.

The majority of teachers (65%) indicated that principals, teachers and pupils are involved in the formulation of school policies guided by the educational law and policy of schools act 27 of 1996.

Interpretation: According to these results it appeared schools do follow the schools act in formulating their school policies except that parents are not taking part in the formulation of school policies in education of their hearing-impaired children. Parents should be motivated to take part in any activities in schools in order to uproot all the negative attitudes they have towards their disability children.

Educators were asked whether they plan with parents when drawing schools programmes. The results are presented in table 4.2.18 below:

Table 4.2.18
Drawing of school programmes for inclusion

RESPONSES	FREQUENCY	PERCENTAGE %
Yes	0	0
No	40	100
TOTAL	40	100

Results: The results were overwhelmingly negative. All (100%) teachers indicated that they do not plan with parents when drawing up the programmes of their schools. The schools do invite parents to come, but they do not attend. These results revealed that there is no parent-teacher partnership involvement in the education of the hearing-impaired learners.

Interpretation: Parents are not aware of inclusive education.

Table 4.2.19
Communication with parents by means of letters

RESPONSES	FREQUENCY	PERCENTAGE %
Parents meeting	10	25
Letters or circulars	16	40
Telephone	4	10
No communication	10	25
Other (specify)	0	0
TOTAL	40	100

Results: Majority of educators (40%) indicated that they communicate with parents by means of letters or circulars given to learners when they go home for the school holidays. It seems teachers are trying to communicate with parents. Teachers should use different

methods to communicate with parents and even to visit them is very important. The relationship will improve and parents will feel accepted in the community.

Interpretation: Teachers need to communicate with the school in order to improve partnership and involvement in the education of their children.

Table 4.2.20

Visit to schools by officers of the Department of Education

RESPONSES	FREQUENCY	PERCENTAGE %
Yes	0	0
No	12	100
TOTAL	12	100

Results: Twelve responses by officers of the Department of Education revealed that officers of the Department of Education do not visit schools to do inspection.

Interpretation: According to these responses, it became clear that since the new dispensation in education in 1994, school inspectors do not visit schools for the purpose of inspection. The whole responsibilities were left to school principals.

4.4 AN OVERALL INTERPRETATION OF QUESTIONNAIRE RESPONSES FROM EDUCATION DEPARTMENTS

Based on the information covered by the questionnaire from the Department of Education, and the researcher's long experience and involvement in the education for the LHI, it becomes evident that in-service training for educators has been badly neglected. It appears as though the initiative that used to be taken to train educators before the new

transformation in education came into being in the new South Africa has totally neglected training of educators in SLHI.

It has been observed by the present researcher that some education officers who are mainly responsible for the mainstream schools, only visit SLHI to deliver circulars, attend to problems in general and to demand statistics but never dare to set foot in the classroom.

In-service training for educators in SLHI cannot be ignored or given less preference than educators in the mainstream schools. It is therefore the main responsibility of the education departments to take the initiative in planning in-service training workshops, seminars and courses for educators in order to prepare them for the enormous task of educating LHI.

The researcher has further observed that although the provinces provide budgets for these schools, pay educators accordingly, and attend to capital projects, officers do not enter the classrooms to study what is happening inside the classroom. This is further evidenced by their replies of “not knowing; uncertain, have no information” in their questionnaires.

4.4.1 AN OVERALL SUMMARY OF QUESTIONNAIRE DATA

Sixty-five questionnaires were sent out to two groups combined. Forty-seven of them were returned. Fifty questionnaires were sent to schools, thirty five of them were returned. Fifteen were sent to the education department and twelve of them were returned (See Table 4.3.b). This constituted a seventy one percent response.

According to Ary *et al* (1972:171) and Mulder (1982:8) in Bedassi (1994:58), a seventy percent return of questionnaires is sufficient to validate research findings. This percentage has been reached in this research (See Table 4.3.b).

Based on what was stated by Ary and Mulder, it can therefore be concluded that the respondents to the questionnaires were sufficient to validate the research findings of this study.

4.5. DATA ANALYSIS: SPONTANEOUS SKETCHES

(i) Introduction

It is a paradox that with the launch of the inclusive education and training system in 2001, and with the implementation of the inclusive education model, up to now (2005) it is nowhere visible yet in the Limpopo Province. Despite the promise of equal education and non-discrimination based on the disabilities of learners, managers and governors are still faced with a great deal of challenges to manage SLHI according to the inclusive education model.

The results from the learners revealed aspects which are problematic to them and which need the attention of managers and governors to address them.

4.5.1. PRESENTATION OF RESULTS: SPONTANEOUS SKETCHES

The identified categories from the spontaneous sketches were discussed in terms of the format used by De Swardt (1998:33) and Xitlhabana (1999:59). The format includes the following:

- Introduction
- Verbatim remarks of respondents
- Interpretation of the results
- Literature control
- Summary

The responses were, throughout the research, produced exactly as provided by the respondents and any grammatical or usage errors have not been corrected. This was meant to further enhance the reliability of the study.

The purpose of the literature control is to control the responses in order to justify the answers given by the respondents. This means that the literature control helps in clearly defining the respondents' view of the research problem.

Five main categories are now discussed:

4.5.2. Main category: Hearing-Impaired Educator

(a) Responses from spontaneous sketches

(ii) Introduction

The learners expressed their desire for hearing impaired educators. They want HI educators who would understand them and address their problems.

(i) Responses

“I had many problems with my educators”, “Some educators are lazy to teach”, “When some learners who not understand”, “We like HI president”, “ That is why learners had failed different subjects”, “Up to now learners we need a hearing impaired teacher”, “Many educators do not know social life about us hearing impaired people”.

(ii) Interpretation

The above data indicates that learners encounter problems with hearing educators and that is why they do not progress in different subjects. The solution to this would be the appointment of HI educators, even a HI president.

(iii) Literature control

Smal (1999:3) stresses that educators must try to help the learners to become independent, yet at the same time to seek understanding from adults and to find security from norms and values in which they can believe and which can guide them.

(iv) Summary

The above principles can be achieved if the educator realises the sacredness and dignity of their calling as educators and on the other hand be able to honour and respect learners in their pursuit of learning.

4.5.3. Main category: Educators' attitudes

(i) Introduction

Behr (1985:371) defined attitude as "...a tendency to respond either positively or negatively to certain persons, objects or situations".

The educator must be acquainted with the learners' interests, and his or her teaching must be based on this and form a link with it (Piek, 1984:21).

"We come to school every day being prepared to learn and we sometimes find that we tod by drunk teacher".

"Some educators shout at you in front of children" "With others they call you in private and tell you that you must improve".

"When one of the student in our class make noise teacher just beat all". "They do not know where is the problem but some of us we are cool".

"The teacher hate me". "Ek sal jou trap". "We say rub a chalk board you sit down you stupid".

"Some educators whom have secret affairs with their students and ruin their lives give me a bad attitude towards them.'

(ii) Interpretation

Learners indicated a total disapproval of their educators' behaviour, including immoral behaviour towards their own students, evidenced by some educators having love affairs with their own students.

