UNIVERSITY OF KWAZULU-NATAL

INVESTIGATING EDUCATORS' EXPERIENCES OF TEACHING LEARNERS WHO HAVE BARRIERS TO LEARNING AT A PUBLIC SECONDARY SCHOOL IN NEWLANDS WEST

BY

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DECLARATION

I, Soshendri Naidu, declare that this study represents original work by the author and has not been submitted in any form to any other institution. Where use has been made of the work of others, this has been duly acknowledged in the text.

_____ _____

Soshendri Naidu Date

ABSTRACT

The South African government underwent numerous changes since the 1994 democratic elections and the integral focus was placed on the Department of Education, among other things. In an attempt to overcome the inequalities citizens faced, an insistent and peremptory request was made for the provision of quality education. The implementation of the policy document White Paper 6: Special Needs Education (Department of Education, 2001a) became part of the education system's nationwide response in addressing previous injustices. The inclusion of learners who face barriers to learning was of paramount importance. Years after the implementation of inclusive education, educators were faced with multifarious challenges that hindered its success and were in need of the necessary support, guidance and assistance in an attempt to overcome these challenges. This raises much concern regarding the quality of education in the country. In that view, this study sought to understand the experiences of educators who teach learners who face different challenges in their learning, as well as the types of support, guidance and assistance needed.

The focus of this study was embedded in the experiences of educators; the study thus adopted a case study, located within the interpretive approach. The study embraced the qualitative research design as it aimed at attaining in-depth and descriptive experiences of individual participants. The sample size consisted of 5 educators who participated in one on one semi-structured interviews, sharing their experiences of teaching learners with barriers to learning. The respondents also engaged in a focus group discussion which also entailed a photo language activity relating to the implementation of inclusive education and their experiences. Classroom observations also formed part of the data collection methods which yielded rich relevant data pertaining to the topic. The collected data were then analysed thematically, followed by the viewing of the data through the lens of the social constructivism theory and the systems theory. The results of the study indicated that educators experienced a vast array of challenges in teaching learners with barriers to learning; these ranged from socio-economic (violence, orphans, poverty), environmental to educational difficulties. The findings also revealed that educators are in need of professional development and training to achieve and reach the expectations stipulated by the Department of Basic Education. Specific assistance is required by educators in the areas of planning lessons, variant teaching styles and the setting of assessments that meet the diverse learner needs. Furthermore, the collaboration of various sectors was seen as mandatory: professional services such as psychologists, the Department of Education, improved funding, clear and updated policies and issues of overcrowded classes need to be addressed as a matter of urgency. Overall, the challenges experienced by the educators seem to be a major hindrance to the success of the inclusive education as there are many unfolding gaps between policy and practice, which obviously demand attention. Based on the findings of the study, it was therefore recommended that educators require more empowerment to fulfil their roles with regard to the

knowledge of Inclusive Education. There is a need for active engagement of all stakeholders (parents, teachers, learners, department oficials and SGB). Educators are in need of assistance in planning of lessons, teaching styles and assessments. The need for the active involvement of counsellors, psychologists and social workers in assisting with learners who have barriers to learning has become greater. Overcrowded classes to be relooked at as the effects of overcrowded classes are far reaching. A strategic plan of dealing with disruptive learner behaviours is also needed. The call for collaboration with seniors is said to be mandatory. Educators require training to meet the expectations stipulated in the policy of Inclusive Education.The final recommendation made by this study eludes itself to funding to improve the infrastructure, facilities, resources and services to meet the needs of diverse learner populations.

Key words: Inclusive Education; educators; learners; barriers to learning; education; mainstream schools; inclusion

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DEDICATION

I dedicate this thesis to my parents, fiancé and siblings for nurturing me with affections and love and their constant dedicated partnership for success in my life.

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CHAPTER 1

INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

The past decade has seen rapid development in the education system in South Africa, especially since 1994. Before then, the system was undemocratic and coupled with vast challenges. The then apartheid education system underwent the process of restructuring and alignment to embody democratic standards. The adoption of Inclusive Education was to address the challenges and hurdles that many South African learners faced. Both the South African government and the Department of Education demonstrated radical interest towards Inclusive Education by implementing the policy document, Education White Paper 6: Special Needs Education: Building an inclusive education and training system (Department of Education, 2001a). The goals of the policy were grounded on the assumption that the two systems of Education (special and mainstream) be integrated into a single system that a) promoted equality, equity and quality, b) responded and supported stakeholders by fostering the dislodgement of barriers to learning and c) promoted the active engagement in a progressive modus operandi.

Globally and nationally, departments of education have implemented inclusive education at schools. However, the success of the implementation was completely dependent on the educator. A teacher is always considered the "key person" in the implementation of Inclusive Education (De Boer, Pijl & Minnaert, 2011). De Boer, Pijl and Minnaert (2011) further achnowledged that the inadequate support and training afforded to educators resulted in the failure of inclusive education. With continuous support and aid, educators would be better equipped to face head–on the challenges presented by the Inclusive Education. The educator therefore plays a pivotal role, with support and liaising with the other stakeholders within the school environment. The educator thus faces the greatest liability and responsibility of incorporating Inclusive Education, since the teacher is the one who encounters direct contact with the learners and delivers this system of education. The rest of the stakeholders are mere pillars of support and are not directly responsible for the teaching of the learners.

1.1.1 Rationale for the study

The rationale for this study was based on the researcher's experience of teaching learners with barriers to learning. The researcher therefore decided to explore and understand fellow

educators' experiences of teaching learners with learning difficulties. The vision encompassed by Education White Paper 6 aimed at ensuring learner participation and their active engagement in their education, in order for them to receive quality education, despite their age, gender, race, language, class, disability and health status. However, the vision begs the question: Have the intentions of the policy been realistic in practice? The answer may be sought in the experiences and views of education practitioners who encounter this type of Inclusive Education in the classroom, on a daily basis. Educators' experiences are identified as beneficial to policy makers and researchers, since the information provided by these educators could assist in creating a better quality of education.

Educators bring along many ideas, experiences and views that are imperative because of their interaction with learners on a daily basis. According to The Department of Education (2001a), educators are the key service providers in the education system. In order for one to be a good educator, one requires good training and support to perform optimally. Educators' roles are defined as service providers. However, they also require in-service training to facilitate the process. Furthermore, Mthembu (2009, p. 3) concurs with this notion of the importance of educators and the training they receive by stating that "*in an inclusive classroom, an educator is an important resource to facilitate the implementation of Inclusive Education"*.

To this end, this study was conducted to gain a deeper understanding of the educators' experiences of teaching in an inclusive classroom, the strategies that they utilise in dealing with learners who are faced with learning barriers and why the educators intervene in the way that they do.

Another reason for conducting this research was the alarming plight of educators. Through personal experience, the researcher noted something quite disturbing: the fact that some of the educators did not have the knowledge or expertise to deal with learners with learning difficulties. These barriers vary in terms of the challenges presented, but the fact is that some of the educators were still unable to overcome them. The problem of the educators not being able to address these barriers drew the researcher's attention and motivated her to conduct this research.

The researcher also observed that her fellow educators often encourage the placement of some of the learners at the school in special needs schools, with the understanding that these learners simply cannot not function well in mainstream classrooms, as well as the fact that

the educators could not deal with them, or were not qualified to handle learners with barriers to learning. The large number of learners experiencing barriers to learning at this particular school under study is serious and concerning. These learners are often categorised as learners with special needs who ought to attend schools that cater for special needs learners. Protocol requires educators and school management to obtain assistance from a qualified educational psychologist. However, this often causes more confusion when there are about 30 to 40 similar cases. On the contrary, other institutions do not have the privilege of contracting psychologists to assist and guide them. This leaves educators with no other choice but to continue as normal. However, if educators and educational institutions are properly trained, guided and supported, this could result in the above experiences being lessened or resolved. Educators would become better informed on how to deal with situations as such and this would take the education system to another level, with the ideology of leaving no one behind. Mthembu (2009, p. xxi) sums up well when he asserts that "*effective inclusion will only stay a dream if educators do not have the necessary training, support system and appropriate resources*".

In the context of the above, the study thus has the following aims and objectives.

AIMS AND OBJECTIVES

The aim of this research was to "investigate educators' experiences of teaching learners who have barriers to learning at a public Secondary School in Newlands West". The study has the following objectives:-

1.1.2 Objectives

- To explore the experiences of mainstream educators who teach learners with learning difficulties/barriers.
- To determine the intervention strategies employed by educators in their teaching of learners with learning difficulties.
- To understand why these intervention strategies are employed.

1.1.3 Research Questions

The key questions were as follows:

- What are the experiences of mainstream educators who teach learners with learning difficulties?
- What intervention strategies do educators employ when teaching learners with learning difficulties?
- Why are these intervention strategies employed?

1.1.4 Significance of the study

The results gained from this study can be used to conduct further research on the challenges faced by teachers in the context of inclusive learning, in as much as they could help in suggesting the necessary support required to help curb the challenges. The evidence could provide a deeper understanding of the policy and practices in the classroom. Another factor that motivated this research was the limited amount of research in this field of Inclusive Education. This gap has further encouraged the researcher to conduct research into the challenges associated with Inclusive Education.

1.2 LITERATURE REVIEW

1.2.1 Overview of literature review

The literature in this study focuses on the implementation of Inclusive Education globally, nationally and locally and educators' experiences of its implementation. The literature reviewed serves to provide an understanding into educators' experiences in the different contexts in relation to their specific contexts and their experiences.

1.2.2.1 Background to Inclusive Education

Countries worldwide have sought to correct the imbalances in the education fraternity, with regards to the exclusion of many learners from being educated in general settings due to their disabilities. Many policies have been adopted in an attempt to address these imbalances that withheld the proper interactions of all persons, despite their abilities within educational settings. Inclusive Education was adopted in the education realm to promote equality amongst special education institutions (Forlin, 2004). Within the South African context, Inclusive Education was brought about and implemented to correct the imbalances and divisions that were presented and disadvantaged many citizens prior to the 1994 democratic elections. The Education White Paper 6 states that the Inclusive Education's purpose entails "identifying and minimising barriers to learning and development" (DoE, 2001a). However, for the purpose stipulated by the Department of Education to be achieved, the department and relevant structures have not provided the necessary support, training and guidance that are required by educators to meet the expectations.This gap therefore leaves educators in a state of confusion, which leads them to failing to implement the Inclusive Education curriculum. This in turn implies that there is a gap existing between policy and practice, which therefore needs answers as a matter of urgency in terms of providing quality education for all.

1.2.2.2 Educators' experiences

Educators are described as the key structures in the implementation of Inclusive Education. Having to voice their experiences of their daily interactions with learners who face barriers to learning is therefore of great importance, as the information generated can be used to understand the support needed for the effective implementation of the inclusive education. Educators encounter many challenges en-route to educating learners with diverse needs in general settings. In that case, they require the necessary techniques and strategies in shaping learners' process of knowledge construction (Alexander, 2009). From the literature, the following challenges are evident within schools that implement Inclusive Education:

- There is a lack of understanding of the policy due to the inappropriate manner in the disseminating of information about the policy to all stakeholders, coupled with

thepoor communication amongst the various sectors in the educational fraternity (Ntombela, 2006).

- There is work overload, lack of training to provide the necessary support, diverse classes, higher targets to meet, inability to provide additional individual support to learners, as well as the lack of knowledge and experience in teaching learners with disabilities (Mayaba, 2008).

1.2.3 Theoretical framework

This study is framed within Social Constructivism and Systems theories. The theory of Social Constructivism ties with inclusion as it suggests that a learner and his or her social context play a critical role in the learning and developing process through interaction with others, as result of the interactive cognitive development which occurs. The adoption of the systems theory further reminds us that society consists of systems that work interchangeably, depend and rely on each other. Therefore, for this reason, systems in the school context need to work closely together in collaboration, in order to ensure that in terms of Inclusive Education, they function at the best possible level and assisting each level respectively.

1.2.3.1 The Social Constructivism Theory

The Social Constructivism theory was employed in this study as it advocates that in socio-cultural settings, teaching and learning begin and progress. Accordingly, the Social Constructivism theory assumes that humans construct meanings from the social contexts they interact in, it is presumed that educators' experiences are unique and are developed through these interactions. O'Loughlin (1995) firmly believes that theory and practice work interrelated. This can only become a reality if learners are accommodated in the general settings where they all have equal access to interaction and education. This theory is said to be grounded in the socio cultural, interaction and diversity realm and gives the educator the upper hand in providing instruction in the fairest and most efficient manner possible, as a guide or facilitator (Pillay, 2004).

1.2.3.2 Systems Theory

The Systems Theory concerns itself with a system that consists of various systems that interact in the process of growth, development and change (Friedman & Neuman Allen, 2011). Within the educational system exist sectors that play critical roles in a joint effort in

order to accomplish the success of providing quality education for all. Systems are dependent on each other. In the educational context, all stakeholders need to fulfil their responsibilities and duties as a combined effort to ensure quality education.

1.3 RESEARCH METHODOLOGY

1.3.1 Overview of the research methodology

Research methodology refers to the use of methods and procedures that assist in increasing understanding and the professional knowledge base (Kumar, 2011). Subsequently, a systematic way to solve a research problem is through the use of relevant methods and techniques (Kothari, 2004). Methodology refers to the approaches and research styles such as "quantitative survey, qualitative research, an ethnographic study, an experiment, a case study, a piece of action research" (Cohen, Manion & Morrison, 2007). According to Creswell (2007, p.5), a research methodology is a strategy or plan of action that links methods to outcomes, in as much as it governs our choice and use of methods.

1.3.2 Research Approach

Research approach is the strategy of inquiry employed to conduct research of a particular topic; it includes the knowledge claims, the strategies and the methods (Creswell, 2007, p. 13). This study was located within the qualitative research approach as it sought an in-depth investigation into the experiences of educators who teach learners with barriers to learning. Qualitative methods seek to understand experiences (Patton & Cochran, 2002, p.3), therefore, it was the most relevant approach for this study. Understandings can be generated from descriptive information which is retrieved from the use of instruments such as observations and interviews (Bhattacherjee, 2012). The qualitative research approach was adopted to understand the educators' experiences within their classroom context.

1.3.3 Research paradigm

A paradigm is defined as a set of beliefs that are set to guide an action (Creswell, 2007). This study sought interest in understanding the experiences of educators who teach learners with barriers to learning. Therefore, the best suited paradigm was the interpretivist approach, as the interpretation of educators' experiences was sought to inform this research's purpose. Interpretivists are idiographic, they use small numbers to explore meanings (Photongsunan,

2010). In that view, this study also engaged a small number of participants to explore the educators' experiences in teaching learners with learning difficulties.

1.3.4 Research design

Research designs are the types of inquiries within the approaches (Creswell, 2014). It is a plan of how the study can be conducted and the components of the study in a logical manner that ensures the validity of the study (Thomas, 2010). This study employed the case study as it studied a complex phenomenon within its context (Jack & Baxter, 2008); an in depth exploration of a particular phenomenon within the uniqueness of a policy or institution (Starman, 2013). This qualitative study was located in a single institution as the interest was based on educators' experiences. The case was the chosen secondary school, while the phenomenon was the experiences of the educators who teach learners with barriers to learning.

1.3.5 Sampling procedures

Sampling refers to the selection of elements from the population in order to generate useful data for the study (De Vos, Strydom, Fouche & Delport, 2011). This study adopted purposive sampling, whereby a single secondary school was chosen out of a district. The sample was chosen out of convenience and knowledge of the challenges experienced by educators since the implementation of Inclusive Education. Purposive sampling was used to select 5 out of the 34 educators in the school. Participants were selected on a voluntarily basis, while the researcher targeted those educators who had at least 3 years of teaching experience .

1.3.6 Data collection

Data collection is defined as the collection of primary data for a particular research study (Hox & Boiejie, 2005). Chaleuvong (2009, p.3) states that "data collection techniques allow us to systematically collect information about our objects of study (people, objects, phenomena) and about the settings in which they occur". The rationale for this study was on understanding educators' experiences of teaching learners with barriers to learning. In that view, three instruments of data collection were utilised namely: semi-structured interviews, observations and focus group discussions. One of the many benefits of the semi-structured interviews is that they allow for freedom of expression of participants in their own language (Cohen,2006). For the purpose of this study, semi-structured interviews generated data of individual experiences of teaching learners. The use of focus group discussions in this study

was useful as it allowed for common ideas and experiences to be shared amongst a group of individuals from the same context (Freitas, Olivera, Jenkins, & Popjoy, 1998). A part of the focus group discussions was a photo language activity, where participants were asked to respond to scenarios posed in the form of pictures in an attempt to understand how they address certain issues that arise during class lessons; the scenarios pertaining to abuse, drugs, large class size, lack of interest and disruptive behaviour. The use of pictures allowed the participants to interact with events and draw experiences and references from recall, thus providing information that is useful to a particular phenomenon (Schwartz, 1989).

1.3.7 Validity and reliability

The use of instruments such as semi-structured interviews and focus group discussions had allowed for freedom of expression of participants' responses; it therefore benefited the researcher in gaining an in-depth understanding of the study. Consistent results are produced through the use of many measurements whilst maintaining the same subjects, therefore, in this study, mainstream secondary school educators were asked similar questions in all three data collection instruments, in order to ensure the goal of reliability in the findings. Validity refers to judgement of whether the results generated illuminate what it says it claims to illuminate (Mason, 2002). Construct validity was ensured by explaining key concepts to the teachers prior to the administration of the semi-structured interviews and conducting of focus group discussions respectively.

1.3.8 Ethical issues

Ethics in research refers to the rules and procedures researchers need to abide by in ensuring that they act and encourage in an ethical manner. Researchers are to ensure that at all times, the "psychological, social and emotional needs of participants are taken into account and not ignored (Research Ethics, 2011). This study undertook the following ethical issues into consideration; informed consent, confidentiality and voluntary participation. The research ethics procedures were abided by: ethical clearance was provided, then followed by the participants' consent to participate. The different role players' permission was also sought prior to conducting research. Participants' identities were protected by being referred to as respondent 1,2,3,4 and 5.

1.4 DATA ANALYSIS

On completion of collecting all the data from the three research instruments, the researcher undertook the process of interpreting, analysing and presenting the data generated. This study adopted the thematic data analysis method to analyse the qualitative data, which involved the transcription of the semi-structured interviews and the focus group discussions and then the drawing of patterns or themes. Data generated were then put into themes in an attempt to provide answers to the phenomena under study (Woods, 2011). The researcher had the task of reading the data several times to extract themes and patterns evident in the data. Data were analysed and guided by the Social Constructivism and the Systems theories, which gave it more meaning.

1.5 DEFINITION OF KEY CONCEPTS

It is imperative that the reader and the researcher are familiar with the common concepts that appear throughout this study. Therefore, the following concepts and terms pertaining to this study are elucidated below:

1.5.1 Educator

According to the South African Schools Act (1996, p. 4) an educator is defined as "any person, excluding a person who is appointed to exclusively perform extracurricular duties, who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and education psychological services, at a school". For Machi (2007, p. 3) an educator is a "trained person who delivers the curriculum in the classroom". Mashiya (2003) describes an educator in an educational institution as a person who transfers knowledge, skills and values to others.

1.5.2 Education

Aristotle defines education as "the creation of sound mind in a sound body. Kumar and Ahmad (2007) advocate that education develops man's faculty, especially his mind, so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty". The Oxford Pocket Dictionary (2009) defines education as the process of receiving or giving systematic instruction.

1.5.3 Learners

According to the South African Schools Act (1996, p. 5) learners are described as **"**any person receiving education or obliged to receive education". Machi (2007, p. 3) identifies a learner as a "child who attends or who is at school".

1.5.4 Learning

Bulger, Mohr and Walls (2002) describe learning as an alter in conduct, attitudes, or capabilities". Kolb (1993) suggests that when experiences are transformed, knowledge is a by-product that results from the process of learning.

1.5.5 Experiences

The manner in which concepts relate to situations and events is defined by Gendlin (1997) as an experience. According to Hassenzahl (2010, p. 8) experiences are best described as a scene that a person has went through, stored, "labelled, relived and communicated to others".

1.5.6 Curriculum

"Curriculum can be seen as a means of achieving specific educational goals and objectives" (Wen Su,2012, p.153). It has also been described as "An instructional system with a plan for learning" (Toombs & Tierney, 1993, p. 1).

