

THE IMPLEMENTATION OF INCLUSIVE EDUCATION BY PRIMARY
SCHOOL EDUCATORS IN SELECTED PRIMARY SCHOOLS IN
WARMBATHS CIRCUIT

BY

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Submitted in fulfillment of the requirements for the Degree of

MASTER OF EDUCATION

In the

Faculty of Humanities

At the

CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE, WELKOM
CAMPUS

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SEPTEMBER 2022

DECLARATION

I, Kentse Christinah Legodi-Rakgalakane, Identity Number.....and student number 220049948, do hereby declare that this dissertation submitted to the Central University of Technology, Free State, for the Degree: Master of Education, is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I have not previously submitted this work, or part of it, at any other higher education institution.

Signature.....

September 2022

Date

ABSTRACT

The focus of the study was to investigate the implementation of inclusive education by primary school educators in selected schools in the Warmbaths circuit. The research approach (methodology) utilised in this study was qualitative, guided by the interpretive paradigm.

For this qualitative case study, a purposive and convenient sampling method was used to choose five educators, five school-based support team (SBST) members, two deputy principals, and two school principals. The total number of research participants was 14.

Semi-structured one-on-one interviews, open-ended questionnaires, and document analysis were utilised to gather data on the execution of the inclusive education policy. Thematic analysis was employed to interpret and analyse data.

The findings of the study were discussed according to themes and sub-themes which emanated from research questions. The findings of the current study show that most of the educators defined the concept inclusive education in different ways. Equally importantly, the study revealed that educators were unable to implement a policy of inclusive education. The majority of respondents in the findings emphasised the importance of regular workshops and monitoring in primary schools for the successful implementation of inclusive education. In conclusion, the findings of the study recommend, among others, that the Department of education provides more resources to public primary schools.

DEDICATION

This work is dedicated to my family, particularly my late father Mr Phillimon Sello Legodi and mother Mrs Violet Ntjibo Legodi, for their unwavering support and love. You deserve accolades for my upbringing. Thank you for your well wishes.

ACKNOWLEDGEMENTS

I would like to thank the Almighty God who provided me with love, wisdom, strength, and courage through this journey of life. Indeed, His grace and mercy is sufficient for all who trust in Him. You are the promise keeper!

This study would not have been possible without my mentor, my pillar of strength, my supervisor, Dr Matsolo Clairina Mokhampanyane, who guided me through thick and thin throughout this journey. She gave me her undivided support and attention. Additionally, she was always available to assist me when I was despondent in my study. Her professional support inspired me to work very hard. God bless you and your family.

Furthermore, I would like to extend my great appreciation to the following persons who walked side by side with me during my studies:

- My darling, Rev.PG Rakgalakane, who motivated me to register this Master's degree. He gave me all the support in this journey, particularly taking care of our children while I was busy with my studies. Thank you, the servant of the people.
- To my children Kefilwe, Kopano, and Lebone, for their understanding and support.
- Sister Emily Setshwane, who supported me in different ways through this journey.
- The school principals, deputy principals, and educators who made valuable inputs to this study.

ACRONYMS AND ABBREVIATIONS

DBE:	Department of Basic Education
DBST:	District based support team
DoE:	Department of Education
DP:	Deputy Principal
EASNIE:	European Agency for Special Needs and Inclusive Education
EWP6:	Education White Paper 6
SBST:	School based support team
EWP6:	Education White Paper 6
EASNIE:	European Agency for Special Needs and Inclusive Education
GCE:	Global Campaign for Education
IE:	Inclusive Education
LURITS:	Learner Unit Record Individual Tracking System
NCS:	National Curriculum Statement
NCSNET:	National Commission on Special Needs in Education and Training
UNESCO:	United Nations Educational, Scientific and Cultural Organization
SEN:	Special Education Needs
SIAS:	Screening, Identification, Assessment and Support
SNA:	Support Need and Assessment
SWIFT:	School White Integrated Framework for Transformation
UNESCO:	United Nations Educational, Scientific and Cultural Organization
WHO:	World Health Organization

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CHAPTER 1

INTRODUCTORY ORIENTATION

1.1 INTRODUCTION

According to the United Nations Committee on the Rights of Persons with Disabilities (UN, 2016), inclusive education is a fundamental right of education and a principle that values students' well-being, dignity, autonomy, and contribution to society, as well as a continuous process to eliminate educational barriers and encourage reform in school culture and practice to include all pupils. Bui, Quick, Almazan, and Valenti (2010) and Alquraini and Gut (2012) assert that inclusive education occurs when all learners, regardless of their difficulties, are enrolled in age-appropriate general education classes in their local public schools. In these classes, they receive high-quality teaching, interventions, and support to help their attainment of the core curriculum. As a consequence, all learners are able to participate fully in both their classrooms and the public school.

Over the decades, research-based evidence on the necessity of inclusive education has grown in importance. The Department of Education (DoE 2001) maintains that thus far in South Africa 70% of disabled learners have dropped out, with the remaining learners being accommodated in various facilities or "special" schools for learners with disabilities. As a result, the implementation of an inclusive education and training system in primary schools was considered essential.

Ahuja and Ibrahim (2006) opine that the goal of an inclusive education system was to provide educational opportunities to learners who were encountering learning difficulties, but only if their schools, communities, and education system were capable of meeting their different learning needs. This view is supported by Florian, Black-Hawkins and Rouse (2017) and Hehir (2016) who point out that the significance of inclusive education was established by its positive outcomes for all learners, both those with disabilities and those without.

1.2 BACKGROUND OF THE STUDY

Lomofsky and Lazarus (2001) posit that discriminatory practices based on disability, class, religion, nationality, indigenous language, social background, gender, and educational level were all documented. These were employed to divide schooling in South Africa during the apartheid era (1948–1994). According to Asmal and James (2001), "Bantu Education," which was implemented to steer non-white individuals into the unskilled workforce, gave black South Africans scant education in mathematics and science. However, this system underwent considerable adjustments once the South African government of national unity took office in 1994.

The administration of national unity committed to establishing a unified education and training system "dedicated to equitable access, non-discrimination, and redress", as stated in the Education White Paper 1 on education and training published in 1995. It also established a National Commission on Special Needs in Education and Training (NCSNET) to advise the government on how to accommodate learners with special needs in both education and training under a single, fair system. The South African Ministry of Education established the National Committee on Education Support Services (NCESS) and the NCSNET to conduct studies and provide recommendations on special needs and support services.

The Department of Education (DoE) released a final report in 1998 after two committees had presented their findings to the Minister in November 1997 (NCSNET/NCESS, DoE, 1998). The findings of the joint NCSNET and NCESS report, as presented, advocated for an education-for-all policy, which aimed to foster creation of friendly and supportive learning settings in order to allow all pupils to participate fully in the educational process and to provide opportunities for all learners to maximize their potential for becoming equally contributing members of society.

In 2001, the Department of Education (DoE) published White Paper 6: Special Needs Education and the Development of an Inclusive Education and Training System. The report highlighted the government's plan for changing the current educational system to make it more effective, egalitarian, and just, while recognizing every learner's right to access their public school and gain necessary assistance.

The 20th year of the plan's rollout has seen this policy implemented, but with insufficient advancement so far. In conclusion, therefore, given the significance of the issue, it may be stated that a study of this kind might help in identifying a potential remedy for the situation.

1.3 PROBLEM STATEMENT

As part of its commitment to equal educational opportunities, the Department of Education adopted an inclusive education policy. However, educators were intended to be the key resource for reaching the Department of Education's goal (DoE: 2001). While inclusionary education was recognized as a key component of the South African educational system, the government struggled with implementing the concept due to systemic reasons impeding its efficient implementation.

The acceptance of inclusion as a component of the larger education reform process, according to Makoelle (2014), has a significant influence on educators' tasks, particularly in terms of the educational style they should adopt in their classrooms. The majority of issues that were noted were inadequate teacher preparation, lack of resources for inclusive classrooms, large class sizes, lack of academic support, and unsafe learning environments (Zungu, 2014, Engelbrecht, 2015, & Florah & Linklater, 2010).

Every child should be accommodated in a regular school, as reported by the Salamanca statement (UNESCO, 2017), regardless of their physical, intellectual, social, emotional, linguistic, or other issues. Reindal (2016) makes the point that inclusive education should be viewed as an ethical issue, as well as a social and structural one, regarding how various school components have been organized to fulfil the personal needs of a varied group of pupils, pedagogical methods, materials, and cultural structures.

The Global Campaign for Education (GCE, 2020) has worked to advance everyone's right to an education for almost 20 years. The debate over inclusive education, however, has evolved dramatically over time. Since then, not much has changed. The implementation of inclusive education in elementary schools was sluggish and only

partially successful, despite an enabling policy being in place (Wilderman & Nomdo, 2007).

Ramos (2016) emphasises that some educators had not been exposed to special needs classrooms. Additionally, teachers did not comprehend the demands of the classroom in terms of skill development. As a result, children did not progress with regard to skills. Primary school educators were not skilled in handling learners with profound disabilities. Educators were lacking communication techniques which made it difficult for them to function to the maximum. Primary school educators should have been trained to be able to create lesson plans that accommodated all learners. Most of the educators knew nothing about an inclusive environment.

1.4 SIGNIFICANCE OF THE STUDY

The study is critical for primary educators because they are the facilitators whose role it is to implement inclusive education. The study is also significant to educators as they would be adequately equipped with diverse teaching methods relevant to putting inclusive education into practice in the classroom setting. Hlope (2020) asserts that each study would assist educators in identifying barriers to the effective implementation of inclusive education and would propose intervention techniques to solve the issues. Dreyer (2017) concurs with this assertion, affirming that South African educators are faced with the dilemma of practising and implementing inclusion, are not clear about inclusive policy, and are not well trained in how to cope in an inclusively diversified environment.

Similarly, the study is important to school principals because they are supervisors of their schools and have the responsibility of ensuring that educators are supported to execute their work effectively and efficiently in the classroom setting (Sider, Maich & Morvan, 2017). The study would give a comprehensive account of inclusive education as revealed by some researchers and the educators in public primary schools who have huge difficulties in implementing inclusive education. The study endeavours to understand inclusive education theory.

The study would reveal obstacles that are denying learners equal opportunity to education. Additionally, the study would provide participants with an opportunity to contribute their experience and understanding of the application of inclusive education and its impact on learners' academic achievement.

The study would provide educators with a better grasp of the various aspects of inclusive education practice and its significance in mainstream schools. Furthermore, the study would assist school administrators in collaborating with stakeholders to successfully implement inclusive education. This investigation is necessary because it attempts to fill any gaps that might be detected, such as weaknesses in applying school regulations and legislation. The study is significantly important since the research offers viable solutions to schools and the Department of Education to encourage the successful implementation of inclusive education.

1.5 PRELIMINARY LITERATURE REVIEW

Kirby, Guerrero and Urbaro (2006) postulate that a literature review is a complete summary of what has already been written or is known about a topic with the goal of increasing awareness of an insight into the topic. With regard to a standard curriculum, learners who require assistance could profit from it and all learners should have unrestricted access to it (Makoelle, 2014). According to Education White Paper 6, educators are the most important resource for achieving the goal of an inclusive education and training system (DoE, 2001). Based on the above, it is primary school educators who should ensure that inclusive education is implemented.

1.5.1 Understanding, experiences, and practices considering inclusive education from the perspective of educators.

The concept of inclusive education is a challenging term in the educational context (Kefallinou, Symconidou & Meijer, 2020). As a result, educators have provided differing viewpoints on the concept of inclusive education (Hlope, 2020). Hlope further explains that educators lack knowledge and comprehension of the meaning of inclusive instruction and, in some instances, use their common sense to define the concept. Nilholm and Goransson (2017) postulate that some educators think that the

concept inclusion refers only to a particular group of people, whereas others hold the view that inclusion concerns everyone. Thwala (2016) corroborates the latter assertion when he states that educators' lack of specific awareness of inclusive education leads to the failure of inclusive education.

In support of the preceding argument, Sheetheni (2021) states that educators are expected to have specific understanding regarding inclusive education and its importance in connection with the adoption of an inclusive policy in traditional classrooms. Importantly, Szumski, Smogorgewska and Karwowski (2017) concur, as they assert that the concept is complicated, wide and vague. Along similar lines, educators have attached different meanings to the term inclusive education. As a result, multiple definitions are attached to inclusive education.

According to Phiri (2020), it is critically important for educators in the classroom setting to have a clear understanding of inclusive education in order to assist learners in progressing to the next phase. Maseko (2014) backs up this latter claim by opining that educator play an important role in implementing inclusive education.

1.5.2 The execution of inclusive education

1.5.2.1 An inflexible curriculum

As reported by Education White Paper 6 (DoE, 2001), the most important step in reducing curriculum-related barriers is to ensure that teaching and learning processes are adaptive enough to meet a variety of learning requirements and learning styles. These should be made more versatile across all educational phases in order to accommodate all learners, regardless of their learning requirements.

There is no information on how instructors planned to finish the process of adapting the curriculum to each learner's needs and pace of learning, though teaching learners with learning disabilities using mainstream instruments and at the same rate of learning did create a quandary for the educator and learner in the inclusive classroom. It is therefore essential that a curriculum which covers all issues of imbalances and

accommodates all learners, despite their challenges, be adopted (Ryndak, Jackson & White, 2013)

1.5.2.2 Educator Training

Hay and Beyers (2011) emphasise that adequate training for educators would play a critical role in providing them with a better grasp of how to accommodate learners with special needs in public school classrooms. Zwane and Malale (2018) argue that traditional educator training rarely prepares educators for working in diverse classrooms and, in particular, does not provide them with the confidence, knowledge, and skills to successfully support learners with impairments.

1.5.2.3 Lack of support

As mentioned by White Paper 6 (DOE, 2001), a good education support service is critical to eliminating learning barriers at all levels of education and training. Lomofsky and Lazarus (2001) define support as "any actions that increase a school's capacity to respond to diversity."

The successful implementation of inclusive education is dependent on a collaborative environment in which educators, district officials, principals, parents, and learners all work together to assist educators. Florian and Linklater (2010) underline that achieving inclusive education necessitates the aid of qualified management teams at the institution level, as well as district office professionals.

1.5.2.4 Unsafe learning environment

The purpose of inclusive education is to provide every learner with a high-quality education in a supportive environment (DoE, 2001). According to Lebona (2013), creating favourable conditions for education is a critical component of the overall effort undertaken by nations to increase the standard of learning and broaden access to education. Violence and lack of discipline are prevalent in the majority of schools. Due to media reports of students bringing weapons such as knives to school, a culture of

fear and hostility among students is consequently becoming more and more obvious, making both instructors and students feel insecure.

1.5.2.5 Lack of resources

Resources and improved infrastructure, according to Polat (2011), are required, but are insufficient for inclusion, and altering attitudes among educators and members of the community at large is a critical component of establishing inclusive education in low-income countries. Children with special needs and children from impoverished backgrounds need resources to be educated in conventional classroom settings (Kuyini & Desia, 2007, & Vorapanya & Dunlop, 2012). To ensure inclusion requires that the required resources be offered alongside learners in the mainstream environment, according to Engelbrecht, Nel, and Tlale (2015).

1.5.2.6 Parental involvement

As reported by Education White Paper 6 (DoE, 2001), effective development and learning are dependent on parents' passionate participation in the schooling process. The educators' combined obligation with officials, parents, and students, as well as their shared responsibility for fostering the growth of all learners and ensuring that all needs were met, is a critical component of inclusive schools. Along with educators and other professionals, parents are seen as partners in ensuring that their children receive the right kind of education.

1.5.2.7 Class size

Large classes are regarded as being exceedingly problematic in successfully implementing inclusion (Engelbrecht, Nel & Tlale, 2015). According to Makoelle (2014), teaching learners who have less parental support and are commonly believed by educators to be difficult to control exacerbates the stress of teaching huge classes.

1.5.3 Educators' efficacy and effectiveness in implementing inclusive education

The adoption of inclusive education has reportedly been successful in various nations around the world, according to Malahlela (2017). Materechera (2014) claims that in recent years the practical inclusion of students with learning challenges or impairments into regular classes has been proven to be successful from the perspective of worldwide inclusive education implementation.

According to the European Association of Service Providers (EASPD, 2003), statutory legislation and prescriptions for inclusive classrooms were deemed beneficial in all European countries because they provided a framework for the development and effective implementation of inclusive education. This framework offers recommendations for the distribution of resources and the operating conditions for educational institutions such as schools and others, as well as other aspects.

According to the research, most of South Africa's schools have not adopted an inclusive educational strategy very successfully. According to Makoelle (2014), South Africa has both highly effective schools with excellent teaching and learning and less effective schools with poor teaching and learning. Stofile and Green (2007) indicate that, since the release of Education White Paper 6 on education in 2001, a number of activities have been done to aid in the creation of an education-for-all system in a large number of primary schools, including the formation of institution-level team members. These are typically educators from various stages of education, including principals and department heads – some of whom were said to be working successfully to implement inclusive education – as well as educators with experience and interest in tackling learning impediments.

Engelbrecht and Green (2016) contend that the execution of Education White Paper 6 (2001) has not been successful because the Department of Education sectors have not yet assimilated a collaborative cultural ethos. Furthermore, they find that support teams, such as School-Based Support Teams (SBST), were not yet well established in most South African schools. Therefore, it is believed that the implementation of inclusive education is not effective.

1.5.4 Implementation strategies at the primary schools

As mentioned by the Department of education (2014), the Screening, Identification, Assessment, and Support Policy (SIASP) addresses all learners in urban and rural regions who needed assistance, not only those with impairments. These include those from the most underprivileged neighbourhoods in townships, slums, or rural areas since they had formerly been turned away from inaccessible services – one method of creating a single inclusive education (DoE, 2005).

Within the context of a completely new perspective on the organization of support, this plan specified the roles of educators, particularly in the foundation phase, parents, officials, and support staff. As early as possible in their particular phase, educators should recognize learners who are having difficulty learning and then provide appropriate support. They should also regularly monitor students in all areas of learning, so that any required adjustments can be made (Mahlo, 2011).

1.6 THEORETICAL FRAMEWORK

A theoretical framework, in accordance with Naidoo (2015), offers a prism to help the researcher understand and explain the phenomenon under examination. Grant (2014) makes it clear that a theoretical framework acts as a foundation and a source of support regarding the challenge, objective, significance, and hypotheses of the study. In this study, primary school educators were observed as they implemented inclusive education in a sample of elementary schools. Consequently, the School-Wide Integrated Framework for Transformation (SWIFT) was used for the study.

McCart, Sailor, Bezdek, and Satter (2014) point out that the SWIFT theoretical framework for school reform includes high rates of problem behaviour, separated delivery of specialized assistance, and excellent, accessible teaching and learning conditions. The authors add that SWIFT is a whole-school strategy for transforming a fragmented system of academic and behavioural education into instruction and supports for every learner.

McCart et al. (2014) further assert that SWIFT was developed to transform fragmented systems and support into a long-lasting, inclusive education system that is completely braided and cohesive and enhances academic, behavioural, and social outcomes for

all children. This idea supports collective instruction of learners by using a systems-based strategy that broadly involves the state, district, educators, and systems, as well as learners, families, and the public. It also places an emphasis on integrated systems and services.

The SWIFT framework makes use of five domains, each with unique features that take into account different levels of assistance and involvement. These domains were utilised in this context: leadership role, a multi-tiered support system, an integrated educational framework, family and public involvement, and an inclusive policy structure and practice being just a few of the components that must be in place.

1.7 RESEARCH QUESTIONS

1.7.1 Main research question

- What were the challenges that impeded primary school educators from implementing inclusive education?

1.7.2 Sub research questions

- What were the understanding, experiences and practices considering inclusive education from the perspectives of educators?
- What were the factors affecting educators in putting inclusive education into practice in primary schools?
- To what extent were the educators effective and efficient in the implementation of inclusive education?
- What strategies could be used by educators to guarantee that inclusive education is implemented in primary schools?

1.8 RESEARCH AIM AND OBJECTIVES

The aim of the research was to investigate challenges facing primary school educators in the implementation of inclusive education in Warmbaths circuit:

- To explore the understanding, experiences and practices considering inclusive education from the perspectives of educators.
- To investigate factors affecting educators in putting inclusive education into practice in primary schools.
- To determine to what extent educators are effective and efficient in the implementation of inclusive education.
- To determine what strategies could be used by educators to guarantee that inclusive education is implemented in primary schools.

The discussion now focuses on the research design and methods.

1.9 RESEARCH DESIGN AND METHODOLOGY

1.9.1 Research design

Neuman (2011) states that research design is a strategy or plan for carrying out the study, practices, and value of answering questions regarding social problems. Denzin and Lincoln (2000) explain the term "research design" as a flexible set of principles that relate theoretical paradigms to research tactics and subsequently to empirical data gathering methodologies. The term has also been used for the collection of data to provide answers to specific study queries, such as how, when and from whom the data would be collected (Maree, 2017, & Flick, 2018). Research design is described as a process that focuses on the fundamental philosophical assumptions underlying any study, the data gathering techniques to be employed, and the data analysis (Leedy & Ormrod, 2013).

The reason for a specific research approach is referred to as a methodology (Hammond & Wellington, 2013). The opinion of stakeholders was ascertained using a qualitative design. The same methodology was used in qualitative design as it was in all other forms of scientific inquiry. Data was generated in naturally occurring occurrences, as opposed to queries that relied on statistics. The researcher conducted interviews with participants to get the data that would be analysed to reach a scientific conclusion. Various techniques were employed until strong proof was discovered (McMillian & Schumacher, 2010). Language frequently provided a much more

profound and meaningful manner of preserving human experience (Bless, Smith & Sithole, 2013).

Qualitative studies describe and probe individual's and groups' social behaviours, attitudes, and viewpoints. According to the meaning that people give to occurrences, so the researcher interprets them. This design is more relevant to this study because the researcher was able to determine the participants' feelings, prejudices, beliefs, and opinions.