(iii) Literature control

Educators must respect their students as individuals (Good & Brophy, 1994:133). "Kindness, respect, approachability, tolerance and empathy are qualities of good manners and a balanced personality of a teacher" (Smal, 1995:55)

(iv) Summary

It has been seen from the literature point of view that the educators' attitude has great influence on learning. Learners can progress academically if the educators' attitude is positive and respectful. Acceptance and respect promote self-confidence in the learners; and that is what these kinds of learners clearly need.

4.5.4. Main category: Communication

(i) Introduction

Communication is the process through which information, thoughts or feelings are transferred verbally or non-verbally from one person to another (Bornman, 1994:37).

According to Farrant (1993:186), communication is the process of passing on understandable messages from one person to another. Learners with a hearing impairment (LHI) communication problems rely mainly on the types of messages produced by the hands, arms, face and body and received by the eyes (Cummings, 1995).

“The problem currently experienced by learners is communication”; “English medium sign language medium”; “What is good?”; “Learners don’t understand two languages”; “Sign language two English difficult very”; The educators had a taught us in English but that is not using grammar”; “Finger spelling difficult for educators don’t know”; “Problems with word-order”; “Grammatical problem”; “ Mother tongue for use Sign Language”; “English is mother tongue for hearing people-why us hearing impaired?””

(ii) Interpretation

The interpretation of the above data focuses on bilingualism. The learners found it difficult to learn both Sign language and English as mediums of communication. Learners accept Sign Language as first language of the hearing-impaired people and community (HI-Community).

(iii) Literature control

Sign language is a signing system where certain forms, position and movements of the hands represent specific words and concepts, which can be interpreted and understood by the other person. Facial expression and certain body language also play a role. It therefore becomes difficult for educators who are not conversant in Sign Language to teach LHI. (Nieder-Heitman, 1980:5)

4.5.5 Main category: Emotional aspects

(i) Introduction

Emotion is regarded as an effective experience that could reach a level of intensity at which contact with other people is disrupted (Eloff & Swanepoel, 1985:12).

Concerning learners, emotion emanates from the negative feelings they sometimes have about themselves specially a feeling of uncertainty in learning performances.

(ii) Responses

“When I was study my head a pain just I’m confuse we’re not teach me”;
“Lack of teaching by educators”;
“The problem is that there is favourism e.g. there are two classes in each grade”;
“One class is favoured that the other”;
“Why the children laugh me if me fail subjects?”; “I think to change school to another next year”.
“When we late to school, we find that they have being locke the gates and the open up the gate by ten o’clock”;
“Is good discipline? No”;
“My first problem is that there are many students who are living in porvaty while they must pay the amount of school fees’.

(iii) Interpretation

Learners’ responses indicate that they do experience emotional problems. These experiences further indicate that they develop learning problems as well, which in turn give rise to emotional problems.

(iv) Literature control

According to Smal, (1995:24) emotional aspects have the following effects in the learning performance of LHI. They:

- Cause negative thinking and lack of enthusiasm for learning;
- Leave learners unable to deal with issues obstructing their learning;

- Make it difficult to handle stress and negative experiences;
- Make it difficult to handle crises' and frustration with regard to the mastering of learning contents.

(v) Summary

Educators, who have studied their learners in the classroom well, will be in a better position to recognise the emotional problems in their learner's life. Some of the reflections of emotional behaviour are depression, nervousness, anxiety and tension.

4.5.6. Main category: Social aspects

(i) Introduction

The integration of a LHI into a normal social life, as far as his or her particular impairment will allow, is an essential aspect of special education. Socialisation in class is often as important as learning subject matter. Most LHI have limited opportunities for socialising. Educators have the duty to assist with the orientation and socialisation of LHI, especially the newly admitted learners (Smal, 2002:20).

(ii) Responses

"We don't want mainstream to ordinary school";
"We can't socialise with hearing people";
"Many educators don't know social life about hearing impaired people";
"Ignorant educators give me a problem too as they have knowledge nothing of social life with us";
"There are other educators who ignore social life for hearing impaired learners";
"Last year while we were doing swimming lessons, a boy kicked me in the chest. I quickly went to report him to the teacher and he did nothing. He said it is socialisation";
"Socialisation for what? While I feel painful on my chest".

(iii) Interpretation

The interpretation of this is that the learner must be able to relate meaningfully to others. In order to do this, he or she must be taught to practice self-control.

(iv) Literature control

According to Smal (1995:20), an orientation programme should be established, taking the following views into consideration:

- To create a climate through which LHI individuals are enabled to take part in normal society;
- To enrich the experience of LHI in such a manner that they will be able to orientate to unfamiliar situations;
- To enhance the process of integration with what is considered to be normal life conditions through a process of communication and adaptation;
- To create an activity programme at schools, through participation in which the learners are led to acquire self identification as well as social behaviour.

4.5.7. AN OVERALL SUMMARY OF SPONTANEOUS SKETCHES

The interpretations of the learners' responses were based on their spontaneous sketches. They feel that educators should understand the learners' language and modes of communication, culture, moral and social life. The lack of proper understanding between the learner and the educator has instilled a desire in the learners to have hearing impaired (HI) educators appointed in SLHI.

The learners' feelings were that HI educator would be role models for them and that many problems regarding their work could be addressed by people who know their needs.

However, doing away with hearing educators will not directly solve the learners' problems, as indicated by their spontaneous sketches.

This is based on the fact that although there are physically two persons in the classroom, viz. the LHI and the teacher who acts as an interpreter, in the interpretation situation the interpreter is the "Voice" of the LHI, in order that the teacher understands what is being signed, and in this way the teacher is the ear of LHI so that the learner understands what is being said. According to the researcher's views, the mutual relationship between LHI and educators in the learning situation is crucial.

4.6 DATA ANALYSIS : FOCUS GROUP INTERVIEWS

(i) Introduction

Responses from the focus group interviews focused on the management of programmes. The main categories identified revealed that both the new and the old educators in the field of HI need training in various programmes of the school. It is therefore a challenge to managers to manage these programmes.

4.6.1. THE FORMAT USED TO PRESENT THE RESULTS

The format used in presenting results of any study depends on the purpose of the study (Wimmer & Dominick, 1988:52). The main categories identified were presented and interpreted according to the format based on the studies by De Swardt (1998:34) and Xitlhabana (1999:57).

The format includes the following:

- Introduction;
- Verbatim remarks of respondents;
- Interpretation;

- Literature control;
- Summary.

For the purpose of anonymity, names of interviewees and schools were not revealed when the results were presented. Interviewees were referred to as “Respondent 8, 9, or 6”, whatever the case might be. Schools were referred to as “school A, B, C” and so on.

4.6.2. ANALYSIS OF THE FOCUS GROUP INTERVIEWS

The data collected was categorised according to the main and sub-categories while another person, who was not connected to this research, became the independent coder. The independent coder analysed the transcripts of the focus group interviews independently. The fact that the data was to be analysed in the same way was the reason for the independent coder concentrating on the “steps of protocol”.

The involvement of an independent coder was to enhance the reliability of this research. The independent coder of this research is an experienced and competent qualitative researcher. She is an educationist who holds a doctorate in education, and she has been analysing qualitative research data for some years.

4.6.3. RESULTS OF THE FOCUS GROUP INTERVIEWS

A total of thirty five educators from schools in the provinces participated in the interviews. The interviewer and the researcher decided to stop after conducting interviews in four schools, because the data proved to be saturated.