1.5.7 Inclusive Education

Stubbs (2008, p. 8) reveals that Inclusive Education relates to the **"**wide range of strategies, activities and processes that seek to make a reality of the universal right to quality, relevant and appropriate education". Machi (2007, p. 6) defines it as the "placing of children with different abilities in one class or setting and ensuring that their special educational needs are being catered for". Furthermore, Mashiya (2003) contends that Inclusive Education concerns itself with the integration of learners with special needs in general classrooms.

1.5.8 Support programmes

"Support programmes refer to structured interventions delivered at schools and in classrooms within specific time frames" (DoE, 2005d, p. 2). Ntakana (2011) expresses that support programmes are "all programmes that are specifically designed to add value or enrich the core business of an institution".

1.5.9 Barriers to learning

Ladbrook (2009, p, 10) advocates that the term barriers to learning refers to a situation whereby learners who are in educational sites experience struggles in accessing the curriculum, as a result of the various withholding factors such as "environmental and socio economic factors, violence, poverty and environmental degradation and change". Walton, Nel, Hugo and Muller (2009) describe barriers to learning as "educational difficulties which may arise from a number of sources and may be intrinsic or extrinsic to learners". According to Claassens (2007), within South Africa, the term "barriers to learning" is used to replace terminology such as "learners with learning difficulties" and "learners with special education needs". Similarly, Bennet (2003, p. 303) describes barriers to learning as "a significant impairment of intellectual functioning". Machi (2007, p.6) contends that barriers to learning are concerned with obstacles that restrict the learner from learning or gaining access to the curriculum.

1.5.10 Inclusion

In the literature, the term tends to be used to refer to a policy that ensures that the full variety of educational needs is optimally accommodated and "included" in a single education system (Donald, Lazarus & Lolwana, 2002, p. 11). Furthermore, Farrell and Ainscow (2002, p. 3) maintains that inclusion is "a process in which schools, communities, local authorities and government strive to reduce barriers to participation and learning for all citizens".

1.5.11 Education White Paper 6 (EWP6)

The Policy Document EWP6 issued by the Department of Education in July 2001, was meant to address the special needs education and training and it encompasses how to build an inclusive education system. A time-frame of twenty years was allowed for the implementation of inclusive education to be achieved (Landsberg, Kruger & Nel, 2005, p. 144). It is therefore a policy that is designed in an attempt to address the various needs presented by learners who experience barriers to learning (Dalton et al, 2012).

1.5.12 Mainstream schools

According to a definition provided by Landsberg, Kruger and Nel (2005, p. 66) mainstream schools refer to the ordinary public schools and they cater for learners in need of low intensity support. it is thus a schooling system that offers equality in generalised settings for all learners (Williams,2002).

1.5.13 Special schools

This refers to the "Schools equipped to deliver education to learners requiring high-intensive educational and other support, either on a full-time or a part-time basis" (DoE, 2005d, p. 3). Mntambo (2011) specifies that a special school is a separate school that accommodates learners with severe disabilities, with a specialist educator to facilitate and aid the learning process.

1.6 OUTLINE OF CHAPTERS

Chapter 1: Discussed the rationale, objectives, key questions, literature review, theoretical framework, research design and methodology, data collection and analyses, key concepts, ethical considerations and the outline of the research chapters.

Chapter 2: Discussed the existing literature concerning Inclusive Education, the experiences of educators since the implementation of Inclusive Education, followed by a discussion of the theoretical framework and its relevance; Vygotsky's theoretical framework on Social Constructivism and the Systems theory formed the basis of this study.

Chapter 3: Highlights on the research design and methodology adopted by this study in generating useful rich data. The process of data analysis, collection and sampling is also discussed at length.

Chapter 4: Presents the qualitative data generated from all the three data collection techniques and its relation to the theoretical framework.

Chapter 5: Focuses on the findings, conclusions, limitations, recommendations and further areas which need to be investigated.

1.7 CONCLUSION

This chapter provides the reader with the background and more specifically the rationale, key concepts and key questions designed for this study within the context of Inclusive Education. The following chapter discusses the issues around literature as reported by other authors nationally and internationally, its impact on this study as well as the gaps with regards to the topic under study.

CHAPTER 2

TEACHING LEARNERS WITH BARRIERS TO LEARNING IN INCLUSIVE CLASSROOMS AND SCHOOLS: A THEORETICAL OVERVIEW

2.1 INTRODUCTION

"A narrative interpretative criticism of the existing research" is described by McMillan and Schumacher (2001, p. 108) as a literature review. Similarly, Mouton (2001, p.87) mentions that a literature review focuses on issues, the empirical findings, the instrumentation which has been used and their effect on the field of interest.

This chapter focuses on the literature on the experiences of educators who teach learners who have barriers to learning. It also describes the theoretical framework that guides this study. For the purpose of this study, the theory by Vygotsky on social constructivism has been chosen as it is the most appropriate theory underpinning this research. Alongside Vygotsky's theory on constructivism is the systems theory. The literature review covers the following issues: on the overview of Inclusive Education, policies towards Inclusion that has been adopted and implemented internationally, the many benefits of inclusion, definition of learning barriers, challenges associated with the learning barriers, educators response to the challenges, the expectations placed on educators, the attitudes educators have towards Inclusive Education, reasons for educators negative attitudes, intervention strategies and teachers competencies required to manage inclusive classrooms.

2.2 THEORETICAL FRAMEWORK

Theoretical framework is defined as "a set of ideas, assumptions and concepts that explain the world, ourselves, or an aspect of reality" (Landsberg, Kruger & Nel, 2005, p. 9).

The meaning of educational concepts is derived from many theories. Each theory has its own concepts, ideas and framework which guide the phenomenon. As an example, society has its own study that deals with social issues and all its fullness. "Theories assist educators daily by highlighting the types of learning environments and indicate the tasks necessary for them to accomplish their

goals" (Lawrence, 2012, p. 33). Mahlo (2011, p. 20) believes that a theoretical framework acts as a framework in enabling the researcher to theorise about the research and make explicit the assumptions.

Theories are needed in all studies as they form the baseline and indicate to the researcher as to how they should go about making sense of the data within the context. They also draw connections between what can be seen and what cannot be seen. Reeves, Kuper and Hodges (2008, p.1) mention that theories provide "conceptual understanding, gives researchers lenses to view various aspects, focus attention on aspects and provide a framework to analyse data".

For the purpose of this study, the social constructivism and systems theories were chosen as they clearly guide the purpose of this research. Social constructivism best suits this research as the title of this study entails investigating educators' experiences of teaching learners who have barriers to learning at a public Secondary School in Newlands West. Education, educators, learners and learning are all part of the social circle, so this theory marries the research title suitably. Experiences are created through interactions, socially in the various domains of life. The systems theory further reminds us all that society consists of systems that work interchangeably and depend on each other. Therefore, for this reason, systems in the school context need to work closely together to ensure that in terms of inclusive education, they function at the best possible level, assisting at each level respectively.

2.2.1 Social constructivism learning theory

This theory was suggested by The Russian psychologist, Vygotsky, who advocated a learning theory that maintained that our specific mental structures and processes can be traced to our interactions with others (Woolfolk, 2007). The rationale for choosing this theory was that Vygotsky's theory of social constructivism ties up with inclusion. Lev Vygotsky was a psychologist from Russia and his views were based on social constructivism. In the theory of social constructivism, the child and its social context contribute towards the child's learning and development, during interaction and sharing in the social context, daily concepts are integrated into relational concepts as mentioned by Pillay (2004). A school is said to be a socio-cultural setting as learning and teaching initiates there. Vygotsky placed a huge amount of emphasis on the significance that culture and the social context contribute towards cognitive development. O'Loughlin (1995) firmly believes that theory and practice work interrelated. This can only become a reality if learners are accommodated in general settings, where they all have equal access to interaction and education. This theory is said to be

grounded in the socio cultural, interaction and diversity realm and gives the educator the upper hand in providing instruction in the fairest and efficient manner possible, as a guide or facilitator (Pillay, 2004). In the constructivist setting, learning activities are characterised by active engagements, hands-on activities, inquiry, problem-solving, investigations, experimental design and collaboration with others. Vygotsky reiterates the fact that in any circumstance, the only object that should change must be the method of transferring knowledge, not the educational environment (Bodner, 1998). Dixon and Verenikina (2007) pointed that if a child is maintained in a mainstream environment, a secondary disability can be prevented. Vygotsky identifies special educators as great persons who have the ability to train mainstream educators as they do hold sufficient skills, knowledge and values. Educators are not the only personnel assigned to deal with the teaching and learning process. All stakeholders need to become actively involved as this is a collaboration which includes parents, school governing body, teacher professional bodies, subject advisers, policy makers and others at government level. Vygotsky's theory is well suited for this study as its main focus is on learners being allowed to learn in mainstream classrooms amongst all the other learners. He portrays educators as significant in the successful education of all learners. In this study, educators' experiences are of crucial importance and understanding their experiences can benefit the learners and the environments that they create, which results in them being conducive to learning or not. Their experiences can bring forth change that would empower policy makers and other stakeholders to take a greater interest in assisting or supporting educators, as that has a direct influence on the learning and teaching process. Constructivism focuses on the social and cultural aspect, having the ability to shape a learner's experience. Chaula (2014, p. 21) supports this view by stating that "culture provides the child cognitive tools needed for development". Vygotsky's theory motivates the view that learning takes place in socially constructed settings, therefore, isolating a child from these settings does more harm than good. As a result, it can lead to a secondary disability. It is also of high importance that when learners are in these settings, educators are fully equipped to accommodate, identify and address the barriers learners face. If not, then it would be a purposeless task of allowing them to be in general settings where they are left out and ignored. "It is believed that, people construct their knowledge on the basis of their experiences from everyday life" affirms Chaula (2014, p. 20). The theory of social constructivism was used in this study as its roots are embedded within social interactions which lead to the development of understandings and meanings. Educators are identified as constructors of knowledge, meanings and interactions which they create through social

engagements. They are now tasked to focus on the "why" when reflecting on their practice in the attempt of changing school culture. Social constructivism theory is also described as being useful in developing the understanding of the manner educators and learners engage with Inclusive Education and what assistance they are provided with during this process.

2.2.2 Systems theory

The systems theory originated from Ludwig von Bertalanffy, an Austrian who was a biologist; his work was later improved on by Uri Bronfenbrenner (Friedman & Neuman Allen, 2011, p. 3). The theory "focus attention on the whole, as well as on the complex interrelationships among its constituent parts" (Laszlo & Krippner, 1998, p. 11). Friedman and Neuman Allen (2011, p. 3) describe the rationale of the systems theory as understanding of the components, interpreting the problems, which then results in the appropriate intervention strategies being designed, which would benefit individuals and the environments in which they find themselves.

Bertalanffy looked at the system as a whole, with its relationships and interactions with other systems as a process of growth, development and change (Friedman and Allen, 2011, p. 4.).

An organisation's health status is dependent on the organisation, as that consists of a system of people, structure and processes that work interrelated as contended by Senge (2000, p. 73). In the case of the educational institution, a school is an organisation which consists of people such as the parents, administrators, educators, managers, principal and other stakeholders who, with a combined effort, can play a pivotal role in ensuring the successful implementation of inclusive education. Education management is categorised as a system as it shows interdependence on each system and they function together as a whole. The systems theory identifies that as a result of social interaction within systems, human behaviour is created and defined. Ongoing regular interaction amongst the stakeholders creates a sense of trust and belonging. Chaula (2014, p. 26) identifies "communication" as a key in the systems theory and further defines communication as being "verbal or nonverbal" whilst transferring information to and from one individual to the next. In any organisation, communication is key as it serves as a clear link between the organisation and all the relevant stakeholders. In this study, a school is classified as an organisation and communication is a must. Two-way communication between all stakeholders is a must, as that can ensure that inclusive education moves forward and is properly implemented.

In technological terms, a system is made up of 3 components: an input, process and output. This concept can be applied in the educational system. The input will be the educators, curriculum, managers, dedication, planning, teaching style and assessments. The second component known as the process will be the teaching and learning activities designed and facilitated by the educator. The output will be the results achieved by learners from the assessments, tests, tasks and examinations.

The systems theory thus advocates for interrelatedness amongst the various systems. It promotes interaction within the system as it benefits the system at large. All stakeholders within the educational system communicate actively, share their views and understandings and this can move education forward into a positive light. Indeed, all role players have a specific task to perform and must do in order to ensure that the system performs optimally. A school is classified as a social system and should not be treated as isolated. Chaula (2014, p. 29) contends that "all the stakeholders in the system should work together in the implementation of inclusive education". The systems theory displays the important roles that all systems and sub systems have within the education system and for this purpose it has been chosen as a framework to guide this study. Systems theory points out that schools do not exist in isolation but in systems. Their interlinked and intertwined nature of the various systems identifies the gaps that exist and require attention which can assist in ensuring that the education system functions to its optimum in achieving Inclusive Education. The systems theory identifies that school, society and the Department of Education work together as a collaborative system. Each system is interdependent, interrelated and influential on each other. The success of Inclusive Education is dependent on the relevant changes that need to take place within the various systems that relate to the education system.

The two theoretical frameworks that were used in this study are combined to provide a lens through which educators' experiences can be viewed, so that the necessary solutions support and guidance can be made available. Systems theory and constructivism theory identifies the importance of education systems working together rather than working apart and the significance of social interactions in the development of knowledge.

2.3.1 An overview of the Inclusive Education

The end of apartheid system called for change towards the provision of services on an equitable basis for all citizens. The beginning of democracy saw the end to a segregated schooling system and initialising of compulsory education for all. A redress of educational equality took place, this included race and abilities. Education for learners with disabilities was always a significant factor in the educational realm and this is evident in the Constitution of the Republic of South Africa, Act no.108 of 1996. The section of the Bill of Rights also indicates that "all citizens have a right to basic education".

As part of the redress the Department of Education implemented the policy document "Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System" in the attempt of addressing the diverse learner needs. The policy Education White Paper 6 has its focus on a conceptual shift that will assist all learners in ensuring that they benefit the maximum from education. The focus lies in providing the necessary support, accommodation and recognition of learners who are in need of support. The Education White paper 6 Policy document has been separated into two frameworks: the National Strategy on Screening, Identification, Assessment and Support (SIAS) in 2008 and the Curriculum and Assessment Policy Statements (CAPS) in 2011. The SIAS strategy offers "early identification and support, the determination of nature and level of support required by learners, and identification of the best learning sites for support including the central role of parents and teachers in implementing the strategy"(Dalton, McKenzie & Kahonde, 2012, p. 2). The CAPS document was designed as a practical guide to assist educators in meeting the needs of the vast diversity present in classrooms.

The Inclusive Education policy was reaffirmed at the Salamanca conference, in Spain in the year 1994 (Mergler, Carrington, Kimber & Bland, 2016). This threw a lime light focus on special needs, non-discriminatory, equal and quality education for all learners. Schools across the world have adopted the policy of Inclusive Education. The main aim of the policy was to allow all learners, despite their weaknesses and strengths, to be educated in a single educational setting, thereby allowing more interaction and improved attitudes between each other; as a whole contributing to a peaceful and interactive society which develops into larger fruitful communities (Dalton, Mckenzie & Kahonde, 2012). As part of its goal is the prevention of isolating one child from another and therefore, treating all learners equally whilst at the same time providing quality education. South Africa's adoption of Inclusive Education led to the implementation of the policy called Education White Paper 6 on Special

Needs Education: Building an Inclusive Education and Training System. Schools throughout South Africa accepted the policy of inclusion with all its forms and acknowledged that educators play a key role in the successful implementation of the policy. Professional development and training was thus a foundation in ensuring that educators are well prepared to address the needs of all learners. There is however implications of the policy document White paper 6 within South African context which demand attention.The success of Education White Paper 6 is reliant on educators receiving adequate training, sufficient support and positive attitudes. South Africa's history has a large role to play with regard to Inclusive Education, the poverty and many language groups hinder the practice (Donohue & Bornman, 2014). The lack of clarity within the policy vague guidelines and insufficient funding is also noted as a limiting factor in the successful implementation of Inclusive Education.

2.3.2 International policies towards Inclusion.

Inclusion has become a famous phenomenon across the world and has become a growing trend being embraced by educational institutions worldwide. The equality and outcomes that the policy on Inclusive Education possesses has caused many countries around the globe to move towards it. Worldwide, the growing number of countries adopting and implementing the policy of inclusive education has also "become popular in India" (Weeks & Erradu, 2013, p.6). Weeks and Erradu (2013, p. 6) continue by stating that "Inclusive Education in India is understood differently from the West". Inclusive Education is said to be very versatile as the guidelines stipulated are said to be only benchmarks, thus, individuals can use this policy to their betterment, meaning that they can become innovative and creative while still maintaining the policies' intentions with the desired outcomes. Countries that have access to adequate resources be it financial, human, infrastructural or technological have a fair advantage using inclusive policies.

For educators to actively fulfil their roles, they need to be aware of the environment in which they are working. Mainstream schools are those which have been renamed 'Inclusive schools', where learners with special needs are being placed (Watson, 2016; Rogers, 1993). Landsberg, Kruger and Nel (2005) classify a mainstream school as one that accommodates learners who are in need of low intensity support.

Countries within the African continent have also adopted inclusive education. One of our neighbouring countries such as Zimbabwe has embraced inclusion in their institutions. Mutepfa, Mpofu and Chataika (2007, p. 342) state that within the Zimbabwean context, "inclusive education involves the identification and minimisation or elimination of barriers to students' participation in traditional settings and the maximisation of resources to support learning and participation". Within the notion of inclusion, each country's goal may differ, but the ultimate intention is to provide quality education that would benefit all its citizens. Their intentions differ as it coincides with the types of barriers faced by their learners, considering that some may be serious, while others may be mild.

In the Australian context, inclusive education includes "the participation of students with disabilities in regular or mainstream schools and classrooms" (Van Kraayenoord, 2007, p.390), also referred to as the practice of inclusive education. Inclusion can have different meanings for different countries. There seems to be a difference in how each country embraces the concept of inclusion. Each country picks out the different aspects that best suits them and terms it inclusion.

Some countries go beyond the policy by providing acts. As in the case of the United States of America, they have an act called IDEIA (Individuals with Disabilities Education Act), which highlights that all students with disabilities must be included and should progress in the general curriculum (Weeks & Erradu, 2013, p.7). America is wealthy and therefore, their acknowledgement of inclusion can be vast as they have the monetary means to do so. In some countries, inclusion works better than others as it all depends on the resources allocated to them, which makes all the difference. However, they all have a common goal: to include all learners into the same classroom, as they are fully aware of the benefits that a common setting yields. Deku, Amponsah and Opoku (2013) states that in the conceptualisation and understanding of Inclusive Education, there are difficulties that exist. Misunderstandings of concepts can lead to confusion, disagreements and separation in the implementation of the policy (Boston-Kemple, 2012). The lack of consistency in the definition of Inclusive Education worldwide gives rise to a foundational challenge within the context of Inclusive Education (Murungi, 2015). Lalvani (2013) suggests that the support that is needed by educators is linked to the way in which they conceptualise Inclusive Education. In order to accommodate the diverse learners' needs in classrooms, educators are required to become knowledgeable, skilful and competent in offering the appropriate support needed (Mthembu, 2009). Furthermore, Mathibe (2007) suggests programmes on knowledge, attitudes, values

and skills to be offered to educators as it will add to their roles (Deku et. al., 2013). Inclusive Education's success is thus dependent on the educators' knowledge in relation to theories, philosophies and practice.

2.3.3 Definitions of learning barriers

Learning barriers have been defined as "those factors that lead to the inability of the system to accommodate diversity, leads to learning breakdown and or prevents learners from accessing educational provision" (Department of Education, 2002, p. 130-131). Various researchers have varying definitions of the concept of learning barriers, there is no one set of definition that in its own informs us that there is no perfect child out there and we need to embrace all as one. The Department of Education (2002, p. 140) categorises the inaccessibility and unsafeness of an environment in many centres of learning as a barrier to learning. Visser (2002, p. 9), argues that learning barriers are those "things that prevent the learner from benefiting from education". Learning difficulties is used interchangeably with learning barriers worldwide. Lack of access and participation to the curriculum is said to prevent the learner from reaching his/her full potential (Todd, 2010). From the review of various literatures, it is evident that there is not a single precise definition of learning barriers. Barriers range from moderate to severe. Khan (2011, p. 24) lists the types of "barriers to learning for students in general to be personal, emotional, economical, attitudinal or even organisational." Barriers are found to be different in different parts of the world. Factors that hold back the learning process of learners are defined as learning barriers (Donald, Lazarus and Lolwana, 2002). It is therefore imperative that educators become familiar and knowledgeable about what entails barriers to learning (Walton, Nel, Hugo and Muller, 2009). Inclusive educations success lies in educator's knowledge of skills, needs of learners and collaboration from the school and the Department of Education in developing appropriate strategies to improve the educators' and learners' learning and teaching potential (Florian, 2008; Ladbrook, 2009; O'Neil,Bourke & Kearney, 2009; Mbelu, 2011; Stofile, 2008). Learners' needs can be met once educators conceptualise the needs of learners (Rice, 2003). It is of great importance that educators understand what barriers are, as this would then allow for them to promote learning within the classroom (The Center for Mental Health in Schools, 2008).

