

Increase in the number of learners with problems that limited their learning

THE DEVELOPMENT OF A JUDO INTERVENTION PROGRAMME TO ASSIST GRADE ONE LEARNERS WITH MOTOR DELAY

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Keen (in Macintyre & Deponio, 2003:1) indicates that, at the beginning of the twentieth century, there was an 80% increase in the number of learners with problems that limited their learning. Dednam (in Landsberg, 2005:363) mentions that there are learners with learning problems in just about every class. In 2005 and 2006, a survey was conducted in the United States among learners between the age of 6 and 21 years old who received special education. The majority, namely 2 727 802 learners, out of a total of 6 021 452 learners, received special education for learning problems (Auxter *et al.*, 2010:5).

In South Africa in the Free State Province alone there are 228 000 learners with special education needs and only eighteen schools that can meet their special needs (Komdla, 2006:personal interview). In 2007, a ministerial task team found that the repetition of grades in South Africa occurred mainly in the earlier grades and that this can be attributed to the inadequate school-readiness programmes, as well as the fact that learners with learning problems do not receive help in time (Rademeyer, 2008:6). Prinsloo (in Landsberg, 2005:33) suggests that the percentage of learners in South Africa, whose basic needs are not met, increases daily. According to DeCeglie (1008:online), 25% of Australians starting their school career already experience learning problems. In Canada, Kaplan *et al.* (in Macintyre & Deponio, 2003:2) conducted research on 179 school learners with various learning problems. He found that 50% of the learners had more than one fallout.