The concept “saturation” in the context of this research refers to the stage at which no further new information can be acquired. According to Mouton (1996:153), saturation is when respondents have become so strongly conditioned to surveys that they tend to answer questions mechanically and superficially.

Categories that emerged from empirical data assisted the researcher to identify models which were used to develop in-service training programme for educators in SLHI.

The following main categories emerged from the empirical data:

4.6.4. Early Childhood Development (ECD)

(i) Introduction

The main purpose of this programme is to facilitate a learner's development skills through activities, thereby encouraging school readiness. A further goal is to ensure the harmonious development of the learner; and this must contain components which develop areas such as physical skills and perceptual-motor-co-ordination, emotional stability, social strengths and good relationships with others, intellectual abilities, a healthy self concept and a language proficiency (Grove, 1997:1). Educators need to be trained for this programme.

(ii) Responses

“New educators must be orientated to be able to facilitate this programme”;
“A new educator should take three weeks observing. After three weeks she should be given time to go to her own class”;
“They are made to observe others”;
“The new educator is moved from class to class so as (s)he can have an idea on how different issues are conducted”;
“Educators in the school readiness classes must take time to be orientated by educators who already hold Diploma in Specialised Education”;
“Educators must be trained to know early childhood development programmes”;
“The teacher must always remain a student in the field of education”;
“She must acquaint herself with the latest methods of teaching learners in the early childhood development”;
“The teacher is a key figure in the learning programme”;
“She is there to prepare the learner for a good start in school”

(iii) Interpretation

The interpretation of the responses regarding the beginner's education is that the educator must be the key factor. He or she must meet the young learner on his or her level of development. In order to do this he or she must be thoroughly trained and prepared for programmes that concern learners.

(iv) Literature control

The educator must be prepared and willing to establish a good relationship between herself and the learners. Her sympathy, tact, wisdom and willingness to help the learner are of great value (Grove, 1997:6).

Further to this, the educators' understanding and intuitive sensitivity in the learning situation as well as her judiciousness is important. She must not only be near the learner but also with him or her and for him or her (Grove, 1997:6).

(v) Summary

Taking into consideration the responses from the interviewees, coupled with what is contained in the literature source; it becomes apparent that both the new and the old educators in the field of HI need training in the ECD programmes.

4.6.5. Outcomes Based Education (OBE)

(i) Introduction

The system of Outcomes Based Education is a new field of education that has been recently introduced to all schools in South Africa. Educators' responses in the study revealed different views about OBE being introduced in SLHI.

(ii) Responses

“OBE is learner-centred and aims to teach learners to be creative and to think independently”;

“These regulations are laid down in the OBE policy”;

“Where is it? Where is it/”;

“One of the most important aims of OBE is to try to address backlogs in education”;

“It aims on assessing learners skills and attitudes”;

“To provide learners with arrange of opportunities to demonstrate progress”;

“To develop entrepreneurial opportunities”;

“Reflection of strategies to learn more effectively”;

“To work effectively as a team with others”;

“No, the OBE programme is not introduced in my school in the format of education for learners with a hearing impairment (LHI)”;

“The question of OBE is problematic in schools for learners with hearing impairment (SLHI) in the sense that one of the requirements is that the learner should be well equipped with language. For the LHI's background until at the age of 5 to 6 years the learner is still backwards regarding vocabulary that is needed by OBE”;

“I think that a lot of research is needed as now we are depending on the main structure of OBE”;

“There is no scope for OBE relevant to LHI structure of OBE”;

“To add on issues of OBE I think that research is to be made on OBE is focusing on hearing people and learners and not for LHI”;

“In my opinion educators in SLHI are not properly trained because workshops are relevant to the mainstream schools and not schools for LHI”;

“Eh...according to me, we are not properly trained. Eh...in our school there is no person who is trained for the OBE and that is the reason for OBE not being implemented in my schools”;

“OBE expects of learners to have mastered a particular level of language hence LHI lacks the necessary language inputs”;

“They need receptive language before they could express it hence it is problematic for both educators and the learners”.

“The problem is aggravated by negligence on the part of the department of education and poor planning of structures of education by the authorities”;

“No, OBE training will be achieved after some time because workshops are for mainstream schools and should not be taken for granted that they suit SLHI. This is also the problem of language deficiencies of LHI”.

(iii) Literature control

The underlying philosophy of OBE is that it is learner-centred and the emphasis is not on what the educator wants to achieve, but rather on what the learner should be able to know, understand, to do and to become (Lloyd 2002:100).

(iv) Summary

Taking into consideration the responses from the interviewees, coupled with what is contained in the literature source it becomes apparent that both the new and old educators in the field of HI need training in the OBE programmes.

4.6.6. Total communication (TC)

(i) Introduction

Total communication is a philosophy where every possible means of communication is used with LHI. In educational settings it usually means simultaneous communication (Sim-com), where both signed and spoken languages are used. It is often called Signed English (SSE) or Signed Support Speech (SSS) (DEAFSA:1997). The main components of TC are finger spelling, speech reading, formal signs, facial expressions, gestures, reading and writing.

(a) Communication

(i) Responses

“As far as communication is concerned, the learners themselves do not have a problem, the problem is when they communicate with the teacher”;

“To them the Signs are always known, but to the teacher it is a problem”;

“...for instance the Signs for ‘boy’ and ‘trouser’ are nearly Signed the same”;

“When I Sign ‘boy’, It may happen to mean a ‘trouser’ ...they are Signed as if one is pulling up the pants”;

“This is very confusing”

(ii) Summary

Sign language is a signing system where certain forms, position and movement of the hands represent specific words and concepts, which can be interpreted and understood by the other person. Facial expression and certain body language also play a role. It becomes

difficult for the not so well trained educator to teach the hearing-impaired learners who sometimes also take shortcuts in their communication strategies.

(a) Finger spelling

(i) Introduction

Finger spelling is a manual alphabet expressed on the fingers of the hand. Finger spelling is rarely used alone, but its frequent use in combination with Signed communication has led to its partial integration into sign language (Cummings, 1995:40).

(ii) Responses

“Finger spelling is also very difficult. One must memorise the letters of the alphabet and then use the hand signs to the words.” “I do not know finger-spelling well”;
“Finger spelling is difficult”;
“The most difficult part is when the teacher has to read when the learner is finger spelling”.

(iii) Literature control

Finger spelling is a method of mapping the letters of a spoken language in a direct way on the hands. Thus, there is a one-to-one relationship between the letters of the spoken language and the hand signs (Penn, 1992:21). Instead of writing with a pencil, the child writes with his or her finger, spelling out each letter of the word (Kirk, Galgher & Abastasiow, 1993:333).

Finger spelling provides a visual representation of the spoken language. Words are spelled in the air, usually at shoulder level and slightly to the right of the body (Cummings, 1995:9).

(iv) Summary

The fact that the learners indicated a dislike of finger spelling is because the educators who dislike finger spelling. This was evidenced by the learners' responses. Educators do not want finger spelling because it requires extra concentration and effort to interpret. It is usually also on a one-to-one basis only and it is difficult to get all the learners' attention.

(b) Speech reading

(i) Introduction

Speech reading is the ability to follow somebody else's speech by watching the movements of his or her lips and facial expressions while he or she speaks (Department of Education and Training, 1984:64).

