

THE MANAGEMENT OF LEARNERS WITH LEARNING DISABILITIES: CASE STUDY OF
SECONDARY SCHOOLS OF MUTSHINDUDI CIRCUIT IN THE VHEMBE DISTRICT OF
LIMPOPO PROVINCE

By

MULALO GODFREY TAKALANI
(Student number: 9623516)

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ABSTRACT

This study investigated the management of learners with learning disabilities in secondary schools of Mutshindudi Circuit in the Vhembe District of Limpopo province. Learners with learning disabilities in secondary schools have a hard time coping with the demands of secondary schools and often experience frustration and failure.

Educators within Mutshindudi circuit have received little or no training to provide meaningful support for these learners with learning disabilities. Despite sweeping policy changes, learners with learning disabilities' diverse needs are not being met in the classroom. Learners with learning disabilities are served within the mainstream classroom and In-service training is usually to help educators to equip themselves with skills and knowledge to cope with new the curriculum not with skills in handling special needs.

The researcher used qualitative and quantitative research approach as the methods of inquiry and used questionnaires and interviews as data collection techniques.

The following are the main findings of the study:

- If a learner has a learning disability, it does not mean that he/she is stupid or he/she cannot learnt, rather that the learner needs to be taught in different way. For example, the learner may need extra attention, or professional help to learn.
- The researcher also found that, for example, it is useless to give learners with learning disabilities written tests that they cannot read and to infer from that results that they do not know their content. Oral examinations, projects, and numerous other types of graded assignments can be used instead.
- Some learners find it much more difficult to learn than other learners of their age group do. Often, teachers and parents do not realize or understand that the learner's difficulty in learning is a real problem, and not laziness.

- Educators need support and guidance when considering the needs of their learners. If colleagues within an organization are able to help and work collaboratively to develop strategies for delivering functional skills to learners with learning disabilities this will benefit learners and educators.

The following recommendations were made.

- In-service training on inclusive education of all educators should receive top priority. This will help educators to acquire new skills and knowledge for assisting learners with learning disabilities.
- Lack of subject-related strategies needs to be addressed so that subject educators will use these intervention strategies with learners with learning disabilities.