En route to education, there are many hurdles one may encounter. Restricted accessibility and safety within the context of education are known to be barriers (DoE, 2002). Khan (2011, p. 242) points out that "social, cultural, parental, attitudinal, motivational, psychological, personal and pedagogical factors" are types of barriers experienced by learning institutions. These barriers are said to be common, very influential and have a direct impact on the teaching and learning process. The education of learners who experience barriers to learning, according to Prinsloo (2001, p.345), requires additional planning and modifications in order to assist them to learn. Claassens (2007) states that within the South African context, the terminology "learning difficulties" has been replaced by barriers to learning. Furthermore, Thomson (1990, p. 2) suggests that "barriers to learning can be either environmental or 'intrinsic' to the individual child's development". Walton, Nel, Hugo and Muller (2009, p.76) describe barriers to learning as "educational difficulties which may arise from a number of sources, and may be intrinsic or extrinsic to learners. Intrinsic barriers include physical, sensory and neurological and developmental impairments, chronic illness, psycho-social disturbances and differing intellectual ability. Extrinsic barriers are those factors that arise outside the learner, but impact on his or her learning". They may arise from the family and its cultural, social and economic context and include lack of parental involvement in education and family. Educators experience daily problems in trying to understand learners and their difficulties, but are also restricted by time and a syllabus to complete. All these play a key role in the production of quality and efficient education. The Centre for Mental Health in Schools (2008, p. 1) confirms the challenges faced by educators and states that "each day school staff are confronted with many students who are doing poorly in school as a result of health and psychosocial problems". A move from learners having psychological problems, a common barrier present in schools, is the issue of late coming and absenteeism. This impacts largely on their education, as missing out on important work impacts negatively on the learning process. Many social factors contribute to late coming and absenteeism, thus leaving educators with no assistance or guidance as to what they can do. Late coming and absenteeism are a great concern, as this lends itself to a challenge in providing quality education (Pausigere, 2014). There are many types of barriers, some that can or have the potential to be minimised or completely removed, whilst on the other hand, we have those that cannot be removed but need to be coped with.

2.3.4 The Benefits of Inclusion

Konza (2008, p. 39) provides an interesting view on the benefits of inclusion and mentions that "Inclusion seeks to completely remove the distinction between special and regular education" (p.39). The great benefits resulted in a decision towards including all learners into a single setting as this promotes unity amongst all persons, despite their differences. Learners who face barriers, when included in general educational settings, understand that they are loved and nothing makes them less of a person than the others. Their interaction levels increase and they are able to understand how society works. Konza (2008, p. 40) further reiterates that by including learners with barriers into general settings, it allows them to "become part of their local community." They begin interacting with one another, which allows the building of stronger bonds amongst our future community. The negative feelings said to be associated with learners with disabilities or barriers can be minimised and be dispelled off. "Inclusion provides opportunities for the development of appropriate attitudes towards people with a range of disabilities" (Konza, 2008, p. 40). This contributes to South Africa's goal of democracy and equality amongst all persons. Inclusive education brings along a numerous amount of benefits into the education system. However, within the South African context lies a huge amount of challenges that hinder the success of Inclusion in schools.

2.3.5 Challenges associated with learning barriers

Countries globally realised the need, as well as the importance, of including all learners into the education system. The introduction of the Curriculum and Assessment Plan Statement (CAPS) had a vision of overcoming previous divisions that prevailed and sought to address the arising barriers to learning (Wium & Louw, 2015). In implementing the policy of inclusion, educators were seen as a priority factor as they hold the key to providing instruction in the best possible way. However, educators who are the key providers are faced daily with many challenges in ensuring quality education and let alone, Inclusion.

2.3.5.1 Challenges of diverse classes

The lack of training provided to educators in developing their knowledge is seen as a barrier to inclusion (Florian, 2008). The lack of training of educators in preparation for inclusive classes results in them finding it difficult to teach learners who have barriers to learning (Mahlo, 2011). The challenges educators face range from mild to serious and have harmful effects on the teaching and learning process. Differentiation of content is crucial in inclusive classrooms (Wium & Louw, 2015). However, due to the full syllabi and the focus on its completion educators are unable to present lessons in different ways to meet the diversity. Mpya (2007, p. 21) mentions that "educators are faced with serious challenges when teaching learners with diverse needs". Whilst trying to embrace the policy of inclusion, educators encounter a wide variety of difficulties arising from the educational setting.

2.3.5.2 The socio-economic problems as a hindrance to academic performance

2.3.5.2 (a) Poverty and unemployment

"Unemployment is an economic condition in which the working-age individual is looking for a job, but cannot find it" (Šileika and Bekerytė, 2013, p. 60). Šileika and Bekerytė (2013, p. 62) define poverty as the shortage of the first necessity goods. It is a condition, when the individual lacks some quantity of money or material goods. Prinsloo (2001) says that "education in poor areas is negatively influenced by vandalism, negative peer group influence, a non-stimulating environment, insecurity, communication problems, weak orientation in school and conflicting values between school, family and society. All these factors lead to underachievement, failure and learners dropping out of school" (p. 28). Furthermore, Pitts (2000, p. 263) says that "poverty causes children to be educationally disadvantaged" In rural and urban areas, the amount of poverty stricken families are on the rise; the lack of jobs, increase in the lack of food and the death of parents in families lend itself to more and more families being left in poverty. Ladbrook (2009, p. 62) contends that "in poverty stricken families, there is an inability to meet the most basic needs such as a safe environment, good nutrition and shelter." Ladbrook (2009, p. 63) further proposes some suggestions that schools should consider when dealing with learners who come from impoverished backgrounds; they are as follows: "feeding schemes, places of safety, support,"

as they come from unsettled households, receive insufficient parenting and encounter unhealthy diets.

2.3.5.2 (b) Substance and physical abuse:

Substance abuse is habitual non-medical seeking and substance taking behaviour is resistant to extinction (Alterman, 1985). Kay (2003) says that physical and sexual abuse promote educational underachievement. Children exposed to physical abuse are often absent from school, which have a further negative effect on their schoolwork. Childhood trauma is a common phenomenon and results from the "traumatic loss of a loved one, life threatening accidents, maltreatment, serious forms of violence and victimization" (DeMartino, 2006, p. 311). The use of substances such as drugs and the consumption of alcohol are alarming at schools, be it on the school premises or consumption outside the premises. The use of drugs inhibits the learners' ability to learn (Jeram, 2009). Drug use has become popular in secondary schools (Mothibi, 2014). Peace and democracy are prevented due to the increased use of drugs globally (Ramorola and Joyce, 2014, p. 11) and the solution to combating this issue lies within schools and communities. Underage drinking is on the increase. Drugs are being sold to learners through school gate fences. Learners have access to these substances freely, which is of great concern and in turn, has dramatic impact on the education system. In agreement, Mothibi (2014) mentions that the use of drugs decreases learner's concentration levels and leads to poor performance. The increase in violence and ill-disciplined learners at schools can be rooted down to the use of substances at young ages (Ladbrook, 2009). Drug use impacts on learners' behaviour and results in them expressing aggressive behaviour in the context of schools towards those in authority (Mothibi, 2014). Media reports of fear and aggression in learners have become alarming and on the increase. Irrational and hot tempered behaviours are characteristics evident as a result of drug use (Simatwal, Odhong'l, Juma and Chokal, 2014). Various tools are being confiscated from learners who carry these dangerous objects to school and are therefore creating unsafe environments for learning to take place. Usage of various tools and weapons in violent acts at schools are placing a high risk for all stakeholders involved in the teaching and learning environment.

Therefore, educators have a huge task of trying to overcome these barriers of substance and physical abuse. The lack of support and assistance provided to educators in how to deal with

matters in this regard results in greater problems like the lack of quality education. Support from professionals assists largely in dealing with issues of substance abuse (Daniels, 2013) and is required. Rehabilitation centres assist learners with getting rid of their habit but is dependent on their "cost, quality, intensity and duration" (United Nations Office on Drugs and Crime, 2003, p. 2). Implementing a curriculum that assists in providing solid content relating to drug use can aid in its elimination (Simatwa, Odhong, Juma & Choka, 2014) and produces educational environments. Ladbrook (2009, p.69) argues with this notion and indicates that "educators feel ill equipped to face those challenges of broken homes, child headed families, child abuse, rape, incest, drugs and licentiousness; violent crime which are very much on the increase and challenges behaviour in the classroom". Once learners who have experienced any form of abuse have been identified, it is required that they are immediately referred to professionals such as counsellors, immediately (Buser & Buser, 2013). When educators have background knowledge of their learners' problems, be it emotional or behavioural they are much better prepared for the strategies to employ (Quinn, Osher, Warger, Hanley, Bader, Tate & Hoffman, 2000). Educators are able to accommodate and create an environment that is adaptable to learners who have experienced any form of abuse and use different teaching styles only when they identify learners who require such (Mpya, 2007). The department of education indicates that parents' support to the educators is very minimal, which can be blamed on their lack of information of the role they should play in their children's lives. Interventions can only be adopted and adhered to, if there are sufficient finances and staff supporting its implementation (Vogel, 2003). Funding can aid in upgrading security services and professional services at school in an attempt to combat drug use by learners (Mothibi, 2014).

2.3.5.3 (c) Challenge of large class size

When a class holds more learners than the maximum amount, this is referred to as being an overcrowded classroom (Mushtaq & Khan, 2012). The success of Inclusive Education is affected by class size (Mayaba, 2008). Large classes have far reaching effects, one being no individual attention is provided, but on the contrary, smaller cases are more productive and result in better performances (Marais, 2016). Another disadvantage posed by large classes is the simplification of education offered to learners, which leads to them quitting school with lack of knowledge (Sabates, Akyeampong, Westbrook & Hunt, 2010). In South African classrooms, the issue of overcrowded classrooms is of great concern as it reduces the quality

of education. Overcrowding classrooms entails "to put more people into an area that it is comfortably able to hold" (Heerden, 2008, p.5). "Large classes have many disadvantages; educators cannot attend to slow learners and there is no feedback to learners" (Legotlo, 2014, p.187). In the past, classrooms settings were large and had enough space for an educator to walk all around and keep contact with each and every learner. Every learner was guaranteed individual attention and educators could even remember specific errors made by a learner, as well as detailed information about learners. However, in our present day classrooms, educators are faced with huge challenges of teaching learners of up to 50 in a class. Furthermore, Ladbrook (2009, p. 64) states that amongst the 50 learners in the class, there are also learners of different ages. This adds to the diversity and makes the situation much more challenging. Marais (2016) mentions that educators adopt a single style of teaching due to the large numbers. This is a disadvantage to Inclusive Education and produces a less productive learning climate. In some instances, learners have to share desks and chairs to be accommodated in the classroom. Educators do not have space to walk around classrooms, neither do they have time to remember each learner's name or detailed information about him or her. This leads to the quality of work being compromised. It is difficult for educators to attend to each and every learner, let alone to diagnose each learner's barriers and to provide them with the necessary support. This leads educators becoming frustrated, emotionally unstable and stressed. Learners do not get to ask questions to clear out the misunderstandings. Teachers cannot teach and ensure that learners understand what is being taught. This adds much more stress to educators (Mthembu, 2009). The educators' task is now becoming more and more daunting as they face challenges which cannot be resolved and requires intervention from stakeholders. Konza (2008, p. 44) propounds the view that "teachers' dissatisfaction with large class sizes do not allow for additional individualised attention and the individual needs of some students are so great that they demand a specialised setting". Learners with barriers would still feel left out if they are placed in general settings due to factors such as overcrowded classrooms. The large numbers of learners in class alongside a complex curriculum is what educators have to deal with (Fazal, 2012). Educators have time against them as they have to complete assessments and ensure the coverage of syllabus. There is no time set available to handle or deal with individual learners. Ladbrook (2009) claims that in the implementation of the policy of inclusion, large classroom size is an obstacle that hinders its successful implementation. When learners who are faced with barriers to learning are not appropriately supported and made to feel comfortable, it leads to education not made accessible to them, which results in them being neglected and eventually

dropping out of school, thus leading to devastating effects (UNESCO, 2004, p. 148). Overcrowded classrooms pose a challenge of disruptive behaviours (Marais, 2016).

2.3.5.4 (d) Challenge of disruptive behaviours

Robarts (2014) classifies disruptive behaviours as disrespectful actions namely: talking out of turn, interrupting lessons, walking out of class and disturbing others. Warren, Bohanon-Edmonson, Turnbull, Sailor, Wickham, Giggs and Beech (2006) indicate that a single method for giving of instructions in curbing disruptive behaviour in class is not effective. Due to the insufficient methods readily available, educators resort to those that have immediate effects, in their efforts at putting an end to disruptive behaviour (Reuf, Higgins, Glaeser & Patnode, 1998, p.3). The learning time of other learners are halted when educators have to address disruptive learners (Reuf, Higgins, Glaeser & Patnode, 1998, p.3). Gatfield and Larmar (2005) suggest the need for applicable support such as approaches and strategies of putting an end to regular disruptive behaviours. Educators have become so discouraged due to the alarming phenomena of disruptive learners and lack of suitable solutions, they therefore have resorted to resigning from the educational fraternity (Warren, Bohanon-Edmonson, Turnbull, Sailor, Wickham, Giggs & Beech, 2006).

2.3.5.5 (e) Challenge of identifying and solving barriers

The difficulties within the educational setting of the South African context begin from the infrastructure, leading to the lack of human and financial resources. The educators' task has now become much more demanding as they have to possess the ability to identify the barriers that exist within the classroom environment and try to overcome them. This is without any special training or support from specialists. Despite the notion of the task being demanding, Vayrynen (2003, p. 9) claims that "Identifying barriers and addressing them in the teaching and learning process are essential in order to provide appropriate support for learners to reduce or remove the barriers". Despite this being essential, educators are faced with the issue of not being fully prepared to identify and address issues. Learners in classrooms bring diversity and a wide range of knowledge which is fundamental to the educational setting, along with diversity and knowledge they bring along barriers; a variety of barriers that differ in their severity from one individual to the next.

The Centre for Mental Health in Schools (2008, p. 3) mentions 5 types of barriers prevalent in learners namely "deficiencies in basic living resources and opportunities for development, observable problems, general stressors and underlying psychological problems associated with them, crises, emergencies and difficult transitions". The educator's role of educating a child is just not the only role, as being an educator means playing the role of a mother, nurse, care giver, administrator, coach, psychologist and the list can go on. To add to the list, educators now have the great task of ensuring that each learner's barriers are identified and assisted with. This has increased the role of educators therefore placing them in challenging situations on a daily basis. This also contributes to educators becoming stressed out and unwell.

2.3.5.6 (f) The language barrier issue

The language barrier is a hindrance that affects the majority of South Africans and is said to disadvantage learners, resulting in their poor performance due to their inability to converse in other languages except their home language (Owen-Smith, 2010). Owen-Smith (2010) further mentions that not being taught in their home language decreases learners' self-confidence and contributes to them feeling undermined due to their poor performance. When learners are not taught in their home language, it is referred to as an educational barrier and demotes Inclusive Education (MacKay, 2014). Insufficient support, societal issues, factors within the class and management, lack of resources and collaboration, are said to affect and hinder the success of Inclusive Education (Khan & Iqbal, 2012).

2.3.5.7 (g) Challenge of adjusting and planning lessons

Konza (2008, p. 41) confirms the increased role placed on educators by indicating that "teachers have to organise their teaching more carefully, or adjust lessons for a student with learning difficulties". The various methods of instruction that can maximise learning must be considered by educators in their attempt to accommodate the diversity of learners (Gould & Vaughn, 2000). Planned lessons attract learners' attention and stimulate their active involvement in learning, whilst minimising disruptive behaviour (Othmane, 2015). The work load for educators has increased drastically from preparations to actual teaching of the lesson. Planning of lessons is pivotal in providing accessible education to all learners and meeting

their diverse needs, as well as the roles of learners and how it impacts on the learning process (Gould & Vaughn, 2000). The successful accommodation of learners who experience barriers to learning requires additional planning (Prinsloo, 2001). Each lesson has to be appropriately designed to suit all the learners in the classroom setting. Spencer (2011) contends the view that the lesson design and plan must accommodate and be accessible to all the learners. "Lesson overview, degrees of learning, instructional strategies, sequence of activities, evaluation and reflection" should form the basis during the planning of lessons (Gould & Vaughn, 2000). A lot of time is required for this and goes beyond the school hours. Gould and Vaughn (2000) further reiterate that within lesson planning, the crucial component of accommodation is a must, as adjustments need to be made to cater for the social concerns of the learners. This yet again reinforces that the educator's role is one of pure dedication and love. Physical barriers are to be minimised and learners not being isolated, all this has to be considered during lesson planning (Vayrynen, 2003). Florian (2008) advocates that educators need support on the appropriate methods to be used in addressing the learning difficulties learners possess. Learners are unique and so is their learning that calls for the use of mixed instructional methods to accommodate their uniqueness (Motitswe & Mokhele, 2013). Inclusive education needs multilevel instruction to achieve its goal (UNESCO, 2004). The use of a single method is problematic and constrains the learners (Spencer, 2011). Learners' known concepts or skills relates to how they handle new information (Vayrynen, 2003). The chosen teaching style must be suitable to make the learner active in the process of learning and be liable for increasing his/her knowledge base (Stefanich, 2001). Accessibility of the curriculum is made possible through the use of flexible teaching styles (Spencer, 2011). Good pedagogies help to unfold great potential in learners, therefore, a link is drawn between both (Mpya, 2007). Curriculum differentiation and accessibility can only be a reality through the use of effective teaching strategies (Department of Education, 2005a). When learning is linked to the learners' backgrounds with the suitable teaching styles, educators are classified as being effective (Singh, 2004). Limited time is a negative factor in the context of inclusive education and requires assistance from parents in order to sustain and manage classes (Mpya, 2007).

2.3.5.8 (h) Challenge of assessments

Amongst the challenges that educators encounter, assessment is seen as a common factor. Assessments are important as they are guidelines which determine learners' promotion to the next grade. The Department of Education defines assessments as "a process of collecting, analysing and interpreting information to assist teachers, parents and other stakeholders in making decisions about the progress of learners" (DoE, 2012, p. 3). The process of assessing is described as being complex (Gurski, 2008). Assessments are affected when learners are often absent from school and this leads to their poor performance (Jones, 2006). Continued absence results in less teaching time, which forces learners to quit school and ultimately leads them to being jobless and progressively to poverty (Jones, 2006). Assessments need to be designed suitably to accommodate the diverse learner needs, for example, the method of simplification of assessments (Mthembu, 2009). Dach (1999) noted that group work is a form of assessments that can be adopted in large classes. Assessments are categorised into many forms (DoE, 2012, p. 4). Within formal assessment, there are various types such as "projects, oral presentations, demonstrations, performances, tests, examinations, practical and demonstrations" (DoE, 2012, p. 4). The responsibility lies with the individual educator in designing assessments that would suit learners, whilst maintaining the high standards for the ultimate success of each learner (Cross & Hynes, 1997; Kerzner-Lipsky, 2003). Mthembu (2009, p. 14) claims that "assessment should be adapted according to the level of support that each learner needs and different types of barriers will have to be addressed through different inclusive methods of assessment". Learners' performance in assessments are hindered by social factors such as the lack of support from parents, funds, time and being in charge of their households, as these factors limit their daily attendance at school as well (Van Breda, 2010). Lack of support, assistance and involvement threatens the success of Inclusive Education (Mpya, 2007). Limited parental involvement is said to be a barrier (Ntombela, 2006).