Remarks from respondents' spontaneous sketches.

(ii) Responses

"Speech-reading is difficult";
"We hate speech and want Sign language";
"I don't like speech";
"I do not understand speech language-it is difficult";
"I fail to follow speech reading";
"I cannot understand speech reading".

Some learners indicated that speech reading is difficult for them. Based on the literature sources (Kirk *et al*, 1993:331; Cummings, 1995:8), however, speech reading is an

important means of receiving language. Therefore educators need pay special attention to speech reading.

(iii) Literature control

Speech is an important skill in the oral-aural area (Speaking and hearing), since it is the visual interpretation of spoken communication, also known as lip-reading (Kirk *et al*, 1993:331). Speech is an important means of receiving language for hearing-impaired learners. It is most useful when combined with other auditory information (Cummings, 1995:8).

Some specialists in teaching the hearing impaired advocate postponing the introduction of speech. They believe that learners should first be taught a gestured system and then be introduced to speech language later, as if it was a second language. Thus, learners with hearing impairment taught in this manner would be considered bilingual (Kirk & Anastasiow, 1993:333).

According to Coetzee and Bornman (1994:40), some learners are good in speech reading, while most learners struggle to master it. Although many learners are intelligent and try hard, they may not learn to speech read proficiently. Even if the learner can read the lips of the educators or parents, they have difficulty in speech reading when lips scarcely move, when heads move to and fro and when lips have moustaches.

(iv) Summary

It is understandable that learners find speech reading difficult. Those who can benefit from speech reading, find it helpful to communicate orally with hearing persons and also to grasp the thoughts and ideas of others in a natural way. It helps them to become one with the society in which they live.

(c) Sign language

(i) Introduction

Sign language implies the manual form of communication through which hearing impaired persons communicate universally with one another. Sign language is seen as a language in its own right with its own semantics, vocabulary, syntax, complex structures and pragmatics (Cummings, 1995:40). According to Penn (1992:15), Sign language is the natural language of the hearing impaired community. It is the language of the hands and eyes and of movement in space. Hearing-impaired learners rely on Sign language when they communicate with educators and other learners in the classroom. The educators who are not fluent in Sign language therefore experience communication problems.

(ii) Responses

“When teaching subjects like Sciences, Mathematics, we need signs”;
“Counting need signs for counting”;
“Although some of the educators know basic Signs, they can’t know the Signs in their subjects”;
“Even the interpreters who come here, didn’t have the subject knowledge and the Signs related to the subjects”;
“Art can become a hobby”;
“They can get money out of Art...what does it help the child in the future because such subjects need a lot of signs and those children don’t really learn this subject for their skills, but they like Computer skills”;
“Learners themselves do have many problems with Signs”;
“...educators themselves have a problem”.

(iii) Literature control

The lack of signs for different subjects has been compounded by relative lack of research into formal Sign language and of producing locally relevant text (Penn, 1992:17). Although in 1980, Nieder-Heitmann produced a book representing signs for use by the South African hearing impaired persons it was met with little support from the hearing impaired community (Penn, 1992:617). Nieder-Heitmann (1980:3) points out that the Department of Education and Training and the South African National Council for the Hearing-impaired felt a need to compile a systematised language system incorporating the Signs commonly used by the hearing impaired in South Africa.

(iv) Summary

The problem with the lack of Sign language for different subjects is associated with the lack of Signs for use in the classroom. Although Penn's volumes of South African Signs for communicating with the hearing impaired have narrowed the gap, there is still a great deal of shortage of Signs for different subjects.

4.6.7. Bilingual Education (BLE)

(i) Introduction

This approach implies full access to both languages, in order for both to be acquired at a high level of competency. Sign language and a spoken/written language offered as two separate languages provide an accessible education system to all LHI and lead to attainment levels equal to those of hearing learners (DEAFSA, 1997).

(ii) Responses

“This is a new field to us”;

“It means that we have to be given time to learn this approach”;

“We need this programme to be taught to us first”;

“If it means to treat Sign language and spoken language as two separate languages then we have a big problem”;

“Educators must be taught this approach first”;

“It means learners must first develop proper linguistic skills in their first language i.e. Sign language, then a spoken/written language is introduced”.

(iii) Literature control

Research has shown that LHI are more motivated to learn to speak because they understand that speech can facilitate every-day interaction with society. The bilingual approach therefore does not reject speech but includes it. No LHI must, however, be forced to learn to speak (DEAFSA, 1997).

(iv) Summary

The fact that the whole education system in South Africa is in a process of change implies that education for LHI is also part of this transformation process. It has to be brought close to that of hearing learners HL and be on an equal level and in line with developments in the education for LHI countrywide.

4.6.8. Educational Audiology (EDAU)

(i) Introduction

Audiology as a science was established around 1945. As a subject it studies normal and abnormal hearing with emphasis on their functioning. This science initially focused on

the possibility of measuring the development of audiometers. This led to the realisation that the total hearing impaired population are not universally deaf and that many hearing impaired persons have hearing remnants which can be measured in different ways (Hugo & Cummings, 1995:10).

(ii) Responses

“In class I have no progress”;
“We don’t understand educators speak”;
“I have no hearing aid”;
“All learners want hearing aids”;
“Principals must buy hearing aids for us”

(iii) Literature control

The use of hearing aids in the classroom is vital. For the majority of LHI, amplification is essential. The purpose of any kind of amplification is to make speech louder (Pottas, 2002:41). This is accomplished by increasing the amplitude of the frequencies that make up speech sound so that they are audible to the listener.

(iv) Summary

Learners have indicated their needs for hearing aids. This is important for the purpose of amplification of sound. If sound is audible to the learner, the learner is in a better position to follow the speech of a speaker.

4.6.9. Education Support Services (ESS)

(i) Introduction

The concept “Education Support Services” (ESS) includes all human and other resources that help to develop and support the education system so that it is responsive to the

different needs of learners and the system itself. This includes support to individual learners and to all aspects of the system (Lloyd, 2002:224).

Because of the diversity and complex nature of hearing disabilities, no one denies the fact that it is necessary to have support services available at the school for LHI, in order to facilitate both the educators' task and the educational process (Lloyd, 2002:233).

When such a service is attached to a school for LHI, it becomes part of a team whose main aim should be the welfare of each learner with whom it works.

(ii) Responses

"We have realised that very hospital, School or institution has the service of this type of a team";

"Therapists, according to our expectations must know Sign language";

"Not only Sign language, but all the modalities of communication. If not so they will look for interpreters. Where will they get them?";

"Yes interpreters have their task to do too";

"Communication with the educators is essential for the members of support services";

"Yes direct communication";

"We don't only need speech therapists but also Medical Services, School Nurses and Physiotherapists";

"Even Psychologists Services and Occupational Therapists";

"If a third person intervenes it can only lead to misunderstanding and frustration".

(iii) Literature control

Medical Services in a school for LHI provide medical care to the learners. Their physical condition is extremely important since problems of this nature will affect their vitality, mobility, stamina, energy, state of mind, and general mental outlook, with serious

repercussions for their ability to learn, particularly as illness may deprive them from learning (Lloyd, 2002:233).

According to Pieterse (1984:2), the therapist can play a very positive part as an aid to the educators, In no way can a therapist substitute for the educator in the classroom.