The study also used a case study as a research design and a qualitative approach methodology to collect data on inclusive education in public primary schools. According to McRoy, as described by Fouche and Delport (2002), qualitative research is defined as research that elicits participants' perspectives on meaning, experience, or perceptions. Furthermore, descriptive data was collected using the participant's own spoken or written words.

1.9.2 Research Method

This study used phenomenology because phenomenological investigations explain the significance of lived experience. The researcher gathered information on how people interpreted a certain experience or scenario without making any assumptions (McMillian & Schumacher, 2010).

Everyone has a unique perspective on the world. People engage the physical world in their own distinctive ways. Engaging in conversation with someone is the finest approach to gaining a personal understanding of them. Only through accessing a person's consciousness can this universe be grasped. The foundation component of phenomenological investigations is cautious accounts based on the suspension of all assumptions (Terre Blanche ,Durrheim & Painter 2014). The researcher used the semi-structured interview method to acquire data.

1.10 TRUSTWORTHINESS

The term "trustworthiness" is used in a qualitative investigation, referring to the quality of the knowledge claim being made by the researchers. The researchers reject the positivist implications of the term validity by using trustworthiness and instead focus on the transactional interaction between the reader and the researcher (Hammond & Wellington, 2013). The researcher considered credibility, reliability, confirmability, and transferability to determine whether the study was trustworthy.

1.10.1 Credibility

For positivists to be sure that what is supposed to be measured or tested in their study, **that their study measures or tests what is intended**, they aim to ensure internal validity as an important requirement. Credibility is a similar notion for qualitative researchers. Credibility is crucial in determining the study's reliability. De Vos, Strydom, Fouche and Delport (2011) contend, however, that internal validity is not a substitute for credibility.

They claim that a qualitative study's validity, which tries to depict a place, a process, or a pattern of interaction or to analyse a topic, is its main strength. Participants were interviewed exploiting semi-structured interviews and information was gathered verbally to establish reliability. The interviews took place face-to-face. For the researcher and participants to comprehend things more clearly, probes were utilised. The researcher gained more clarity on issues through follow-up questions during the interview.

1.10.2 Transferability

According to Terre Blanche et al. (2014), a complete and comprehensive description of the content is necessary to achieve transferability. This provides the reader with in-depth analyses of the meaning structures that emerge in a particular environment. The knowledge can then be applied in a related context. Thus, the study's conclusions are able to address comparable issues in other schools.

1.10.3 Confirmability

Delpont et al. (2015) assert that conformability captures the conventional notion of objectivity. The researcher should also be able to show those findings and interpretations which are supported by further auditable data. Accordingly, the availability of an audit trail documenting each step of the information analysis performed in order to offer justification for the decision taken decreases the researcher's bias.

1.10.4 Dependability

According to Terre Blanche et al. (2014), dependability is the extent to which the reader is persuaded that the researcher's stated results are unquestionably achieved. Rich, in-depth descriptions that showed how specific behaviour and viewpoints were derived from and rooted in the contextual interaction were used to achieve that. Additionally, they were reached by telling the reader the truth about the technique utilised to gather and analyse the data.

To establish dependability, an audit of the inquiry process is necessary. The study methodology and data analysis were reviewed and examined by a third party, thus the validity of the findings and their repeatability were demonstrated. In terms of reliability, the researcher should consider whether the research method is rational, well-documented, and audited (Delpont et al. 2015).

1.11 POPULATION AND SAMPLING

1.11.1 Population

Population, as defined by Wiid and Diggins (2013), is the entire group of individuals or entities from whom information is needed. Shukla (2020) agrees, adding that the population is a team or group of individuals from all the units on which the study's findings are to be used. In a similar sense, Welman, Kruger and Mitchel (2005) explain that population is the total of all analytical subunits related to the study's conclusions. The population for this study comprised of educators, school-based support teams, deputy principals, and principals from selected schools in the Warmbaths circuit in Limpopo Province.

1.11.2 Sampling

Sampling, according to Maree (2012), refers to the strategy of selecting a subset of the population for research. According to Fraenkel and Wallen (2002), sampling comprises selecting individuals from a population, preferably in such a way that the individuals chosen are symbolic of the wider group from which they were chosen.

1.11.3 Purposive Sampling

According to Babbie (2010), purposive sampling is the process of selecting a sample based on knowledge of the population, its components, and the study's objectives. The researcher utilised purposive sampling to select five educators and five school-based support team (SBST) members, two deputy principals, and two principals of the selected public primary schools from the Warmbaths circuit. In addition to their willingness to engage in the study, the responders were also chosen based on how long they had been teaching. The researcher identified educators with more than five years' experience and above. The researcher used convenience sampling, which involves selecting subjects based on their ease and convenience (Cohen, Manion & Morrison 2011, & Petty, Thomas and Stew, 2012). The public primary schools within the Warmbaths circuit were selected because they were easily accessible to the researcher.

1.11.4 Sampling for the questionnaires

In-depth interviews based on questions that were open-ended focused on the following question (adapted from Barley, 2004): what support services were available to the school?

1.12 DATA COLLECTION

Data collection instruments are devices used by the study to generate data appropriate to the study by employing methods such as interviews, observations, documents, focus groups, photographs, narratives, and case studies (Noel, 2016). The researcher

used semi-structured one-on-one interviews, open-ended questionnaires, and document analysis to obtain data on the implementation of inclusive education by primary school educators. The semi structured one-on-one interview was employed involving five educators and five school-based support team members (SBST) because it was the most appropriate strategy to elicit detailed information from the research participants. Furthermore, this strategy assisted in achieving all the objectives of the study. The open-ended questionnaires were completed by two deputy principals and two school principals because they were managers of their respective schools. They were also in charge of curriculum execution. Equally important, the researcher analysed inclusive education materials like the Education White Paper 6 Screening, Identification, Assessment, and Support (SIAS) and Learner's Profiles (DoE, 2001).

1.13 QUALITY MEASURES

McMillan and Schumacher (2006) identify reliability and validity as two factors to be used to enhance analysed data. According to Neuman (2003), dependability refers to how consistently a test, experiment, or other measuring process yields the same results across multiple trials. According to McMillan and Schumacher (2006), validity refers to the degree of agreement between explanations for phenomena and world reality. The researcher applied several elements to increase reliability and validity in the data as mentioned by McMillan and Schumacher (2006) below:

- Long-term, diligent field work. To ensure that findings and participant experiences were consistent, the researcher allowed for interim data analysis and confirmation.
- Multiple-method triangulation was accomplished during the data collection and processing phase.
- Membership checking confirmed that the information gathered was accurate, that the researcher asked the research participants.
- Descriptors with little inference to time, location, and participants of all interviews were thoroughly documented.
- As a participant researcher, the researcher recorded views in diaries as anecdotal records for corroboration.

- Mechanically compiled information was achieved as all the semi-structured one-on-one interviews were captured on tape.
- A vernacular account in the participant's language was achieved as participants' direct statements were recorded by the researcher, along with passages from documents.

1.14 DATA ANALYSIS

According to Maree (2016), there are two methods for analysing data – quantitative and qualitative. The study follows the qualitative method. Ngulube (2015) lists several techniques for analysing qualitative data, including thematic analysis, discourse analysis, content analysis, and grounded analysis. Thematic analysis is a method for identifying, analysing, organizing, describing, and reporting themes within a data set, according to Braun and Clarke (2006). The five steps of this analysis approach are: transcription, review, meditating, analysing, interpreting, and verifying (Karlsson, undated & Sarantakos, 1998). The data from the interviews was analysed using the study's thematic analysis method. Each topic was recorded by breaking the material down into smaller, related parts. To create connected units, similar themes were put together in groups.

1.15 ETHICAL CONSIDERATIONS

The treatment of participants and their exposure to pressure and bodily injury are two issues that are ethically important in research. The researcher obtained participants' agreement, did not employ covert methods to gather data, and accounted for the integrity with which the data was analysed and published (Hammond & Wellington, 2013).

The most fundamental rule of research ethics is that subjects do not suffer damage because of taking part in the study. It is important to remember that harm can happen during research both voluntarily and inadvertently. The researcher thus needed to be aware of a range of potential risks that could have arisen during and after the project's lifetime (Bless et al. 2013).

When performing a research study, the researcher considers the professional conduct that is necessary. The participant's wellbeing, rights, and privacy were all upheld by

the researcher. The participating schools' names, as well as those of the participants were kept anonymous. Everyone who participated in the study did so freely. There was no participant discomfort at a physical or mental level.

The study topic was introduced by the researcher: namely, the implementation of inclusive education by primary school educators in selected primary schools in the Warmbaths circuit. Furthermore, the researcher explained that the purpose of the study was to investigate the understanding, experience, perspectives, and practices of inclusive education in the Warmbaths circuit public primary schools.

The respondents were accepted willingly to take part in the study. The researcher thoroughly presented the research's goals and objectives to the participants. Upon accepting the invitation, the participants completed and signed the consent form. Participants were advised that they might withdraw from the study at any moment if they felt uncomfortable. The codes used to safeguard participant identifications included their names and schools.

1.16 LIMITATIONS AND DELIMITATIONS OF THE STUDY

The researcher's presence during the interviews affected the participants' responses and competing priorities led to unforeseen postponements of appointments, which slowed the data collection operation. The study's primary focus was on educators, school-based support teams, deputy principals, and principals in the Warmbaths circuit, Waterberg district. As a result, the study's conclusions cannot be applied to all primary schools in the area or throughout South Africa.

1.17 DEFINITION OF CONCEPTS

The concepts employed in the research offer definition, agreement, and clarity to what is being discussed in the study. In this research investigation, the concepts listed below were employed.

1.17.1 Inclusive education

Inclusive education is a system in which all learners are welcomed in their neighbourhood schools irrespective of age, colour, culture, and social background (Alqurani & Gut, 2012). Stofile (2008) concurs with Alqurani et al. that inclusive education is the process of providing equal opportunity and space for all learners to receive quality education. According to my research, inclusive education entails allowing all students to be full participants in their classrooms and the local school community without discrimination or prejudice.

1.17.2 Challenges

Challenges are elements which influence educators not to be able to cope in the classroom setting (Ladbrook, 2009). In this study, challenges refer to obstacles that impede educators from successfully implementing inclusive education. Challenges are issues that educators face in the classroom. They represent the difficulties that educators are encountering in teaching learners who have learning challenges. Challenges are problems that educators are grappling with in classrooms.

1.17.3 Obstacles to learning

An obstacle to learning denotes challenges that emerge in the system of education, classroom setting, or in the learner, which hinder the path between the system and the required needs (DoE, 2005). In this study, learning obstacles are contextual elements that may prevent learners from reaching their maximum potential.

1.17.4 Attitudes of educators

Chaiklin (2011) posits attitudes as mental positions concerning a truth or state, as well as feelings or emotions about that fact or circumstance. A change in attitude refers to a mental adjustment that favours inclusion rather than exclusion in one's viewpoint of the learning and teaching environment. In this study, attitudes also refer to a paradigm shift that views learners who encounter learning obstacles as educationally subnormal, but not abnormal.

1.18 PROGRAMME OF THE STUDY

CHAPTER 1

This chapter entails the researcher's introduction. The research topic's concepts are defined in this chapter. The problem statement, the study's goals, and its objectives are stated. Also described are the research's methodology and data collection techniques.

CHAPTER 2

This chapter focuses on a review of the literature on implementing inclusive education in primary schools. It also incorporates conclusions and suggestions from other studies.

CHAPTER 3

The topics covered in Chapter 3 are the study's sample, data collection techniques, and research methodology.

CHAPTER 4

Data collection and analysis are discussed in Chapter 4.

CHAPTER 5

This chapter's main points are the conclusions, recommendations, and results of the research.

1.18 CONCLUSION

Chapter 1 focused on how primary school instructors promote inclusive education. In addition, the chapter provided information about the study's background, issue statement, preliminary literature review, research questions, purpose, objectives, and

methods. The study's supporting literature review will be specifically covered in the following chapter.

CHAPTER TWO

LITERATURE REVIEW ON THE IMPLEMENTATION OF INCLUSIVE EDUCATION

2.1 INTRODUCTION

The previous chapter presented a clear outline of inclusive education through tracing a backdrop to the research topic under discussion, an explication of the research problem, the research questions themselves, and the study's objectives and goals. General background information on inclusive education in India, Bangladesh, Kenya, and South Africa will be extensively covered. The understanding, experiences, and practices of educators on inclusive education, the factors affecting educators involved in the implementation of inclusive education, and a determination of the effectiveness and efficiency of educators involved with the execution of inclusion policies are all covered in this chapter's review of the relevant literature. The chapter also considers strategies that educators can utilize to assure that inclusive education is practiced at public primary schools.

2.2 BACKGROUND TO THE STUDY

The Incheon Statement and a Framework for Action for Education 2030 were adopted and adapted by the Global World Education Forum (2015) that met in Incheon, South Korea. The objective was to ensure that every learner, regardless of race, gender, age, or disability, would get an inclusive, equitable, high-quality education, as well as improved possibilities for lifelong learning according to the United Nations Organization for Education, Science, and Culture (UNESCO, 2016). According to Mitchell (2015), the global education system is still grappling with school-based application of inclusive education principles, because inclusive strategies are not well implemented in schools. Winzer and Mazurek (2007) concur, arguing that an all-encompassing education remains a multifaceted and hard subject.

Mpu and Adu (2021) further assert that the adoption of inclusion policies appears to be fraught with difficulty in less developed nations, including South Africa which developed somewhat later than industrialized nations. According to Donohue and Bornman (2014), while South Africa seemed to be following the worldwide trend

towards inclusion when the Education White Paper 6 was first presented in 2001, succeeding policy implementation has shown little progress over time.

Research shows that educators still struggle to apply inclusive practices in their classroom setting, despite multiple attempts to provide explicit systemic support geared towards bolstering inclusive education policies (Dreyer, 2014 and Nel, Engelbrecht, Nel & Tlale, 2014). According to Dreyer (2017), the majority of primary school educators in the mainstream lack the essential expertise and skills to address learners' needs and solve learning barriers.

The study also shows that there still are numerous obstacles in the implementation of inclusive education in primary schools. The following are explanations why this process continues to encounter so many problems that are difficult to overcome (Mitiku, Alemu & Mengsitu, 2014). Yada and Savolainen (2017) posit that the system of inclusive education entails restructuring schools to meet the different needs of every learner who experiences learning barriers and disabilities. This is in accordance with the United Nations Educational, Scientific, and Cultural Organization's definition on inclusive education (UNESCO, 2008).

Additionally, the research shows that primary schools currently continue to have difficulty in implementing inclusive education. While basic education access in South Africa has greatly improved, there have not yet been any significant changes to the educational system that have improved the quality of the support provided to primary school classrooms with high-level needs (Dreyer, 2017). The author further claims that learners who had learning barriers did not receive education that met their requirements in a way that was up to par.

The Education White Paper 6 (2001) emphasizes the importance of reorienting educators to serve as the primary resources in putting inclusive education into practice. Previous research has indicated that educators play a significant role in the implementation of inclusive education policies (Loreman, Sharma & Forlin, 2013 and Pace and Alello, 2016). According to Mpu and Adu (2021), South Africa's challenges are undoubtedly those related to inclusive education and its execution.

The study also demonstrates that, statistically, learners with learning problem challenges do not attend school because educators do not have the information and competence to assist them (Bornman and Donohue, 2013 & Engelbrecht, Savolainen, Nel, Koshela & Okkolin, 2017). Geldenhuys and Wevers (2013) postulate that educators do not feel ready to integrate inclusive education into the classroom. Yet, they are charged with carrying out an inclusive education in the classroom (Tyagi, 2016).

Educators encounter difficulties implementing inclusive education because they lack the skills and understanding required to accommodate the diverse needs of learners who are facing learning obstacles. The study also found that, statistically, learners with impairments and learning challenges do not attend school. To shed further light on the subject under investigation, the following sections discuss national and international perspectives on the implementation of inclusive education.

2.2.1 Inclusive Education in India

The research shows, according to Baquer and Sharma (1997), that since there are so many disabled people in a nation like India, their issues are so complex, there are so few resources available, and social attitudes are so negative, that the only thing which can truly bring about a uniform and significant change is legislation. The report by the Persons with Disabilities (PWD) Act (1995) and Das, Kuyini and Desia (2013) both claim that a significant piece of legislation started a new era for the education of children with disabilities in India.

In addition, the study by Das et al. (2013) reveals that there was some confusion regarding inclusive education and how it could be applied at school and classroom levels. A working draft of the People with Disabilities (PWD) Act (2011) was being developed by the University of Hyderabad's Centre for Disability Studies and it was expected to be passed in 2012. A number of changes have been made to the new draft legislation, including the entitlement to an education and the support for inclusive education.

Bindal and Sharma (2010) also observe that much research indicates that India's educator training programmes are insufficient, particularly with regard to inclusive education programmes for all learners. Equally importantly, David and Kuyini (2012),

emphasise that, although some educators are able to apply their training to real teaching practices and encourage the participation of disabled learners, educators who have received training are still anxious about implementing it. Das et al. (2013) reveal that approximately 70% of Delhi's ordinary school educators had neither special education training nor prior experience working with learners who were disabled. Even more distressing was establishing that some 87% of educators did not have support services available in their classroom.

Thus, it may be stated that the educational system in India faces a number of obstacles which make it challenging to meet the demands of learners with special needs.

The following discussion concerns the challenges of Bangladesh with regard to inclusive education.

2.2.2 Inclusive Education in Bangladesh

Several nations, including the United States of America (USA), the United Kingdom (UK), Australia, India, Kenya, South Africa, and Bangladesh, have strengthened their inclusive education policy (Ahsan, Deppeler & Sharma , 2012). The Mandatory Education Act 1990, enacted by the Bangladeshi Ministry of Primary and Mass Education (MOPME), made school attendance mandatory for all pupils. Importantly, Ahsan et al. (2012) note that in 2001 Bangladesh's Ministry of Social Welfare passed the Bangladesh Persons with Disabilities Welfare Act (MSW, 2001). This statute emphasised the importance of educating impaired children in ordinary or special schools.

Recently, the Ministry of Education has endorsed inclusive education as a viable strategy for ensuring that all Bangladeshis have access to high-quality education (MOE, 2010). In this regard, Hoque, Zohora, Islam and Al- Ghefeili (2013) state that, in Bangladesh, learners who face learning challenges are categorised into visual, physical, hearing, speaking, and mental groups in their classroom setting. It is unclear how or why they are classed in this manner. However, these authors note that the Ministry of Education (MOE) in Bangladesh has used a learner-centred method, which is an inclusive approach in the classroom, so that educators can focus on learners who are experiencing learning challenges. This is supported by Malak (2013), who

states that the National Education Policy (NEP, 2010) strategy aims to promote best inclusive education practices in Bangladesh. He goes on to say that the policy also intends to provide regular primary school educators with information and abilities to help learners with learning challenges in their classroom settings (Malak, 2013).

Malak (2013) further claims that teaching involvement plays an important role in encouraging inclusive education in Bangladeshi ordinary classrooms, which is mostly owing to a shortage of special needs educators. He goes on to suggest that, by means of this strategy, all future educators will be able to learn the required skills in inclusive education and share their knowledge and abilities with teachers who are actively engaged in inclusive education. Pre-service educator preparation, according to Becham and Rouse (2012) and Shade and Steward (2001), may be the ideal time to ease educators' concerns and encourage them to embrace inclusive education. My opinion is that the government should help pre-service teachers in order to successfully implement inclusive education in ordinary primary schools in Bangladesh. The section that follows concerns Kenyan issues regarding inclusive education.

2.2.3 Inclusive Education in Kenya

Wangari (2015) indicates that there are numerous barriers that limit the efficient implementation of inclusive education, such as poor curricula, unfavourable stakeholder attitudes, stress, and a lack of parent and community involvement. Eunice, Nyaniga and Orodho (2015) point out that unfavourable attitudes and behaviour, particularly on the side of educators and parents, as well as a serious shortage of financing and educational resources, all contributed to the implementation of inclusive education (IE) being ineffective. Mwangi (2014) and Odhiambo (2014) maintain that the primary challenges to the implementation of inclusive policies in Kenya include a lack of strong policy to support the implementation of inclusive education (IE), as well as policymakers' lack of knowledge of the concept of inclusive education (IE).

Elder (2015) points out that up to one million children in Kenya, both with and without disabilities, were unable to receive any kind of formal schooling. According to the Ministry of Schools (2008), such a lack of education accessibility was caused by poverty, gender inequities, inefficient inclusive education policies, and inadequately

prepared educators. Elder (2015) claims that inclusive educational techniques first appeared in 2008. He also asserts that inclusive education is provided free of charge to all learners enrolled in Kenya's mainstream elementary and secondary schools because the country's Ministry of Education (MOE, 2008) regards it as a fundamental right of every citizen.

According to Elder (2015), the Kenyan Ministry of Education (2009), in the final document of the National Special Needs Education Policy Framework a year later, defined inclusive education as a strategy in which pupils with disabilities and special needs, regardless of age or disability, receive appropriate education in mainstream schools. Adoyo and Odeny (2015), opine that a number of obstacles have persisted in impeding Kenya's efforts to establish inclusive education, despite the government's efforts. One of the most challenging issues appears to be inclusive education policy's seeming lack of clarity, or the ambiguity regarding inclusion's goals and methods of realization.

According to these authors, the Ministry of Education (2009) claimed that the implementation of inclusive education had been hampered by insufficient infrastructure, facilities, educators' ability to supervise learners with special educational needs in regular classrooms, insufficient and expensive learning materials, unwelcoming societal attitudes, and insufficient supervision and monitoring of schools. Finally, inclusive education in Kenya has still been regarded as unsuccessful due to lack educators' training programs and negative attitudes (Mutungi & Nderitu, 2014). The following section focuses on South Africa's issues in inclusive education.