2.3.6 Responding to the challenges

The role of educators has become more demanding and challenging. The initial joys of teaching have disappeared. Konza (2008, p. 49) contributes to the importance of educators, as without them we cannot have successful individuals in society. Konza argues "that teachers need to feel

nurtured within the school environment, because taking on the challenge of students with wide-ranging needs has the inherent risk of failing and of being perceived as incompetent by others". Professional development specifically designed for educators on the various possible barriers they may encounter at schools needs to be provided. The community, parents, school governing body and the Department of Education need to work hand in hand to assist one another. As a matter of fact, all stakeholders should become actively involved as it impacts on society at large. There should be constant workshops guiding educators. Effective teaching can only transpire once educators are provided with support as to how to respond and comprehend the diverse learner needs (Jordan, Schwartz & McGhie-Richmond, 2009). In responding to the challenge of teaching diverse classes, educators should consider the use of classroom management interventions, which have a minimal but positive impact on learners' outcomes (Korpershoek, Harms, de Boer, van Kuijk & Doolaard (2014, p. 33). Another strategy of responding to diversity in the classroom is the motivational strategy, which can be used to explain the underlying causes of learners' promotional status (Guilloteaux & Dornyei, 2008). Furthermore, Guilloteaux and Dornyei (2008) state that motivational strategies can assist in improving learners' behaviour, but the strategy works in collaboration with the curriculum and teaching styles.

2.3.7 Expectations on educators

Ntombela (2011, p. 6) affirms the expectations that policy makers have of educators by stating that "teachers have a critical role to play as change agents". Educators have the power to make things work and move forward. Khan (2011, p. 244) mentions that it is "the prime responsibility of the teacher/educator to explore the causes of existing barriers, and find possible solutions". Expectations of educators are quite large throughout the world. Targets bestowed upon educators in the identification of the barriers that learners face by the Department of Education (2005f) is a challenge to educators as they feel ill prepared to meet these expectations due to the lack of training and support provided. "Most of the schools see the teacher as the main implementer of inclusive education, as a result of ineffective support most of the burden is left to teachers" (Chaula,2014, p. 29). Despite the economic or environmental situations, teachers are targeted as the root of solving the gap for learning barriers. Teachers are expected to be dedicated, committed, know their roles, be prepared, display appropriate teaching strategies and be developed professionally. Once again, the role and expectation of educators from the policymaker's point of view is quite a daunting task.

High expectations without the proper support does not allow for the process of quality and efficient education to progress. According to the DoE (2005, p. 58), "teachers should identify learners who:

- are in need of an enriched programme
- are in need of a support programme
- require diagnostic help in specific aspects of a learning programme
- have a learning barrier
- are over-aged
- have problems because of mismatch between home language and the language of teaching, learning and assessment
- have physical disabilities, e.g., vision, speech
- have health problems, e.g., illnesses, hunger"

The expectations stated by the Department of Education (2005) for educators are quite high and demanding. Despite having a lot of administration work to handle, syllabi to complete and assessments to complete, educators now have the daunting task of identifying various barriers prevalent in learners. The roles of educators have escalated to an enormous degree, leaving educators highly stressed and with no energy to deal with issues to the best of their ability. Educators are also highly frustrated and confused with their roles. Mashiya (2003, p. 1) states that the changes in the educational system has caused educators to become stressed out.

2.3.8 Teachers attitudes towards inclusive education

2.3.8.1 Reasons for educators' negative attitudes in teaching in an Inclusive Classroom.

The process of identifying what challenges educators experience in teaching learners who have barriers to learning is critical as it is a step towards receiving the effective support. Being placed into a classroom with diversity "teachers face multiple and complex issues" (Alexander, 2009, p. iii). Educators are faced with many challenges that prohibit them from

fulfilling their roles. Fazal (2012, p. 826) indicates that educators "all the time have to manage with large numbers of diverse learners in the classroom, a lot of administration and paperwork and an unyielding curriculum". Arentsen (2008) adds that the lack of knowledge of inclusion is liable for the unsuccessful implementation of Inclusive Education. Educators not being fully equipped with the knowledge regarding inclusion impact on its implementation. Amongst other challenges are the adaptations of curriculum needs that are designed to meet the diverse learning needs which are present in the classroom. However, it is not possible due to the lack of teacher skills (Chataika, Mckenzie, Swart & Lyner-Cleophas, 2012) and overcrowded classrooms. "They not only affected students' performance but the teachers had to face different problems such as discipline, behavioural problems, poor health and poor performance of students, which put stress on teachers and increased the drop-out rate of students" (Khan & Iqbal, 2012). Educators face many challenges such as "the spread of behavioural and academic problems that threaten the educational system in most of the schools. These problems have a direct influence on the learning process" (Al-amarat, 2011, p. 38). The study done by Mahlo (2011, p. IV) indicated the following findings which affect the implementation of inclusive education: "inadequate district support, socio-cultural issues, classroom and management factors, lack of resources and inadequate collaboration between the stakeholders" (Patton & Cochran, 2002)

In addition, Stofile (2008, p. 197) states that the realities faced by many schools include "inadequate training, lack of resources, different learning abilities, different experiential backgrounds, different perceptions of inclusion and different interpretations of the curriculum and lack of support by the department of education".Alexander (2009, p. IV) further contends that educators have "not been formally prepared for their new roles". Mahlo (2011, p. IV) further reiterates that educators not being fully prepared to teach learners with learning barriers find it difficult to do so. These realities are common throughout South African public schools, which pose a high risk for the successful implementation of inclusive education in the South African schools. There seems to be an increasing amount of issues pertaining to why educators have negative attitudes towards inclusive education and as a result, can lead to incorrect implementation and unhappy relations between all stakeholders that seek to achieve quality education.

2.3.9 SIAS (Screening, Identification, Assessment and Support)

The SIAS is part of the national effort in assisting with inclusion at schools. However, it focuses primarily on learning barriers other than cognitive. Similarly, Weeks and Erradu (2013, p.2) state that there have been packages on support made available, but these are catering for learners who have barriers other than cognitive.

The support provided by government is argued to be the bare minimum which places the emphasis on educators to have the ability to implement their own ways of accommodating learners; implying that the educators are expected to be more creative and accommodating. Due to the lack of support provided by the government, educators are left with no choice but to seek alternative ways to accommodate and ensure that learners with intellectual barriers are assisted (Weeks & Erradu, 2013, p. 2). Weeks and Erradu (2013) state that there is a void present in White Paper 6, the gap they refer to is the lack of support educators are provided with, in order to educate learners to their full potential. Along the lines of SIAS, researchers found similar issues that also require support in ensuring that educators perform to their fullest. The forms from the toolkit that educators are required to complete, are challenging and they require assistance in doing so, which is not provided. The SIAS toolkit forms completion process was considered to be time consuming, challenging and lacked the appropriate guidance. Mkhuma (2012, p. 449) states that time constraints limited educators in completing the SIAS forms and also time to design individual support plans.

2.3.10 Intervention Strategies

> *"the impressive policies and objectives encapsulated in the White Paper require appropriate support strategies to ensure that the outcomes of the envisaged policy are achieved in practice" stated by (Weeks & Erradu, 2013, p. 2)*

Responsibility lies in the hands of the educators, "teachers are thus increasingly responsible for providing instruction in a way that reduces barriers and meets the needs of a growing diversity of learners" (Dalton, Mckenzie & Kahonde, 2012, p. 3). The educator is said to be in between the learner and the barrier that the learner faces. He or she must or should have the ability to assist the learning process through overcoming the barrier which the child experiences. However, due to the current challenges faced by schools in South Africa, it

becomes a huge problem for educators to communicate over these learning barriers and to educate the learner in the process of providing quality education. In response to intervention strategies, Alexander's (2009, p. 175) study indicates that educators used "social activities and different teaching approaches to accommodate the varied learning styles in the classrooms as an intervention to the diversity". Resources play a key role when dealing with intervention and with regard to dealing with a variety of needs from learners who are included in the mainstream classrooms. The use of appropriate behaviours and enhancing class atmosphere is known as a basic motivational strategy (Guilloteaux & Dornyei, 2008). Alexander (2009, p. 177) stated that "physical, human and financial resources" can assist in ensuring efficiency and quality education. The lack of resources results in the poor quality of education. The aspects of human and financial resources in terms of interventions are of a scarce commodity within the educational fraternity, therefore, the availability of it, despite the quantity, must be appreciated (Vogel, 2003). Alongside the lack of resources, poor infrastructure as well leads to the quality of education being compromised. Part of the intervention strategies educators also utilise their breaks and after school hours to assist learners that have difficulties in understanding sections of work. During school holidays, extra lessons are also provided to assist learners gain a better understanding and to achieve better. Ntombela (2011, p.7) mentions that as part of the proper implementation process, the "development of new strategies for educator and school development" is a must. Educators are encouraged to make use of intervention strategies that improve learners' performance and development of positive attitudes towards language and its learning (Guilloteaux & Dornyei, 2008). An example that can be adopted by educators is the use of instructional methods that encourages learners to learn. Educators who have been in the profession for a longer period of time have sufficient knowledge on practices on interventions that are useful or not (Schwille, 2007). Increased amount of years in the field make educators comfortable of their ways, such as their pedagogies and practices (Ntombela, 2011). Assistance from seasoned educators offers the best guidance and development professionally (Schwille, Dembele & Schubert, 2007). In an intervention in dealing with the unyielding curriculum is the issue of working together as collaboration, which is claimed to be beneficial (Wium & Louw, 2015). Attention should be paid to all aspects that constitute the system as all systems are interrelated (Laszlo & Krippner, 1998). Active learning is said to take place once the environment in which one is located in, is adapted to (Davis & Florian, 2004).

2.3.11 Teachers' competencies required to manage Inclusive Classrooms

"Subject knowledge is of importance as is the teacher's competences in transmitting this knowledge to the learners" (Shcwille, Dembele & Schubert, 2007, p. 16).

Jansen (2001) stipulates that "curriculum policy documents and other policy texts contain the official projections of the ideal teacher". Unfortunately, the ideal teacher is said to be existing in private schools where there are few learners, up to date facilities, monetary and additional human assistance. Policy documents portray educators as being robotic and magical in that they have the ability to start from identifying learners' barriers to actually solving the gap, whilst performing administrative tasks and academic responsibilities. Within South African public mainstream schools, the ideal teacher is not present.

Weeks and Erradu (2013, p. 2) noted that the ultimate most viable response is that educators require assistance and support to gladly fulfil the many roles bestowed upon them. However, one has to acknowledge that education does not take place in the class only; it requires the assistance of all stakeholders to ensure maximum achievement. Inclusive education's focus is on identifying learning barriers and ensuring that they are minimised. The role of educators in this regard has become more pivotal, as educator professional development now needs to take the higher seat as it dictates whether the policy is successfully implemented or not (Ntombela, 2011).

Despite their many roles, educators have to be competent enough to withstand the challenges they may encounter in diverse classrooms. Burstein, Sears, Wilcoxen, Cabello and Spagna (2004) concur with the notion that educators require an intense training program, as this would develop educators in their confidence and competencies. This needs to be done on an ongoing basis, as a once of training program would not yield the benefits as compared to a regular one. Mathibe (2007) specifies on the type of programmes that should be given to educators: knowledge, attitudes, values and skills as this would add to their roles. Ntombela (2011) also believes that educators need to be retrained as they often teach in the manner that they have been taught. Shcwille, Dembele and Schubert (2007) suggest some strategies as to how educators could improve their professional development; collaboration of educators in joining hands and working together, having the ability to infuse content knowledge with pedagogy, observations amongst their peers and providing feedback, hands on investigation

and discussion of results, assistance from other stakeholders and the dispensation of the experiences gained from their classrooms to be shared.

Being creative, innovative and productive is part of the competencies one needs to have. The competences of including diversity in the classroom which allows the chances of learners to grow must be accommodated by the educator. He/she must have the ability to portray the importance of diversity to the entire class of learners, in a way that is believable so that they can then understand and value diversity and not take it for granted, thus, ensuring that our future can be brighter and leading to a democratic society with peace, morals and ethics. Accepting learning environments have a positive effect on academic performance (Bucholz & Sheffler, 2009). The school climate plays a critical role in the implementation of inclusive education (Peters, 2004), therefore, educators need to create the best climate in their context. The educator has to promote inclusivity to the maximum, thus, ensuring the learners follow and embrace the educator's actions, which might lead to a peaceful society. With the unequal distribution of human and financial resources, educators have to rise to the challenge and be more efficient. The infrastructure of schools needs to be accommodating. If that is not so, the educator needs to be creative and think of alternative ways of making the access for learners in and around the school. Within a diverse class, the educator must be able to translate across at least 3 languages to ensure that all learners understand. The educator must be vigilant enough to pick out or identify learners who cannot hear or see properly from a class of 50 learners, whilst completing the daily roles. The educators' senses need to be precisely perfect for all learners at the same time; despite also having the ability to fulfil a motherly role, a nurse and a confidant, all at the same time.

2.4 CONCLUSION

This chapter focused on the literature and theoretical framework that guided as well as underpinned this study. The definition of a learning barrier was discussed at the outset, as that is the focal point in this research study. From the title of the research, one is able to automatically identify that the aim of this study is to investigate educators' experiences of teaching learners who have "barriers to learning". Therefore, having a good understanding of the concept can lead us to the issues pertaining to this topic. It was evident that there is no one specific definition of learning barriers and people around the globe define it differently,

but ultimately strive towards achieving the same goal in minimising the learning barriers. Literature indicated that the various continents adopted the ideology of inclusive education, as many countries have implemented policies within their education systems so that all learners benefit. Countries adopted inclusive education in creative manners that best suited each country respectively. However, their intention is the same: to provide quality education to all its citizens in the best possible manner. From the literature reviewed, educators do face and experience many challenges in the implementation of inclusive education. As the key providers in the education system, educators deal with numerous challenges regarding inclusive education. The challenges differed from country to country. Despite the various challenges, there were some benefits that inclusive education brings along. To mention a few, community bonds are developed, learners feel much more loved and accepted and not isolated and ill-treated. Literature also provided insight into the various types of barriers to learning that is encountered at educational institutions.

The main point that was evident was that there are two types of barriers namely intrinsic and extrinsic. This study had to be limited to certain aspects as barriers are too wide or large to have included all in. Poverty, unemployment, substance and physical abuse and overcrowded classrooms were the few chosen that were seen to be relevant towards this study. Educators are key in the introduction of inclusive education so literature surrounding how educators are responding to the challenge posed to them was reviewed and their suggestions in how they can do their tasks better were provided. Policy documents stipulated great expectations from educators. Their roles have increased largely. As part of understanding educators' experiences, a glance at the attitudes that they portray was seen as vital. Attitudes contribute greatly towards their work ethic and success of implementing the policies. The SIAS tool of assisting educators at schools was analysed, as that was a programme designed to provide support to educators who are inundated with roles and tasks at schools. A few intervention strategies were highlighted in this chapter. Literature reviewed did not contain much information around the intervention strategies that educators employ in dealing with learners who face barriers to learning. Competencies required by educators are a must, as this is key in ensuring that classrooms function correctly. The educators are the transmitters of knowledge and if they themselves do not understand the content, it then becomes difficult to make the learner understand. The role of theories in research is vital. Theories are said to "guide the research and organise the ideas" mentioned by Sunday (n.d). Having seen the importance of having theories in research, this study has embraced two theories, the social constructivism

and the systems theories. This study was guided by the Social Constructivism by Vygotsky and it gels well with the Inclusive education's policies and goals. Learning occurs by interaction in specific social interactions and learners need to be accommodated in a single or general educational setting, of which providing for this then requires educators to be fully trained and supported to facilitate the learning and teaching process within classrooms. The systems theory also embraced the idea that all systems work together for good. They each play an important role and communication amongst these systems is vital as lack of communication can result in its failure.

Literature reviewed has formed the baseline for this research study. In certain aspects, the limited amount of research restricted the information but however, this can be used to extend this research. More in-depth information was provided specifically towards this study. In the next chapter, the research methods that were utilised in this study to gain a deeper understanding of the experiences of educators in teaching learners who face barriers to learning were discussed.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter discussed the relevant literature around the topic of Inclusive Education and the experiences of educators internationally, globally, nationally and locally. The purpose of this study was to investigate the educators' experiences of teaching learners who have barriers to learning at a public secondary school, the intervention strategies they employ and why they use these strategies. In this chapter, the research design and methodological approach that address the research questions in the study are outlined. First, the research paradigm for the study is discussed. The research design is then explained and subsequently, the methodological aspects of the research are discussed. This is followed by validity and reliability concerns, as well as the ethical considerations.

Research is a reasonable and well-ordered search for the latest and applicable information on a specific topic and is aided by "study, experiment, observation, analysis, comparison and reasoning" (Rajasekar, Philominathan & Chinnathambi, 2013, p. 2). In the process of searching for new information, all research topics are guided by research questions that can be answered with the use of a research design. The research design allows for important decisions to be made, such as the type of data that needs to be retrieved, the instruments to be used, the appropriate selection of participants and the manner of analysing the findings (Hancock, Ockleford & Windridge, 2009). Methodology is the strategy or plan of action which lies behind the choice and the use of particular methods (Crotty, 1998). Scotland (2012, p. 9) reiterates that "methodology is concerned with why, what, from where, when and how data is collected and analysed.

3.2 RESEARCH AIM

The following research questions guided the research study:

1. What are the experiences of mainstream educators who teach learners with learning difficulties?

2. What intervention strategies do the educators employ when teaching learners with learning difficulties?

3. Why do they use these intervention strategies?

3.3 RESEARCH PARADIGM

McMillan and Schumacher (2001) describe a research design as procedures on how to conduct research. Creswell (2007) defines a paradigm as a set of beliefs that guide an action. There are four main paradigms that are said to be competing with each other, these are the post positivist, positivist, critical and interpretivist paradigm.

The interpretivist paradigm was used in this research, as the researcher sought to understand the experiences of secondary school educators in teaching learners who face barriers to learning in inclusive classrooms. The interpretivist paradigm consists of appropriate methodology that would assist in collecting rich data pertaining to the research topic. Scotland (2012, p. 9) states that "a paradigm is made up of ontology, epistemology, methodology and methods".

This study adopted a qualitative research design as it sought to understand the experiences of educators who teach learners faced with learning barriers. Patton and Cochran (2002, p. 3) elaborate that "qualitative methods generally aim to understand experiences".

3.4 QUALITATIVE RESEARCH

Qualitative studies tend to focus on a small sample but with a greater depth into a small scale study. Experiences of educators are seen as key factors in this research, as the data gathered from this research can be used to improve the quality of education. "Qualitative research is often associated with interpretivism" (Goldkuhl, 2012, p. 1) and is largely dependent on information that is not expressed in numbers, but instead, descriptives such as data generated during "interviews and observations" (Bhattacherjee, 2012, p. 119). Bhattacherjee (2012, p.103) further states that qualitative research assumes that society is moulded by human experiences and social contexts, therefore, understandings and experiences can only be interpreted from participants who are located within such contexts. Therefore, in this study, the researcher attempted to provide an in-depth investigation into the experiences of

educators teaching learners who have barriers to learning at a public secondary school. Educators' experiences were investigated in their context, which was their natural setting, in an attempt to develop interpretations of phenomena that they experience: the reasons for their behaviour, formation of their attitudes and beliefs, how they are affected by their environments and the development of their practices in the way they are (Rajasekar, Philominathan & Chinnathambi, 2013).

3.5 LOCATION OF STUDY

This study was conducted at a secondary school which falls under the Durban Central circuit in the Umlazi district. This school is a public mainstream school which falls under the quintile 5 category. The learner enrolment at the school is 980 and the staff comprises of 34 educators. This educational institution is located in an urban area and is surrounded by low cost housing. The majority of the learner population who attends the school are from disadvantaged backgrounds. This educational institution was chosen purposely, as the researcher had sufficient knowledge of the hardships and difficulties faced by the school. The rationale for choosing one research field was that it enabled the researcher to produce a detailed description of data that could be used for further research and development. Therefore, the research method employed was qualitative, as the research field comprised one school from the entire district and the experiences were from a chosen number of educators at that specific school. The school was expected to be functioning as a normal mainstream school implementing inclusive education. Educators are sent to workshops and receive all the necessary support for the institution to be functioning as normal. The policy of Inclusive Education has ranked educators as the keystone in ensuring that diversity within the classroom is embraced and also ensure the deliverance of the curriculum. In that view, understanding and interpreting the educators' experiences is of importance. For inclusive education to be successful, it is a priority to listen to the experiences of the educators who are physically in classrooms transmitting the curriculum diligently as stipulated.