(iv) Summary

Support required by learners or the system should include various forms of therapeutic support such as medical services, physiological services, occupational speech, physiotherapy, school nurses, community support and educators.

4.6.10. Parent Involvement (PIN)

(i) Introduction

The members of the community that also form part of the school services are parents themselves. Parents have the right to become involved because they spend so much time with their children. They have unique opportunities to observe the children in various situations and then to report their observations to the educator (Lloyd, 2002:10).

Parents have an inalienable right to choose the form of education best suited to the needs of their children. In accordance with the Government Gazette, Education Policy (March, 1995:4) in the Special White Paper it is stated that “Parents have the most at stake in the education of their children”.

It is therefore of vital importance that parents are not bypassed and ignored in the planning and development of the education of their children.

Parental involvement implies parent partnership with the school (Bornman, 1990:10).

Educators want parents to come to school so that learner's problems can be discussed in order to improve relationships between the educators, the learners, the parents and the principal. Learners and educators want parents to become involved in the school. They feel that if the parents accept the principal, effective teaching can take place and the culture of learning and teaching can be restored.

(ii) Responses

"Our opinion regarding discipline is that parents as a community and as individual really trust the principal and accept him as a friend, parents could help in other spheres of discipline";

"Parents can help us in many ways to discipline learners at home if only the parents can accept the principal as their friend";

"Parents can also help at home in this regard by telling them to study for the exam. Maybe they can realise that the exam is not only the school's issue";

"Yes exactly! Parents are needed";

"We all want the involvement of parents";

"If parents as a community can be part of our school, problems could be minimised";

"...Parents come to school to complain that their children are not having good relationships with them at home";

"With regard to the parents at school, I think it is necessary that parents should make friends with the principal";

"If they respect his expert knowledge and know that he is honest, sincere, friendly but firm";

"To add on, that to know that he is a dedicated person and to know that he has the interest of the pupils at heart";

"Yes exactly, we all want involvement of parents";

"Parents are often impatient with the child and do not give him or her the necessary attention when he or she tries to communicate with them";

"Their ability to communicate with him or her is hindered. They neglect him or her and he or she has to fend for himself or herself".

(iii) Interpretation

The interpretation of the learners' and the educators' responses is that both the learners and the educators want parent involvement in their schools. Educators also feel that if parents can visit the school, many problems regarding the educators' work can be addressed. That is why they stress the need for parental involvement in their school.

(iv) Literature control

The desire for parental involvement in school is very much in line with what the literature expects from parents. Research has indicated that parents have a great role to play in learning situations (Government Gazette, 1996:21). Parents have the right to be consulted and to choose the form of education that is best for their children (Government Gazette, 1996:21). Parents are the first educators. They should understand the strain under which their child is working in school and his or her need for relaxation (Pillay, 1980:19). Parental involvement in the classroom situation assists educators to be in constant touch with the parents (Educamus, 1984:5). There is no way that a school can succeed without the help and involvement of the parents (Department of Education and Training, 1984:6). Parent's participation in the educational situation can be very helpful if they, the parents, are prepared to act as partners' in the educational process (Bornman, 1989:48).

Piltch (1991:2) and Bornman (1995:57) are of the opinion that everyone agrees that parental involvement in a child's education is vital. We know that when parents take an interest in a child's learning and provide impetus for a child to read independently and complete homework, the child is more likely to be successful. The responsibility of parents is more than just feeding the child (Coetzee, 1994:58).

Smal (1995:90) mentions that parents can become part of the solution of the learners' problem through the process of involvement. It is the educators role to give guidance to the parents. Parents must be encouraged to talk about their problems, because they do not

always understand their hearing impaired children. The reflection is that parents fail to help their children with their homework at home. There are often serious misunderstandings between the hearing impaired learners and their parents. The learners refer to their parent as "...stupid who cannot communicate with them at home". In order to control this problem, Smal (1995:90) mentions that parents must learn to accept their children's problems more readily and to realise what is expected of them and what they can do to help the child.

According to McConkey (1985:20), to involve the parents in the child's education the teacher must therefore ensure that the parents receive the necessary material for them to read and are properly equipped with the right skills for involvement in the teaching of the child. Many parents do not accept their child's hearing impairment (Mahlangu, 1989:124). The emotional reactions that the parents of hearing impaired learners may experience might perhaps be reduced by putting them into contact with parents of other hearing impaired learners and by acknowledging the reality of the parent's loss (Murphy, 1995:78). According to Coetzee and Bornmann (1994:9), it is advisable to involve parents in training programs, group discussions and issues involving discipline.

(v) Summary

It has been found from the literature review that almost all stakeholders in education support parent's involvement in the education of learners. By involving parents in school matters, aspects like discipline, educator's absenteeism, laziness of educators in preparing work and other unacceptable behaviour of both learners and educators could probably be minimised. Support of parents enhances the parents' understanding of the impact of the disorder on the learners' development and adjustment. It is crucial that parents should visit the classroom. Educators should also visit the home of the learner. By so doing the educator can be in a better position to discuss the learner's homework and other related matters with the parents.

4.6.11. Life Skills (LIFS)

(i) Introduction

Prinsloo (1989, in Mkhathshwa, 1995:96) define life skills as an “ability to do a particular function that helps one to cope with and/or overcome life’s challenges”.

It is imperative to incorporate the life skills themes in the school programmes in order to help learners become skilled and more successful in life. The life skills programme should make learners realise that life is constantly making demands to which they must respond (Mkhathshwa, 1995:96).

(ii) Responses

“Educators do not teach us life skills”;
“We want a career in computer, business technology”;
“We see advertisements asking for ‘Marketing skills’- we do not have marketing skills”.

(iii) Interpretation

The interpretation of the responses is that learners want to be taught life skills. They need that knowledge.

(iv) Literature control

Lindhard and Dlamini (1985:239) indicate that the purpose of a life skills programme in a classroom is to help learners to develop their self-reliance. Self-reliance is what learners need in order to cope with life.

According to Mkhathshwa, (1985:98), some of the life skills that learners need to acquire are : assertiveness, anxiety management skills, decision making or problem solving skills, communication skills, career planning skills, to mention but a few.

(v) Summary

The life skills programme for educators in this study will help them to train learners to maximise their personal competencies. The skills acquired should also assist learners to be able to cope with problems that they experience in their daily lives.

4.6.12. Mainstream Education (MSE)

(i) Introduction

Mainstreaming is an educational alternative that ensures receiving an education in one's home school alongside non-disabled peers" (Cummings, 1995:5).

The inclusion of LHI in mainstream education is a relatively new concept.

(ii) Responses

"We do not want mainstream";
"Our own school only for hearing impaired";
"Mainstream is for hearing people"
"Why take us to hearing people?"
"We are not hearing people";
"Stop mainstream education";
"We are hearing impaired people".

(iii) Interpretation

Based on these responses, mainstreaming is not preferred in SLHI. The argument is that in the mainstream schools learners' cultural identity will be absorbed by the hearing people's culture. It has been stated that HI people have their own culture.

(iv) Literature control

Universities have not addressed the rationale for integration or inclusive education and methods of implementing integration as they train new educators and administrators both in regular and Special education (Smal, 1995:142).

(v) Summary

Mainstreaming needs to be clarified to both learners and educators. The advantages and disadvantages of mainstreaming have to be clearly grasped, then its implementation will be better understood.