2.2.4 Inclusive education in South Africa

With the fall of Apartheid in 1994, South Africa's democratic government embarked on a new path of education system transformation. In keeping with the Constitution's values and principles, inclusive education (IE) was prioritized along with the birth of democracy in South Africa (Engelbrecht, 2020). Hlope (2020), who agrees with the latter, claims that South Africa made a pledge to revamp the entire educational system in order to tackle inequality and exclusion. According to Dreyer (2017), the

implementation of inclusive education begins with including and providing for all learners with learning difficulties that did not have access to mainstream schools.

In October 1996, the National Commission for Special Needs Education and Training (NCSNET) and the National Commission on Education Support Services (NCESS) were founded, bolstering the development of Education White Paper 6 on special needs, which had begun in 1995. Engelbrecht and Green (2007) reveal that, in 1996, the NCESS and the National Commission on Special Needs Education (NCSNET) were tasked with convening as a single collaborative body to investigate the current situation and provide policy suggestions. According to the recommendations of these two organizations, South Africa's education and training systems should support education for all and foster the construction of friendly and encouraging learning environments (DOE, 2001). The policy of inclusive education was implemented in July 2001 and its framework was based on these ideas.

Education White Paper 6 (DoE, 2001) establishes the groundwork for South Africa's educational system, protects human rights for all, and ensures fair access to education for all learners in a single inclusive system (Geldehuys and Wevers, 2013). Waghid and Engelbrecht (2002) contend that this educational principle – which states that all learners have the right to equal access to the best learning opportunities – includes the aspiration of a system that not only acknowledges, but also expects schools to address the enormous diversity of learners' educational needs.

Despite all efforts to ensure that all learners in South Africa have access to high-quality and equitable educational opportunities in regular primary schools, there are indications that many learners, particularly those with learning barriers, are still denied access to full participation in high-quality and equitable educational opportunities in regular primary education (Geldenhuys & Wevers, 2013). South Africa enacted an inclusive education and training system policy in order to identify and eliminate learning barriers; however, the lack of educator training makes it difficult to put this policy into practice. Despite the introduction of White Paper 6, it is my assertion that the adoption of inclusive education in elementary schools is moving slowly.

This educational system places considerable emphasis on learners who encounter learning difficulties and are left out of the classroom because they need a specialized setting and an adjusted curriculum. Oswald and Swart (2011) assert that South African

inclusive education is the way forward, but putting these ideas into practice is difficult. The method has difficulties because educators lack the expertise to assist these learners, who may be incorrectly labelled as having difficulties. Meltz, Herman, and Pillay (2014) and Savolainen, Engelbrecht, Nel, and Malinen (2012) emphasise this viewpoint further, pointing out that due to the numerous resource constraints – financial, physical, and human limitations, as well as insufficient preparation of mainstream educators – complete inclusion of learners with impairments or special needs is not achievable.

2.3 THE UNDERSTANDING, EXPERIENCES AND PRACTICES CONSIDERING INCLUSIVE EDUCATION FROM PERSPECTIVE OF EDUCATORS.

The concept, "inclusive education", can be difficult to use (Kefallinou, Symeonidou & Meijer, 2020). As a result, educators have varying opinions about the idea of inclusive education (Hlope, 2020). This author further refers to educators frequently utilising their own common sense to describe inclusive education, since they lack expertise and understanding of the term. According to Nilholm and Goransson hypothesis (2017), some educators believe that the concept of inclusion exclusively applies to a specific set of individuals, while others believe that inclusion affects everyone. Thwala (2016) argues that the failures of inclusive education are caused by educators' implicit ignorance about inclusive education.

Sheetheni (2021) supports this assertion, stating that educators are required to explicitly understand what inclusive education is and how important it is in order to implement it in mainstream schools. Importantly, Szumski, Smogorzewska, and Karwowski (2017) also concur that the term is difficult, broad, and nebulous. Educators thus interpret the term "inclusive education" differently and, as a result inclusive education has many different definitions. Phiri (2020) argues that for the learners to go to the next level, it is crucial for educators working in classroom settings to have a comprehensive grasp of inclusive education. Maseko (2014) contends that educators play a significant part in the implementation of inclusive education, which backs up the latter assertion. Dryer (2017) emphasises that educators in South Africa face challenges in establishing inclusive education because they lack the necessary

information and training. This makes it even more difficult for them to do so in a diverse context.

Learners should have complete access to and be capable of using a standardized curriculum, one which all learners, with the right help, can learn (Makoelle, 2014). According to White Paper 6, educators are key resources in attaining the inclusive education and training system's objectives (DoE 2001). Given the foregoing statement, primary school educators are responsible for ensuring that inclusive education is practised. Erten and Savage (2012) show that in order for educators to be effective, they must be knowledgeable about best practices in education and about adapting instruction for learners with disabilities. However, having a positive attitude toward inclusion is just as crucial for building an effective inclusive classroom.

De Boer, Pijl, and Minnaert (2011) maintain that a thorough literature assessment of studies reveals that the majority of educators have either a neutral or unfavourable attitude toward inclusive education. To put it another way, educators do not feel highly skilled, competent, or confident about how to teach learners who encounter learning obstacles. According to Education White Paper 6, regardless of the nature of a learner's educational demands, a flexible curriculum, as well as an assessment approach, will be required. The curriculum is the most significant barrier to learning and exclusion. The subject of curricular differentiation is crucial to the implementation of inclusive education.

According to Forlin and Chambers (2011), Graham and Scott (2016), Sharma, Simi, and Forlin (2015), Subban and Mohla (2017), and others, a more sustainable implementation of inclusive education would prioritize inclusive pedagogy in all pre-service teaching preparation programmes, as well as maintained and on-going in-service improvement. By emphasizing that including all learners in their classrooms is part of their professional obligation, and not only the territory of specialists and special educators' curricular, a beneficial impact on educators' attitudes about inclusion is realised.

According to Ineke, Markova, Krischler, Krolak, and Schwedt (2017), educators must make accommodations for an increasingly diverse learner population. However,

educators feel under-qualified and may be wary of including educators with Special Education Needs (SEN) in ordinary classes because of this. Mukhopadhyay (2012) indicates that there is confirmation that many educators consider themselves unprepared to teach learners with barriers and believe that they require extra time. The author further states that all learners' educational requirements must be met and that educators are expected to do this by making the curriculum adaptable and accessible. As a result, educators are critical to the successful implementation of inclusive education approaches.

Since educators are primarily responsible for implementing inclusion policies, Norwich (1994), Shade and Steward (2001), and the World Health Organization (2011) emphasise how crucial educators' traits are in ensuring the effectiveness of inclusive practice. De Boer et al. (2011) opine that educators do not consider themselves to be knowledgeable about learners and have unfavourable or conflicting opinions regarding inclusive education. Educators are primarily charged with putting inclusion policies into action (Norwich, 1994; Steward & Shade 2001). As reported by the World Health Organization (2011), the characteristics of educators are critical in guaranteeing the efficiency of inclusive practice.

Armstrong (2014) argues that educators with more experience working with learners who have social, emotional, and behavioural issues tend to have more negative opinions. Kurnaiwatt, De Boer, Minnaert, and Mangusong (2014) point out that altering attitude may be important in enhancing educators' capacity and willingness to instruct special education children in inclusive settings. Additionally, they contend that training programme organization needs to be carefully considered. Borg (2011) maintains that, in order to function effectively in inclusive settings, educators must not only possess the necessary knowledge, skills, and understanding, but also a specific set of values and attitudes.

Loreman (2014) reiterates that the adoption of inclusive education necessitates educators re-evaluating their methods of teaching. However, many educators do not think they are competent to do so; thus professional development is essential to assistant educators by offering examples of effective teaching. Kurnaiwatt et al., (2014) concur, stating that these training programmes benefit mainstream primary

educators. Training programmes that concentrate on the needs or barriers of particular learners have been found to be more effective than broad training programmes. Equally important, tools and tactics that are relevant to particular educator problems, as well as their teaching situation (for example, curriculum), are most advantageous and successful in encouraging improvement in educators' practice (Kurnaiwatt et al., 2014; Roberts & Simpson, 2016).

Educators, according to Qi and Ha (2014), should demonstrate effective methods for integrating learners with special needs into the curricula as these methods provide a good practice for future educators. Engelbrecht (2006), Chataika, Mckenzie and Lyner-cleopas (2012), and Swart, Eloff, and Englebrecht (2001) contend that effective educator training does not appear to be adequately meeting these demands, resulting in stress for educators and growth retardation for learners with learning disabilities.

Stofile (2008) contends that training sessions for educators often spend just a week or two on how to adjust and teach learners with disabilities. However, educators argue that, while these quick sessions are good, they are inadequate. This is becoming more evident according to Fullan (2007), Kuroda, Karbka and Kitamura (2017), and Rose and Doveston (2015).

According to Avramidis and Norwich (2002) and de Boer et al. (2011), an educator's proficiency is correlated with their knowledge of learners who have special needs. Ineke M. et al. (2017) explain that competencies are the abilities and knowledge that enable an educator to succeed. As a result, the impact of inclusive practice on learner learning makes the significance of educators' competency clear. Kunter, Dalton, Mckenzie, and Kahonde (2012) opine that educators' understanding of pedagogical content generally has a favourable impact on learners' outcomes. Similarly, as explained by Kunter et al. (2011 and 2013), educator competency goes beyond just cognitive factors like abilities and knowledge.

2.4 THE EXECUTION OF INCLUSIVE EDUCATION

Engelbrecht and Green (2007) assert that findings and evaluation studies have shown a variety of impediments to inclusive education practice in South Africa. The National

Curriculum Statement (NSC) and the inclusive education plan must be theoretically and practically combined. This is crucial for the development of general educator capacity and role-player cooperation capacity, for addressing existing educator morale and behaviours, for evaluating inclusion training programmes, and for managing the current physical and emotional environment in many schools.

Lebona (2013) asserts that one of the most difficult problems for educators is to make a conceptual connection between inclusive education and the National Curriculum Statement. The following are the issues that educators face when implementing inclusive education in primary schools.

2.4.1 An inflexible curriculum:

The most important step in overcoming curriculum-related obstacles, as mentioned by the Education White Paper 6 (DoE, 2001), involves ensuring that the teaching and learning processes are adaptive enough to fit a variety of learning needs and styles. Furthermore, the curriculum should be made more accessible to all learners, independent of their learning needs; it should thus be made more flexible across all educational levels. There is, however, a lack of information on how educators should customize the curriculum to each learner's needs and rate of learning.

Easnie (2011), Nolet and Mc Haughlin (2005), and Schuelka (2018) maintain that including all learners in a classroom is not supported by a rigorous, centralised curriculum. Motitswe (2012) postulates that the curriculum and instructional strategies employed by educators are crucial in achieving inclusive classrooms in which effective teaching is possible. However, learning breakdown might result from a rigorous and rigid curriculum that does not allow for individual differences. Inadequate learning materials, tools, and assistive technology, as well as an ineffective learning assessment technique, are all factors that have a negative impact on education. The author further explains that one of the most significant barriers to learning is the curriculum itself, owing to its inflexible structure. As a result, the curriculum should be changed to accommodate all learners, as well as the learner-centeredness notion also being considered. However, this hinders it from addressing the various needs of learners.

According to the researcher's experience as an educator, the curriculum used in Warmbaths Primary Schools is not flexible enough to accommodate learners with a variety of educational needs. Using technology to teach learners with learning difficulties, together with conventional methods used at the same rate of learning, present challenges for both the educator and the learner in an inclusive classroom. Therefore, it is crucial for a curriculum to be flexible in order to accommodate all learners in the classroom setting

2.4.2 Educator Training

According to the South African study on the implementation of inclusive education (2013-2015), the education system's inability to improve effective teaching and learning in schools can only be overcome through educational change if educators acquire the skills necessary to teach learners with diverse needs (DBE, 2015). Hay and Beyers (2011) support the latter assertion, stating that educators will need to have adequate and appropriate training in order for them to have a greater grasp of how to accommodate learners with exceptional needs in a regular classroom setting.

Zwane and Malale (2018) contend that traditional educator preparation programmes rarely give educators the confidence, knowledge, or skills necessary to manage disabled pupils in a number of classroom settings. Bagree and Lewis (2013) assert that educators frequently lack the requisite training and resources to teach learners with learning difficulties which places them among the most disadvantaged in terms of access to educational opportunities and academic achievement. That is why so many learners with learning disabilities still experience difficulties in school.

Bagree and Lewis (2013) emphasise that, if educators are to develop quality basic education (early childhood primary and lower secondary schooling) for all, then ordinary educators must be trained to fulfil the learning and engagement requirements of learners with learning difficulties. They further advocate that teachers must receive high quality fundamental training, professional development, and access to adequate high-quality support and advice from specialists, in order to meet the diverse needs of learners. Most classroom educators, according to Mahlo (2011) require

comprehensive training in inclusive education to integrate learners with special educational needs (SENs) into the schools. Classroom educators' lack of success is also aggravated by circumstances, such as child abuse, that they are powerless to address.

Furthermore, a study conducted by Lebona (2013) asserts that educators who have not received training on how to include learners with disabilities and unique learning needs may have unfavourable attitudes toward such inclusion. According to Phiri (2020), educators are one of the key players who must be prepared with knowledge and skills because they are the major source for implementing inclusive education. As a result, effective educator training is critical for the implementation of inclusive education. In South Africa, Education White Paper 6 (DoE, 2001) recognizes the importance of educator training and workshops on inclusive education. As a result, some colleges have begun to offer courses on inclusive education.

Luning (2015) posits that these training programmes can be supplemented by specialist personnel who assist educators in the classroom with knowledge and professional training to solve learner learning challenges. The researcher's experience and knowledge as an educator reveal that educators, due to insufficient training, have at times adopted teaching approaches which do not fit the needs of some of the learners, but are used because they are appropriate for learners who learn very quickly.

2.4.3 Lack of support

As reported by Education White Paper 6 (DoE 2001), a key factor in all forms of education and training is the improvement of educational support services in order to lower learning barriers. Lomofsky and Lazarus (2001) assert that assistance is essential to inclusive education's effectiveness. Support, according to Mahlo (2011), is any action that improves a school's ability to react to difference. The successful implementation of inclusive education requires a collaborative environment in which educators, district officials, principals, parents, and learner support for educators all work together. In order to implement inclusive education, Florian and Linklater (2010)

assert that educators require assistance from school primary-level management teams and district office staff.

Fakudze (2012) indicates that it is possible to characterize the absence of governmental support for inclusive education initiatives and the provision of in-service training for educators as a lack of support for educators and consequently a resultant shift in educators' views about inclusive education. Florian and Linklater (2010) corroborate the foregoing view, stating that educators believe that the absence of enthusiasm for the inclusive school is due to a lack of support networks. New School-Based Support Teams (SBSTs) are being introduced into public primary schools as part of the Department of Education's strategy (DoE, 2001) for providing assistance in working effectively within the inclusive education paradigm.

According to Education White Paper 6, the primary responsibility of these teams will be to implement sufficiently coordinated learner and instructor support services (DoE, 2001). These services will aid the learning and teaching process by identifying and meeting the needs of learners, educators, and institutions. School Based Support Teams (SBST) are obliged to analyse reports submitted by educators regarding impediments discovered in learners, aid in the creation of a programme for educators and parents, and, if necessary, provide support in the classroom.

Mahlo (2011) points out that the SBST lacks the knowledge and skills to assist learners and educators; nonetheless, empowering the SBST could be one strategy for improving the implementation of the inclusive education. Donohue and Bornman (2014) concur, referring to the lack of funding, as well as the lack in current schools of educators who can teach a varied set of students in a single classroom without considerably adding to their workload. According to Lebona (2013), educator training takes a long time because it is a growing process that extends beyond seminars and other types of in-service training. This author further elaborates that educators must take the necessary time to gain understanding, confidence, and coping mechanisms.

2.4.4 Unsafe learning environments

The goal of the inclusive education is to provide every learner with a high-quality education in a supportive learning environment. According to Lebona (2013), it is essential to provide a suitable learning environment, which is a critical component of government's efforts to increase educational standards and expand access to education. The majority of schools, however, are dealing with violence and a lack of order. According to Zungu (2014), there is a greater need to be vigilant about circumstances involving anti-social behaviour in schools. As a result, the media frequently reports on learners who bring weapons such as knives to school. Both educators and learners feel insecure because of a culture of fear and hostility among learners.

2.4.5 Lack of resources

Polat (2011) posits that resources and improved facilities are necessary, but are not sufficient for inclusion, and "changing attitudes among school personnel and in the greater society is one of the important components of making inclusive education occur in low-income nations." Special needs children and children from impoverished backgrounds must have access to resources in order to have a regular education (Kuyini & Desia, 2007 & Vorapanya & Dunlap, 2014).

In order to achieve inclusion, Engelbrecht, Nel, and Tlale (2015) propose that essential resources be made available to learners in the mainstream context. Oswald and Swart (2011) reveal that participants in their study on pre-service educators in South Africa displayed favourable views toward inclusive education and had higher levels of knowledge and abilities.

2.4.6 Parental Involvement

As mentioned in Education White Paper 6 (DoE, 2001), effective learning and development depend on parents' active participation in the process of teaching and learning. Furthermore, it explains that shared ownership is a critical element of inclusive schools – the shared responsibility for promoting the development of all learners and guaranteeing that all needs are met. This includes educators, administrators, parents, and learners.

Along with educators and other professionals, parents are seen as collaborators in ensuring that their children receive a suitable education. In light of this, parents are free to look for mainstream school placements for their children, regardless of any challenges that may exist, because they are committed to their children. Parents' hopes that inclusivity will allow them to better meet their children's needs and their belief that they are considered equal partners with experts in their field and the workforce are influenced by such ideals.

Educators learn that many parents are unable or unwilling to help their children by means of communication, commitment, equality, or respect. Indeed, educators straining to satisfy the needs of all students in large, crowded classes may become agitated because of a lack of parental involvement. Zungu (2014) points out that parents can play an important role in achieving their children's inclusionary placements. He explains further that intervention programmes which include parents more fully in the learner's academic achievement are more successful than those that do not. It is my view that, in order to develop and support inclusive education programs, parents should work with district employees and community members. In this way, they can also inspire other parents to support inclusive programs.

2.4.7 Class Size

Engelbrecht et al. (2015) argue that the most difficult challenge to effective inclusion implementation is that of large classes. According to Makoelle (2014), teaching learners who have limited support at home and are frequently perceived by educators as lacking identification with the authority traditionally associated with educators can be difficult. He points out that classes in rural and township schools in South Africa may contain fifty pupils or more, with a mix of both young and old learners, and that this is challenging for the educator to focus on individual learners who are experiencing learning difficulties.

2.5 EDUCATORS' EFFICACY AND EFFECTIVENESS IN IMPLEMENTING INCLUSIVE EDUCATION

According to the study on the implementation of Education White Paper 6 on inclusive education from 2013 to 2015, more than 400 000 disadvantaged children and learners with disabilities were currently missing from school or did not have access to excellent education or support. The reason for this is that they are not identified at an early stage and do not have access to resources which would ensure that they are admitted to school and supported once there (DBE, 2015). To strengthen inclusiveness at the school level, the Department of Education established two new groups: the school-based support team (SBST) and the district-based support team (DBST). Key responsibilities of these support teams are as follows (DoE, 2005):

- Identifying and removing learning impediments.
- Creating a programme for educators and parents.
- Making use of public support services.
- Therefore, offering necessary training to be implemented in schools.

A group of representatives from the departmental districts, known as the DBST, monitors the promotion of inclusive education, along with training, curriculum delivery, resource allocation, eliminating barriers to learning, and programme management (DoE, 2005). This team is made up of employees from special schools, as well as provincial, regional, and national offices (DoE, 2001). DBSTs also include specialists in areas such as health services, socio-emotional development, early childhood finance, transportation services, disability groups, and curriculum to assure that the diverse needs of the district's learners are met in all schools (DoE, 2005). The following are the roles of the DBST:

- Develop a community-based strategy to providing support services.
- Increase the capacity of school-based support teams.
- Assist in the assessment of the system's and learners' needs.
- Provide advisory responsibilities with regard to school support.
- Help schools in gaining access to community-based support services.
- Establish educator development initiatives at the school level.
- Support the establishment of competences in the community served.

According to Odom, Buysse, and Soukakou (2011) and Watkins (2012), effective inclusive practice in the USA and Europe calls for educators to be able to give personalized instructional practices tailored to the unique requirements of each learner. Education White Paper 6 (DoE, 2001) declares that knowledge and abilities of educators will be enhanced in order to create new ones. In other words, through training programmes, educators would be introduced to novel teaching methods as part of staff development at the school level.

The study done by Oswald (2007) shows how slowly inclusive education is being offered in other South African provinces. According to Paterson (2016), the Limpopo Province's department of education has not been successful in primary school implementation of inclusive education. In support of this, Malahlela (2017) claims that lack of educator training in curriculum differentiation between 2013 and 2014 prevented the Limpopo province from being able to implement inclusive education policy, and verifies that Limpopo province had the second-lowest number of such educators in the country, with only 102 educators including district officials.

Professional development is important because educators play a crucial role in education (Pienaar & Raymond, 2013). Furthermore, changing the system is impossible if educators are not prepared to do so. Mhlongo (2015), however, opines that other key role actors are just as important to the success of the implementation of inclusive education as are educators. Nonetheless, educators continue to be the principal implementers of inclusive education. Dalton, E., Mckenzie, J.A, Kahonde, E., and Oswald (2007), emphasize that educators are required to plan and deliver the curriculum in ways that can meet the diverse needs of learners in their classrooms. However, the same educators believe the entire inclusion process is ineffective because educator training in South Africa does not seem to be adequately addressing the inclusive curriculum.