3.6 TARGET POPULATION

The target population was defined by the following considerations: teachers had to be located in mainstream secondary schools in the Newlands West area and they had to have more than

5 years of teaching experience in a secondary school. The population was therefore considered as follows:

Type of school	:	Mainstream Secondary School.
Geographical location	:	Durban Central circuit in the Umlazi district.
Population	:	Secondary School Educators
Age of educators	:	25 – 60 years
Gender	:	Male and female
Years of teaching experience	:	More than 3 years

In research, the terms population and survey population have a clear distinction. Population refers to all the elements or persons, whilst survey population is a group or subset of persons that the researcher wants to use and generate data from (Fricker, 2008). A sample is a representation of the wider population that provides meaningful data to a research topic (Mason, 2002). There are two underlying reasons for sampling: "practical and resource based and the other pertaining to the focus in the research question" (Mason, 2002, p. 121). Samples provide information that is of interest, with sufficient information to a particular topic, thus, they assist in proving a theory (Bhattacherjee, 2012).

3.7 SAMPLING

De Vos, Strydom, Fouche and Delport, (2011, pp. 223-224) describe a sample "as comprising elements or a subset which is selected from the population and used for the actual study". Patton (1990) states that a qualitative study focuses on small samples which are selected purposefully, as compared to the quantitative study which focuses on larger samples. "The purpose of purposeful sampling is to select information-rich cases whose study will illuminate the questions under study" (Patton, 1990, p. 169). Information rich cases from specific samples can contribute to providing important data about issues which are central and pertaining to the purpose of the research. A particular sample is chosen as the data collected will be useful and enrich the purpose of the research. Patton and Cochran (2002) suggest that researchers use purposive sampling as the participants chosen will provide data

which is useful. Purposive sampling was better suited than random sampling in this study. Purposive sampling was preferred as educators with more than five years of experience were chosen as the information extracted from them would be beneficial and relevant to this study. The more experiences the participants have the more knowledgable they are including the quality and relevance of their responses. Educators with more years of teaching experience were specifically chosen as they had experience which can add to the richness of the data, as compared to educators who had just entered the profession with a limited degree of experience. Participants were purposively chosen by the researcher due to their willingness to participate as well as the number of years of teaching experience. Purposive sampling was therefore used to select 5 out of the 34 educators from the secondary school. There is a purpose or reason for choosing specific educators as the information received could be used to show patterns or draw relationships. Few educators were chosen as there were limiting factors, for example, some did not want to participate and the limited timeframe for the study, as well as the issue of transcribing the interviews etc.

Participant	Gender	Age	Academic Qualification	Teaching Experience	Grades taught	Subject
1	M	30	B.Ed	6	8-12	Maths
2	F	38	B.Ed	13	8-12	Life Science/NS
3	F	64	B.Ed; B Ed Hons, M.Ed	38	10-12	Accounting
4	F	40	B.Ed	7	8-11	English
5	F	45	B.Ed	15	8-12	Ems/Accounting/Business Studies

Figure: 1 Biographical details of participants.

3.7.1 Sample Size

Patton and Cochran (2002, p. 9) mention that “sample sizes are typically small in qualitative work”.The researcher met with the possible participants early in the research and had explained the outline, purpose and rationale for the study. They were also informed that the study required five educators. The type of data collection methods were briefly explained to them. Each participant was asked on a voluntary basis to participate to maintain the ethical standards of this research. The sample was chosen on a pure voluntary basis. Each individual was approached and they were explained in detail about the research study and sought their voluntary participation. The five participants volunteered. These 5 educators teach a variety

of subjects from grade 8-12. All 5 participants were interviewed by means of a semi structured interview, they participated in a focus group discussion and a classroom lesson was observed. The reason for collecting data in different forms from the same 5 participants was that patterns or relationships can be drawn from the findings from each data collection method.

3.8 DATA COLLECTION METHODS

McMillan and Schumacher (2001, p. 314) describe qualitative research as "a mode of inquiry in which a researcher collects data in a face-to-face situation by interacting with the people selected as participants in the research".

For the purpose of this study, the qualitative style of gathering data was used to gather qualitative data such as experiences from educators which could be used in broadening the field.

3.8.1 Semi Structured Interviews

Chaleuvong (2009, p.7) defines an interview as "a data-collection technique that involves oral questioning of respondents". "Qualitative research and using interviews in particular offer the opportunity to explore how everyday life is experienced" (Lopez, Figueroa, Connor & Maliski 2008, p. 7). For this reason, I chose semi-structured interviews as one of my methods of producing data in respect of the experiences of educators. Interviews are known for yielding rich data, as interviews resemble daily conversations which allow the researcher to extract a lot of data. Semi structured interviews were used in this research as it allowed the researcher to explore and investigate experiences and attitudes. Having open ended questions allowed for a broadened scope of contributions.

The semi structured interviews were chosen on the basis that they would allow for probing and deeper understanding of the phenomenon under research. The researcher used semi-structured interviews (Appendix E) as it provided a design of each question but did not restrict its field of inquiry as pointed out by Denzin and Lincoln (2000, p. 107).All 5 participants were interviewed. Open ended questions were employed during the semi structured interviews as they provide the opportunity for the interviewees to extend on more aspects freely without being questioned about them. This can lead to more data being

generated. Respondents in this case also have the liberty of freely viewing their ideas and experiences without restricting them. The interview sessions were audio recorded with permission from the participants.

In organising and arranging the interview dates, time and venue, the researcher first sought the participants' permission to conduct the interviews by asking them to provide the researcher with convenient dates that they would prefer to be interviewed, as well as, the time and location that best suited them. The participants were also notified about the duration of the interviews, which took 15 minutes each. The semi-structured interviews took place with each participant separately. The interviews took place in the month of December 2015. It was seen as the most appropriate time as educators were less occupied and could make time to be interviewed. The researcher allowed for the participants to choose the date and time as according to literature, that respondents provide best responses when they are relaxed and in their familiar surroundings (Patton & Cochran, 2002). On that note, the interview sessions were held in the Head of Department's office room, which was a convenient location within the school premises. This was the chosen or preferred venue as it was quiet, had sufficient light and was therefore unanimously chosen by the participants. The interview venue consisted of a room with a table and two chairs and each chair was positioned across each other. Having the chairs positioned across each other allowed for the participant to have direct eye contact with the researcher. This also allowed the participant and researcher to hear everything that was being said. Each educator was welcomed and briefed about the procedure before the interview. The participants were also encouraged to feel relaxed, calm and to share their feelings openly as they would not be judged or criticised in any particular way. They were also advised to share their experiences truthfully, as this would contribute to them getting the required support or assistance. Their views were of great importance, despite their responses. Participants were also informed that if they did not understand any concept they were free to ask or have the question repeated or rephrased.

The participants were acknowledged for their views and experiences shared as it added value to the research even when they did not respond well. The interview questions were semi structured and open ended which allowed the researcher to explain further or provide examples. The questions that were designed were specific to the study's purpose; otherwise it would have yielded unwanted data. The questions ranged from the simple ones, leading up to

the more challenging critical questions. This arrangement prepared the participants into answering questions; it allowed them to start thinking progressively. Hearing the participants firsthand also contributes to data analysis for research as this indicates how they understand or interpret their surroundings. Another benefit of conducting interviews is that it allowed for clarification or further elaboration from the questions posed and it does not leave the participant in a state of limbo or confusion. Besides the voice being recorded, the participants' body language and action in response to a question would yield or provide rich data. Semi structured interviews are said to provide first hand rich information.

Semi-structured interviews and focus group discussions took place with the five participants.

3.8.2 Focus group discussion

This research study selected focus group discussion as the second method of data production. Patton and Cochran (2002, p. 16) list one of the features of focus group interview as being "Formal, controlled pre-arranged time and place". This method of data collection sought to answer research question 3: which was to understand why they use the intervention strategies that they would have indicated. Patton and Cochran (2002, p. 17) state that if a researcher seeks a "range of views", focus group interviews are considered to be relevant.

Freitas, Oliveira, Jenkins and Popjoy (1998, p. 3) mention the use of focus group as being advantageous, as it provides the researcher with sufficient knowledge regarding how a group of people view, feel or act in response to an idea or a phenomenon. Focus group interviews have a maximum amount of benefits to research. One of the many strengths of focus group interviews is the amount of data retrieved, "an appropriate amount of data in a short period of time" is said to be collected (Freitas, Oliveira, Jenkins & Popjoy, 1998, p.4).

The rationale for conducting the focus group interview was to gain diverse and multiple views and responses from the participants. Some of the questions that were posed to these mainstream educators sought to establish particular experiences by allowing them to provide examples. Providing the researcher with specific examples of their experiences with the learners gave them the opportunity to be honest and validated their experiences. By listening to each response provided by the participants, the researcher was better informed about the actual realities encountered by mainstream educators on a daily basis. A profound amount of data was retrieved by just interacting with these educators on this particular topic.

Preparation of the venue is seen as important in yielding the required data that is according to Freitas, Oliveira, Jenkins and Popjoy (1998). The focus group session also took place in a classroom that was not being used. The classroom was set up in an appropriate manner that would foster a successful group interview. The classroom was chosen as it would create a much more natural relevant setting for the participants. Five chairs were positioned next to each other forming a semi-circle where each participant could see each other. For this purpose, they could engage in a conversation on a face to face level, having direct eye contact with each other. The researcher sat across the participants and was controlling the PowerPoint presentation that was on display which projected the questions for the participants to respond to. The focus group session took place in the month of December 2015. The session was done at a convenient time for the participants.

Before commencing with the focus group session, participants were briefed on the structure of the interview and as to how long it would take. The maximum time allocated to the interview was 30 minutes. They were also informed on how many questions and along what lines these questions ranged. In respect to anonymity and confidentiality, the participants were informed that at all times during this study, they will be protected as their identity would not be known. As part of the ethical considerations of this research, all information discussed during this interview would be confidential and would not be discussed beyond this session. The comments and information provided were confidential and private and would not be redistributed.

Adhering to the above mentioned issues would assure the ethics of the research. The researcher had designed and drawn up the questions for the focus group interview. The questions were designed to be open ended as this allowed for participants to freely view their opinions and not restrict them or limit their responses. Open-ended questions provided the researcher with a deeper understanding of each participant and their experiences. They were free to share experiences and exchange ideas.

The questions that were posed were relevant to achieve the desired purpose of the research. The questions posed guided the participants in providing useful data. The questions also allowed them to think out of the box to see the bigger picture. The questions were posed one at a time and the participants had the opportunity to respond or speak one at a time and this ensured respect for each other's views and opinions. They each were advised to respect the person talking and not to interrupt, but to wait for their chance to express their experiences or

opinions. The role of the researcher was an unbiased one. The researcher remained neutral during the process and was very attentive. The researcher did not interrupt or voice her opinion yet was sensitive and appreciative of the response. The participants were offered the opportunity to interact and communicate without interference, sharing their similar or contrasting views on a particular topic. Experiences that would not have been provided during a one on one interview were produced and this is one of the benefits of focus group interview discussions. It was clear to the researcher that within the minimal time frame, maximum data, views, beliefs and experiences were shared and aired through the focus group session.

In focus group discussions, "participants are selected to meet sampling criteria, seek a broad range of ideas on an open-ended topic" Patton and Cochran (2002, p. 16). Focus group methods were used in collecting the data. Semi-structured open ended questions for the focus group discussions were used. "Focus groups are used to gather data, usually in the form of opinions from a selected group of people on a particular and pre-determined topic" (Patton & Cochran, 2002). The reason for choosing focus group research is because it "reveals the underlying attitudes and beliefs held by the population being studied, the focus is on the "how" and "why," rather than the "what" according to focus group research- methods and practices, (n.d.), it was also found that in focus groups, participants bring issues beyond the question thus, making focus groups useful in the identification of issues and areas requiring further research. The focus group discussions were recorded and then transcribed for analysis.

Prior to the interview session the researcher sought permission from the participants for the interview to be recorded. This contributed to the validity and reliability of the study. The interview sessions were audio recorded. The advantage of having the session audio recorded was that it focused on the participants' responses and guided them towards the purpose of the research and the researcher had the benefit that the recording would have captured all that was said. On the contrary, since it was audio recorded, the visual effects were not captured during the session. The audio recordings were then transcribed for analysis.

The focus group discussion not only pertained itself to questions, it also consisted of a photo language activity. The photo language activity was a creative and interesting method of generating data. It was rarely used in oher studies; this was evident in the literature and other studies conducted within the field. The purpose of including a photo language activity was to prompt the participants to think at a different level. Having viewed pictures on some of the

behaviours expressed by learners during lessons assisted in knowing how they would react or intervene in terms of their knowledge and experiences. Pictures enabled the participants to view exactly what takes place in the classroom. It allowed the researcher to position the participants in that particular situation and understand the outcome. It prompted the participants who did not have much experience to share when asked if this particular incident prevailed in their classroom. It provided the researcher with more insight into the participants' knowledge and skills that they each had in tackling certain cases. Their responses to the photo language activity were compared to their initial responses from the questions posed to them during the interview. This can be used to draw patterns or show relationships between the different methods of data collection such as the semi-structured interviews, focus group discussion and the observation.

The purpose and ultimate objective of this research study pertained to the experiences mainstream educators had of teaching learners who have barriers to learning. Data that normally would not have been made available through a single one on one interview was revealed in the focus group discussion. Freitas, Oliveira, Jenkins and Popjoy (1998) describe the data generated as wealthy and elasticated. The quality of data generated through the utilization of this research method is known to be rich and flexible on the particular phenomenon being studied, therefore, this strength was visible in my study. Chaleunvong (2009) believes that interviews are beneficial as they allow for concepts and questions to be clarified.

Informants are not limited by time they have the ability to speak at length in sharing their experiences and views. This was evident in the study; the participants spoke freely, not being restricted by time. Having enlisted the various contributions that focus group discussions have on a study there are also some disadvantages that it may pose to the study. Time taken to gather the group and set an appropriate convenient date and time for all participants to meet is time consuming. Freitas, Oliveira, Jenkins and Popjoy (1998, p. 4) state that "it takes an effort to assemble the groups". Amongst other disadvantages include the researcher having limited control over the data produced, analysis of data is much more difficult and the environment between the participants must promote or facilitate the discussion.

The data generated from a focus group discussion is said to be treated as a collaborative not as an individual (Cohen, Manion and Morrison, 2007). The presence of the interviewer (the researcher) can or might influence the responses, provided by the interviewee (participant)

(Chaleunvong, 2009). Overpowering of one participant over the others is also said to be common in focus group discussions (Cohen et al, 2007). It was also found in this study that a participant was said to be more active in the group interview and this made the other participants much quieter during the interview. As this research required the participation of all participants, the researcher stepped in and asked each participant if they had something to share. This motivated them and made them aware that their contribution was of essence.

The responses provided by each participant were honest and truthful as they understood that the more freely they expressed their experiences, the more positively it contributed in assisting them in receiving the adequate support. In other words, it can result in positive change for them in the educational fraternity. On final completion and transcription of the focus group process the participants were afforded the opportunity to read the transcripts, this was to ensure that all that was transcribed were the actual words spoken. This therefore increased the trustworthiness, validity and value of my research.

3.8.3 Observations

Observational methods "describe behaviour" (Holmes & Bloxham, 2007, p. 19). Chaleunvong (2009, p. 6) describes observations "as a technique that involves systematically selecting, watching and recording behaviour and characteristics of living beings, objects or phenomena" In respect of this study, the researcher's task was to observe and interpret the behaviours of learners and teachers related to Inclusive Education strategies. Observation in this study was employed to generate answers to the research question which was to determine the intervention strategies that educators use in teaching learners with learning difficulties. Observation in this study was used to compare and contrast the results with the other research methods employed in the study. It was used to understand what the participants had said and if they really practised or applied their knowledge, skills and values.

Engelbrecht, Eloff, Lomofsky, Masipa, Oswald and Swart, (2003, p. 17) argued that "…observation is a major means of collecting data in qualitative research". Being seated in the classroom and observing first-hand what transpires carries a huge weight of data and positively contributed to the study. The saying action speaks louder than words actually came into play when observing to gain more data on the actual experiences of the educators. A nonverbal accumulation of data by making notes of behaviours and interactions best

describes observations in the context of this study. Observations in the natural setting provide data that would otherwise have not been made available. Observing participants' experiences during lesson presentation yields rich data. The data observed can lead to the generation of more ideas and categories that were not made available during an interview or group discussions. Further, McMillan and Schumacher (2001, p. 273) also indicate that the "… observational method relies on a researcher's seeing and hearing things and recording these observations". This was relevant to this study as the researcher had to be very observant in listening, viewing and recording. The researcher's role became more evident as she was present in the classroom and could actually observe first-hand what took place, although she remained a silent observer during that time, as she sought to embrace a non-participant observer position.

The teachers' actions, responses, interactions with the learners and the actions and responses of the learners provided valuable data. The observations took place in the year 2016 in the month of January. The same five respondents who participated in the focus group session and the semi structured interview sessions had their classroom lessons observed. The researcher chose to be a non- participant observer because she wanted to observe the setting in the most natural way possible and not to pose any interference to the learners or the teaching and learning process. The observations of each lesson were noted down on a sheet specifically designed for that. It had been columned and rowed accordingly with a space for the teacher and learners' responses and actions separately (See Appendix H). Observations took place at random. Permission was sought from the educators first, as to which lesson and date was most convenient. The participants were very excited, cooperative and welcoming. Some learners were very excited as a new face was in the classroom, while others continued as normal. The observations included observing behaviours with regards to barriers to learning as this method of data collection sought to determine the intervention strategies employed by educators in dealing with learners who face barriers to learning.

Holmes (2007) states one of the advantages of the observational method in research is having the ability to produce data which is rich and detailed. Chaleunvong (2009, p. 11) elaborates on the benefits of observations as the participant provides data of "facts" that was not generated through an interview. In this instance, rich observations were made through the classroom visits as compared to when the participant was individually interviewed. Furthermore, Holmes also describes one of the disadvantages of the observational method as being costly, but for the purpose of this study, minimal equipment was used so this did not

apply. Chaleunvong (2009) believes that as part of the downfalls observations has, one could be that the researcher focuses on what he/she chooses to and ignores what is not interesting or significant to him/her or the research. McMillan and Schumacher (2001, p. 273) state that the researcher's role in observations are of importance as they have the task of viewing and listening to what transpires in the setting.

In observation, the data collection occurs in two ways namely participant and non-participant observation. The former involves the researcher participating as one of the persons within the context. This therefore allows him/her the opportunity of filling two roles; one of a participant the other of an observer. Participant observer is described by Chaleunvong (2009) as the researcher participating in the context in which the observation is taking place, thus, it is a "process enabling researchers to learn about the activities of the people under study in the natural setting" (Kawulich, 2005, p. 2). The non-participant observer role is what this researcher embraced, as it allowed her to sit in the classes and observe the lessons, not contributing or playing any role in the lesson. In "non-participant observation, the observer watches the situation, openly or concealed, but does not participate" (Chaleuvong, 2009, p. 6). The researcher remained visible in the classroom but played an invisible role. The researcher positioned herself at the back of the class and recorded notes. The purpose for doing this was to understand or interpret the interactions of learners and educators in their most natural settings possible. These notes were used later in the study to draw patterns and relationships alongside the other methods of data collected.

All three measures used in this research supported each other. Semi structured interviews assisted in producing individual experiences of each participant in relation to their experiences of teaching learners who have barriers to learning. Being individually interviewd allowed for views to be freely shared as compared to a group where particpants would be reluctant to do so. These experiences would not be heard through observation and focus group discussions alone. The second instrument used was the focus group discussion, the results generated from this instrument benefitted the research as a group view was generated in a short time and patterns and relationships between the views were drawn to form themes which could not be generated throught semi structured interviews and observations. Observations as the third method complimented the other two instruments as a visual and reality perspective was considered to match the verbal statements made during the semi structured interviews and focus group discussions.