4.6.13. Hearing Impaired Culture (HIC)

(i) Introduction

According to the cultural model, hearing impairment should be viewed from a sociological perspective. Hearing impairment is neither an illness nor a handicap. Hearing impaired people are not handicapped but they are different. According to Bornman (1994), there are two worlds: A hearing and a hearing impaired world. Hearing-impaired people prefer living in a hearing impaired world.

(ii) Responses

“They have the DO’s and the DON’T’s in their culture”;
“When communicating with them show that you care”;
“Establish eye contact before beginning communication”. This is considered a stare in other cultures but not in the hearing impaired culture”
“Keep the face clear of any obstruction e.g. hair, scarf”.

(iii) Interpretation

The interpretation of these responses is that hearing impaired people have their own culture and that there is a hearing impaired pride and identity. There is nothing wrong with being a hearing impaired person.

(iv) Literature control

“The modern view of hearing impairment involves the recognition of hearing impaired as a cultural minority. Sign language is recognised and accepted as the natural language of hearing impaired people. This acceptance includes the acknowledgement that the hearing impaired is in fact a sub-cultural group of the wider world. This view involves the recognition of hearing impaired people as a group of persons who share a common means of communication (Sign language) and the culture which provides the basis on which group cohesion and identity develop (DEAFSA, 1997).

4.6.14. AN OVERALL SUMMARY OF INTERVIEW DATA

The study established ten (10) main categories which were identified from the responses to the interviews, namely early Childhood Development (ECD), Outcomes Based Education (OBE), Total Communication (TC), Bilingual Education (BLE), Educational Audiology (EDAU), Educational Support Services (ESS), Parental Involvement (PIN) Life Skills (LIFS), Mainstream Education (MSE) and Hearing Impaired Culture (HIC).

Several more subcategories emerged from the main categories. The findings from the empirical data (interviews) were fully substantiated by the literature sources. This complied with the rule of triangulation and also enhanced reliability and validity of this research.

The categories identified were integrated into the data from the spontaneous sketches and the questionnaires, in order to develop a proposed in-service training programme for educators in SLHI.

4.7 INTEGRATED RESULTS OF CATEGORIES IDENTIFIED FROM SPONTANEOUS SKETCHES, INTERVIEWS AND QUESTIONNAIRE RESPONSES

(i) Introduction

The main purpose of integrating the results is to complement one another and not to compare the findings since this is not a comparative study. It was found necessary to integrate the results rather than to leave them as separate chunks.

The researcher utilised integrated results collected from the empirical data from various schools, and education departments to develop a proposed suitable in-service training programme for educators in schools for learners with a hearing impairment.

The following table indicates major categories that seemed pertinent to the specific problem being investigated.

(ii) Quantification of categories

The final step of data analysis for this research is that of quantification of categories. Categories were grouped and named according to priorities. Those categories printed in

bold, or shaded, reflected that the corresponding frequency occurrences were more than half or equal to half the number of respondents.

The categories with high frequency occurrences were regarded as fairly significant and reflected the major priority programmes that needed more attention and implementation (De Swardt, 1998:31).

The number of frequency occurrences was derived from excerpts counted in the participants' responses.

Table 4.4.: Categories and scores

CATEGORIES		SCORES OF FREQUENCY OCCURENCES
Early Childhood Development	• ECD	27
Outcomes Based Education	• OBE	25
Total Communication	• TC	23
Bilingual Education	• BLE	20
Educational Audiology	• EDAU	20
Education Support Services	• ESS	19
Parent involvement	• PIN	18
Life skills	• LIFS	8
Mainstream Education	• MSE	6
Hearing Impaired Culture	• HIC	5

Source: (Adapted from De Swardt, 1998:31)

4.7.1. Interpretation of scores

The interpretation of scores in this research was based on the categories and frequency occurrences as shown in figure 3.5 of this chapter. Early Childhood Development Outcomes Based Education and Total Communication reflected the major priority needs for ITP. The reason is that these categories recorded the highest frequency occurrences when compared to the other categories.

Bilingual Education, Educational Audiology, Education Support Services and Parents' involvement followed, which recorded 20 scores; 20 scores; 19 scores; and 18 scores respectively.

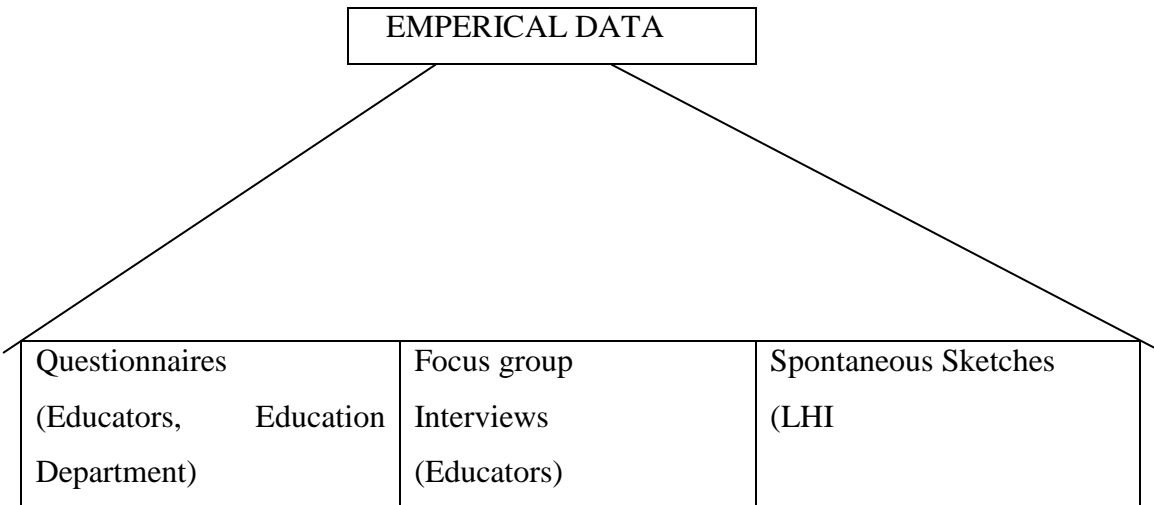
Although the rest of the scores were below half the number of respondents, it is clear from the literature sources that educators have to be trained to understand the importance of life skills to their learners. Referring to this, Mkhathshwa (1995:99) states that effectively training learner's life skills could only be achieved if trainers themselves have received training.

With reference to culture and the learner, Storbeck (1998:52) states that we are entrenched in a totality including our culture, our language, our way of life. Therefore Sign Language is the binding factor in the culture of LHI.

Finally, mainstream education provides insight into the practical teaching of the LHI in various educational settings, and more specifically of the LHI who finds himself or herself in mainstream education (Hugo & Cummings 1995:1).

Despite their occurring less frequently, in terms of scores, these programmes are essential and they form part of the proposed ITP for this research.

Figure 4.1 Multi-faceted strategy for data collection in this research



Source : Own development (2005)

4.7.2 CATEGORIES BASED ON INCLUSIVE EDUCATION MODEL

Despite hundreds of rigorous research studies undertaken to determine the effectiveness of integrating and including learners with severe disabilities in inclusive education model, still the question ere asked “...does inclusion work? What makes effective inclusion? Will children get a better education? Are resources and infrastructures sufficient? Empirical research conduced in the present study revealed that possible problems of management and governance of SHI will be inevitable if this model of inclusion can come into practice or implemented.