According to Pottas (2005), educators believe they do not have the essential personal efficacy to meet the diverse demands of learners Malahlela (2017) also points out that the majority of educators agreed that their efforts to promote inclusive education were unsuccessful because they were unprepared and lacked the necessary training to teach learners from diverse backgrounds. Equally important, she further reveals that,

despite some educators' positive attitudes toward working with students who had behavioral issues, their efforts to assist these learners were ineffective. Additionally, Singal (2009) shows that, even when learners with barriers are enrolled in regular classes, educators do not necessarily view these learners as part of their responsibility.

Educators must have the knowledge and skills required to teach learners who have difficulty in the classroom Loreman (2014) emphasises that inclusion is primarily accomplished in the classroom. However, there is a need for sufficient support from knowledgeable School Based Support Teams (SBSTs) at primary school level. Ledwaba (2017) maintains that the implementation of effective and efficient inclusion calls for well-developed policies, resources, and diverse structures. Support systems in this regard include trained educators, inclusive schools, and parents who are committed to their children's education.

2.6 IMPLEMENTATION STRATEGIES AT THE PRIMARY SCHOOLS

The following initiatives were launched by the department of education to guarantee that all learners had equitable access to the curriculum – namely, guidelines for addressing learner diversity in the classroom (DoE, 2011) and the National strategy on Screening, Identification, Assessment and Support (SIAS) (DoE, 2014). The following section presents strategies for the implementation of inclusive education.

2.6.1 Curriculum differentiation

Curriculum differentiation, according to the department of education (2011), encompasses altered, adapted, expanded and varied methodology, teaching tactics, assessment procedures, and curriculum content. Marishane (2013) concurs with the Department of education, suggesting that curriculum differentiation modifies or adapts content by using various delivery methods to achieve the same learning goals. Ledwaba (2017) supports this idea, proposing that curriculum differentiation is the change of any activity in the curriculum by an educator such that it enables accessibility to active learning in a school environment or classroom setting for all learners.

Curriculum differentiation in South Africa is primarily influenced by the diversity of learners, which implies that each learner has unique strengths and shortcomings which must be discovered and addressed in the teaching programme. Marishane (2013) reiterates that curriculum differentiation is a practical strategy that benefits all learners, regardless of their defects or talents. Dixon, Yessel, McConnell, and Hardin (2014) contend that schools strive to guarantee that the curriculum is accessible to every learner; however, educators frequently struggle to differentiate the curriculum so that all learners have equal opportunities within it.

Swart and Pettipher (2016) opine that a barrier is any difficulty that prevents learners from accessing the curriculum. According to Education White Paper 6 (DoE, 2001), learning obstacles may be created by a range of curriculum-related issues, including content, language, classroom structure, teaching approaches, pace of instruction, time allotted for curriculum completion, teaching and learning support tools, and evaluation. Additionally, it states that, in order to ensure equal access to learning for all learners, it is crucial to maintain curriculum presentation differentiation in order to address the variety of learner requirements in the classroom.

The Curriculum and Assessment Policy Statement, published in 2011, was developed to provide principals, subject advisors, administrators, school governors, and other personnel with guidelines and strategies for addressing learner diversity in classrooms through the curriculum. The concept was developed to assist instructors in differentiating curricula in the classroom (DoE, 2001). Regarding bringing diversity into the curriculum, the Department of Education (2011) lists eight recommendations for educators to follow:

- Furnishing the school with learner work to make it more appealing and inclusive.
- Establishing activity centers where individuals or small teams of learners can complete tasks or activities at their own leisure.
- Providing learning activities so as to alleviate the impression of crowding.
- Creating procedures that provide learners with assistance when educators are focused with other learners and cannot assist them immediately.

- Whenever possible, using mixed set groups rather than boys vs girls, as well as providing each group with a complementary activity.
- Engaging learners in classroom management so they are encouraged to develop a sense of responsibility.

Hamman (2014) suggests that an educator can respond to learners' needs and preferences using varied teaching and learning strategies, which will be more successful because learners' responses will boost the confidence they have in their own capacity to learn. Dixon et al. (2014) maintain that curricular diversification is a difficult process that requires experienced educators to develop and carry out. Even while educators are aware that differentiated teaching is the best strategy for fostering learning, they nevertheless struggle to implement it in their classrooms (Ledwaba, 2017). Differentiated instruction can thus be interpreted as a tool to help and direct instructors in their responsibility to aid all learners in reaching their full potential; nevertheless, due to the country's limited resources, implementing differentiation in South African classrooms remains a struggle (Walton, 2012).

Ledwaba (2017) points out that, although educators who have completed the BED (HONS) in learning support programs have a theoretical comprehension of curriculum differentiation, the majority of them struggled to understand and use it in reality. Oswald and Swart (2011) emphasize how crucial it is for educators to be ready to assume responsibility for learners with varied needs and capacities in order to assure their involvement and success. This is due to the fact that they must be capable of engaging learners with a wide range of educational requirements in an inclusive classroom. In order to fulfill the diverse learning demands of each learner in the classroom, educators must have the ability to differentiate the curriculum.

Differentiating content, technique, product, and learning atmosphere in inclusive education all aim to facilitate the most learning and involvement for all learners (DoE, 2011). Here follows discussion on the elements of a differentiated curriculum.

2.6.1.1 Differentiation curriculum content

The Department of Education (2014) emphasizes that, when changing the curriculum's content, the content level of the curriculum has to be differentiated the most. This is so because it reflects what educators teach, or what learners are expected to learn, understand, or be capable of doing. In order to provide learners with access to learning, to provide all learners an opportunity to achieve, to excite learners, to enhance their self-esteem, and to make positive learning in all learners, educators must also differentiate their curriculum (DoE, 2011).

According to Marishane (2013), one example of diversified content is the use of various teaching and learning aids, such as movies, computer programs, voice recorders, and slides for teaching the same subject to diverse learners. Educators tend to utilize a "one size fits all" method for educating and learning despite being aware of the standards and content requirements that must be satisfied (Hamman, 2014). The author further states that educators expect all learners to acquire the same content and perform the very same exams if gaps in the classroom have been successfully addressed through differentiation. Ferguson (2008) and Ledwaba (2017) argue that inclusive education cannot use a one-size-fits-all strategy. They point out further that educators who are supposed to be aware that their learners are varied in their learning needs and skills still require them to access the same curriculum.

Curriculum diversification, according to Westling and Fox (2009), is the exposition of the material in a way that enables all learners to understand it and engage in it, rather than changing the actual substance of the curriculum. The term "multilevel teaching" is used by other authors to describe a teaching method in which learners are exposed to the same idea at several levels of complexity. This suggests that an educator offers learners the same subject in a variety of components with differing degrees of difficulty (Salend, 2011). Accordingly, for example, content differentiation occurs when an educator allows learners with greater aptitude to work on the application of a subject, while learners who find the curriculum difficult are given more time to work on the activity (Salend, 2011).

The term "content" denotes knowledge, comprehension, and also abilities that learners acquire through teacher-led teaching (Tomlison & Imbeau, 2010). Additionally, Tomlison and Imbeau (2010) state that educators should offer suitable

scaffolding when working with content in order to meet the needs of each individual learner – definitions, comparisons, or summaries of the concepts might be content-intensive (Santamaria, 2009).

2.6.1.2 Differentiation of the method

Salend (2011) states that diversification of teaching practice refers to how an educator teaches or presents material to meet the requirements of specific learners. Small minority education, cooperative learning, presentations, extended reading to the learner by peers or adults, and the use of multimodal approaches are examples of such strategies. Mastropieri and Scruggs (2010) suggest that another technique for differentiating the learning experience is group sharing, in which learners work together to improve their skills. The method comprises tasks in which learners participate in order to obtain and improve their understanding of the subject delivered to them (Mngomezulu, 2019).

According to the Department of Education (DoE, 2011), educators need to differentiate teaching methods and strategies in order to meet the different needs of learners. Educators should really be educated to value diversity while learning about inclusive practices through modeling (Floriana & Pratt, 2015). They further suggest that technology can easily differentiate content while the educator works in small group sessions with learners. Technology can also assist educators to differentiate the product as a way for learners to show their learning. Educators must identify and help learners who require an enriched or extended curriculum, or diagnostic assistance with a particular aspect of a learning programme or a learning barrier, or issues related to a language barrier between their native tongue and the language of instruction (Tomlinson, 2014).

2.6.1.3 Differentiation of product

Aliakban and Khales Haghghi (2014) refer to differentiation of the product, through which learners demonstrate what they have learnt, as enabling an educator to determine whether the set goals have been achieved. Santangelo and Tomlinson (2009) assert that educators employ multiple methods of evaluation during product

diversity to allow learners to exhibit and apply what they have learned and utilize their knowledge and abilities following significant teaching. Tomlinson and Allan (2000) mention that product differentiation also includes:

- Assisting learners in expressing understanding in a number of ways.
- Enabling many types of job involvement, such as working alone or in teams.
- Motivating the employment of a wide range of resources in the product's preparation.
- Urging the utilization of diverse resources in response to this demand.
- Supporting the use of various assessment methodologies.
- Offering comprehensive assignments with varied levels of difficulty based on learner preparedness.

DBE (2011) confirms that other ways to differentiate the product include using collaborative formative assessments, enabling assessment activities to be done verbally as well as in writing, offering more time to finish the assessments, and utilizing aids. Furthermore, collaborative formative assessments contain a number of methods, such as written group work, drawings, and oral presentations in which learners can show the educator what they have acquired from the classroom (Mngomezulu, 2019).

2.6.1.4 Differentiating learning environment

A classroom environment is a situation in which learning occurs and which may generate learning challenges. It does not only relate to the physical classroom, but also to the features of the environment (DoE, 2011). It is the educators who ensure that the learning environment is conducive for those who have difficulty learning.

The following are some examples of educator-driven techniques for a differentiated learning environment (Tomlinson, 1995; UNESCO, 2006):

- Decorating the classroom with learner work to make it more appealing and friendly.

- Establishing activities and tasks which allow individuals or groups of learners to work independently to fulfill objectives or tasks.
- Making the class highly appealing in order to reduce the feeling of it being crowded.
- Providing methods that encourage learners to ask for help while educators are engaged with the other learners.
- Whenever possible, utilizing diverse teams instead of pitting boys against girls and providing complementary activities for each group.
- Employing classroom assessment in which learners are motivated to take on responsibilities.

Teaching environment is essential in promoting performance with all learners (Aliakbari & Khaled Haghghi, 2014). Differentiating the setting is an essential step in achieving optimal learning for all learners (Fidan, Cihan & Ozbey, 2014). Educators can improve the learning and teaching environment by rearranging the classroom to make it easier to reach teaching displays and other resources (Ledwaba, 2017).

2.6.2 Screening, Identification, Assessment and Support

One of the most important aspects of the transition to an inclusive educational system is the SIAS policy. The policy's goal is to provide a framework for instructors, DBSTs, SBSTs, parents, and the school to use in order to improve a learner's involvement in class (DoE, 2014). The SIAS strategy provides recommendations for early detection and assistance to determine the type and quantity of assistance.

According to Hess (2020), the method focuses on the early detection of learning challenges and appropriate evaluation techniques for any potential barriers that learners may encounter. The training of foundation phase educators to address issues related to the draft policy of 2008 was a major focus of the proposed SIAS policy action plan for 2015 and 2019 (DoE, 2014). It also identified the best learning places for support.

The SIAS policy, protocol, and a variety of formal means that educators, SBST, and DBST should all be used to provide assistance in the screening, identification, and

assessment process for learners with learning disabilities. The SIAS policy also emphasizes the essential need that both educators and parents should participate in implementing the plan (DoE, 2014). The SIAS implementation occurs at various levels, each of which focuses on a certain type of intervention.

Gallant (2012) asserts that the procedure for learning support outlined in the SIAS document calls for educators to possess particular knowledge and abilities in order to be able to identify and support learners who are having difficulty learning in their classroom settings. In order to become a competent, confident, critical, and educated group, educators must be trained.

According to Tebid (2019), the Department of Basic Education acknowledges creating a number of detailed policy documents relating to its guiding plan after the issuance of Education White Paper 6, the implementation of inclusive education. These include, among others, the Gauteng inclusion policy (Department of Education, 2011) and the updated strategy for the screening, identification, assessment, and support (SIAS) of learners who are facing learning issues (DoE, 2014).

The screening, identification, assessment, and support policy (SIAS) outlines a defined method for assisting learners so as to guarantee that all learners may obtain high-quality instruction and perform to the best of their abilities. Additionally, it entails screening, identifying learning barriers, assessing assistance requirements, and providing and monitoring help (DoE, 2014).

The policy document addresses the following topics (DoE, 2014), its legal mandate being as follows:

- Policy, assessment, and decision-making principles that drive assistance services.
- The SIAS procedure/cycle.
- Procedures to be followed.
- Documents to be used.

- Key role-player roles and coordinating structures – School Based Support Team (SBST), Circuit Based Support Team (CBST), and District Based Support Team (DBST).
- SIAS Management and Implementation.

2.6.2.1 Principles underpinning the policy

An essential component of directing inclusive education in South Africa is the SIAS plan (Hess, 2020). The change of the educational system to one that is inclusive is considered to depend heavily on SIAS policy. The goal of the policy is to provide a framework for educators, DBST, SBST, parents, and the school to use in order to increase learners' involvement in class. The SIAS strategy provides recommendations for early detection and support to establish the type of support and choose the most effective learning venues. It also outlines the crucial part that parents and educators play in carrying out the strategy (DoE, 2014). The SBST and DBST specify a process and several formal forms that educators must utilize in order to provide support according to the SIAS policy.

2.6.2.2 SIAS process/ cycle

SIAS implementation occurs at various levels, each of which focuses on a certain type of intervention. There are three steps in this procedure: initial screening, identification and removal of learning barriers, and assessment to determine the type, extent, and timing of support (DoE, 2014). The first phase of the SIAS process is screening. In stage 1, at the start of the school year, the educator should conduct a screening of all learners using the relevant screening instruments. Screening assists educators in better knowing and comprehending their learners. The Learner Unit Record Individual Tracking System should record the details (LURITS) (DoE, 2014) For the purpose of gathering information for the learner profile, screening papers and reports – including the admission form, Road to Health booklet, child's birth certificate, psychological and diagnostic reports, year-end school reports, and parent reports should be employed (DoE, 2014).

2.6.2.3 Procedure to be followed

All learners in grades R to 12 are required to have learner profiles. Schools are responsible for ensuring that these profiles are always available. An educator must also communicate his or her findings to the principal, parents, and other critical support people. Furthermore, an educator must complete the Support Needs Assessment (SNA1) form for vulnerable, "at risk" learners. If the learner is being taught by more than one educator, this form must be filled out by all of them. The SIAS form instructs the educator on how to complete SNA1 in partnership with parents. The form collects data that will be necessary when the concerned educator needs assistance from the SBST. Records of the learner's aptitudes and requirements are compiled in a range of fields so as to detect and target learning barriers:

- Problem areas.
- The learner's strengths and needs.
- Interventions and assistance from educators.
- Curriculum Intervention in the classroom.
- Physical intervention if required.
- Learning environment of the learner.
- Methods used by educators.
- Social competence and behavior.
- Health wellness and personal care.

In the event that an educator's assistance is ineffective, the SBST must be contacted so that the learner's interests can be discussed. The SBST is a support system within the school that concentrates on SIAS. The SNA2 form directs the intervention process when the matter is brought to the attention of the school-based support team (SBST) (Hess, 2020). The SBST examines the SNA1 form, reviewing the action completed, deciding on additional support action, and completing the SNA2 form to record findings and decisions. If sufficient progress is not achieved, intervention from district-based support teams (DBST) is required. A direct referral is only allowed in extraordinary circumstances where the learner's safety is at risk.

The SNA3 form is used in the third stage to direct the DBST's intervention strategy. With the aid of the support guidelines, the level of support, and the checklist, this strategy necessitates a review of the educator's and SBST's action plans (DoE, 2014). When a case is brought to the attention of the school-based support team (SBST), the SNA2 form outlines the intervention method (Hess, 2020). Reviewing the action taken, deciding on additional support action, and completing the SNA2 form to record findings and conclusions are some examples from the SBST SNA1 form. Support from district-based support teams (DBST) will be required if sufficient progress is not accomplished.

The DBST also develops a new action plan for both the pupil and the school. As reported by SIAS (DoE, 2014), the planning and budgeting for additional support emphasises the importance of appraisal and the need to guarantee that learners, parents, and educators are accountable for it. Assessment is described as a constant, ongoing, and planned process of locating, obtaining, and analyzing data to evaluate whether development learning has occurred. Additional planning and budgeting to position assessments, the framework of difficulties faced by the individual, and curriculum, family, school, community, and situational relations should be applied (Hess, 2020). According to SIAS (DoE, 2014), the following are the assessment purposes:

- To determine the level of functionality of various skills in order to organize activities, programs, and interventions.
- To specify the level at which program planning and development should begin (low, moderate and high level).
- To assess each child's strengths, weaknesses, and interests, and design an individual assistance plan (ISP).
- To explain to what extent what was planned and implemented attained the anticipated results.
- To observe competency improvement and determine whether teaching is taking place.

The assessment process includes a variety of techniques/approaches, including planning, acting, assessing, and evaluating (DoE, 2014). The type and extent of support are covered in the following section. These remove barriers at the individual

learner level and also include all school-wide attitudes that improve the school's ability to handle diversity and guarantee that all learners receive appropriate instruction (DoE, 2014).

Even though all learners require support, some learners require more help, such as an educator designing a lesson in a different way, access to specialized services, wheelchair-accessible infrastructure, psychosocial support, and assessment accommodations, such as extra time, to complete a task. According to the Department of Education (DoE, 2014) extra support is defined as activities and / or resources that must be made available in addition to the standard educational provisioning in order to enhance learners inclusion, retention, and performance in the learning process.

A continuum of assistance at various levels is provided by the support, which is based on a three-level support system (Hess, 2020). SIAS policy defines three levels of assistance: low, moderate, and high (DoE, 2014). The policy also takes into account the above mentioned points and is founded on Education White Paper 6 which specified three different sorts of schools: ordinary, full-service, and special schools. All schools, regardless of kind, ought to be welcoming environments for learning support and care with the mission of delivering high-quality instruction to accommodate a range of learner requirements (DoE, 2001).

The SIAS policy specifies three degrees of assistance (DoE, 2014), which are independent of the type of school. These are based on the frequency, intensity, scope, accessibility, and expense of the necessary support. In other words, the necessary help is evaluated, rather than the learner. The first category is low-level support (levels 1 and 2), which is provided at mainstream schools and includes adapting lessons to fit different learning styles, providing learners with access to counselling services, providing educators access to workshops on skill development, and giving learners access to learning support services. Low-level support typically falls under general departmental programs, policies, and line budgets and is proactive or preventative in nature. Although ordinary schools lack specialized employees or high-end resources,

they can obtain resources from the circuit and district offices, as well as from full-service and special schools

The second category is moderate support (level 3). Mainstream schools that offer intermediate level support receive more help in order to cater for a broader range of learning needs. These are some examples:

- A Learning Support Educator (LSE) and a counsellor who give individualized assistance.
- Infrastructure in physical reality such as a support centre consisting of a consulting room and disability-friendly toilets.
- Specific Learning and Teaching Support Material (LTSM) and adaptable apparatus, such as Braille textbooks and computer software.

Moderate-level support is typically once-off, temporary, or of moderate intensity. It goes above and beyond standard programs and provisioning.

High-level support is the third type (levels 4 and 5) which satisfies the demands of learners who require specialized, high intensity assistance. Special schools and special schools as information centers (SSRC) are mainstream schools with enhanced support services. High level support is typically extremely specialized, expensive, frequent, and intense. It also goes above the provisions covered by the law and provisioning for public schools. The local capacity of the school to meet additional assistance requirements, as well as the available resources of the school, are considered by the DBST in making the decision for out-placement (DoE, 2014).

Departmental funding will provide more additional help to some schools than others, allowing them to provide higher and more intensive levels of assistance. The amount of support is influenced by the frequency/intensity of the needed assistance, its accessibility, and its cost. Mainstream schools have low to moderate levels (1-2) of support. Full-service schools with moderate level assistance (level 3) are regular schools that receive improved support to enable them to respond to a larger range of educational requirements. High level support (levels 4 and 5) involves special schools or ordinary schools that are outfitted with even better support provisioning for students who need specialized high intensity support (DoE, 2014).

The following sub-headings focus on the obligations of three important role-players: educators, SBST, and DBST.

2.6.2.4 Key role players' roles and responsibilities

(a) Participation of the educator in SIAS

Educators play a critical role in implementing SIAS in all mainstream schools. Because pupils spend the majority of their day at school, educators get to know them better than even some parents and caregivers. They are also the most successful at understanding the needs of various learners. The following are the major duties of educators in the SIAS process (DoE, 2014):

- Continuous assessment and identification of learning impediments.
- Creating, implementing, monitoring, and revising action plans to assist individual learners.
- Implementing and applying effective classroom practices to address learning barriers: curriculum differentiation, incorporating adjustment and accommodation in assessment.

(b) The role of the SBST in SIAS

An SBST should be present in every mainstream, full-service, and special school. The SBST is a school support system that concentrates on SIAS and areas that require improvement. The whole school development (WSE) is matched with how the SBST plans support for learners, educators, and the school in general (DoE, 2014). A school establishes a school-based support team (SBST) in relation to general and higher education. Its main purpose is to put in place coordinated assistance for schools, instructors, and learners. It acts as a framework for delivering support at the school level. The primary responsibility of this team is to support and facilitate the teaching and learning process at the school level. The team of institutional support (ILST) is another name for the SBST which is used in official Department of Education papers (DoE, 2014).

(c) The role of the DBST in SIAS.

