

Perceptions of Learners without Observable Disabilities about Learning in an Inclusive Classroom

Mapesha Lehohla* and Dipane Hlalele**

*School of Education Studies, University of the Free State, Private Bag X13,
Phuthaditjhaba 9866, South Africa
E-mail: *mapeshalehohla@gmail.com, **hlaleledj@qwa.ufs.ac.za*

KEYWORDS Diversity. Inclusive Classroom. Learning. Lesotho. Schools Teachers

ABSTRACT This paper presents the findings of the study based on the perceptions of learners without observable disabilities about learning in an inclusive classroom. The insights into learners' perceptions were obtained through triangulating data from questionnaires and authors' field notes. The data indicates that learners are generally very positive about learning in inclusive classrooms, and that their academic achievement is not hampered by the presence, in their classrooms, of learners who need support. Learners with observable disabilities also benefit from learning with their peers. The results reveal that learners believe that teachers work hard to enforce interaction among learners as well as helping them achieve academically, but it is difficult for them to accommodate diversity, which points to further training needs for teachers and support personnel so that all learners get equally benefitted. There are also not enough resources, like workstations in classrooms, teaching materials, rails and ramps to accommodate availability to learners with special needs.