3.9 VALIDITY AND RELIABILITY

Under the component of precision, the category of reliability and validity finds itself. Consistent results from assessments are defined as reliability (Jonsson & Svingby, 2007). Consistent results are produced through the use of many measurements whilst maintaining same subjects. In this study, mainstream secondary school educators were asked similar questions in all three data collection instruments, in order to ensure the goal of reliability in the findings. Validity refers to judgement of whether the results generated illuminate what they claim to illuminate (Mason, 2002). Constructive validity was ensured by explaining key concepts to the teachers, prior to the administration of semi structured interviews and the conduction of focus group discussion respectively. In this study, arising from the belief that knowledge is a social interaction, it is not assumed that a stable and unchanging reality was being studied and therefore, the researcher did not expect to find the same results repeatedly, as individuals behave differently and express different opinions as the text changes. To achieve dependability, the context and the conditions under which the research was carried out were clearly outlined. Throughout the study, attempts have been made to provide rich and detailed descriptions of the participants and the context of the research. Therefore, the study could serve as a guide for other researchers to conduct similar studies, thereby contributing to transferability

3.9.1 Triangulation

Triangulation is defined by Patton and Cochran (2002, p. 26) as having a “wide range of sources and comparing findings”. 'Triangulation' is a process of verification that increases validity by incorporating several viewpoints and methods (Yeasmin & Rahman, 2011, p. 156). It also assists when analysing findings and if the results produced from each instrument are similar, it can lead to making the research valid (Guion, 2002). In this study, three types of data collection methods were used in order to make triangulation possible. The use of 3 instruments in this study was aimed at achieving methodological triangulation.

Each instrument functions together to achieve the purpose of the research, which in this instance was to investigate the experiences of educators who teach learners with barriers to learning.

3.10 ETHICAL CONSIDERATION

In any study, there are a set amount of ethical issues that one needs to consider before, during and after conducting a research study. The sole purpose of ethical considerations in research is for the protection and wellbeing of the participants. The inclusion of ethical principles in a research allows for the "respect of persons, honesty, benevolence and justice" (Stevens, 2013, p. 10). Participants voluntarily agreed to participate in this research, so, in the best interest of their voluntary participation, it was the researcher's duty and responsibility to protect them. In this study, the following ethical issues were taken into account:

3.10.1 Consent

Permission from the different role players was sought prior to conducting research. At the outset, ethical clearance from the university was obtained to proceed with the research. The initial step was to gain permission to conduct research at the educational institution. Permission was obtained from the Director in the Kwa-Zulu Natal Department of Education (See Appendix A). Permission to access the school was specifically obtained from the gatekeeper, the school Principal. Andanda (2005) defines informed consent as the participants having acquired sufficient information, understood the information and with that information, make an informed decision of whether to participate in the research or not. In that view, informed consent forms were signed in acceptance of participation, once all the details of the research were clearly explained and understood by each participant. All participants involved in the study freely consented to do so without being forced. They were well informed regarding what the study entailed and what was expected of them, as well as being reassured that in the event of withdrawing from participation, it would not affect any of the services they received (Patton & Cochran, 2002). All participants were provided with consent forms at the outset ensuring consent is given before progressing into the project. They were also notified that their participation was voluntary and no gifts were promised to them in participation.

3.10.2 Confidentiality

Wiles, Crow, Heath and Charles (2006, p.2) define "confidentiality as that what has been discussed which will not be repeated, or at least, not without permission".

Participants were assured that their identities would not be revealed by participating in the research and after. It is important that the identity of the participants from whom the data is

gathered is protected at all times. In assurance of their identities being protected, the names of participants were not mentioned during this study. However, for the purposes of the research, pseudo names were used where necessary. The participants were therefore regarded as respondents 1,2,3,4 and 5. Anonymity and confidentiality was promised to the participants as a strategy to protect their privacy. When data is gathered, the participant's identity will not be left lying around for others to view. The collected data will be stored in a safe place at the University for a minimum of 5 years. All the data that were recorded were used for the purpose of this study alone. No other persons would have access to the data except the researcher. Participation in the research did not pose any threat or hazard to the informants.

3.10.3 Voluntary participation

All participants' participation was on a voluntary basis. At no given time were participants forced into participating. The researcher exercised caution when conducting the interviews and observations, ensuring that the participants suffered no stress or uncomfortableness. They were informed of their right to withdraw from participation at any given time from the study, without any negative circumstances; this was also stipulated on the consent form that the participants had initially signed. All participants were asked for permission to be audio recorded, or video recorded before the research (see Appendix D) was conducted. Their responses were respected accordingly. The researcher respected the decisions of the participants and did not take advantage or infringe on their rights. All the informants were treated equally and fairly with no bias. Participants were regularly updated on the progress of the research.

3.11 Data analysis

Hatch (2002, p. 148) stated that data analysis is the "systematic search for meaning. It is a way to process qualitative data so that what has been learned can be communicated to others". The rich data from this qualitative study was produced using the 3 research instruments namely semi structured interviews, focus group discussions and observations. All the data that were produced via tape recording during observations, semi structured interviews and focus group discussions were transcribed. For the purpose of verification, the transcripts were then given to the participants (educators) to read and confirm that all information provided and recorded was true. According to Woods (2011, p. 4), all data produced must then be "reduced to represent major themes or categories that describe the phenomenon" under study. In this study, the data produced were categorised into themes that

elicited the phenomenon of "educators' experiences of teaching learners who face barriers to learning". Furthermore, data were categorised to answer the 3 research questions that this study sought to answer.

1. To explore the experiences of mainstream educators who teach learners with learning difficulties/barriers.

2. To determine the intervention strategies that educators use to teach learners with learning difficulties.

3. To understand why they (teachers) use these intervention strategies

Qualitative data analysis entails "identifying, coding and categorising patterns or themes" (Woods, 2011, p. 5). Data analysis is determined by both the research's objectives (deductive), multiple readings and interpretations of the raw data (inductive), as defined by Thomas (2003). The analysis of qualitative data brings out patterns and meaningful data from the discussions that produce conclusions (Patton & Cochran, 2002). There are various ways of analysing data in qualitative research, but for the purpose of this study, thematic data analysis was used. Thematic data analysis looks across all the data and summarises the views by forming main themes and common issues that recur. These issues are then used to answer the research questions that the research sought to answer. Patton and Cochran (2002) state the following aspects as important in data analysis:

a) Recording/transcribing interviews - a voice recorder was utilised, as well as note taking during the discussion and afterwards. Observations were recorded with the use of an observation sheet, as well as note taking.

b) Thematic data analysis - this entailed reading and annotating transcripts. Transcriptions from the observations of data and identifying the various themes took place; a summary of what was occurring took place by making notes in the margins. Initial themes and developing a coding scheme: A list of themes then emerged from interpreting all the data; this was applied to all the data and included coding the data derived respectively and application of these codes to the actual data then took place.

On completion of producing all the data from the 3 methods of data collection, the process of transcription then took place. Once all the transcripts were printed and the participants had viewed them to ensure that all what was said was true, the researcher started familiarising

herself with all the data on hand by skimming through the data and briefly reading it from the interviews and notes from the observations. After reading through the data, the process of identifying themes began. Initial themes were identified and noted alongside the margins of the transcripts. A summary of data was provided with possible themes. These themes were then identified as appropriate and then applied to the data and grouped accordingly. Finally, the process of coding took place, this involved the codes being put as a final indication of themes alongside the responses. Answers were coded according to the questions that the research sought to answer. Common answers were then grouped together, thereby forming trends or patterns.

3.12 LIMITATIONS OF THE STUDY

In this study, the number of participants used was limited, therefore, the data generated cannot be generalised. The study was located in one school, therefore the findings cannot be generalised as well. The time frame given to conduct this research was limited to a year, thereby resulting in time constraints and stress as limiting factors. The number of educators was restricted to 5 therefore very narrow research participants. Contact with educators occurred when it suited them, as well as the researcher. This meant that the interviews could only be conducted at convenient times for the participants, this was a restricting factor. The focus group discussion was also difficult to plan as the participants were not always available at the same time. Time limits were experienced in this study, as participants needed to be available simultaneously to conduct the focus groups session.

3.13 CONCLUSION

Chapter three discusses a detailed research methodology which comprised of: data production methods, research instruments, sampling techniques, research setting and the design of the study. The various data collection strategies this research study embraced were discussed. The study utilised three data production instruments- semi structured interviews, focus group discussions and observations. The thematic process of analysing data was also discussed at length. The ethical considerations associated with the study were discussed and illuminated, ensuring that this research abided by the ethical standards. Factors that limited this study and factors that promoted this study were also discussed, thereby providing further enlightenment on the study. Given this information, Chapter 4 will present the findings from this study.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

The previous chapter outlined the research design, methodology and paradigm that guided this study. The findings gathered from the analysis are presented and discussed in this chapter. It is thus important to reiterate that the study focused on investigating educators' experiences of teaching learners who have barriers to learning at a public secondary school in Newlands West.

Three research objectives guided this study:

1. To explore the experiences of mainstream educators who teach learners with learning difficulties/barriers.

2. To determine the intervention strategies that educators use to teach learners with learning difficulties.

3. To understand why they use these intervention strategies.

Three methods were used in the collection of the data. Semi-structured interviews, focus group discussions and classroom observations were the data collection methods chosen for this study. Semi-structured interviews were used to answer the first and second research questions. The use of a focus group discussion was important in trying to understand why educators use the intervention strategies that they use. Observation as the third method of data collection was used to collect sufficient information on the experiences educators have in teaching learners who have barriers to learning at a secondary institution. The data gathered from the observations enriched the information received from the other forms of data collection in this study and also contributed to making this research valid. The data collected from all three methods of research were interpreted against the background of the Social Constructivism theory of Vygotsky, the literature and the use of thematic data analysis.

The study was conducted at a single educational institution which was a secondary school. Five educators were chosen at random to participate in this study. The experience these

respondents have in the teaching field was more than 3 years for each participant. Respondents chosen each taught a variety of subjects from the different grades starting from grade 8 up to grade 12. Ethical considerations were taken into account throughout the research process. These respondents teach in an educational institution that consists of crowded classrooms and learners who have barriers to learning ranging from educational to socio-economic.

This chapter thus discuss the findings, which are provided in their actual statements which are representative of the respondents' voices. This is then followed by a discussion in the light of literature reviewed and the theoretical framework that underpinned this study. In alignment with the ethical considerations for this research the respondents' identities are protected and are referred to as respondents 1,2,3,4 and 5.

4.2 ANALYSIS OF DATA

Data analysis is determined by both the research objectives (deductive) and multiple readings and interpretations of the raw data (inductive) as defined by Thomas (2003). The analysis of Qualitative data is said to be difficult however also enjoyable as it brings out patterns and meaningful data from the discussions that produce conclusions mentioned by Patton and Cochran (2002). There are various ways of analysing data but for this study the thematic data analysis will be used. Thematic data analysis looks across all the data and summarises the views of by forming main themes and common issues that recur.

Patton and Cochran (2002) state the following as important in data analysis:

a) Recording/transcribing interviews - a voice recorder will be utilised as well as note taking during the discussion and afterwards.

b) Thematic data analysis - this will entail reading and annotating transcripts. Following will be identifying the various themes. Developing coding scheme and coding the data derived respectively.

From the data gathered the following findings emerged:-

4.3 FINDINGS AND ANALYSIS

4.3.1 Educators' understanding and knowledge of Inclusive Education

The researcher sought interest into understanding how educators make sense of Inclusive Education and what knowledge they had. The discussion on the theory of Social Constructivism indicated that educators use their understandings and knowledge to create, facilitate, manage and develop Inclusive environments. Thus, educators' understanding and knowledge of IE were interpreted through their definitions of the concept.

In this study, three respondents revealed their understanding and knowledge of Inclusive Education as:

Participant 1: "Not discriminating against disabled or any other pupils with barriers".

Participant 2: "As the name implies inclusive, include everybody".

Participant 3: "Learner with barriers, like a slow learner, incorporating them into your lesson, with difficulties, language difficulties etc".

The responses above reveal that the respondents do have a conceptual understanding of the term Inclusive Education. This finding echoes Mutepfa, Mpofu and Chataika (2007) who noted that the identification, minimisation and elimination of barriers to students participating in a traditional setting with the maximum amount of resources made available to supplement the learning process is what Zimbabwe refers to as Inclusive education. Van Kraayenoord (2007) defines inclusive education within the Australian context where within a regular school, learners with disabilities participate. Similarly, Weeks and Erradu (2013) state that inclusive education concerns itself where all students with disabilities are included and progress in the general curriculum.

Educators are now referred to as change agents within the inclusive education context as their roles have now become more crucial (Ntombela, 2011). In line with the theory of Social Constructivism, Vygotsky believed that a child and the social environment he/she is located within contribute towards the learning process. The educator has the responsibility of creating an Inclusive environment which facilitates the learning process but without knowledge of

Inclusive Education, the educator will not create the necessary learning space and these result in a hampered learning process. Arentsen (2008) adds that the lack of knowledge of inclusion is liable for the unsuccessful implementation of Inclusive Education. Deku et al. (2013) further mention that in the field of conceptualization and in the understanding of Inclusive Education, there are difficulties that prevail.

The lack of knowledge tends to affect the proper implementation of what is prescribed. Boston-Kemple (2012) states that misunderstandings give rise to confusion, disagreements and separation. Educators without the required knowledge on the concept of Inclusive Education would not allow for the bearing of fruit, which which was laid upon in the policy document on Inclusive Education. Murungi (2015) contends with the notion of how important the correct conceptualisation of Inclusive Education is by stating that the underlying challenge within the context of Inclusive Education lies within the inconsistency in its definition worldwide. The necessary support required by educators may be linked to the manner in which they conceptualise Inclusive Education (Lalvani, 2013). Educators having proper conceptual understanding of the term Inclusive Education can therefore lead to proper support being provided, implementation as well as the dispelling of disagreements, arguments and confusion. The participants' responses above show that they do have an understanding of what Inclusive Education entails and they defined it around being non-discriminatory and including all, including those with barriers to learning. The social constructivism theory is grounded on the idea that knowledge is constructed in social settings amongst interaction with one another, therefore diverse classes tend to hold a positive impact on the construction of knowledge.

In order for a diverse range of learners in an inclusive class to be accommodated, educators need to be knowledgeable, skillful and competent in order to provide the support (Mthembu, 2009). Educators need to embrace diversity and become better informed, as this contributes towards a learner's construction of knowledge. Mathibe (2007) specifies on the type of programmes that should be given to educators, these include knowledge, attitudes, values and skills, which would add to their roles. The successfulness of inclusive education is dependent on the educator's knowledge in terms of theories, philosophies and practice (Deku et al., 2013).

4.3.1.1 Educators' understanding of the concept "learning barrier".

Visser (2002) defines a learning barrier as a "thing" that stands in the way of a learner from succeeding in education. Donald, Lazarus and Lolwana (2002) claim that a learning barrier consists of factors that pose a hindrance to the learners' learning process. Walton, Nel, Hugo and Muller (2009) claim that it is imperative that educators familiarise themselves and become knowledgeable with what barriers to learning are. Respondents' understanding of a learning barrier is illustrated below:

> *Respondent 1: "I think that one refers to that which makes a learner find it difficult to perform at his or her best in terms of the work that's given to him or when he is in class failing to concentrate, is it because of things that are happening at home or the learner having his or her own problems that need attention like social workers or doctors".*
>
> *Respondent 2: "Well I teach life science, so automatically we have learners that have a lot of difficulty in grasping content that they are showing as always, a barrier to learning".*
>
> *Respondent 3: "learning disability is when a child can barely read or write properly…. he cannot comprehend, he just doesn't understand, these are barriers".*
>
> *Respondent 4: mentions that her understanding of a barrier is "something that impairs a child's ability to perform at their best in class".*
>
> *Respondent 5: "challenges that learners face, for me the most frequent one is the language barrier and that definitely impacts on learning".*

From the responses, difficulty, lack of understanding, challenges and impairments were found to be known to these respondents as learning barriers. These were words used to describe possible issues that stand in the way of succeeding in education. The Centre for Mental Health in Schools (2008, p. 3) mentions 5 types of barriers prevalent in learners namely, "deficiencies in basic living resources and

opportunities for development, observable problems, general stressors and underlying psychological problems associated with them, crises and emergencies and difficult transitions".

The Department of Education (2002, p. 140) categorises the inaccessibility and unsafeness of an environment in many centres of learning as a barrier to learning. Walton, Nel, Hugo and Muller (2009, p.76) describe barriers to learning as "educational difficulties which may arise from a number of sources, and may be intrinsic or extrinsic to learners. "Things that prevent the learner from benefiting from education" (Visser, 2002, p. 9) as a barrier to learning. Lack of access and participation to the curriculum prevents the learner from reaching his/her full potential (Todd, 2010, p.3). Vayrynen (2003, p. 9) claims that "identifying barriers and addressing them in the teaching and learning process are essential in order to provide appropriate support for learners to reduce or remove the barriers".

When educators are equipped enough to identify and address the barriers that prevent the learning process from succeeding, this then allows for positive engagements amongst learners within the classroom, which in turn allows for cognitive development as stipulated by the theory of Social Constructivism. Respondents demonstrated their understanding of barriers to learning as:

Respondent 1: Hypertension

Respondent 2: language…. Large class sizes, lack of resources especially for Practicals.

Respondent 3: Disabilities, hearing impairment, using brail, not only the disabilities it can be the environment…. Environmental can be abuse. It can be a neglected child that we do not identify and environmental background…. Funding.

Respondent 4: Adhd kid.... Abnormalities.

Respondent 5: Lack of resources.

Respondents provided their understanding of barriers to learning. From the responses, the barriers mentioned can be classified as internal and external. The internal barriers related to medical aspects and the external barriers were educational and socio-economic factors. Florian (2008), Ladbrook (2009), O'Neil, Bourke and Kearney (2009), Mbelu (2011) and Stofile (2008) claim that for inclusive education to be successful, it requires educators to become more knowledgeable with the skills, needs of various learners and the need for collaboration from the Department of Education and schools to interact and work together to establish better means of developing strategies to assist educators and learners to reach their full learning and teaching potential. Burstein, Sears, Wilcoxen, Cabello and Spagna (2004) concur with the notion that educators require an intense training program which would help them develop in terms of their confidence and competencies.

Educators' understanding of what barriers are is of great importance in the implementation of Inclusive Education. Rice (2003) elaborates on this importance by saying that students' needs can only be met once educators conceptualise learners' needs. Once educators understand what barriers are and the types that exist within their classes, they then can seek and provide the necessary support to ensure that successful learning of good quality takes place. When educators are knowledgeable about the concept of barriers, they would then be able to satisfy the learners' needs and assist them in overcoming their barriers, thus having sufficient knowledge. Understanding barriers would allow for better addressing of barriers. The Center for Mental Health in Schools (2008) concurs with the notion of the importance of understanding what barriers are and says that when educators address barriers to teaching and learning, they would in turn learn how to promote learning in the classroom.

4.3.1.2 Educators' identification and definition of the concept Mainstream

One out of the five participants did not have an understanding or has heard of the term mainstream.Watson (2016) defines mainstreaming as "the antiquated version of what is now called "inclusion". Rogers (1993) maintains that mainstreaming has generally been used to refer to the selective placement of special education students in one or more "regular"

education classes. The participants were asked to explain what the term meant to them, only three of the five respondents responded by saying:

> *Respondent 3: "presently I am in mainstream education, where we have children of all ability groups."*
>
> *Respondent 4: "Where there are grades from 8 or 1 to 12, where there is syllabus, that's pretty much what I think. The curriculum is set".*
>
> *Respondent 5: "education that is inclusive regardless of the levels of cognition of learners, they are placed in the one particular class, there is no differentiated learning, all learners are exposed to the same learning material and the same standard regardless of their learning ability".*

Mainstream has been defined differently. Van Kraayenoord (2007) defines inclusive education as where within a regular or mainstream school, learners with disabilities participate. Learners that require low intensity support and are included in general school (Landsberg, Kruger & Nel, 2005). From the responses above, it is evident that these participants have an understanding of what mainstream education is. The common idea formed is that learners with all abilities are in a single educational institution, not isolated from one another and learning what is designed for them. The theory of Social Constructivism states that social contexts allow for interactions to take place and are pivotal in the construction of knowledge within the learning process.

4.3.1.3 Workshops and tertiary institutions as sources of educators' understanding of the term "mainstreaming".

According to Florian (2008) the lack of teacher knowledge because of inadequate training is considered as one of the barriers to inclusion. It is good that 4 out of 5 educators in this study understood the term mainstreaming. When the respondents were questioned about what informed their understanding of mainstream education, 4 out of the 5 responded. One respondent stated that:

"……we go for workshops where they did introduce us to this term" (Respondent 2).

From this response, it is evident that workshops were the informants of such knowledge. Respondents 3, 4, and 5 mentioned that their knowledge and understanding of mainstream education was from experience in the field and attendance at university. The data revealed that the source of understanding of terms was derived from workshops and tertiary institutions. However, it was not done on a continual basis or as a main point of focus. The participants were not trained specifically for this mainstream education. This therefore concurs with Mahlo (2011, p. IV) who further reiterates that educators who are not fully prepared to teach learners with learning barriers find it difficult to do so. Furthermore, Burstein, Sears, Wilcoxen, Cabello and Spagna (2004) mention that educators require an intense training program, as this would help them develop their confidence and competence. In addition, Vygotsky's theory of Social Constructivism identifies that educators play an important role in constructing knowledge; therefore they should be sufficiently prepared in order to guide or facilitate the building of knowledge within their classrooms.