The primary duties of the DBST are to assist SBSTs in gaining access to support programs and services available in the cluster or district and to plan, budget, and implement a programme for the district's additional support requirements. The DBST must accept all requests for out-placement from community schools, full-service schools, and special schools (DoE, 2014)

The management structures' duties include supporting the coordination and promotion of inclusive education by identifying, assessing, training, resource distribution, curriculum delivery and support, and infrastructure development to eliminate barriers to learning and teaching (DoE, 2014).

Primary school educators require ongoing, in-depth training in inclusive education that goes far beyond what can be covered in a single workshop day. Despite the above-outlined enabling policy, inclusive education is only partially and slowly being implemented in South Africa. According to a study by Adewuni, Mosito and Agosto (2019), educators must locate the causes of learning obstacles. Educators must evaluate, support, and assist learners who encounter learning obstacles in order to assist them in conquering such barriers. Educators should develop strategies to assist learners with Individual Support Plans utilizing a personalized assistance plan.

2.7 CONCEPTUAL FRAMEWORK

A conceptual framework, according to Galleto and Bureros (2017), is one that will best explain the evolution of the phenomenon under investigation. It is also related to the theories and notions used to strengthen and systematize the information that the researcher embraced by means of empirical investigation. It provides an explanation of how the researcher would study the research problem.

2.7.1 Inclusive education

As mentioned by Education White Paper 6 (2001), inclusive education is about acknowledging and respecting differences among all learners and offering assistance for all learners so that the complete range of learning needs, which relate to learners'

choices to study and learn in a certain way, are recognized (2001). According to Lomofsky and Lazarus (2001) inclusion includes just about everyone, irrespective of ability, race, gender, language, or disability, so that every learner can be accepted at school and educators can create conditions for them to achieve the educational outcomes that schools provide. As a result, the emphasis is on the creation of sound approaches that will assist all mainstream learners.

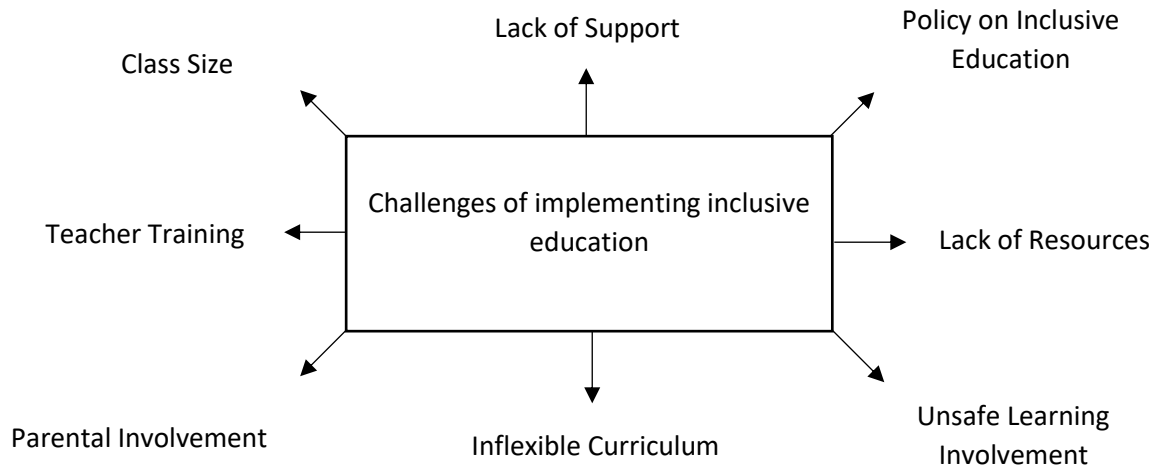
2.7.2 Challenges of learning needs.

White Paper 6 (2001) conceptualizes the issues associated with learning needs using the descriptions listed below:

- Defeatist attitudes towards difference and preconceptions of difference.
- An unyielding curriculum.
- Incorrect languages or incorrect learning and teaching of languages.
- Unreachable, as well as dangerously constructed environments.
- Unsuitable Communication.
- Inadequate and inappropriate support services.
- The absence of parental recognition and involvement.
- Education managers and educators who have been improperly and inefficiently trained.

The Education White Paper 6 (2001) standards for learning challenges serve as a basis for performing the research.

FIGURE 1. Demonstrates conceptual framework of inclusive education.



2.8 THEORETICAL FRAMEWORK

The theoretical framework, according to Kiyunja (2018) is the structure that keeps or sustains a research study's theory. He goes on to say that the theoretical framework offers a structure for what to look for in data and aids in discussing the findings clearly.

Grant and Osanloo (2014) elaborate how the theoretical framework serves as a framework and source of support in the objective, issue statement, purpose, significance, and research questions of the study. The study considers the obstacles that primary school educators face when implementing inclusion education from the standpoint of educators and school-based support teams (SBST) within the theoretical framework of inclusive education.

As reported by Swart and Pettipher (2011), when Education White Paper 6 was published in 2001, South Africa appeared to be following the worldwide trend toward inclusion, but subsequently policy implementation has made little headway. Landsberg, Kruger, and Nel (2005) point out that establishing welcoming communities and education standards must acknowledge and respond to the diverse needs of their learners, accommodating all learners regardless of their gender, race, age, language or other conditions. This is the essence of inclusive education.

According to Stofile (2008), inclusive education may seem straightforward in theory, but in practice it imposes significant obligations on educators as providers of

pedagogy, because creating an inclusive learning environment for a diverse set of learners may be difficult and often demanding. As a result, inclusive education requires educators to be able to meet the needs of all learners, including those who face learning challenges in traditional classroom settings. The researcher in this study has selected an adequate theoretical framework pertinent to the investigation. The researcher's topic is aligned with the framework of Lawrence's school-wide integrated transformation framework (SWIFT) (2013).

McCart, Sailor, Bezdek, and Satter (2014) explain that the school-wide integrated framework for transformation (SWIFT) is a theoretical framework for restructuring schools into powerful and equitable settings for teaching and learning. It is especially appropriate for schools that experience low success, a high rate of problem behaviour, and the segregated delivery segregation of specialist services. The authors elaborate SWIFT as a whole-school strategy for transforming fragmented academic and behavioural education into instruction and support for all learners.

This view is echoed by McCart et al. (2014) who state that SWIFT is a model for integrating fragmented systems and support into a fully braided, coherent system of inclusive education that result in improved academic, behavioural, and social benefits for all learners. This idea stresses integrated systems and services, and fosters collaborative teaching of learners, families, and the community through a systems approach that generally incorporates the state, district, educators, and systems, together with learners, families, and the society (Lawrence, 2017). In other words, everyone involved collaborates to the benefit of the learners.

The SWIFT architecture makes use of five aspects, each with unique capabilities that offer various degrees of interaction and assistance. The following factors are among those that must be present in this framework: administrative management, a multi-tiered support system, an integrated learning framework, family and community participation, and a policy structure and practice that is inclusive.

2.8.1 Administrative leadership

Numerous studies reveal that a key factor in affecting educators' views towards inclusive education is the support of school management team (McCart et al., (2014). The school administrator and school management team (SMT) should ensure that both learners and educators have a good learning environment (Larrivee and Cook, 1979).

(a) Strong and engaged site leadership

McCart et al. (2014) state that the principal of the school and a school leadership team comprised of educators together with individuals from the family and communities encourage strong and engaged site leadership. Fixsen, Blasé, Naoom, and Duda (2013) emphasise that these leaders must at times advocate for change and at other times must offer more technical leadership that is essential to maintaining inclusiveness in the school.

(b) A strong educator support system

McCart et al. (2014) and Hoppey and McLeskey (2010) opine that a strong educator plays an important role in this system which demonstrates compassion for and investment in educators, provides opportunities for distributed leadership, and shields teachers from the strain of high stakes accountability. These features, according to Bedell and Burello (2006) and Burello, Hoffman and Murray (2005), provide educators and other school staff with sufficient professional development opportunities and educational coaching to strengthen their teaching, which in turn improves learner learning. Personal evaluation can also assist instructors improve their teaching knowledge and skills.

2.8.2 Multi-tiered system of support.

McCart et al. (2014) claim that SWIFT employs a range of system-wide, research-based strategies to meet the learners' specific academic and behavioural educational demands.

(a) Inclusive Academic Instruction

According to Copeland and Cosbey (2008) this feature prevents academic failures by screening all learners to identify those who require greater academic assistance, locating those learners, and offering varied levels of teaching methods and assistance to those learners throughout general education curricular activities.

(b) Inclusive behaviour instruction

Bradshaw, Mitchel and Leaf (2010) and Lane, Oakes and Menzies (2010) maintain that this component entails a school-wide strategy to prevent behavioural issues and offers various levels of additional social or behavioural aid, sufficient to assure all learners' educational excellence. The policy on Screening, Identification, Assessment, and Support (SIAS) is strongly related to this area of multiple tiers of supplemental social or behavioural support (MTSS). The SIAS policy aims to identify learning barriers and support needs that emerge from these barriers, as well as the support programme that must be implemented to address the impact of these barriers.

2.8.3 Integrated Educational Framework

McCart et al. (2014) point out that an integrated educational framework entails structures and cultural practices that prevent the establishment of silos, break down existing ones, and promote collaborative teaching across all grade levels and multi-tiered support networks.

(a) Fully integrated organisational structure

Hang and Rabren (2009) and Sailor (2009) propose that this framework enables all learners who require extra assistance to take advantage of resources that would otherwise only be accessible to distinct learner populations, and that special needs learners are not barred from participating in the general curriculum, extracurricular activities, or peer interactions. In addition, McCart et al. (2014) emphasise that the school welcomes non-classified service delivery to accommodate the variety of learning needs of learners and that every learner participating in the general education curriculum teaching activities of their grade level classmates

(b) Strong and Positive School Culture

Schools have cultures, regarding which educational archaeologists, such as Ogbu (1992) have consistently demonstrated a significant impact on academic attainment. Sailor (2009) agrees that this is true. By **defeating** the "egg-crate structures" that divide educators, O'Day (2002) emphasises that one demonstration of this ethos is that all grownups in a school share responsibility for educating all learners. Through a constructive strategy that develops on previous accomplishments and present capabilities to encourage flexibility, transformation, and advance, the school, families, and community work together to fulfil their common commitment to inclusive education (McCart et al., 2014).

2.8.4 Family and Community Engagement

Research by Anderson-Butcher and Lawson, Bean, Flaspahler, Boone and Kwiatkowski (2008) support that advantages result from partnerships between families, members of the community, and school and district workers. Thus, according to McCart et al. (2014), the school-wide integrated framework for transformation (SWIFT) fulfils the need for widespread engagement by addressing support fragmentation through a partnership approach that includes all families and any concerned community members. **using a collaborative strategy that involves all families and any interested community members**

(a) Trusting Family Partnership

McCart et al. (2014) opine that the school-wide integrated framework for restructuring (SWIFT) features trusting family partnership, which include collaboration between a school and a variety of partners to match public resources and services with stated school needs. Bryk (2010) asserts that communities with strong institutions provide a network of social relationships that can be used to improve schools and attract new outside resources into isolated areas.

2.8.5 Inclusive Policy Structure and Practice

(a) a solid school relationship

Mutual respect is essential in the school-district connection trust, according to Bryk ,Bender-Sebring,Luppescu and Easton (2010). According to McCart (2014), SWIFT and the school should have an excellent working relationship in which SWIFT supports school initiatives and implements a framework for inclusive policy.

(b) Local Educational Agency (LEA) Policy Framework

According to McCart et al. (2014), the local educational agency (LEA) actively and effectively manages policy and other implementation roadblocks to maintain success. According to Kozleski and Smith (2009), successful SWIFT implementation in additional schools necessitates district, province, and national policy frameworks such as curriculum, assessment, funding and accountability that are aligned with fully braided inclusive educational delivery systems.

2.9 CONCLUDING REMARKS

The background of research on inclusive education from both national and international perspectives was covered in Chapter 2. The discussion focused on the difficulties faced by primary educators, particularly when implementing inclusive education. The discussion that followed was centred on educators' perceptions of inclusive education and their personal experiences with it. The discussion presented techniques that could be used to improve the effectiveness and efficiency with which inclusive education is delivered. At the close of the chapter, the conceptual and theoretical frameworks that supported the study were examined. The following chapter discusses research design and methodology.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

In the preceding chapter, a literature study was used to investigate the difficulties that primary school educators face in adopting inclusive education. This study's goal is to consider the difficulties primary school educators have when implementing inclusive education in the Warmbaths circuit. A plan of inquiry known as the research methodology is derived from fundamental assumptions underlying the research design and data collecting (Zukani, 2018).

The research paradigm, research approach, research design, research population, sampling, and data collection instruments are all covered in this chapter. Important information is obtained using semi-structured one-on-one interviews, open-ended questionnaires, and document analysis. The study will then focus on data analysis techniques and, finally, ethical considerations.

3.2 RESEARCH PARADIGM

A research paradigm, according to Creswell and Creswell (2018), is a pattern, wide strategy, or perspective used in a method of study. A paradigm is an academic and intellectual thought pattern, structure, framework, or system, attitudes, and presumptions, according to Guba and Lincoln (1994). A paradigm is also described by (Okesina, 2020) as a researcher's way of thinking, philosophical orientation, or perspective that affects what should be examined, how it should be studied, and how the study's findings should be evaluated. The last author further states that a given paradigm will direct a researcher toward a certain methodology, such as a particular research approach, research design, or research methodology.

Paradigm is a set of assumptions or ideas about basic features of reality that produce a certain viewpoint (Maree, 2016). I agree with Babbie (2008), who states that a research paradigm is a set of beliefs that guides behaviour as to how we live our lives. A paradigm is also defined by Kuhn (1962) as an integrated group of substantive

notions which are variable, as well as difficulties related to the accompanying methodological techniques and instruments. A research paradigm, according to (Guba 1990), is a group of shared opinions and principles held by scientists regarding how an issue should be recognized and solved. Saunders, Lewis, and Thornhill (2019) support the latter opinion, arguing that the paradigm is the researcher's point of view or guiding beliefs.

According to Babbie (2008), a paradigm is a crucial framework for establishing interpretations and ways of thinking in research. The interpretive paradigm examines an explanation of how people relate to and engage with one another. The research question – "What are the challenges in the study that limit educators from implementing inclusive education?" – serves as the foundation for the research paradigm of the study. The research paradigm is suitable for this study because it serves as the philosophical foundation of the investigation. Adopting the paradigm also enables the development of a research strategy, a research plan, and research techniques that are most suited for the goals of the study.

Guba and Lincoln (1994) postulate that paradigm is a fundamental system of thought that directs research. The interpretive paradigm will be used by the researcher to comprehend and explain the difficulties educators encounter when adopting inclusive education in the Warmbaths circuit. By relating meanings, experiences, and how they interact, interpretivism helps people understand how to comprehend the social environment (Maree, 2016). Interpretive paradigm studies aid in the understanding of the world based on the personal perspectives of public school educators on the implementation of inclusive education through meaning-versus-measurement-originating approaches such as interviews and field observations (Thomas, 2013). The in-depth interview and the study's findings serve as the basis for the interpretive paradigm.

Biggs and Tang (2011) assert that life has many perspectives and the way humans interpret meaning is being accountable to what they do, and is thus influenced by the setting. The reasoning for utilising an interpretive paradigm was to relate with participants in the research study when investigating how participants in the research constructed meaning out of the setting. The relationship between the topic under

investigation and the paradigm was that participants might have had a varied perspective on their role in promoting inclusive education in public primary schools.

Participants include administrators, educators, and members of the school's support staff. Through a case study, the researcher's main goal was to examine how various meanings were applied to settings through interaction to advance the deliverance of inclusive education.

3.3 RESEARCH APPROACH

Fouche and Delport (2011) and Punch (2005) identify two core research methods in social science research, namely quantitative and qualitative research methodologies. Igwenagu (2016) explains that a research methodology in empirical research outlines and analysis methodologies, sheds a better understanding of their constraints and resources, clarifies their underlying assumptions and consequences, and ties their promise to their limitations of knowledge. He continues, saying that research methodology is the collection of systematic methods utilised in the research.

Research methodology, according to Sileyew (2019), is the approach that researchers must employ to carry out their research. Sakyi, Musona and Mwesbi (2020) contend that research methodology is concerned with the viewpoints and procedures of study and the philosophies of the researchers. According to Patel and Patel (2019), research methodology is a method for methodically addressing the research topic by logically adopting different phases. Accordingly, the researcher used a qualitative approach, since it enables a deeper comprehension of activities and a range of information about people and events (Mohajan, 2018).

Moreover, the qualitative approach is descriptive rather than statistical and concerns people's opinions and perceptions (Nqulube, 2015). The research methodology also provides the tools to carry out the research (Igwenagu, 2016). The author elaborates that it enhances the process by providing the opportunity for in-depth research and comprehension of the phenomenon.

In addition, it gives participants a chance to influence the direction of the research. It is my opinion that the qualitative research method approach helps the researcher to

study the participants' perceptions of behaviour, as well as the educators' responsibility for supporting inclusive education in public primary schools. The qualitative research method approach is flexible, meaning it can be adjusted as new research questions arise during the research (Mohajan, 2018).

Furthermore, the intricacy of the phenomenon can be investigated and comprehended better by the researcher using the qualitative research method approach. According to McRoy, cited by Fouche and Delport in 2002, qualitative research is defined as an investigation that gathers participant stories of significance, experience, or perspectives. By using a qualitative research approach, the researcher is able to understand how educators interpret their experiences by hearing their viewpoints. In other words, the researcher will have a thorough working knowledge of the practices involved in inclusive education, as well as the social contexts in which specific educator beliefs, attitudes, and behaviours are formed (Mohajan, 2018).

As described by Macmillan and Schumacher (2014), one-on-one interviews are used in a qualitative approach to collect participant data. Additionally, Cohen et al. (2011) believes that qualitative research relies heavily on fieldwork and that the researcher should physically visit people, places, or schools in order to comprehend the behaviour in its natural environment. The researcher will be closely involved in a natural situation, thus helping him or her to learn about the precise meanings, understandings, and experiences that study participants associate with their behaviour, and how they analyse their circumstances and their viewpoints on various themes (Creswell & Creswell, 2018).

The qualitative research method approach is thus appropriate to address the research problem of this study. Additionally, this approach enables the researcher to investigate and comprehend the complexity of the phenomenon.

3.4 RESEARCH DESIGN

Saunders et al. (2019) posit that a research design is a broad plan for answering a research topic. Furthermore, it describes how the researcher will study the fundamental problem of the research. Denzin and Lincoln (2005) contend that

research design is defined as a research framework – it is the bond that holds all components of a research endeavour together. According to Mohajan (2018), research design is a framework for the entire research process that guides data collection, measurement, and analysis. This author further explains that it is a set of decisions regarding what, where, when, how much, and how an investigation or research study will be carried out.

Bouchrika (2020) defines a case study as a structure that incorporates the methods for collecting, analysing, and interpreting data. Creswell and Plano Clark (2007) assert that a research design is the method for collecting, analysing, interpreting, and reporting data in research projects. A research design is a strategy layout that departs from the basic assumptions for establishing the selection of respondents, data collection strategies to be used, and data analysis to be performed. the philosophical assumptions for selecting respondents, the data gathering methodologies to be used, and the data analysis to be performed (Maree, 2016). Denzin and Lincoln (2005) agree with Maree (2016) that research design is a dynamic collection of rules which link theoretical paradigms first to strategies of investigation and then to techniques of amassing empirical evidence. A qualitative research design is used by the researcher because it is a method that outlines the sources and kinds of information relevant to the research topic and answers the research questions (Mohajan, 2018).

The researcher employs a qualitative research design since it maximizes study effectiveness by offering the most information with the least amount of work (Pandey, 2015). Through personal encounters in real-life settings, the researcher is able to comprehend the social world. In other words, information is gathered in natural settings. This study employs a qualitative approach technique using a case study as a research design. The study's research design is a descriptive and interpretive case study that is analysed using qualitative approaches.

In order to achieve the research objectives, a case study was chosen above alternative research approaches such as ethnography, narrative biography, phenomenology, and grounded theory. According to Mouton (2015), case studies are studies that attempt to provide an in-depth examination of a limited number (less than 50%) of examples and are qualitative in character.

The case study is intended to involve analysis of a single or numerous cases throughout time through extensive, in-depth data collecting involving various sources of information (Cresswell, 2014). Because the researcher desired to conduct an in-depth assessment of a number of units, the case study methodology was chosen for the study of five selected public primary schools to analyse educators' barriers in implementing inclusive policies. As a result, the researcher employed the case study method to clearly understand the behaviour pattern of the concerned educators. According to Kothari (2004), a case study deepens our awareness and provides us with a clear insight into life. It examines behaviour directly rather than in an indirect and abstract manner.

3.5 RESEARCH POPULATION AND SAMPLING

3.5.1 Population

Population is the group of individuals such as a family, a class, or an electorate from which the researcher extracts a sample for the research (Mohajan, 2018). According to Pandey (2015), the term "target population" refers to all the individuals who make up a real or fictitious group of persons from which the researcher hopes to derive research findings. Neuman (2011) asserts that a research population is a large group of multiple examples from which a researcher selects a sample and from which conclusions from the sample are generalized. The target population for this study is educators.

3.5.2 Sampling

A sampling design is a detailed strategy chosen before any data are actually gathered in order to select a sample from a certain population (Pandey, 2015). Kothari (2004) elaborates a sampling design as the method the researcher would use to choose the items for the sample. Additionally, this refers to the choice of a portion of an aggregate or totality upon which a conclusion or judgment regarding the aggregate or totality is drawn. Similarly, sampling design is defined by (Creswell, 2014) as the sample method that the researcher utilises to choose research participants from the population. He

further explicates sampling as a method of identifying a small group of people drawn from a big population to estimate or predict the prevalence of an unknown amount of knowledge, condition, or consequence in the broader group.