Categories identified revealed possible problematic areas of inclusive model. The numbers of frequency occurrences derived from excerpts counted in the participants’ responses are presented in table 4.3.2.

4.7.3 QUANTIFICATION AND INTERPRETATION BASED ON INCLUSIVE EDUCATION MODEL.

The interpretation of scores was based on the identified categories presented in figure 3.5. Categories were grouped and named according to priorities. Those categories printed in bold reflected that the corresponding frequency occurrence were more than half or equal to half the number of respondents.

The number of frequency occurrences was derived from excerpts coded in the participants' responses.

Lack of training of stakeholders, lack of infrastructures, lack of human resources, poverty and lack of financial resources recorded the highest scores. By interpretation these aspects are the major challenges of management and governance of SHI in the Limpopo Province.

Although the rest of the scores were below half the number of respondents, this does not mean that categories were not problematic to the management and governance of SHI, it is clear from the literature review that managers and governors of SHI have to be trained in order for them to manage and govern those aspects.

Table 4.5 : Categories and scores of inclusive education

CATEGORIES	SCORES OF FREQUENCY
Lack of training of stakeholders: Parents, Educators, GB and Education officials	30
Lack of infrastructures: Accessible buildings, school buildings	27
Lack of human resources: Recruitment, staff development, best educators for maths and science.	25
Poverty as a contextual learning barrier: Lack of food at home, lack of money for school fees, lack of uniform, lack of money for transport to school	23
Lack of financial resources: Inclusive education not budgeted for as per 2005/06 Limpopo education budget.	23
School governance: Lack of knowledge to manage resources, illiteracy or semi-literate.	19
Lack of technocratic equipment: Telecommunication, computers, internet and E-mail facilities.	18
Admission and age-limit: Learners as old as 18 years, 19 years, 20 years, 21 years and 25 years still in Grade 3; learners as old as 9 years, 20 years and 13 years still in Grade 1	17
Enormous backlog of temporary educators: By 2006, over twelve thousand educators still on temporary basis.	10

Source: adapted from De Swardt, 1998:31

4.7.4 GUIDELINES FOR TRAINING OF GOVERNANCE STRUCTURES

4.7.4.1 In-service training for educators

In-service training for educators is most essential in a school for hearing impaired learners where the majority of teachers are not trained to teach hearing impaired learners, yet are employed at schools for the hearing impaired. The principal, deputy principals and heads of department should take the responsibility of conducting in-service training.

The courses can be conducted from time to time, preferably during the afternoon sessions. Longer in-service training sessions can also be organized in collaboration with officials of the Department of Education. The in-service training for educators must be learner-centred and the focus of training should aim to teach educators to give each learner the opportunity to express him or herself, to show creativity and to realize his or her own potentials. Educators must also learn allow their learners the opportunity to contribute the learning process by active participation.

The presenter should plan the timetable in such a way as to provide a well-balanced day, designed to develop a well-balanced personality. New and inexperienced educators should receive lectures from the principals to equip them with the necessary knowledge concerning the hearing impaired and possible problem areas. Closer co-operation between educators, heads of departments, deputy principals and the learners is crucial regarding the problems encountered by the LHI in the classroom.

Lack of relationships between the educators and the learners was identified as a problem in this study. Learning is only possible when certain relationships are established. In other words, the learner must be accepted, he or she must be understood and there must be a good relationship. In order to address this problem, educators must therefore attend to the establishment of good relationships between themselves and the learners. The interests and needs of learners must be taken into account. To address the problem of a lack of trust in the educators, he or she must work at establishing a relationship of trust

with the learners. The learners must be convinced of the educator's honesty and integrity and that he or she is knowledgeable. The educator must prove to the learners that he or she is ahead of them, and that he or she "knows his/her subject well".

The learners indicated that their educators sometimes beat them for nothing and that they are given punishment for no good reason. In order for the educators to be able to keep good discipline does not necessarily mean to beat and to punish; it can mean to make "rules" which must be kept so that learners can function effectively and fulfill their purpose.

The Department of Education provides the syllabus indicating the work that should be done with learners during the course of the year. From this syllabus the educator can prepare and plan his or her day-to-day teaching. Based on the syllabus, the educator must plan for the year by organizing the learning contents purposefully. Organizing entails that specific tasks need to be determined and allocated in accordance with the activities which the educator has planned. The educator must know the contents of the subjects that he or she offers in the classroom. This is a prerequisite for successful teaching because inadequate knowledge on the part of the educator can produce negative or poor classroom results.

In conclusion, the principal, the deputy principal and the head of departments must always be eager to assist the educators when required.

4.7.4.2 Guidelines to train parents

The fact that parents are stakeholders in the child's learning makes it essential that they should receive proper training in order to equip them regarding what happens in the classroom. These meetings must be organized on Saturdays when working parents are available.

Educators are responsible for training parents, who are invited to the school. Sessions can be arranged in such a way that they all benefit from the training. Training parents must include ways of encouraging learners to do their homework, respect their parents and not to undermine them.

The parents must be taught to demand to know what is going on in the school. They must also be encouraged to talk about their problems. The educators must not see them as threats to their career, but should regard the parents of their learners as partners who are willing to help their educators.

It is important that parents talk to their children at home, since it may happen that some of these learners might still have some residual hearing which will help them to understand speech. Visual training must be practiced by the parents, although this could be viewed as the function of the educators at school. The parents must practice it at home with the children, paying special attention to the sense of sight. Parents and the family members alike need to be educated towards accepting Total Communication (the use of signs, speech, speech reading and finger spelling) as a natural form of communicating. The teaching of total communication to parents, family members and the community as a whole is crucial.

In conclusion, it is very important for the parents at home to make their hearing impaired offspring realize that they are also important members of the family, and that they (parents) like the way in which their children communicate. The parents and family members should always be in constant touch with the class educators of their children, for guidance in communication at home and also about other weak areas of their children's work.

4.7.4.3 Guidelines to train the SGB

The South African Schools Act 1996 (Act No 84 of 1996) which came into effect on January 1996 ushers a new era for the South African Education System. The act provides

for uniform system for the organization, governance and funding of schools (Department of Education, 1997: (i).

The fact that members of a governing body need to attend meetings and taking part in them; getting involved in the school and its activities and making decisions about the school and its future, they need to be trained. Training on how to work with the school, the community and the education department should also be provided. They need to know how to work with themselves and to evaluate their progress. The school governing body (SGB) needs to be trained how to draw up a constitution for the school. It is the responsibilities of the SGB to bring about transformation in the school and governance of the school. The SGB needs to be guided and to work together with the principal.