4.3.2 Educators' classroom experiences of teaching learners who face barriers to learning.

The social constructivism theory advocates that through interaction, experiences and knowledge are created. In relation to this theme, educators' experiences of teaching learners who face barriers were of concern to the researcher. In trying to understand educators' experiences in classrooms of such vast diversity, the challenges appeared to be the prominent experience faced by educators. The challenges that this theme is navigated by represent the realities present in Inclusive classrooms in the South African context, such as diversity in classes, socio economic problems, large class size, identifying and solving barriers and the language barrier.

4.3.2.1 Challenges of diverse classes

Fazal (2012) mentioned a challenge that educators experience, one of having diverse numbers of learners in large volumes. Centre for Mental Health in Schools (2008, p.1) confirms the challenges faced by educators and state that "each day school staff are confronted with many students who are doing poorly in school as a result of health and psycho-social problems". Mpya (2007) concurs with this statement and says that when teachers are placed within

diverse classes there are many challenges awaiting them. Participant 2 went into detail by providing examples of their experiences of teaching learners who face barriers to learning:

Respondent 2: "The level of English is very low, I try and bring the concept across to the learner in the easiest and simple way……. I use examples of everyday life ……even in the notes that I give them, the language that I use is as simple as possible. …. I do a recap of the previous day's lesson. …homework that I give, I consolidate with the pupils ……I would go around, seeing how the children work, even to draw a graph and as I'm walking around I find those that are experiencing problems, I then would reinforce the idea or show them one on one how to go about doing it".

Respondent 2's response shows that she does adjust and organise her lesson to meet the diversity in her class. The creativeness and use of various strategies shows that this respondent acknowledges diversity and seeks ways of accommodating learners accordingly. Lessons have to be organised and adjusted by teachers to accommodate learners who face barriers (Konza, 2008). The theory of Social Constructivism maintains the idea of having a large diversity in classes as it promotes learners with barriers to be included in normal settings, which is more beneficial to them and society at large. Having included learners with barriers to learning into general settings helps in the prevention of a secondary disability from being formed (Dixon & Verenikina, 2007). The theory also places responsibility on the educator to become equipped and creative to sustain that learning environment with maximum benefit to all learners.

4.3.2.2 Socio-economic problems as hindrances to academic performance

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Respondent mentions that

…. "some problems that they have, are from the way their homes are, because they are very slow. You find that a learner is very down, you don't know if that learner is hungry……some barriers is the lifestyle that they have, the influences of friends encouraging them to bunk, consuming all sorts of alcohol and drugs, they cannot do homework, because at night they are not at home as they go out".

The response provided indicates the large amount of challenges faced by educators daily. In this particular case, one can draw the direct link between the negative effects the socio-economic problems posed to academic performance. Kay (2003) elaborates that abuse promotes underachievement of learners academically. Along similar lines, Ladbrook (2009) states that the use of substances promotes violence and bad behaviour in learners. Educators have to deal with and fill the gap that socio-economic problems pose. However, they are not equipped to do so. Ladbrook (2009, p. 69) contends this notion and indicates that "educators feel ill equipped to face those challenges of broken homes, child headed families, child abuse, rape, incest, drugs, licentiousness. Violent crime is very much on the increase, as well as the challenging behaviour in the classroom."

4.3.2.3 Challenge of large class size

It has been revealed in the literature review chapter that large class sizes pose many challenges to the educational fraternity Legotlo (2014) mentions that slow learners are not attended to and there is a lack of feedback provided to learners in these large classes. Overcrowded classes do not allow for the adaptation of needs that are designed by the curriculum (Chataika, Mckenzie, Swart & Lyner-Cleophas, 2012). The large diversity in classrooms brings along diverse and numerous issues ranging in their complexities (Alexander (2009this is supported by respondent 3 below:

Respondent 3:

We do come across these learners in mainstream teaching with all abilities and now it's sometimes quite daunting…. try and explain to them, try and cope with them, try and get parental involvement. Try and get social workers to come in and help where they can, because sometimes it's not possible to help with such large classes.

Along with large class sizes, the large diversity of learners poses challenges as mentioned above by respondent 3. The educators' role has become challenging in that they have to try various means of getting assistance to help deal with the multiple issues they face. Konza (2008) states that the educator's negative attitudes towards large class sizes result in a lack of individual attention being provided, which in turn disadvantages those learners that require

special attention. Large class sizes are referred to as an obstacle that prevents the successful implementation of Inclusive Education (Ladbrook, 2009). If a learner with barriers to learning finds himself or herself not sufficiently supported or accommodated within a classroom, this then results in education not being made accessible, which ultimately promotes a feeling of neglect and helplessness, leading to the quitting of school (Unesco, 2004). For educators to be of great assistance to the learners, they need to be supported and assisted (Weeks & Erradu, 2013). Large class sizes tend to negatively impact on the learning process. In addition, the theory of Social Constructivism and the zone of proximal development require educators to provide assistance to learners so that they can perform at their best. However, due to the large numbers, this hinders educators from pursuing this and providing the necessary assistance.

4.3.2.4 The challenge of identifying and solving barriers that learners face.

The educator within inclusive classroom has a major role to play, amongst the various roles is the role of identifying the barriers that learners face and providing possible remedies to eliminating the barriers (Khan, 2011), as illustrated by the verbatim statement of respondent 4 below:

Respondent 4: A not so severe one, is a child who had a problem with her eyesight not so long ago and we were not aware of it, and she is quite a bright child, where as in her exams she used to score, above average, but her class work and homework, the homework was done, but during class time she always annoyed me. She could not sit still; she could not pay attention. Her work was never done. I was quite shocked when this exam came through then I realised that this child is a very capable child so what's going on, so I investigated the matter. I investigated the matter and found out that she wasn't able to see the board properly and that is why she was causing a lot of havoc in my class and then upon more investigation her parents could not afford to get her glasses. Eventually the matter got sorted, she got glasses and she did very well.

As seen from the response above, a simple barrier of eyesight was identified and resolved due to the educator's careful observation and investigation skills and that resulted in the learner being accommodated. Educators have the important task of identifying barriers that learners

face and providing the necessary support, but due to educators' lack of knowledge and skills, they are unable to do so. Vayrynen (2003) concurs with the importance of the educator's role in identifying and addressing barriers and says that it is a crucial one that requires the necessary support. Educators need to be better equipped with regard to the process of identification and solutions to barriers that hinder the learning process. Including learners with barriers to learning into general settings are beneficial to learners and the society at large. However, not properly catering for these learners results in them being excluded rather than included. Chaula (2014) contends that ineffective support provided to educators results in a challenge in identifying barriers and suitable remedies. Furthermore, the Department of Education (2005f) has set out numerous targets for educators in the identification of various barriers, however educators feel ill prepared to meet the challenges or expectations laid out by the department of education due to the lack of training and support. As part of a national effort in providing support to educators, the programme titled Screening, Identification, Assessment and Support (SIAS) focused on barriers pertaining to other aspects rather than those focused on cognition. Documentation provided from SIAS proved to be complex and required assistance in completing hence, educators were reluctant to complete them. Therefore, the SIAS programme failed to provide the necessary support that was intended.

4.3.2.5 The challenge of the language barrier

Owen-Smith (2010) states that the majority of learners within the South African context face the challenge of the language barrier and this disadvantages the learners and results in poor performance, as they are not free to converse in their home language in the classroom setting. Owen-Smith (2010) further advocates that if learners are not taught in their home language, they lack self-confidence and feel undermined due to their underperformance. Educators need to be taught to teach learners in a home language that is suitable and one that promotes equality and diversity. In that view, educators require training in the field of languages to overcome the language barrier. Mahlo (2011) reiterates that educators who are not being fully prepared to teach learners with learning barriers find it difficult to do so, as exemplified respondent 5 below:

Respondent 5: My greatest challenge would be teaching learners who cannot express themselves in English home language.

The respondent's statement above indicates the language barrier as a challenge in her teaching experience. If learners are not able to express themselves freely, they in turn do not understand the instructions given to them, as a result, their academic performance is at risk. MacKay (2014) mentions that if learners are taught in a language that is different from their home language, this is then classified as an educational barrier that inhibits Inclusive Educations success.

4.3.3 Barriers to learning

Literature reviewed has identified numerous barriers that pose a threat to the education system. The barriers had been classified in two broad categories namely intrinsic or extrinsic and have an impact on the teaching and learning process. The lack of accessibility and safety in the context of education is referred to as a barrier (DoE, 2002). The systems theory places an emphasis on the impact of the systems and their interaction, barriers exist in every level or system and for the purpose of this study, it was imperative to identify the types of barriers that are prevalent at this particular institution, in an attempt to understand the educators' experiences. This theme focused on the types of barriers that existed in classrooms and the commonality.

4.3.3.1 Types of barriers prevalent in classrooms.

Barriers have been defined as the "things that prevent the learner from benefiting from education" (Visser, 2002, p. 9). Lack of access and unsafe area of education is defined by the Department of Education (2002) as a barrier to learning. Types of barriers faced by learners vary in their complexities and degrees. The types of barriers that are prevalent in classrooms at the school in question were highlighted by the participants as follows:

Respondent 1: "Disruptive behaviours…. Cell phones, technology in class".

Respondent 2: "Language……. Large syllabus……. Limited time, no room for the slow learner".

Respondent 3: "Reading, writing and listening".

Respondent 4: "Hunger, social factors at home".

Respondent 5: "English is not their mother tongue".

The barriers that are prevalent in the respondents' classrooms as mentioned above, circle around behaviour, attitudes, literacy, social and educational factors. Khan (2011, p. 242) lists the types of "barriers to learning for students in general to be personal, emotional, economical, attitudinal or even organisational." The Centre for Mental Health in Schools (2008, p. 3) mentions the 5 types of barriers prevalent in learners namely "deficiencies in basic living resources and opportunities for development, observable problems, general stressors and underlying psychological problems associated with them, crises and emergencies and difficult transitions".

4.3.3.2 Language, bad behaviour and negative attitudes

Thomson (1990, p. 2) suggests that "barriers to learning can be either environmental or 'intrinsic' to the individual child's development". Furthermore, Walton, Nel, Hugo and Muller (2009, p.76) describe barriers to learning as "educational difficulties which may arise from a number of sources, and may be intrinsic or extrinsic to learners. Intrinsic barriers include physical, sensory, neurological, developmental impairments, chronic illness, psycho-social disturbances and differing intellectual ability. Language, bad behaviour and negative attitudes were classified as common barriers by the respondents in this study, as indicated by their responses cited below:

Respondent 1: "Behaviour"

Respondent 2: "The English language, It's also your class time, you are so consumed with finishing syllabus or your coverage for that period that I

myself won't have time now to find out from the children, what's troubling them, what's going on, and these classes we teach are really big"

Respondent 3: "Reading, writing, listening, poverty, home environment, lack of resources, funding from department, no psychologist attached to schools, because we as educators cannot pick up these barriers easily as we were not taught to pick them up. That becomes a huge problem, Very Large classes"

Respondent 4: "lazy learners, absconding classes"

Respondent 5: "difficulty in reading and writing, Socio-economic issues they have, a lot of social economic issues."

Vayrynen (2003, p.9) claims that "identifying barriers and addressing them in the teaching and learning processes are essential in order to provide appropriate support for learners to reduce or remove the barriers". From the responses provided above the respondents' responses on the common barriers in their classroom were more or less the same in comparison to their responses on the types of barriers they faced in their classrooms. Language, bad behaviour and negative attitudes have been the common barriers experienced by these five respondents. Khan and Iqbal (2012) concur with the experiences of educators with regard to inappropriate behaviour, lack of discipline and poor performance of learners and mentions that this adds to the stress of teachers.

4.3.3.3 Observations: Late coming, disruptive behaviour, negative attitudes and lack of stationery

Class of Respondent 1:

Barriers observed in the class of respondent 1 were late coming by learners, disruptive learners, learners showing lack of interest towards the lesson, no stationery and learners were found to be starring outside the classroom instead of focusing on the resource material provided.

Class of Respondent 2:

Barriers observed in the class of respondent 2 were verbal and physical disruptions, i.e. talking and standing (at the door), lack of funds to purchase the study guides needed for the subject and a learner who sat at the back of the class and could not see on the board.

Class of Respondent 3:

Barriers observed in the class of respondent 3 were disruptive learners, completing other subjects' work, absconding from lessons, noise disruption outside the class, late coming, no fans, no text books and learners zoned out.

Class of Respondent 4:

Barriers observed in the class of respondent 4 were lack of textbooks for each learner, late coming, lack of furniture, disruptive learners, no fans, uninterested learners, overcrowded class and hyperactive learners.

Class of Respondent 5:

Barriers observed in the class of respondent 5 were late coming, disruptive learners, noise around the teaching block, and absenteeism of many learners in the classroom.

Late coming and absenteeism is a great concern, as these contribute to the challenge of providing quality education (Pausigere, 2014, p. 8). Teachers had to face different problems such as discipline, behavioural problems, poor health and poor performance of students, which puts stress on teachers and increased the drop-out rate of students. "Inadequate district support, socio-cultural issues, classroom and management factors, lack of resources and inadequate collaboration between the stakeholders" according to Khan and Iqbal (2012, p. 10162), these affect the successful implementation of Inclusive Education

4.3.4. Educators' views on the plight of quality education.

Educators are key in any educational institution, as they have the capacity to inculcate and promote the teaching and learning environment to the maximum. For the purpose of this research, it was important to take into account educators' views in light of enhancing the

education system. The views put forward by the educators were of high value to this research, as without this research, their views would not have been heard. Educators' views in theme focused around their feelings, the need for professional development, the idea of learners with barriers to be placed in special schools, treatment of each child as an individual and the challenge of teaching different aged learners.

4.3.4.1 Teaching profession as demanding, stressful and regressing

Educators' experiences hold much weight, with regards to improving the education fraternity. Allowing the educators to share their personal views on issues pertaining to factors around the issue of inclusive education and their daily encounters were important in this study as it allowed for the exploration of information that would not have otherwise been shared. The following was a personal view of a respondent on the issues raised:

> *Respondent 2: "teaching in a public school is stressful and very demanding, it's not like in the past we are facing a lot of problems that is unique to this period……. emphasis is put on assessments, it's the volume of assessments that you can complete…. proper foundation is required with education. we keep regressing I don't know why we have changed things that have worked so well".*

The respondent had commented that the teaching profession has now become stressful due to the high demands placed on educators as compared to the previous years. The focus has shifted to the completion of assessment tasks rather than providing a strong educational foundation. The expectations stated by the Department of Education (2005) for educators are quite high and demanding.

4.3.4.2 Teachers' need for continuous professional development.

Due to the lack of support provided by the government, educators are left with no choice but to seek alternative ways to accommodate and ensure learners with intellectual barriers are assisted (Weeks & Erradu, 2013), as illustrated by the response below:

> *Respondent 1: "do more research based on the style of teaching these learners and how to co-operate with them in terms of discipline, to find a positive structure and a discipline method to be effective on them and I think I have to improve myself every day".*

Due to the lack of professional development being offered and provided to educators, they have no other choices but to seek alternative ways of improving and developing themselves in order to inculcate a productive learning environment. As mentioned by the respondent above, he acknowledged that he has to research various methods in order to deal with the challenges that he encounters; in this case, the issue of discipline. Educators' role in Inclusive education is said to be fundamental and for its success in the classroom, it is reliant on professional development (Ntombela, 2011). An ongoing in-depth training is what Burstein, Sears, Wilcoxen, Cabello and Spagna (2004) mention as an answer to improving the educator's competence and confidence within the classroom. As part of professional development, Schwille, Dembele and Schubert (2007) provide possible strategies that can assist educators; collaboration in terms of pedagogies used, investigating and providing feedback as well as sharing of experiences formed part of the suggestions. Professional development is seen as a key need to educators and has a direct impact on their educational experiences, leading towards a more positive area.

4.3.4.3 Learners with barriers to learning need to be in special schools

Weeks and Erradu (2013) state that there is a void present in White Paper 6, the gap they refer to is the lack of support given to educators in order for them to be able to teach learners to their full potential.

> *Respondent 3: "my personal view is you cannot have children with learning barrier problems to learn in the mainstream school because it becomes very difficult. As you have the high flyer, you have pupils of different capabilities, and big classes which are sometimes very difficult to cope with, children with learning barriers. So as much as you try, you want to do it, you can do it, the following year you don't know if your colleagues are going to do it or be more comfortable to do what you are doing. You can nurture that child but to a certain extent, so they should be in a special environment or a special school where people will have the patience and know how to take care of them".*

As a result of educators not being fully equipped for the roles required by Inclusive Education, they therefore feel that they lack the knowledge to properly attend to learners who face barriers to learning and instead, promote the view that learners with barriers to learning need to be placed in schools that have the necessary specialist and support to assist in meeting their needs. As demonstrated by respondent 3, she feels ill prepared and advocates the view that learners who face barriers to learning should be in special schools. Mahlo (2011) contends that as a result of educators not being fully prepared and trained for the roles and expectations stipulated in the White Paper 6 policy document, educators experience difficulty in fulfilling and embracing their roles. Contrary to this, the constructivists believe that learners with barriers to learning need to be placed in general mainstream settings as that is beneficial to them and prevents a primary disability from turning into a secondary disability. Dixon and Verenikina (2007) contend that denial of a child with learning barriers into a general setting promotes the development of further problems within the child.

4.3.4.4 The need for individual treatment of each child

Educators need the necessary knowledge to deal with every situation that they encounter. Jordan, Schwartz and McGhie-Richmond (2009) mention that for effective teaching to take place, educators need to be given support in terms of having the ability to comprehend and respond to the vast diversity present in classrooms. The need for every child to be treated individually is illustrated by the response given below:

Respondent 4: "As educators, we are not allowed to have any personal issues. What you see is what you get. Nothing is foreseeable or unforeseeable. It is not straightforward direct. Even though we are teaching in syllabus, nothing is directly taken from the textbook, you can take from a textbook and teach, nothing is direct. I think with personal issues that come in-between, every child should be seen as an individual, every situation should be handled in their individual way if you want the desired result. Every child is special".

Inclusive Education promotes the inclusion of all learners into a single setting and quality learning to take place with the meeting of individual needs. Respondent 4 acknowledged the importance of treating each child as an individual by dealing with them separately. Once educators are supported and developed professionally on how to deal with learners and the various barriers that obstruct their academic journey, they would then become more accepting and have the ability to treat each child individually. The systems theory contends that each learner's uniqueness must be embraced and guided accordingly (Chaula, 2014). Similarly, the constructivists believe that a school is a socio-cultural setting where individuals interact and share their uniqueness by learning and growing together. If they were isolated from general settings, their uniqueness would not be embraced and shared with others.

4.3.4.5 The challenge of teaching learners of different age groups

Ladbrook (2009) states that amongst the 50 learners in the class, there are also learners of different ages. Lack of access and participation in the curriculum thus prevents the learner from reaching his/her full potential (Todd, 2010). Weeks and Erradu (2013) mention that the ultimate most viable response is that educators require assistance and support to optimally fulfil the many roles bestowed upon them, as shown by the response below, from respondent 5:

Respondent 5: "It saddens me that our learners are neglected, that learners with special needs cannot be given the attention and the help that they deserve, we do not have any external help, social workers or psychologists coming in to talk to our learners, and our learners are at a total disadvantage, they face challenges beyond their teenage years, many of them are adults, they are adults before their time and I have learners who are 21 and 22 sitting in grade 11 and they should be out of the system. They should be learning, a trade because they are not academically inclined. So as much as we are mainstreamed we call our system mainstream, we really are not, we are actually so academically inclined that our learners are unable to cope".

In this respondent's class, age was seen as the category which posed as a learning barrier. Fazal (2012) indicates that educators have to deal with large numbers and a complex curriculum. Having a class of learners with diverse ages is indeed a challenge as mentioned by respondent 5 above. It is evident that their age is past that of a normal school going learner and that they are repeating the grade. It is also evident from the response that these learners are not catered for in the curriculum as their ages are past that of a normal school going learner, but they are still in secondary school. Teaching learners of different ages becomes challenging as the educator needs to cater for all in a single lesson; in this scenario for all

ages. The academic problems faced by learners tend to pose a direct threat to the educational process (Al-amarat, 2011).