In addition, Igwenagu (2016) asserts that sampling is the choice of a portion of people from a certain group in order to determine population features. As a result, the researcher created a list of all the research participants for the project. A sample is made up of components or a subset chosen from the general population for the purpose of the actual study (De Vos & Delport, 2011). In other words, Mohajan (2018) opines that sample means selecting a subset of the population from the list above and sampling them in a way that ensures they are representative of the full population. According to Creswell and Creswell (2018) a sample is a randomly chosen subset of the population by the researcher.

In this study, the researcher selected a team of participants from the population of educators. The sample of the study comprised two principals, two deputy principals, five educators, and five members of the school-based support team, thus giving a total of fourteen participants. Three participants were chosen from four primary schools respectively and two participants were chosen from the fifth school.

Table 3.1 below shows the profile of the group of research participants from school A

Participant	Age	Gender	Occupation	Expertise
P1	45-50	Male	Principal	Management
E1	40-45	Female	Educator	Class- manager
SBST1	55-57	Female	Educator	Class- manager

Table 3.2 below shows the profile of the group of research participants from school B.

Participant	Age	Gender	Occupation	Expertise
P2	53-55	Female	Principal	Management
E2	45-48	Female	Educator	Class- Manager
SBST2	35-39	Male	Educator	Class- Manager

Table 3.3 below shows the profile of the group of research participants from school C.

Participant	Age	Gender	Occupation	Expertise
Dp1	56-59	Male	Deputy Principal	Management
E3	37-40	Male	Educator	Class- Manager
SBST3	45-48	Female	Educator	Class- Manager

Table 3.4 below shows the profile of the group of research participants from school D

Participant	Age	Gender	Occupation	Expertise
Dp2	53-55	Male	Deputy Principal	Management
E4	50-55	Female	Educator	Class- Management
SBST4	35 -48	Male	Educator	Management

Table 3.5 below shows the profile of the group of research participants from school E

Participant	Age	Gender	Occupation	Expertise
E5	29-34	Female	Educator	Class- Manager
SBST5	55-60	Female	Educator	SBST Co- ordinator

Purposive sampling is the act of identifying and selecting persons or groups of persons who are experienced as well as knowledgeable in the phenomenon of interest (Etikan, Musa, & Alkassin, 2016). Additionally, individuals that are available and eager to participate and discuss experiences and perspectives expressed in an eloquent, expressive, and reflective manner should be chosen. Purposive sampling was utilised to select study participants based on the explanation above, since it assisted the researcher in collecting the data needed to respond to the research questions.

Purposive sampling, according to McMillan and Schumacher (2006), provides the researcher with sufficient information related to the issue under study. The researcher selected participants and schools on purpose in order to study and comprehend the research question, "What are the barriers that obstruct educators in the implementation of inclusive education in public primary schools in the Warmbaths circuit?" Convenience sampling is a type of non-probability sampling in which members of the target population who meet certain criteria, such as easy availability, being geographically close by, being available at a specific time, or desiring to engage in the research, have been picked (Etikan et al., 2016).

According to Cohen, anion and Morrison (2011) convenience sampling refers to population subjects who are easily accessible to the researcher. This study employed convenience sampling, in which participants were chosen based on their ease and comfort (Cohen et al., 2011 and Petty, et al., 2012). The researcher selected the participants from the Warmbaths circuit because they were easily accessible to the researcher. Qualitative convenience sampling method helped the researcher with the selection of experienced participants who were likely to produce useful information about the implementation of inclusive education in mainstream schools.

3.6 DATA COLLECTION

Data collection is a systematic collection of data, statistics, objects, symbols, and events gathered from various sources (Bhandira, 2020). Creswell (2014) considers data as facts and other relevant resources from the past and present that serve as the foundation for study and analysis. According to Mohajan (2018), data is information in

the format for which findings can be attained. There are primarily two types of data: qualitative data and quantitative data (Etikan et al, 2016).

Qualitative data was used by the researcher since it is relevant to this study (Creswell, 2018). Furthermore, the method allows study participants in the research to give their opinions. Data collection is critical for this study because it is based on human experiences and observations. Furthermore, the researcher was able to gather sufficient information so that the research questions could be appropriately answered.

Data collection is a systematic way of gathering correct information from many sources in order to provide insights and answers, which might include evaluating a theory or analysing the results (Maree, 2016). Data collection, according to Kabir (2016), is the act of obtaining and analysing correct information from diverse sources in order to identify answers to research problems, trends, and prospects, and to evaluate future results. Furthermore, it is a systematic process of collecting and measuring data on variables of interest that lets the researcher answer research questions, test hypotheses, and evaluate the results. Bhandira (2020) agrees with this description, arguing that data collection is a systematic method of collecting observations or measurements. Data gathering instruments are devices that are utilised by the study to collect research-related data problems through techniques such as interviews, observation, written documents, focus groups, pictures, narratives, and case histories.

Creswell and Creswell (2018) identify two main data collection types – namely, qualitative data collection and quantitative data collection. The qualitative data collecting technique was used by the researcher since it allows the researcher to acquire enough information (Igwenagu, 2016). The author adds that the strategy takes into consideration the respondents' descriptions and opinions. Data on primary school educators' inclusive education implementation was obtained using semi-structured one-on-one interviews, open-ended questionnaires, and document analysis. The researcher gathered relevant and accurate information so that the research questions could be appropriately answered.

Maree (2016) classifies data collection methods into two forms – primary data and secondary data. Primary data gathering approaches, to mention a few, collect data

directly from interviews, questionnaires, observation, and focus groups. The author states that secondary data collecting methods rely on existing documents and journals to gain information.

3.6.1 Semi-Structured interviews

O'Leary (2014) asserts that interviewing is a data gathering strategy in which the interviewer asks respondents open-ended questions. According to Sahoo (2021), interviewing is the exchange of ideas between two or more people on a topic of mutual interest, emphasizing the value of human connection in the growth of knowledge. Based on the above mentioned principles, the study employed semi-structured interviews to get a broad sense of the participants' perspectives about or opinions of a specific topic (De Vos et al., 2011).

The semi-structured interview allows the researcher to collect detailed data while also obtaining verbal and non-verbal signals like body language, voice tones, and emotions. The researcher uses semi-structured interviews to acquire rich and valuable information from participants using open-ended interview questions in order to address the study's research questions. The interview has the advantage of being simple to compare data from one interview to the next (Sahoo, 2021).

The primary data collection approach was semi-structured interviews to study the educators' obstacles in implementing inclusive education in public primary schools. In order to address the research questions, the researcher constructed the interview questions. When interviewing educators and members of SBSTs in each of the five schools, semi-structured one-on-one interviews were conducted. The interviews were carried out in two stages, the first with SBST members and the second with the general populace. The second phase involved primary school educators. The researcher asked the same questions, but appropriate to the participants' experiences and roles at the schools.

The researcher commenced the interviews at 14h00 to avoid disrupting educators' work schedules, and each interview lasted one hour. The interviews took place in settings where there were no distractions (Sahoo, 2021). Participants in the study

were informed about the study's contents and ensured of ethical principles such as anonymity and confidentiality prior to performing the interview. While the participants were answering the interview questions, the interview was audio recorded, and extensive notes were written in a notebook.

3.6.2 Open-ended questionnaires

The open-ended questionnaire is a research method that consists of a series of questions and prompts designed to collect information from study participants (Kabir, 2016). Questionnaires are instruments in which participants offer answers and questions, as well as marked items indicating their responses (Brown & Coombe, 2015). In a short space of time, a large amount of information can be gathered from research participants. Furthermore, this strategy was used to generate new hypotheses or to test existing ones.

The researcher used this method because it is appropriate for this investigation. The study developed open-ended questionnaires as a data gathering technique. Questionnaires encourage participants to be completely honest because they are anonymous and save time and money (Flick, 2014). The researcher prepared an open-ended questionnaire for the research participants, particularly the school principals and deputy principals. The researcher personally distributed the open-ended questionnaires and allowed participants to write a free response at their leisure. The researcher offered the school principals and deputy principals two weeks to complete the questionnaires.

3.6.3 Document analysis

Document analysis is a data collection approach utilised in qualitative investigations, but is frequently overlooked (De Vos, et al, 2011). Creswell (2014) emphasises the significance of documents in qualitative research as a source of data collecting. During the research, the researcher employed relevant documents as a secondary data collection approach. Written data sources include published publications such as academic reports and documents, as well as other sources. Diaries, agendas, and memoranda are among the unpublished written records used in generating data

(Maree, 2016). The researcher analysed and interpreted facts from documents to gain a context for the phenomenon. The researcher analysed policy papers on inclusion for the objective of the study.

3.7 DATA ANALYSIS

Data analysis, according to Creswell and Creswell (2018), is the process of cleansing, altering, and processing the raw data in order to obtain usable, relevant information that allows organizations to make sound decisions. Kabir (2016) agrees, stating that data analysis is the process of obtaining, modelling, and analysing data in order to gain insights that can be used to make decisions. This method of analysis consists of five steps: transcription, checking, editing, analysis, interpretation, and authentication (Karlsson & Sarantakos, 1998). The collected data was evaluated thematically by the researcher. The researcher wrote down and analysed the interview data. Each theme was recorded by dividing the data into smaller related components. Similar themes were grouped together to form linked sections.

3.8 ETHICAL CONSIDERATIONS

The following ethical considerations were considered.

The researcher rigorously followed the ethical criteria of the American Psychological Association (APA) (2015), the Belmont Report (1978), and the Central University of Technology's Code of Ethics. Some information was protected by the researcher and made unavailable to the public or private sector (Creswell, 2014). The researcher introduced all participants to the research topic – the implementation of inclusive education by primary school educators in the selected primary schools in Warmbaths circuit. Furthermore, mention was made that the purpose of research was to study the understanding, experiences, perspectives, and practices of inclusive education in the Warmbaths circuit public primary schools. Participants were chosen voluntarily to take part in the study. The researcher thoroughly described the research's goals and objectives to the participants. They completed and signed the consent form after accepting the invitation. Participants were protected from harm.

Educators and the school-based support team (SBST) were informed that at any stage, participants could withdraw from the study project and that any statements they may have made could be withdrawn once the first draft was ready for them to see. The identities of the participants were protected by modifying identifiable names and localities. The researcher ensured the participants that the procedure would be kept fully confidential.

Informed permission was acquired from:

- Individual participants, who were asked for consent from their parents if they were minors (learners).
- The Limpopo Department of Education, which was notified that their involvement in the research was entirely voluntary, and that no compensation was provided. Data was kept secure after collection. Anonymity in terms of their names and intuitions was ensured. According to the Belmont Report (1978), three ethical principles are "beneficence of treatment of participants, "participant" respect, and "justice" (Creswell 2014).

3.9 CONCLUSION

This chapter provided an extensive qualitative explanation of research methodology, research paradigm, research design, qualitative data collection methods, and qualitative data analysis procedures, as well as ethical considerations throughout the study. The following chapter will focus on data presentation and analysis.

CHAPTER 4 DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The previous chapter concentrated on research paradigm, research approach, research design, population, sampling, and methodologies employed to collect the data. The data was utilised to build an overall description as seen by the participants, which included both similar and dissimilar viewpoints.

The outcomes of the data collection are discussed in detail in this chapter. Semi-structured data was used through one-on-one interviews from five educators and five school-based support team (SBST) members of the chosen schools in the Warmbaths circuit which is in the Waterberg District, Limpopo Province. Data was also gathered through open-ended questionnaires completed by two principals, two deputy principals, and from document analysis. This chapter analyses and interprets the findings emanating from the interviews, open-ended questionnaires, and documents pertaining to the research.

4.2 PARTICIPANTS' PROFILE AND CODING.

Using qualitative data analysis, the current study discussed the following research question – “What are the challenges that impede primary school educators from implementing inclusive education?” The researcher's selection of data analysis supported the research paradigm, as well as answering the research question (Terre Blanche & Durrheim, 2002). In addition, the qualitative research approach is thought to include different strategies that lead to various types of research designs, including various approaches to data processing (Maree, 2016). In order to consolidate and interpret data generated by interviews, open-ended questionnaires, and document analysis, the researcher followed the thematic content to analyse the data. Thematic analysis allows the researcher to condense, reduce, and classify the content (Henning, 2004). Data for this qualitative study was obtained by conducting personal interviews and open-ended questionnaires from a chosen population.

All interview data received from recordings was recorded verbatim by the researcher. The findings were guided by the data gathered from the participants. During the research, the technique that the researcher employed was ensuing codes to guarantee the anonymity and confidentiality of participants. The researcher employed coding to merge themes, ideas, and categories for the data interpretation. Data from both educators and the school-based support team members (SBST) of five primary schools was qualitatively gathered during semi-structured one-on-one interviews.

The researcher hand delivered open-ended questionnaires which were completed by two school principals and two deputy principals of the four selected schools in the

Warmbaths circuit which falls in the Waterberg District. The Principals and Deputy Principals were not interviewed; instead, they were given an opportunity of filling in open-ended questionnaires because the researcher believed they would have extensive data on the implementation of inclusive education policy. The researcher also opted for open-ended questionnaires rather than individual interviews because this granted school principals and deputy principals more time to respond to queries, which was appropriate because they were curriculum managers.

To ensure that the rule of anonymity was observed clearly, the following codes were assigned to each school: School A, School B, School C, School D and School E. As per schools, participants were coded as per different categories in those schools: School A (E1, SBST1 and P1), School B (E2, SBST2, P2), School C (E3, SBST3, DP1), School D (E4, SBST4, DP2) and School E (E5, SBST5). From schools coded “A to D”, there were more participants because besides the educators and SBST members there were additions of either principals or deputy principals, and in the fifth school there was only one educator and one SBST member. Five educators and five SBST members participated in the interviews, and two principals and two deputy principals completed the open-ended questionnaires. The current study thus had 14 participants in total.

The table below depicts the profile and coding of the participants. The purpose of portraying this information is to show schools that were sampled in the study, how participants were coded, and the number of participants in each school. Data from both educators and SBST members of five primary schools in the Warmbaths circuit was gathered qualitatively through semi-structured one-on-one interviews and open-ended questionnaires. The researcher handed out open-ended questionnaires, which were filled in by two principals, two deputy principals from four selected schools in the Warmbaths circuit, Waterberg District. Following the table, the researcher discusses the data analytical method.

Table 4.1 illustrates participants' profile and coding.

SCHOOL	CODES	NUMBER OF PARTICIPANTS
School A (interviews) (Open-ended questionnaire)	Educator (E1) School Based Support Team (SBST 1) Principal (P1)	3 Participants
School B (interviews) (Open-ended questionnaire)	Educator (E2) School Based Support Team (SBST 2) Principal (P2)	3 Participants
School C (interview) (Open-ended questionnaire)	Educator (E3) School Based Support Team (SBST 3) Deputy principal (DP1)	3 Participants
School D (interview) (Open-ended questionnaire)	Educator (E4) Support Based Support Team (SBST 4) Deputy principal (DP2)	3 Participants
School E (interview)	Educator (E5) School Based Support Team (SBST 5)	2Participants

4.3 PROCESS OF DATA ANALYSIS

Data analysis is a method or technique for interpreting data in order to elicit essential information for making educated judgments on a specific research topic (Maree, 2016). The goal of data analysis is to help the researcher answer the research question. The current study used data taken from individual interviews, open-ended questionnaires, and document analysis to describe what the researcher saw or heard in terms of frequent words, themes, or patterns (Creswell, 2014). The process of evaluating data by collecting, minimizing, and assessing what others have said as well as what the researcher has investigated and analysed is referred to as data analysis (Merriam, 2009).

The researcher in this study used a data analysis form that offered a logical and systematic series of processes for generating raw data from interviews, open-ended surveys, and document analysis that could be efficiently interpreted and analysed (Wahyuni, 2012). Firstly, the researcher organized the data obtained (Wahyuni, 2012). All of the created data from transcription was grouped together, with subsections indicating the distinct categories of data. As the second type of data entailed data storage, all electronic copies of the generated data were preserved on a personal laptop for safekeeping (Wahyuni, 2012). In addition, the researcher transcribed audio recordings from interviews, written responses, and document analysis.

Following completion of transcription, the researcher evaluated transcriptions created from verbal data, notes made from document analysis, and written responses to ensure their accuracy. A good analysis frequently depends on the researcher's grasp of the data, which essentially implies that the researcher must read and reread the text (Maree, 2016). Accordingly, the researcher became acquainted with the data and then proceeded to the subsequent step of data analysis, which is data cleansing (Wahyuni, 2012). The researcher removed any references to the participants' and schools' names and then utilised particular codes to describe the data.

According to Petty et al. (2012) and Wahyuni (2012), data analysis and interpretation can be done in a variety of methods, including thematic analysis, content analysis,

discourse analysis, and conversation analysis. Thematic analysis was used by the researcher. The goal was to make sense of the data from one-on-one interviews, open-ended questionnaires, and document analysis which had been collected. In this study, thematic analysis was also used since it provides accessible and flexible methodologies for qualitative data analysis in order to generate rich detailed information (Lorell, Mowell, Jill, Norms, Deborah, White, Nancy & Moules, 2017).

The categorization of patterns and themes that develop from data when it is reorganized and analysed is referred to as thematic analysis (Petty et al., 2012). The researcher selected thematic analysis as the most appropriate for this study because it described numerous methodological strategies for extracting significant elements from created data. The researcher used coding to incorporate in order to scientifically analyse the data, themes, ideas, and groups which had been identified. The subsequent subsection will focus on identification of themes and categories.

4.4 IDENTIFICATION OF THEMES AND CATEGORIES

The researcher utilised a qualitative thematic analysis technique to summarize raw data into categories, concepts, or themes based on reliable conclusions, interpretations, and analysis. The researcher initially studied the transcripts and documents multiple times to become conversant with the information. Reading over data more regularly allows the researcher to become acquainted with the data (Creswell, 2014). In addition, the researcher listened attentively to the interview tapes while synthesizing reality from them.

According to Battacherjee (2012), the purpose of labelling data is to give it significance. In this study, the researcher minimized the codes and classified them based on their nature to aid in the establishment of coding categories. The following main themes emerged from the categories:

- Educators understanding and experiences.
- Obstacles hindering inclusive education.
- Effectiveness and efficiency of inclusive education.
- Strategies of inclusive education.

Table 4.2 MAIN THEMES AND SUB-THEMES

QUESTIONS	THEMES	SUB-THEMES
1. What are the understanding, experiences and practices considering inclusive education from the perspective of educators?	Theme 1: Educators understanding and experiences	Sub-theme 1.1: Definition of inclusive education Sub-theme 1.2: Identification of learners with learning barriers. Sub-theme 1.3: Work load
2. What are the factors affecting educators in putting inclusive education into practice in primary schools?	Theme 2: Obstacles hindering inclusive education	Sub-theme 2.1: Overcrowded classrooms Sub-theme 2.2: Educator training Sub-theme 2.3: Availability of resources
3. To what extent are educators effective and efficient in the implementation of inclusive education?	Theme 3: Effectiveness and efficiency of inclusive education	Sub-theme 3.1: Remedial classes Sub-theme 3.2: Support and monitoring from District Based Support Teams
4. What strategies could be used by educators to ensure that inclusive education is implemented in the primary schools?	Theme 4: inclusive education strategies	Sub-theme 4.1: Curriculum differentiation Sub-theme 4.2: Screening, identification, assessment and support (SIAS) strategy Sub-theme 4.3: Continuous professional development

The discussions of interviews with educators and SBST educators, and the written responses from principals and deputy principals are divided into themes and sub-themes. The interpretation takes place after each sub-theme is presented.

4.4.1 Theme 1: educators understanding and experiences

This theme consists of three sub-themes to be discussed below:

4.4.1.1 Sub-theme 1: Definition of inclusive education

Participants were invited to share their perspectives on inclusive education and to provide a simple description of what it meant to them. Participants' responses revealed that they value inclusive education in different themes namely, based on rights of all children, on children's ability and disability, and on quality, equality and fairness of all children.

As reported by the research, educators frequently had quite different definitions of inclusion and inclusive education, and their beliefs about inclusion and inclusive education were observed to influence how they put inclusive strategies into action in the classroom (Hays, 2009). According to Hlope (2020), educators have diverse perspectives on the concept of inclusive education and utilised this basic logic to define it. Nilholm and Goransson (2017) argue that some educators believe that the principle of inclusion only applies to a specific set of people, while others believe that inclusion refers to everyone. One of the participants asserted that inclusive education is education for all schools, and that all learners with or without impediments should be accommodated in the same classroom. The participant E1 "A" said: *"It means all children in the same classroom; all children must be in the same school"*.

In support of the previous participant, other participants indicated that all learners should be integrated in the normal school, and that it is the responsibility of all school stakeholders to accept and satisfy each learner's different requirements. E2 "B" made this comment: *"It is a way of embracing every learner in a school despite of his/her abilities or disabilities"*. In support, SBST 3 "C" added: *"It means all children must be included irrespective of age, colour, race, gender, academic achievement"*.

Interpretation: It is crucial for educators in classroom settings to have a thorough understanding of inclusive education in order to support learners to advance to the

next level (Phiri 2020). Sheetheni (2021) supports this assertion, stating that educators are required to have a firm grasp of the concept of inclusive education and its significance in the context of inclusion implementation in established practices. The responses of participants revealed how they felt about inclusive education in different contexts, but in practice they perceived inclusivity as accommodating learners in the same classroom irrespective of the learner's abilities or disabilities, gender, race colour, or even learners' academic achievements. The participants' responses highlighted that there should not be any discrimination regarding learners' education.

4.4.1.2 Sub-theme 2: Identification of learners with learning barriers

Any obstacle inside the overall education system, the learning environment, and/or the learner himself/herself that prevents learners from accessing learning and growth is referred to as a barrier to learning (DoE, 2010). Curriculum-related difficulties, such as content, language, classroom structure, teaching methodologies, teaching tempo, and time allotted for curriculum completion, teaching and learning support tools, and evaluation can all generate learning hurdles (DoE, 2001). Furthermore, it is an educator's obligation to oversee the process of identifying and removing learning impediments (DoE, 2014).