The principal is responsible for school management while the school governing body is responsible for school governance (Department of Education, 1997:44). The principal's job is to see that the decisions of the SGB are properly carried out. The SGB needs to be trained how to conduct meetings of the SGB; keep agendas, and minutes of the SGB. The SGB needs to be trained to perform the following functions:

- Meet at least once every school term.
- Convene an annual general meeting of parents.
- Convene special general meeting of parents.
- Determine school policies, mission and vision.
- Develop goals and objectives.
- Administer and control school facilities.
- Manage assets and school funds.
- Ensure financial records are audited. (Department of Education, 1997:46)

Some basic guidelines to train governance structures have been suggested. This chapter is summarized as follows:

4.7.5 AN OVERALL SUMMARY OF EMPIRICAL DATA

This research has adopted a multi-faceted strategy for data collection (See table 5.8. of this chapter). The spontaneous sketches for LHI and the focus group interviews for departments were the major tools for collecting the data. The views and inputs of respondents were substantiated by literature sources. This was meant to enhance the reliability and validity of this research.

The findings that emerged from the empirical research (questionnaires, interviews and spontaneous sketches) supported the need for an in-service training programme for educators in schools for LHI.

The analysis of the integrated results indicated the main categories that were used to suggest ITP. The implementation of the Pilot Study at the researcher's school was an indication that the ITP is a priority need in SLHI. It can be concluded that the views regarding the need for ITP in SLHI are similar to those of other researchers (Storbeck: 1994; 1998; Jurgens, 1997; Xitlhabana, 1999)

CHAPTER 5

OVERVIEW, FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 Overview

This study focused on the investigation of possible key challenges of the management and governance of schools for the hearing impaired in the Limpopo Province. Lack of training of stakeholders, barriers to learning including poverty, lack of financial resource and human resources were identified as the major problems of management and governance of schools for the hearing impaired in the Limpopo Provinces.

5.2 Findings from the study

In order to reveal the possible challenges of management and governance of SLHI the following findings are discussed:

5.2.1 Findings pertaining to learners with a hearing impairment

It was found that some learners complain about educators who are not efficient in sign language and other communication modalities. Some educators are lazy and do not know social life of learner with hearing impairment.

5.2.2 Findings pertaining to educators

It was found that some educators experience problems with finger spelling. They found it difficult to read finger spelling when the learners are using them.

5.2.3 Findings pertaining to officers of the Department of Education

The research revealed that officers from the Department of Education seldom visit school for learners with a hearing impairment to conduct inspection. They visit school only when they deliver circulars or to solve problems if any.

5.2.4 Findings pertaining to parents

The findings revealed that the majority of parents have no interest in their children's work. This is evidenced by the fact that they do not sign books of their children. Many of the parents are illiterate and for this reason they do not demand to see their children's work.

5.2.5 Findings pertaining to the SGB

The fact that the SGB component is not school-based makes it difficult for them to know what is happening in the classroom. They are expected to draw the constitution and policies of the school but failed to do so. Again some members of the SGB are illiterate and cannot participate fully in the management of the school for learners with a hearing impairment.

5.3 Recommendations of the study

Based on the problems encountered by learners, educators, officers from the Department of Education, parents and SGB it is crucial to make the following recommendations:

5.3.1 Recommendation pertaining to learners

It is strongly recommended that educators must try to help the learners to become independent and at the same time to seek understanding from adults and find security

from norms and values in which they can believe and which can guide them. This can be achieved if the educators can realize the sacredness and dignity of their calling as educators. On the other hand they must be able to honour and respect learners in their pursuit of learning.

5.3.2 Recommendations pertaining to educators

Educators must show respect to their learners. They must be acquainted with the learners interest, and his or her teaching must be based on this and form a link with it. Their attitudes must be positive towards the learners work including moral behaviour, love and interest to the learner. The educators must try to accept the learner's disabilities. Acceptance and respect promote self confidence in the learners and that is what these kinds of learners clearly need.

5.3.3 Recommendations pertaining to officers of the Department of Education

The officers from the Department of Education must visit schools for LHI to do inspection. It is crucial that they learn the communication modalities used in these schools for instance; they should learn sign language, total communication, finger spelling and other communication modalities used in these schools. They should enter the classroom and see what is taking place. They should try and take advises from the class educators who are experienced in the field of learners with a hearing impairment.

5.3.4 Recommendations pertaining to parents

Parents must also visit the class-room in order to observe how their children are being taught. In so doing, they will be able to grasp some knowledge regarding sign language. They should come nearer to educators and must not regard educators as their enemies but the ones who are prepared to help them. They must not hesitate to tell the educators if they are not satisfied with the work of the children

5.3.5 Recommendations pertaining to the SGB

The fact that the SGB is responsible for governance in SHLI they must know how the school is governed. They should from time to time ask the principal to the school with regards to the needs of the school. They must be efficient in all aspects of the school and be able to draw the constitution and the policy of the school as is required by the constitution of the country. They should control the finances of the school and be able to budget for the school in consultation with the principal. When recommending the appointments of educators they should try to recommend educators who will develop the school.

5.4 Recommendations for further study

Because education is not static, changes inevitably occur when new approaches are adopted. Therefore for educators to be able to move along with current events, and be able to accommodate new changes, the development of more and more training programmes is essential.

It is not sufficient to say: “Now we have a training programme and we stop there.” One of the limitations of this study is that only one province was involved. This indicates that further research of this nature is necessary in order to reach geographical areas where this study could not reach.

The researcher recommends very strongly that further research be conducted in order to develop more and more training programmes for educators, parents and SGB’S.

5.5 Strengths and limitations of this study

The strength and limitations of this study are discussed as follows:

5.5.1 Strengths of this study

Through the use of three data collection techniques, namely, spontaneous sketches, focus group interviews and the questionnaires which were then integrated, the researcher managed to identify possible challenges of management and governance in SLHI.

A focus group interview with educators was used to establish the educators' views and experience regarding inclusive education in the Limpopo Province.

The strengths of this study also entail the researcher's ability to manage research data, to handle problems with confidentiality of data, and the researcher's own ability to interpret the empirical data.

The research questions were formulated to cover a wide range of the problems regarding possible challenges of management and governance of SLHI in the Limpopo Province.

5.5.2 Limitations of this study

Apart from its strengths as indicated, this study has its limitations as well. The use of spontaneous sketches was one such limitation. The reason is that the LHI were required to respond through the medium of written English, which is their second language, with Sign language being their first and natural language. Therefore, owing to limited written English proficiency, respondents might have been unable to express themselves effectively; in sign language they would perhaps have done better (Perspectives in education, 2001:50-51). Another limitation in this study is that the sample was selected from one province of nine in South Africa. In this regard the views obtained from the respondents not be reflective of the views of respondents from all the provinces in South Africa regarding the implementation of inclusive education.

Despite these limitations, the study explored crucial issues regarding the problems and challenges encountered by the management and governance of SHI. The present researcher is convinced that the study succeeded in adding new knowledge to and also managed to transcend, existing knowledge.

The relevance of the responses in the empirical data was confirmed by means of extensive literature sources which were consulted.

5.6 General conclusion of the whole research

This research attempted to investigate the main possible challenges of management of governance of school of learners with hearing impairment. By using both quantitative and qualitative research methodologies, the researcher managed to establish the main problem of the research. The empirical research substantiated the literature review.

The sub-categories identified were used to set guidelines for educators and these guidelines if properly followed will assist in solving the problems which were identified. Much more attention should also be given at all levels to the involvement of parents in the educations of their children because they are the people closer to their off-spring and therefore have a great deal at stake.

Based on the findings of empirical data which were also supported by literature sources, the researcher is convinced that the objectives of this research have been achieved. The methods of research were fully chosen and they were found to be suitable for this study.

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