Participants identified one fundamental challenge in properly implementing inclusive education as being a lack of assistance in identifying learners with learning disabilities. Participants expressed their frustration with interacting with learners who had learning challenges. This is the response of SBST 1 "A" with regard to identification of learners with learning barriers: *"We deal with children who behave in a sensitive way, we listen to their needs."* SBST 5 "E" concurred with SBST 1 "A", saying: *"Some of us do not have any knowledge of really identifying learners with learning barriers except through judging them through their behaviour, for me I was not made aware as to how to identify them in my class"*.

Participants showed lack of knowledge in identifying learning barriers. E4 "D": *"It is very hard to tell because the school management and the department expect us to implement inclusive education and sometimes it is very difficult for us to identify learners experiencing barriers to learning"*. One of the primary school participants

indicated that there was no cooperation from foundation phase educators in connection with the names of learners who experience learning hurdles. This demonstrated the need of educator training in the area of identification of barriers to learning. E5 “E”: *“First of all, most of the learners who come to us from primary school already have these learning barriers. The problem is that we are not aware of them because there is nothing to inform us about their learning abilities, their learner profiles do not indicate any learning need.”* (Participant shook his head.)

One of the participants responded positively towards learners’ different needs. She articulated that, *“We are aware of different needs and don’t feel excluded from the rest. We create environment that works for all. Every teacher in our school tries to create a purposeful environment”* (E2 “B”).

Interpretation: The vast majority of educators thought that their efforts to support inclusive policies were futile because they were ill-prepared and lacked the requisite training to teach learners from varied backgrounds (Malahlela, 2017). Educators are critical role actors who must be equipped with knowledge and skills in order to carry out inclusive education (Phiri, 2020). Participants' responses indicated that, due to a lack of skills and competencies, there had been minimal improvement in their schools in identifying learners who face hurdles. According to the Special Needs Education White Paper 6 (EWP6) (DoE, 2001), every educator should have abilities or talent in identifying learning impediments. However, participants reported that these were abilities that educators continued to lack.

4.4.1.3 Sub-theme 3: Workload

De Boer, Pijl, and Minnaert (2011) point out that a thorough assessment of literature studies showed that the majority of educators had either a neutral or unfavourable attitude toward inclusive education. Some educators argue that, because teaching learners with learning disabilities falls outside their area of expertise, they should not be expected to do so without assistance (Engelbrecht, 2006). Some participants thought that the establishment of inclusive education was a good idea, though adding extra work and causing stress on them. Lambe and Bones (2007) point out that if educators are unable to change their teaching methods, they may face additional

stress. One of the participants mentioned that workload appeared to be their main problem, as inclusive classroom preparations required more time. E1 “A” said: *“Definitely a lot more preparation and planning are needed because of overcrowded classes with learners of different and unique behaviours.”* Another participant complained of workload, noting that an inclusive classroom is quite diverse since learners learn at different rates, and pointed out that educators struggled to adapt to different teaching techniques. E3 “C”: *“Inclusive class really is more demanding and frustrating to us, it demands a lot from us as educators”.*

Educators’ frustrations as a result of not coping were captured in the following quotes: SBST 3 “C”: *“We struggle to reach our goals, when you attend to a child with special needs the rest tend to be noisy and naughty”* and E4 “D”: *“Fast learners tend to get bored.”*

Interpretation: Educators needed the support of competent management teams at the school level and district office personnel (Florian & Linklater, 2010). Participants’ responses indicated the considerable pressure and workload that an inclusive school imposed on them, particularly in terms of discipline, preparation, and planning.

4.4.2. Theme 2: Obstacles hindering the implementation of inclusive education

This theme consists of three sub-themes discussed below:

4.4.2.1 Sub-theme 1: Overcrowded classrooms

Overflowing classrooms in schools are recognized as the most challenging hurdle to effective inclusion policy implementation (Engelbrecht et al., 2015). Avrimidis and Norwich (2002) emphasise that the majority of learners with learning obstacles require more individual attention: when there are more learners encountering learning barriers in the classroom, insufficient time is allocated to all. Educators advocate that the educator-pupil ratio be reduced to 1:20 learners for the effective execution of inclusive policies (Engelbrecht, 2006). The majority of participants indicated that overcrowding in classrooms is a barrier to learning because it undermines the ability of inclusive education to be effective. Other participants asserted that classroom

numbers are overly large, preventing educators from adhering to individual learners' needs. E2 "B": *"Learners' attention is easily destructed, and they misbehave when you attend at a needy learner."* E5 "E" shared the same opinion: *"Classroom arrangement becomes impossible in an overcrowded classroom"*.

Another factor that was expressed by participants showed that classroom numbers should be lowered and educator-pupil ratio should be taken into account more specifically where instructors were expected to follow inclusive policies. SBST 2 "B": *"If they should reduce the ratio to 1:30"*. SBST 4 "D" expressed her frustration when she said: *"Look here how does one implement inclusive education in a class that have more than 40 learners?"*

Interpretation: According to Makoelle (2014), South Africa classrooms in rural and township schools may contain fifty or more students, with a mix of young and old learners, making it difficult for educators to respond to individual pupils who have experienced learning challenges. According to the research participants, the most difficult issue facing educators properly adopting inclusive education was overcrowded classrooms. This also demonstrated how large numbers in certain courses make it difficult to provide individual attention to learners who encounter learning obstacles. Many educators in public primary schools in the Warmbaths circuit faced these obstacles and it was impossible for them to provide the essential individual support to learners encountering learning barriers.

4.4.2.2 Sub-theme 2: Educator training

Bagree and Lewis (2013) state that educators frequently lack the training and resources necessary to effectively teach learners with learning difficulties, which places them among the most disadvantaged in terms of access to educational opportunities and academic achievement. Administrative activities related to inclusive education, exposure to best inclusive practices, and the practical skills necessary for teaching learners with learning difficulties should all be included in educator training (Engelbrecht et al., 2015). Participants expressed a lack of particular knowledge and abilities in the area of inclusive education and effectively implementing inclusive policies. One principal highlighted that, *"Not all educators have the skills and not all*

have correct management for inclusive education. We need sufficient training to implement it” (P1 “A”).

Most participants complained that in the Warmbaths circuit only the SBST coordinators attended workshops, which lasted for two to three hours. E3 “C”: *“We are not properly trained, only the principals and school-based support team coordinators are called for workshops and they are back from that one day training, they are expected to train us, that is impossible.”* (Participant laughed.) Two SBST members shared the same opinion, indicating that intensive training was needed in inclusive education so that they could support learners who faced challenges. SBST 1 “A”: *“Educators need awareness of what inclusive education entails.”* SBST 2 “B” concurred: *“Even if I am trained regarding how to work with learners experiencing barriers to learning but I lack understanding of how to put theory into practice in the classroom.”*

Interpretation: Mahlo (2011) corroborates that most classroom teachers require comprehensive training in order to accommodate learners with unique educational needs for which inclusive education is used. According to the remarks of the participants, the goal of effectively implementing inclusive education in schools, as well as the construction of an inclusive education and training system for educators, requires lengthy and well organised training or support structures for those who are working with those learners daily in their classroom situations. Participants hoped that, if proper training on linking theory to practice could be carried out effectively, inclusive education could become a reality in their schools.

4.4.2.3 Sub-theme 3: Availability of resources

As a result of South Africa's unique history of marginalization and prejudice, as well as recent societal developments, most schools lack basic resources such as bathrooms, water, power, and adequate classrooms, and also suffer from a significant breakdown in the culture of teaching and learning. According to Polat (2011), resources and improved facilities such as ramps and other assistive devices, are needed, but are not sufficient for inclusive policy. As stipulated in the Norms and Standards for the Provision of Resources, learners with disabilities must be defined as

such in order for money to be directed towards providing support for such learners in mainstream schools (DoE, 2008).

Participants' responses stressed the need for resources such as human resources, materials, and physical resources as they are barriers to the implementation of inclusive education. One of participants expressed concern about the lack of resources to effectively implement inclusive education in schools: E3 "C": *"Inclusive education could work if the schools are equipped with human resources, materials and physical resources."* Another participant suggested that the Department of Education should provide real instructional aid to schools in order to reduce administrative work: SBST 1 "A": *"We need concrete and teaching aids that learners experiencing barriers to learning can touch, feel like tablets, smart boards, etc."* An SBST member pointed out that there was little progress in their school because of a lack of specialised remedial educators: SBST 2 "B": *"We need specialized or remedial educators, such as teacher assistant who has trained for inclusive education."*

The majority of participants expressed concerns about their educational surroundings precluding the adoption of inclusive education. E4 "4" stated: *"We do not have ramps, but we have got pavement where learners with wheelchairs can move freely."*

Another participant mentioned that there were ramps in the classes that needed them. E1 "A": *"Likely all our classes are on the ground level, and we have ramps at the necessary classes."*

Interpretation: Engelbrecht, Nel, and Tlale (2015) emphasise that the essential resources must be present alongside learners in the mainstream environment in order to accomplish inclusive education effectively, and that sufficient inclusion necessitates well-developed policies, resources, and diversified structures (Malahlela, 2017). Participants' responses affirmed that the Department of Education must provide appropriate resources to public primary schools in order to meet the requirements of all learners.

4.4.3 Theme 3: Effectiveness and efficiency of inclusive education

This theme consists of the two sub-themes discussed below:

4.4.3.1 Sub-theme 1: Remedial classes

Remedial education is a programme that addresses knowledge gaps between what learners know and what they should know. Remediation gives additional assistance to learners who are encountering learning difficulties in order to help them catch up with their peers. It is thus vital to retain differentiation in curriculum delivery in order to meet the wide range of learner needs in the classroom and provide equal access to learning for all students (DoE, 2001). Participants stressed the significance of planning extra sessions and offering enrichment classes to learners who have difficulty studying. E2 “B”: *“We support learners through enrichment classes.”* The same notion was shared by E3 “C”: *“In our school we have remedial and enrichment classes”*. Other participants pointed out that educators needed more time to provide learners with learning difficulties with the necessary help. SBST 2 “B”: *“I spend three days after school doing free extra lessons for the learners who are experiencing barriers to learning”*. SBST 4 “D”: *“I organise extra inactivity in the task they are currently doing as well as extra work.”*

Interpretation: Hamman (2014) states that learners in all classrooms have different needs: if educators are not well equipped, as well as not being provided with the required help to plan extra-curricular activities in order to address the different requirements of learners, then learners will struggle to learn. The participants’ responses showed that educators needed to plan extra-curricular activities in order to address the different requirements of learners. Learners in all classes have various needs, and if instructors are not equipped to meet those needs and provide the required support, learners will face learning difficulties. It is the role of educators to develop the remedial skills to accommodate learners with learning issues.

4.4.3.2 Sub-theme 2: Support and monitoring from District Support Teams.

According to the (DoE, 2005), the district-based support team (DBST) is a group of representatives from the departmental district, which should be in charge of promoting inclusive education through training, curriculum delivery, resource allocation, reducing

learning barriers, and general management. The Department of Education should assign DBSTs to public primary schools to supervise inclusive education within the district (DoE, 2001). The purpose of these teams is to provide programmes to improve all educators who require them, and assist educators in strengthening their skills in dealing with more diverse classes (Donohue & Bornman, 2014).

The participants emphasized the importance of training courses for educators in order for them to become more skilled and informed about the theory, techniques, and strategies for effectively implementing inclusive education. Participants maintained that there was much that the Waterberg District Based Support Team (DBST) should be doing and that no efforts had been made to deal with diversity in education nationally. E1: *“It can include information of real learning opportunities for special needs of learners and how to incorporate it.”* Another SBST member added: *“The biggest thing with this inclusive policy is to train and support the educators and not the microwave workshops or training of two hours.”* In support of what the member of the SBST stated, P1 “A” had this to say: *“Should help educators with the process of referrals as there is little progress. District Based Support Team does not help, do follow up and monitoring.”*

Interpretation:

The above responses indicated that the Department of Education should employ more district coordinators who would be fully responsible for inclusive education. The literature confirmed that this is possible. (Mfuthwana, 2016), for example, pointed out that the Western Cape Education Department (WCED) established Inclusive Education Teams (IE Teams) in each district to manage inclusive education delivery.

4.4.4 Theme 4: Strategies of inclusive education

This theme consists of three sub- themes discussed below.

4.4.4.1 Sub-theme 1: Curriculum Differentiation

Dalton, Mckenzie and Kalonde (2012) assert that curriculum differentiation is required for the implementation of inclusive education. Curriculum differentiation encompasses altering, adapting, expanding, and varying methodology, teaching tactics, assessment procedures, and curriculum content (DoE, 2011). Ledwaba (2017) concurs with the department of education, defining curriculum differentiation as the modification or customization of any activity conducted by an educator in order to provide all learners with access to active learning. According to the responses of participants, educators were unsure of what inclusive techniques are and which ones are significant. They identified a significant difficulty as being a lack of training in the field of inclusive education. E1 "A": *"I think to differentiate is important."* The lack of information and abilities required for curriculum adaptation caused the majority of participants to feel irritated and helpless. E3 "C" shared this: *"Curriculum adaptation does not work for us as a school, maybe if they can assist us on how to adapt it."* SBST 4 "D": *"Curriculum differentiation, everyone is actually doing what they think is right."* The deputy principal commented that the differentiated curriculum to enable the efficient implementation of inclusive education should be made mandatory. *"Department of Education should always emphasize curriculum differentiation, content modification, teaching methods and assessment differentiation to accommodate all learners"* (DP1 "C").

Interpretation:

It was evident that participants lacked expertise on how to complete the tasks of adapting the curriculum to each learner's needs and pace of learning. Curricular differentiation, according to the Department of Education (2001), is used to overcome curriculum barriers by ensuring that the learning and teaching process is flexible enough to accommodate a wide range of learning demands and approaches.

The responses of participants and the literature back up the statements expressed above, showing that educators were not sure of what they are doing. Although they were trying to use inclusive education strategies, their responses showed that they were not able to differentiate their teaching approaches and adjust the curricula to meet the diverse learning needs of all students. Backing up these findings, Donohue and Bornman (2014) reiterate that educators cannot be asked to adjust the curriculum to each learners' needs and pace if learning is not adequately detailed.

4.4.4.2 Subtheme 2: Screening, Identification, Assessment and Support Strategy

The Department of Education (2008) launched the National Screening, Identification, Assessment, and Support (SIAS) strategy with the goal of increasing participation and inclusion by redesigning the identification process, assessing, and providing programmes for all learners who needed additional support. The SIAS approach recommends early diagnosis and assistance, as well as the form and quality of the assistance (DoE, 2014). Hess (2022) backs up the recommendation, stating that the SIAS technique focuses on early detection of learning challenges and the use of appropriate assessment instruments for any potential hurdles that learners may face. Educators can provide numerous paths to achievement based on their knowledge of the learners (Pearce et al., 2009).

Participants' responses indicated agreement that they should recognize learners who were experiencing difficulties at an early stage and offer support to those learners. SBST 2 "B": *"I should employ Screening, Identification, Assessment and Support strategy to help learners. Once problems identified I should inform parents about their child's scholastic progress."* Another participant echoed the opinion that they should know a learner's background at an early stage. E 3 "C": *"If possible, collecting background information of the learner experiencing barriers to learning."* A further participant asserted that some of the problems were caused by socio-economic factors. E 4 "D": *"[Mmm] Sometimes you could find that the problem is not always academic but is the socio-economic problem like the learners coming from poverty-stricken families. As an educator I make sure that I provide them with the remaining food from National School Nutrition Program (NSNP)."* A principal emphasized the importance of using learners' profiles: P 1 "A": *"It is important for educators to know learners' names and make use of their profiles for screening at the beginning of the year."*

Interpretation:

Gallant (2012) clarifies the SIAS document's learning supporting approach as requiring educators to identify and encourage learners who have difficulty learning in their classroom surroundings by accessing appropriate information and having

appropriate abilities. All participants stressed the need for continuing support for public elementary schools to overcome learning challenges by means of early intervention programs. In order to assess the requirements of students, teachers must be provided with relevant information and skills and apply techniques and tactics that address these requirements when constructing inclusive schools (Razali, Toran, Kamaralcaman, Salleh & Yasin, 2003)

4.4.4.3 Sub-theme 3: Continuous Professional Development

Ryan (2010) and Granados and Kruse (2011) stress the importance of having a district-inclusive policy in the school to ensure that all parties involved in the school are aware of the multiple inclusion difficulties as well as their own stance. Many educators believed that professional development was essential for creating inclusive classrooms. A lack of appropriate professional training is a source of stress, especially when educators are obliged to adapt to new ways, with insufficient ongoing education, in order to fulfill the demands of a diverse learners' population (Engelbrecht, Swart, Eloff & Forlin, 2001).

Participants' responses stressed that there was much that the department of education should be doing; that, for example, no attempt had been made to teach instructors to deal with diversity in their classrooms. They stressed the importance of training courses for educators to become more skilled and informed in the theory and practices of inclusive education so as to implement this more effectively. E 3 "C": *"Educators do not have remedial qualifications hence they are unable to effectively employ inclusive education strategies and practices with their classrooms."* A similar view was shared by SBST 4 "D" who stated: *"Educators need to go to further their studies for three to four years in inclusive education."* One of the principals stated: *"Department of Education should assist primary school principals, deputy-principals and educators to further their studies in inclusive education."* Another participant agreed with this assertion, saying: *"Educators need to know how to implement Screening, Identification, Assessment and Support policy, Education White paper 6 policy, and strategies such as curriculum differentiation, adaptation, accommodation and concessions."*

Interpretation

Participants showed that educators needed continuous training and support in order to rethink curricular differentiation, adaptation, and policies on Screening, Identification, Assessment, and Support.

The subsection below focuses on document analysis and its interpretation.

While in the field, the researcher checked the following documents related to inclusive policy: Education White 6 (EWP6), School policy, Screening Identification, Assessment and Support policy (SIAS), Learner profile, Support Needs Assessment form 1 and 2, Individual support plan (ISP), and the South African School Act, 84(1996) for data collection. Some of the outcomes from the document review revealed that in most schools, educators and SBST members had a huge problem of assessing learners experiencing barriers to learning using the Support Needs Assessment Forms 1 and 2.

As indicated by SIAS policy (2014), SNA form 1 should be used by educators to assess learners experiencing barriers to learning and it should then be submitted to the SBST. SNA 2 form should be completed by the SBST to require additional support from the DBST. However, the findings indicated that, as a result of insufficient training and support from the Waterberg District, educators and SBST members lacked information on how to implement inclusive assessment. The school policy statement in one of the schools mentioned, which provides quality education for all learners, did not mention how it would cater to the diversified needs of learners experiencing barriers to learning.

Document examination revealed that all schools have Education White Paper 6 (EWP6), but that in most schools the documents are with the principals and the SBST coordinators, as they are the ones who attended the training provided by the district. Although many schools seem to have the above documents as their guidelines for the implementation of inclusive education, they also manifest a necessity for continual seminars and training, because the educators still appear to be confused and frustrated in their implementation of inclusive policy.

4.5 Conclusion

The chapter discussed the findings of qualitative data gathered through semi structured one-on-one interviews, open-ended questionnaires, and document analysis. The findings established that educators faced problems in implementing inclusive education, such as insufficient educator training, a lack of resources, a lack of support, and hazardous surroundings. Furthermore, the findings supported the literature evaluation in Chapter 2. The following chapter will therefore present a summary of the findings, as well as recommendations for future research and the conclusion.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The study investigated the implementation of inclusive education by primary school educators in selected primary schools in the Warmbaths circuit. This chapter attempts to accomplish the following specific goals:

- To explore the understanding, experiences and practices considering inclusive education from the perspective of educators.
- To investigate factors affecting educators in the implementation of inclusive education in primary schools.
- To determine to what extent educators were effective and efficient in the implementation of inclusive education.
- To determine what strategies could be used by educators to ensure that inclusive education is implemented in the primary schools.

The chapter analyses the findings from semi-structured interviews, open-ended questionnaires, and document analysis regarding primary school educators' implementation of inclusive education. Finally, the chapter provides an overview of the research findings, the conclusion, and recommendations, as well as the study's limitations.

5.2 DISCUSSION OF THE FINDINGS

The following discussion of important findings from the literature review and the empirical study is provided. The findings revealed that implementing inclusive education policies and strategies in public primary schools remains a significant challenge, and that the Department of Education's responsibility is to provide and monitor training programs to enable educators to successfully implement policy. The following are the primary themes that were identified:

- Educators' understanding and experiences.
- Obstacles that hinder inclusive education implementation.

- The efficacy and efficiency of inclusive education.
- Inclusive education strategies.

5.2.1 Educator's understanding and experiences

This theme discussed educators' understanding and experiences regarding the execution of inclusive education by primary school educators. The theme analyzed the findings of the study in response to the study's objective 1 in chapter 1 – “To explore the understanding, experiences and practices considering inclusive education from the perspective of educators.”

The study revealed that most participants had a good understanding of the concept of inclusive education policy. The findings showed that participants viewed inclusive education in different ways, namely, based on right of all children, on children's ability and disability, and on equality and fairness of all children. The findings also revealed that most educators defined inclusive education policy as education for all, asserting that all schools should permit all learners, regardless of ability, to learn in the same classroom setting.

- When asked to give a basic explanation of the concept of inclusive education, respondents expressed varying opinions. Educators revealed that they held divergent views on the concept of inclusive education, but that in practice they perceived inclusion as accommodating learners in the same classroom irrespective of the learner's abilities or disabilities, gender, race, colour or even learners' academic achievements. This finding is supported by Sheetheni (2021) who believes that all learners, regardless of learning difficulties, should be educated in traditional classrooms.

The study revealed that participants' definitions showed that they were aware of the policy on inclusive education, but that what they practiced in the classrooms was different. This is in line with Hays (2009) who asserts that educators have different opinions on the definition of inclusive education – as a result, their perspective had an impact on how educators practiced inclusive education in the classroom.

The literature review revealed that educators were in charge of managing the process of locating and eliminating learning impediments (DoE, 2014). Educators were assessed to be inadequate in their understanding and knowledge of how to distinguish pupils with learning disabilities. As a result, educators were unsure how to handle the process of identifying students with learning challenges, and were unable to implement inclusive policies. According to the literature review, educators have acquired a negative attitude towards the implementation of inclusive education because they believe that educating learners with learning difficulties requires more time. Research participants also perceived the inclusion of learners with learning difficulties to be more effort, unpleasant, and time consuming. These views are supported by Westwood (2018) who postulates that because educators are unfamiliar with the policy, their lack of knowledge and abilities contribute to the wrong execution of the inclusion policy.

The current study found that some participants were sceptical of inclusive education policy because they considered that teaching learners with learning difficulties required a large amount of time and effort. They also said that inclusive education required a substantial amount of administrative work.

5.2.2 Obstacles hindering the execution of inclusive education

This theme analyses the barriers to the application of inclusive education. Discussions of the findings in this subsection addressed the study's objective 2 in chapter 1: "To investigate factors affecting educators in the implementation of inclusive education in primary schools."

The literature revealed that, regardless of the Department of Education's issuance of inclusive Education White Paper 6, there are hurdles impeding its implementation in the form of classroom overcrowding, a lack of educator training, and a lack of resources, all of which continue to be important barriers particularly for educators in implementing inclusive education. While classroom congestion inhibits the implementation of inclusive education, educators are required to make certain that all learners encountering learning challenges receive individualized attention.

Accordingly, when educators are preoccupied caring for needy learners in overcrowded classes, they have difficulty controlling their learners' attention because of the noise. Participants stated that the Department of Education should examine the educator-to-learner ratio in order to effectively execute inclusion policy. According to the findings of the literature research, the biggest issue with implementing inclusive education policy is that many educators are under-trained.

It emerged from the literature review that the biggest obstacle that educators experience in the execution of inclusive education is a lack of knowledge and abilities, as many educators lack training that would allow application of inclusive education. The findings of the current research revealed that most educators were not trained to gain that knowledge and that they were struggling to implement inclusive education policy.

Educators believed that, if lengthy and well-organized training could be provided, inclusive education would become a reality in local schools. Educators believed that the necessary training would provide them with the information and skills for dealing with learners who had varied needs. According to the findings of the study, the majority of participants reported that they did not receive appropriate training from the district-based support team (DBST). Furthermore, they argued that workshops on the implementation of inclusive education policy were exclusively attended by coordinators and principals.

Participants believed that the inclusive education training they had received was insufficient. Moreover, they strongly requested extensive training to support learners with barriers. Mahlo (2011) also believes that there is a need for educators to acquire extensive training in inclusive education to equip them with the skills to serve learners with special needs in schools. This too demonstrates that the training received has been insufficient to assist educators in acquiring the skills needed to deal with learners who face hurdles.

The study revealed that a shortage of resources, human resources, teaching and learning materials, and physical resources, among other things, hindered the implementation of inclusive education. Participants indicated that inclusive education

policies might be effective if schools were supplied with concrete teaching aids that learners could touch, such as tablets, as well as appropriate infrastructure, such as ramps for wheelchair-bound learners. The Department of Education was also advised to provide sufficient psychologists, social workers, and therapists for each circuit to work with regular schools, as well as two DBST coordinators in each district to assist with the SBST at the school level.

5.2.3 The effectiveness and efficient of the implementation of inclusive education.

The current subsection's discussion of the findings addresses the study's objective as indicated in chapter 1: "To determine to what extent educators are effective and efficient in the implementation of inclusive education."

The current study revealed that numerous educators were willing to schedule extra courses and enrichment sessions to assist learners who had learning difficulties. The current study's findings indicated that inclusive education policies were significant because they do create a beneficial learning environment by providing extra support to learners who are experiencing learning difficulties. It is educators who should organize a learning support program to match the needs of each individual learner.

The literature review revealed that it was the DBST's obligation to monitor the district's execution of inclusive education policy. Educators believed that the DBST was not sufficiently supportive and did not effectively monitor inclusive education policies. The current study participants agreed on the importance of training courses for educators so that they could become more experienced and knowledgeable in the theory, practice, and tactics of effective inclusive education implementation. Participants agreed that the Waterberg District should do more to support instructors in dealing with learners who had difficulty learning.

The study further revealed that educators required the DBST to help them in understanding all of the inclusive education policy's content and what was required of them in order to properly execute the policy. Educators thus require more time to be effectively prepared and trained, rather than being provided with short-term

workshops. The current study found that, while educators were eager to put inclusive education in place, they indicated that the DBST should aid them in implementing the Screening, Identification, Assessment, and Support (SIAS) policy in their schools. They also indicated that progress was being made at a slow pace and further contended that the DBST had failed to adequately oversee the implementation of inclusive education policy.

Educators pointed out that there were no district representatives visiting public primary schools. The study's conclusions also suggested that the Department of Education should appoint more district coordinators who would be totally responsible for the execution of inclusive education. A literature review by Mfuthwana (2016) supported the current study's findings, confirming that the Western Cape Education Department had created inclusive education teams, which included a school counselor, a Learner Support Educator, and a therapist. Educators required help and follow-up from district authorities in order to put what they had learned in workshops and training into reality.

5.2.4 Strategies of inclusive education

The findings' discussion in this subsection focuses on the study's purpose 4 in chapter 1: "To determine what strategies could be used by educators to ensure that inclusive education is implemented in primary schools."

It is clear that educators required curriculum differentiation training in order to deal with learning hurdles in their classes. According to the literature, the biggest problem that educators encounter is a lack of information, as most educators are not well suited to facilitate the implementation of inclusive policies. Educators claimed that they had difficulty in differentiating the curriculum of learning content because they were not adequately qualified to apply the policy.

As a result of the current study's conclusions, the research discovered that participants lacked understanding on how to execute tasks related to meeting the curriculum's needs and the pace of learning. According to the current study's findings, participants were unsure of what they were meant to accomplish in terms of adopting a curriculum to fit all learners. The findings further revealed that despite educators attempting to

use inclusive education practices, knowledge on how to differentiate their teaching methods and curriculum customization to fit learning demands for all learners were required. The current study was supported by Donohue and Bornman (2014) who underline that educators cannot be expected to adjust a programme to meet the individual needs of each learner and pace if learning is not properly defined.

The majority of participants' responses indicated that there had been little success in introducing inclusive education in regular primary schools. However, participants reported being aware of some elements of the Screening, Identification, Assessment, and Support policy procedure (SIAS). The findings revealed that their schools had implemented at least the first two stages of SIAS policy. The findings further revealed that educators had discovered that some of the issues learners confronted were not only academic in nature, but also social or socioeconomic in nature. The study also showed that educators had good attitudes toward assisting learners with social difficulties, particularly those from low-income homes.

The literature indicated educators' need for ongoing professional development. According to the current study, educators also needed in-service training or training courses to effectively execute inclusive education policy. Participants also indicated the need to continue their studies for three to four years in order to become more aware about inclusive policy. It was discovered during the current investigation that the Department of Education will provide financial assistance to public primary school principals, deputy principals, and educators who wish to extend their studies in inclusive education.

The following section summarizes the study's findings by means of document analysis.

It emerged from the document analysis that in most public primary schools, educators and the SBST had difficulty assessing learners who were encountering learning difficulties using the Support Needs Assessment forms 1 and 2.

Furthermore, the findings revealed that because of a lack of information and assistance from the Waterberg District, educators and SBST members lacked information on how to provide inclusive instruction on assessment. The current study further revealed that, although the Education White Paper 6 was available in all public

primary schools in the Warmbaths circuit, most of the documents were with school principals and SBST coordinators, as they were the ones who attended the training provided by the district. In addition, it was also revealed that it was necessary to hold continued workshops and training because educators in public primary schools in the Warmbaths circuit appeared to be confused and dissatisfied with the application of inclusive education.

5.3 Summary of the study findings.

This section summarizes the major findings of study, as provided in Chapter 4. Four themes emerged as the key findings of the current study and these are summarized below.

5.3.1 Theme 1: Educators' understanding and experiences.

According to the findings of the study, educators defined inclusive education in terms of three themes: children's rights, children's ability and disability, and the quality and fairness of all children. The findings appeared to imply that the majority of participants understood the concept of the inclusive education. Participants defined inclusionary education policy as education for all, which encourages learners with and without impairments to participate in the classroom setting.

The findings of the study showed that participants were aware of inclusive education policy, but that they practiced it differently in the classrooms. Furthermore, the findings seemed to suggest that most participants in public primary schools lacked abilities and comprehension regarding implementing inclusion policies. The findings of the study seemed to suggest a lack of proper training to provide educators with the necessary knowledge and skills to assist learners with special educational needs.

Participants emphasized the significance of ongoing support for educators regarding how to address learning challenges in public primary schools through early diagnosis techniques. In addition, the findings seemed to indicate that educators were perceived as lacking understanding and knowledge in identifying learners that have learning obstacles. Similarly, the findings seemed to suggest that participants understood the

need to address learning challenges in public primary schools through early diagnosis techniques.

5.3.2 Theme 2: Obstacles hindering the implementation of inclusive education.

According to the present study, overcrowded classrooms make it impossible for educators to meet the needs of each individual learner. The findings thus indicated that the department of education should consider smaller educator-pupil ratios when implementing inclusion policy. The outcomes of the study revealed that more time should be allocated to training in order for implementation to be successful – that educators required training to empower them with the knowledge and skills to work with learners who had a wide range of needs.

The findings of the study suggested that educators were also challenged by lack of resources in their schools: if public primary schools were well-equipped with concrete teaching and learning resources, inclusive education policies could succeed. Further, the findings indicated that schools needed specialized remedial educators who had received inclusion policy training. In addition, the findings showed that the environment of most public primary schools was not conducive to the implementation of inclusive education. Finally, the findings indicated that the department of education should receive appropriate support from psychologists, social workers, and therapists.

5.3.3 Theme 3: Effectiveness and efficiency in the implementation of inclusive education

The findings of the study indicated that there had been little progress in implementing inclusive education in the designated public primary schools in the Warmbaths circuit. Although educators showed their readiness to offer extra lessons and enrichment programs to assist learners with learning challenges, many felt unprepared and inadequate due to a lack of training in the inclusive education policy.

The findings indicated that the DBST did not closely monitor or encourage the execution of education that is inclusive. The findings suggest that there was a lack of

district officials to monitor the implementation of inclusive education in public primary schools and, therefore, that more district coordinators should be appointed by the Department of education to be fully accountable for inclusion policy.

5.3.4 Theme 4: Strategies of inclusive education

The findings of the current study suggested that, if they were to support learners with learning disabilities, educators should receive training in inclusive education practices. The findings clearly indicated that educators were struggling with curriculum differentiation in the classroom setting. The findings confirmed that educators needed to be knowledgeable and skilled in the differentiation of their teaching approaches and curriculum customization. The findings also showed that educators were aware of the procedure of screening, identification, assessment and support strategy (SIAS). Regarding SIAS, the findings of the study identified most public primary schools as having a significant problem implementing the third step of SIAS, which involves assessing students using SNA 1 and SNA 2 forms. The findings seemed to suggest that both educators and SBST members lacked DBST expertise and support.

5.4 RECOMMENDATIONS OF THE STUDY

The recommendations of the current study are presented as follows:

- Sufficient development and training should be provided for educators and school principals in the form of sessions on inclusive education delivery.
- School Management Teams (SMTs) should receive professional training in inclusive education application so that they are able to build a positive attitude and work together with the full team and other stakeholders.
- Continuous professional development for all SMT members and staff members should be provided so that they can learn about the requirements and practices of inclusive education.
- The Waterberg District should develop Inclusive Education Teams in each district to give continuous support to public primary schools in the implementation of inclusive education

- The Department of Education should appoint more curriculum advisors and needs to be entirely accountable for supporting and monitoring the work of school principals and educators in accordance with inclusion policy.
- The Department of Education should offer suitable teaching and learning resources, as well as appropriate infrastructure, to public primary schools so that they may accommodate all learners who are suffering learning challenges.

5.5 LIMITATIONS OF THE STUDY

The study was exclusive to public primary schools in the Warmbaths circuit in the Waterberg District of Limpopo Province. The research was limited to public primary school educators who were responsible for the delivering of inclusive education in selected public primary schools in the Warmbaths circuit. Furthermore, the study's findings could not be generalized because the researcher used simple sampling, which was confined to a limited number of contestants – these are limiting and restricting characteristics that define a study (McMillian & Shumacher, 2010).

5.6 CONCLUSION

This chapter investigated the difficulties that public primary school educators faced when implementing inclusive education. The research described factors that may have influenced educators' capacity to carry out inclusive education policies successfully and efficiently in public primary schools. The chapter analyzed and summarized the research results using the study's themes. Participants' information regarding the research issue was elicited using semi-structured one-on-one interviews, open-ended questionnaires, and document analysis. Finally, the study outlined recommendations, as well as study limitations.

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APPENDIX A

APPENDIX A



RESEARCH ETHICS APPROVAL

Date: 3 August 2021

This is to confirm that ethical clearance has been provided by the Faculty Research and Innovation Committee [01/06/16] in view of the CUT Research Ethics and Integrity Framework, 2016.

Ethical clearance number:

[HREIC 2021/07/02]ST

Applicant's Name and student number	CK Legodi-Rakgelakane 22004948
Supervisor's Name for Student Project	Dr M Mokhampanyane
Level of Qualification for Student's Project	M.Ed
Title of research project	The Implementation of inclusive education by primary school educators in selected primary schools in the Welmoets circuit
ERIC approval number	10/05/2021

All conditions as set out below have to be met as set out in your LS 262 a form. As this research focuses primarily on human beings you will be ethically responsible for:

- protecting the rights and welfare of the participants;
- gaining the trust and co-operation of all the participants with the information collected will be kept confidential;
- informing the participants from the outset that their participation is voluntary, and that the data collected will be conducted with the consent of the relevant parents and teachers of the identified schools;
- adhere to the principles of rigorous data collection, analysis and interpretation consistent with the design of the study;
- keeping a data trail for possible auditing purposes and safe-keeping of raw data for a period of three years after publication of the results/findings;
- respecting the confidentiality of the data.

We wish you success with your research project.

Regards

Prof JW Badenhorst
(Chairperson: Faculty of Humanities Research Ethics and Integrity Committee)

APPENDIX B:

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN WARMBATHS CIRCUIT IN THE WATERBERG DISTRICT (LIMPOPO DEPARTMENT OF EDUCATION)

1524 Block F
SOSHANGUVE
0152

10 August 2021

The District Senior Manager
Waterberg District

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT WARMBATHS PUBLIC PRIMARY SCHOOLS

I, Legodi-Rakgalakane Christinah Kentse, Student No. 220049948, I am doing research with Central University of Technology under the supervision of Dr M. Mokhampanyane, Contact No or Email mmokhamp@cut.ac.za I would like to conduct research in public primary schools in Warmbaths circuit.

The topic of my research reads as follows: **The implementation of inclusive education by primary school educators in the selected primary schools in Warmbaths circuit.** The study will entail exploring the understanding experiences and practices of inclusive education from the perspective of educators; factors affecting them in the implementation of inclusive education; the extent to which educators are effective and efficient in its implementation; and to come up with strategies to ensure that inclusive education is implemented. Interviews will be conducted preferably not during school hours and each session will last for approximately one hour. Data will be collected in 5 selected public primary schools to establish whether inclusive education is being implemented by educators or not.

The study will assist the Department of Education by ensuring that inclusive education is implemented in the Warmbaths circuit. There will be no potential risks for any person

who will participate in this study. The researcher will upon completion of the study, hand over a copy of the dissertation to your office for you to gain insight into the outcomes of the study.

Should you require any further information about any aspect of this study including its outcomes, please contact me at 072 781 0087 or email kentserakgali@gmail.com

Hoping and trusting for a positive response towards my request

Yours truly

Duly signed Legodi-Rakgalakane CK

APPENDIX C

APPENDIX C



LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

WATERBERG

Private Bag X1040
Modimolle
0510

Ref : 3/5/7/2 (82456071)
Enq : Selala MC
Tel : 014 718 1500

To : Mr. / Mrs. / Ms. Legodi C.K
Warmbaths Circuit: Khabele Primary School
1524 BLOCK F
SOSHANGUVE
0152

FROM: HR CONDITIONS OF SERVICE

RE: REQUEST TO CONDUCT RESEARCH: YOURSELF

1. Receipt of your letter on the above subject is hereby acknowledged.
2. In response there to, please be advised that permission to conduct a Research study for proposed research in Waterberg District Primary Schools, Her Research topic been " **The implementation of inclusive education by primary schools educators in selected primary schools.**" is hereby granted subject to the following conditions:
 - ❖ That the interviews will be conducted outside school working hours and will also not interfere with teaching and learning in schools.
 - ❖ The research will not have any financial implications for the Limpopo Department of Education.
 - ❖ Upon completion of research study, the researcher shall share the final product of the research with the Department.
3. The District appreciates the contribution that you wish to make and wishes you success on your research
4. Regards,

.....


DISTRICT DIRECTOR

2021/09/21
.....

DATE

84 Cnr Limpopo & Thabo Mbeki Street NTK building, Modimolle, 0510, Private Bag X 1040
Modimolle, 0510
Tel: 014 718 1500/ Fax 014 717 2785

The heartland of Southern Africa-development is about people

APPENDIX D

APPENDIX D

Enquiries: Legodi-Rakgalakane CK

Institution: CUT

Student No. 220049948

Contact No. 072 781 0081

Supervisor: Dr M Mokhampanyane

Contact No. 082 202 2512

Email: mmokhamp@cut.ac.za

Date: 14 June 2021

INFORMED CONSENT FORM

INVITATION TO PARTICIPATE

TITLE: The implementation of inclusive education by primary school educators in selected primary schools in Warmbaths circuit

Dear Educator/SBST Member/Deputy Principal/Principal

My name is Legodi – Rakgalakane Christinah Kentse, I am a masters student (220049948) at the Central University of Technology under the supervision of Dr M Mokhampanyane.

You are invited to participate in a research study of my title as mentioned above. Permission for the study has been given by the Department of Education and the school principal. I have purposefully identified you as a possible participant because of your valuable experience and expertise related to my research topic. I wish to provide you with more information about this research project and what your involvement would entail if you should agree to take part. The aim of the study is to investigate challenges facing primary school's educators in the implementation of Inclusive education in the Warmbaths circuit.

Your participation in this study is voluntary. It will involve an interview of approximately 1 hour in length to take place in a mutual agreed upon location at a time convenient to you. You are free to decline to answer any of the question if you so wish. In addition, you may decide to withdraw from the research project at any time without any negative

APPENDIX E

APPENDIX E

CONSENT FORM

I have read the information presented in the invitation letter about the study of the implementation of inclusive education by primary school educators in selected primary schools in Warmbaths circuit. I have had the right to ask any questions related to this study, to receive satisfactory answers to my questions, and add any additional information needed.

I allow my interview to be audio-recorded to ensure an accurate recording of my responses. I am aware that excerpts from the interview may be included in publications to come from this research, with the understanding that the quotations will be anonymous. I was informed that I have a right to withdraw my consent at any time without any negative consequences.

I agree of my own free will, to participate in this research project.

Participant's Name (please print): _____

Participant's Signature: _____

Researcher's Name (please print): _____

Researcher's Signature: _____

Date: _____

APPENDIX F

APPENDIX F

QUESTIONNAIRE

The Principal/Deputy Principal

1. Give your general understanding of inclusive education?

2. In your view, which skills educators need that would enable them to effectively improve inclusive education?

3. What is your view on the level and quality of support offered to your school by the District Based Support Team DBST?

4. In your opinion, has the way in which inclusive practices have been implemented failed or assisted learners experiencing barriers? Please motivate your answer.

5. On the basis of your past experience, how do you think inclusive education in Warmbaths Circuit can be improved?

6. Which resources do your school need to make it fully inclusive?

APPENDIX G

APPENDIX G

INTERVIEW GUIDE FOR EDUCATORS AND SCHOOL BASED SUPPORT TEAM MEMBERS IN PUBLIC PRIMARY SCHOOL

SECTION A

Biographic information for public primary educators

1. Date of the interview _____
2. Gender: Female [] Male []
3. Age range: 20 – 29 years []
30 – 39 []
40 – 49 []
50 – 59 []
4. Teaching experience _____ years
5. Highest professional qualification _____

SECTION B

The following questions will be asked during semi – structured interviews

1. **The understandings, experiences and practices of inclusive education**
 - 1.1. What is your understanding of inclusive education?
 - 1.2. In your own experience, which progress have you made as a school in terms of implementing inclusive education.
 - 1.3. How does the School Based Team of your school offer support towards learners that experience barriers to learning.
 - 1.4. What pressure does an inclusive class put on you as an educator?
2. **The factors affecting educators in the implementation**
 - 2.1. How does overcrowded classrooms in your school pose a challenge in the implementation of inclusive education?
 - 2.2. What challenges do the educators in your school encounter with regard to the implementation of inclusive education like education white paper 6 (EWP6)?

APPENDIX H

APPENDIX H

DOCUMENT ANALYSIS CHECK LIST

Documents	Yes	No
1. School policy.		
2. Education White Paper 6 (EWP6).		
3. National strategy on screening, identification, assessment and support school packs.		
4. Learner Profile		
5. Support Needs Assessment 1&2 Forms.		
6. Learner Individual Support Plan (ISP)		
7. South African Schools Act		