4.3.5 Intervention strategies in dealing with, managing and assisting learners with barriers to learning

This theme focuses on the intervention strategies employed by educators in handling and managing various components within the classrooms, as the researcher sought to gain an understanding and knowledge of the various techniques adopted in dealing with, managing and assisting learners who have barriers to learning.

4.3.5.1 Planning of lesson

The theory of Social Constructivism advocates that learning takes place through interactions amongst people and their environments. Educators are therefore responsible for creating environments within their classrooms that promote Inclusive Education, which ultimately stimulates the teaching and learning process. As a foundation to the creation of an Inclusive environment, educators' success is dependent on their planning. The role that educators are now afforded has been exemplified as they now have to organise their instruction appropriately to cater for the diverse range of learners' needs (Konza, 2008). Gould and Vaughn (2000) stand firm on the idea of educators taking into great consideration during lesson planning, the various methods of instruction to ensure that maximum learning occurs and reaches the diversity within the classroom. Within the diverse classes exist learners with various learning barriers, the onus is on the educator to plan the lesson accordingly with having to accommodate the respective learning barriers learners pose. Teaching learners with learning difficulties impact on the planning of the lesson as stated by one of the respondents:

> *Respondent 1: "It impacts yes, as an educator, the introduction of your lesson counts most, you find you are failing to introduce your lesson …because of the behaviour that is caused by the learners. You find that you become tempered and lose control, you shout at them "stop this" …. Even*

if that's not the behaviour, it's the learner who is having a serious problem. You become affected because now you got that heart of wanting to go and willing to go and assist, but as you spending time on one learner the other learners or the 100 learners or 80 learners they are suffering because by that time you should be keeping the lesson going.

This is an example of disruptive behaviour as a learning barrier, the proper planning of the lesson is hindered due to learners behaving unpleasantly or showing no respect. On the contrary, Othmane (2015) mentions that if lessons are planned efficiently it would attract the learner's attention, promoting them to be actively engaged in the learning process and therefore, leaving no time for them to display disruptive behaviour. This now places an emphasis on educators to up their roles in being much more efficient when designing their lessons to include learners to actively participate in lessons so that they have no room for behaving inappropriately. Educators would only be able to accommodate learners in their lesson planning process once they have identified the barriers that are faced by their learners. Once educators are familiar with the learners and the barriers that they face they are then able to plan their lessons efficiently to accommodate the learners. Spencer (2011) proposes the view that the design and planning of lessons must seek to accommodate and be made accessible to all the learners present within the classroom.

The respondents' views below are mirrored by Gould and Vaughn (2000, pp. 368-370) who state that during lesson planning, educators should include the following "lesson overview, degrees of learning, instructional strategies, sequence of activities, evaluation and reflection". Once educators construct lessons that accommodate all learners, academic achievement is said to be underway.

Respondent 2: …..I'm teaching, I would say 40 minutes and then we've just got the remainder of that time to consolidate the work because I'm recapping the previous day's work …..once I'm teaching as well after I finished teaching the entire lesson, I do a question and answer and then I'm re-teaching concepts".

Respondent 3:, "you got to take them into account when you planning and then you got to have separate worksheet, sometimes separate instructions for them so that you can come down to their level. So they understand because they are now basically writing a common paper. So we have to explain to them".

Respondent 3 revealed that each learner needs to be considered during the planning of a lesson and acknowledged that separate instructions and resources need to be made available. Similarly, Gould and Vaughn (2000, p. 366) point out an important aspect in lesson planning, they mention that the aspect of accommodation should be included in all educators' lesson plans as they need to make "adjustments" that will ensure "maximum learning, as well as the social wellbeing of each learner".

The issue of counselling is evident in the respondent's statement below, lesson planning needs to accommodate the issue of educators counselling learners. However, this holds back the learning process and the lesson from continuing, due to the lack of time and many other learners in the class being ignored whilst attending to a single learner.

Respondent 4: "It does drastically, because then most of our lesson is spent on counselling the learner. Speaking to them, it takes time of your syllabus. With the lesson that needs to be taught is not completed. Obviously it's affected now because, now I'm also worried if I find a learner hasn't had anything to eat this morning or if she'll have anything to eat for the rest of the day. Obviously its concerning, so now I have to go and find means, I can't say wait, well do something later or tomorrow. I have to immediately pick up the phone or call somebody or ask somebody who has lunch to share with the learner so, the learner can leave the class while the rest of the learners are being taught. Learning and teaching is not taking place but counselling is taking place now we had to intervene".

Learners' emotional and psychological needs need to be met. However, if not, their concentration level will decrease. Learners need to feel loved and accepted in their environment as this would then allow for the process of teaching and learning to transpire. Vayrynen (2003, p. 20) mentions that when educators seek to provide an inclusive environment as part of planning, they should also ensure that physical barriers are at a minimum and learners not to be isolated.

The education of learners who experience barriers to learning, according to Prinsloo (2001), requires additional planning and modifications in order to assist them to learn. Planning of a lesson takes into consideration time in the lesson for those learners who have barriers to learning, educators advocate this view as well, as one respondent mentions below:

Respondent 5: "I find that I have to water down my teaching approach, the way I present material to my class, has to be extremely creative, then functional, learners have to be able to identify with the content. And I have got to use examples that they can identify with. I find that I taught in another school where learners were fluent in English, and they could do extremely well, however, here the content has to be watered down, to such a level that even the weakest child is able to pick up. However, with siting with 50 in a class, it is very difficult to differentiate learning, we do not have the time, we do not have the space to help learners who are not competent in the language.

When planning a lesson, learners are accommodated by the simplification of the teaching approach. Planning involved being more creative in ensuring that the learners actually understood what was being taught. However, due to the large numbers, differentiated learning could not take place. Gould and Vaughn (2000) contend that planning of lessons hold the key in providing accessible education to all, and state that lessons should be planned to accommodate all range of needs and abilities that learners bring to the class. Gould and Vaughn (2000) further emphasise the role educators have in lesson planning and state that it is important that they take into account how each learner influences the learning and teaching

experience. When lessons are planned so that they accommodate all learners, they are able to construct knowledge and allow the learning process to proceed. Through the perception of the theory of Social Constructivism, they make meaning of their learning experiences.

4.3.5.2 Teaching styles

Teachers need to be equipped in terms of the various learning difficulties and the appropriate instructional methods to use (Florian, 2008). The accommodation of learners into a single setting is only possible if the teaching pedagogies used are appropriate to the specific audience it is intended for. This view is echoed by one of the respondents:

> *Respondent 1: "I have to teach them in the way that they are used to…. My voice has to be louder".*

Motitswe and Mokhele (2013) advocate that learners are unique, so is their way of learning, therefore, educators are required to make use of mixed instructional strategies to cater for the variety of needs. Educators need to adapt to the most applicable style of teaching that would best suit the learners they are teaching. This view is demonstrated by one respondent:

> *Respondent 2: "my teaching style hasn't changed…. I always assume that the learner has no prior knowledge or starting that topic afresh so I do stuff when I'm teaching, it's from basics, filtering everything from basics.*

The educator needs to move from basics, on the assumption that the learner has no knowledge, then proceed to the much more complex aspects. "Learner's experience with new information is based on related concepts or skills that the learner already knows", argues Vayrynen (2003, p. 10). This lays a good foundation and clears any misunderstandings that may exist. The teaching method chosen by the educator should be one that allows the learner to play an active role and become responsible for acquiring knowledge (Stefanich, 2001).

Teaching styles used by different educators tend to vary. Each educator uses the most appropriate or suitable style that he/she feels would achieve maximum success. Spencer (2011) claims that using one teaching method of instruction is problematic, as the vast diversity of learners' needs would not be met within an Inclusive classroom. Learners' styles of acquiring knowledge differ, amongst them is the pace :

> *Respondent 3: "you worry about those learners who can't cope and you going ahead with your syllabus and teaching, then you find that they are way behind and it is a problem. Especially in a classroom when you have mixed ability pupils and the faster learner will have a problem because he is getting bored and getting up to mischief and the others are sitting back and do not understand what's happening.*

The onus is on the educator to acquire suitable knowledge in order to make suitable decisions that would adapt, benefit and involve active participation of all in the construction of knowledge process (Stefanich, 2001). Educators, just like all persons, are on a constant process of learning, the current education fraternity encourages the educators to be up to date with the many strategies of teaching styles that can be utilised to benefit the learners, as with the new generation of learners comes with new challenges and expectations. This is demonstrated by a respondent:

> *Respondent 4: "There is no teaching style. You have to adapt. When things are good on good days teaching is done otherwise no. Work around it if we can."*

A flexible teaching strategy is one that allows for accessibility of the curriculum (Spencer, 2011). Flexibility, in respect to the teaching style, leaves room for the educator to be creative as far as possible, to ensure maximum learning occurs. Adaptation of the teaching style to the context and environment is key in ensuring productive construction of knowledge. The teaching style used must create the learning environment that would inculcate the need to learn, as perceived through the theory of Social Constructivism, learners learn from their

experiences, therefore, it is imperative that educators create an environment that would stimulate learners' knowledge and lead to an understanding of their experience. Mpya (2007) draws a direct link between teaching strategies and learners' potential and says that good teaching pedagogies assist in unfolding potential in the learner. In line with curriculum differentiation and accessibility, the DoE has stipulated that educators must make use of effective teaching strategies (Department of Education, 2005a, p. 36).In alignment with the request from the DoE, educators do try their best to use a range of teaching styles as indicated by respondent 5:

Respondent 5: "My teaching style has changed tremendously, it no longer can be teacher centred, it's got to be learner centred, it has to include the learner, there are times when I do need to use some form of lecture style teaching but again, it has to be at a minimal because learners can only concentrate for so many minutes"

UNESCO (2004) advocates for a multilevel instruction teaching style within Inclusive classrooms. The use of many styles of transferring knowledge in classrooms is considered to benefit the educational experience of all learners. Teachers are considered to be effective if they link learning to the learners' backgrounds, with the use of appropriate teaching styles (Singh, 2004).

4.3.5.3 Assessments

Assessments are key in any educational setting, as that is the bench mark which determines the learner's progression to the next grade or retention in the same grade. The Department of Education defines assessment as "a process of collecting, analysing and interpreting information to assist teachers, parents and other stakeholders in making decisions about the progress of learners" (DoE, 2012, p. 3). The importance of assessments in general and within a learner's school career cannot be further emphasised. Within inclusive classes, there are many challenges that educators encounter en-route to the process of assessment, one of the challenges faced by educators is mentioned by a respondent:

Respondent 1: "Failing to submit in time? Homework not done. ……absent, not in class when the test was given".

Gurski (2008, p. 44) states that "assessing is a complex process". Learners' failure to submit work timeously and absenteeism due to various factors hinder the assessment process. Jones (2006) draws a distinct, stating that continued absenteeism of learners results in poor academic performance. Jones (2006) further argues that learners who are absent often get less teaching time, they quit school, result in being jobless and leads to poverty. The involvement of parents comes into question as they are responsible for learners' attendance at school, which ultimately determines their progression or failure. Assessments range in their complexities and need to accommodate the various learners' needs. Mthembu (2009, p. 14) highlights the idea of the simplification of assessments and indicates that "assessment should be adapted according to the level of support that each learner needs". One respondent confirms this and states:

Respondent 2:"…assessments have to be watered down greatly right, …. I would probably change the style of the questioning to make it more simple as well, the difficult questions, I will pull out especially for class. I'm going to give the learner that benefit where the class mark is high so that you know that with the department paper, I'm not saying they have to do the bare minimum but I give them a good start in terms of practical's ……prac lessons are group based or if it's difficult or I'm pressed for time, it will be a teacher demonstration. The large class size does impact greatly on my level of assessments".

Dach (1999) supports the view echoed by the respondent and says that as part of assessment, large classes can be accommodated with group work. Dealing with a maximum of 50 learners and attempting to conduct individual assessments is time consuming and additional stress is placed on the educator. Educators have the capacity to simplify assessments to benefit the learners at large. This is only applicable to school based assessments. However, on the

contrary another respondent voices out the opinion as not having the ability to simplify assessments and states:

> *Respondent 5: "Type of assessment is standardised I cannot change it; I can gage from learners informally whether they have understood but that is as far as I can go, I can't change the testing programme."*

Assessments take different forms: informal and formal. The latter is mandatory with regards to promotion. Within the formal assessments, there are various types (DoE,2012, p. 4): "projects, oral presentations, demonstrations, performances, tests, examinations, practical and demonstrations". Educators have the ability to simplify the internal tests, projects, practicals, etc, as compared to the externally set examinations and tests that are standardised across the country. Internal assessments can be designed to accommodate the learners at the individual educational institution. Similarly, Cross and Hynes (1997) and Kerzner-Lipsky (2003) advocate that the onus is on the educator to design assessments that suit learners, whilst meeting the high standards with the assurance of success for each learner.

Mthembu (2009, p. 14) claims that "assessment should be adapted according to the level of support that each learner needs and different types of barriers would have to be addressed through different inclusive methods of assessment". One respondent alludes to the fact that external assessments cannot be altered to suit learner needs and argues:

> *Respondent 3: "Well, basically they all have to do the same assessments whether they like it or not. But the teaching we have to tone it down…. those children with barriers to learning generally have below average marks, low marks".*

Assessments cannot be altered, however, the style of teaching can be, to provide a better understanding to learners. As a result of the high standard set across in the external assessments, learners tend to perform poorly as illustrated below:

> *Respondent 4: "Tremendously, because then you have learners coming to school where they are the heads of their homes. Maybe after school they work or have siblings to take care of, or households to take care of. Where is the time for homework, where is the time for studying? Assessments are not done, learning for examinations never done, so tremendously. A learner cannot pass."*

For some learners, their educational experience is restricted and threatened by the issue of child headed households. Lack of parental support, funds, time and the responsibility of managing a household seem to inundate these young learners, thereby limiting their chances of attending school regularly (Van Breda, 2010). As a result of the additional duties bestowed upon them, they can hardly focus their attention on school and as a result, begin neglecting the completion of homework, studying for tests and handing in assessments. This vicious cycle continues and results in poverty. The theory of Social Constructivism assumes that educational experience can be the determining factor in breaking this vicious cycle, as people learn and construct from their experiences and seek alternative solutions to the challenges they encounter, thereby making sense of their situation.

4.3.5.4 Strategies of dealing with, managing and assisting learners who have barriers to learning.

Dalton, Mckenzie and Kahonde (2012, p.3) agree on the notion that educators are responsible for the appropriate transfer of knowledge in a manner that minimises barriers and reaches the diversity present in classrooms. Educators' responsibility in meeting the needs of the diverse learners is acknowledged. Educators encounter numerous challenges within Inclusive classrooms and the manner in which they overcome these challenges was important to this study, with regards to the experiences they encounter. The study by Korpershoek, Harms, de

Boer, van Kuijk and Doolaard (2014) indicates that "classroom management interventions have a small but significant effect on various student outcome measures" (p.33). Motivation as an intervention strategy is used often by educators in an attempt to explain the causes of progressing or failing (Guilloteaux & Dornyei, 2008). In an attempt to intervene when dealing with learners with barriers to learning, one respondent emphasised this:

Respondent 1: "Try to motivate them to be good".

Guilloteaux and Dornyei (2008) further reiterate that the implementation of motivational strategies does have an improvement on students' motivation, including their behaviour. Encouragement offered to learners pushes them forward and provides them with a feeling of positivity to overcome the challenges they encounter. Emphasis lies on the educators and their many ways of motivating learners, as it impacts greatly on their achievements. Motivation cannot be isolated from the appropriate curriculum and pedagogies; they need to work together (Guilloteaux & Dornyei, 2008).

The use of social activities and varied pedagogies to suit the diversity within classes is the intervention strategy. Alexander (2009) proposes that "creating basic motivational conditions" is an intervention strategy that relates to a teacher's actions such as "appropriate behaviours and positive classroom atmosphere" (Guilloteaux & Dornyei, 2008, p. 25). These intervention strategies have been utilised by educators who participated in this study. Two educators elaborated on how they use this intervention strategy:

Respondent 2: "I'm teaching at a slower pace; I'm using language that is simple ……we do extra classes…… my assessments are easier".

Respondent 3: "be very patient with them and you have got to understand you've got to identify that they do have a learning problem, motivate them, be patient with them and… nurture them and try to explain to them that's all we could do".

"Generating initial motivation" is the use of intervention strategies that increase the learner's performance and development of accepting attitudes towards the subjects of language and the learning of the language (Guilloteaux & Dornyei, 2008). The issue of language as a learning barrier seems to exist in this particular study; "generating initial motivation" as an intervention strategy is being used, as reflected by respondent 4:

Respondent 4: "With me personally, I try to assist them, like most of them have reading difficulties, which is especially in English, they cannot read or write. We have major problems because most of it is reading and writing skills, I try and get them as many exercises. We started a book club in my class. Some of the girls where they do not have facilities, they do not have means to go to a library. So we started 3 or 4 groups. Book club is where I provide them with a book and maybe once or twice a month they use my classroom to encourage them to read. They share with each other what they have read, what thy have learnt, their experiences and it seems to be going quiet well because now, some boys are even joining in as well. So it's been going ok. Just to encourage them to read because you know, when they go home there is no time. The only time is in the mornings when they get to school, during the lunch breaks and some of them do want to stay in after school but obviously that is a problem. The books are given to them to read at their leisure.

In the school accessed for this study, many of the learners are English second language and isiZulu first language learners. For this reason, they lack an understanding, which ultimately results in their poor academic performance. The medium of instruction is in English and many of them cannot comprehend, which therefore results in a barrier to their learning process. However, attempts are being made by educators to eliminate the language barrier by exposing learners to additional books that can be read at their leisure, whilst stimulating their language skills. In line with the theory of Social Constructivism, educators are affording

learners the opportunity to construct meanings from developing language skills from reading books that are chosen by them as a result of interest in the language.

As part of interventions used, Guilloteaux and Dornyei (2008) identify instructional interventions as a type that stimulates motivation in learners. The manner in which educators approach learners and create an environment of acceptance is of importance, as this promotes or demotes learners. "Maintaining and protecting motivation" is a type of intervention strategy that evokes "stimulation of learning, presentation of tasks, setting of goals, protection of self-esteem, positive self-image and cooperation amongst each other" (Guilloteaux & Dornyei, 2008, p. 25). Maintaining and protecting motivation is another strategy that is accepted as an intervention strategy, as stated by one respondent:

Respondent 5: "I treat them with lots of respect and kindness, and try as hard as possible to bring it down to their level, so at least the child can get a 40%."

Educators' actions towards learners inculcate a sense of belonging to that particular classroom. As perceived through the lens of the theory of Social Constructivism, educators need to display positive actions and motivation strategies that encourage learners that face barriers, and help them construct understandings of their situations and proving to them that there is room for improvement.

4.3.5.5 Intervention strategies for physical and emotional abuse

Childhood trauma is a worldwide phenomenon, according to Lieberman and DeMartino (2006, p. 311). They further mention the following as examples of child trauma: "traumatic loss of a loved one, life threatening accidents, maltreatment, serious forms of violence and victimisation". Educators have the task of identifying, dealing with and assisting learners who have experienced some type of trauma. Due to the lack of support afforded to educators, limited time and lack of resources, educators then have to seek alternative means of providing

solutions to the challenges experienced by learners. One respondent echoes her way of handling the situation of a child who has experienced a traumatic situation:

Respondent 5: " We have got a social worker, outside social worker which I phone and give the details to the social worker".

When learners who experience abuse, be it physical or emotional, once it is identified, counselling and referrals should be made (Buser & Buser, 2013). It is evident from the above statement that educators make use of social workers as they understand the importance of learners receiving the required assistance. In direct contrast to the above mentioned statement, two participants reported their actions when identifying an abused learner:

Respondent 5: "Not solved".

Respondent 3: "Unsolved problems. We try."

These statements indicate that educators do not have the means of intervention when they identify learners who are physically or emotionally abused. One of the underlying factors that contributes to educators' lack of intervention are due to the lack of support provided to them. Varynen (2003) elaborates that the lack of support provided to educators indirectly impacts on the learners and how they process and acquire knowledge. Educators face numerous challenges within the current mainstream classrooms and as a result, they have no time to investigate individual learner's challenges and offer assistance as highlighted by one respondent:

Respondent 3: "I think the time constraints and with our lack of knowledge in identifying and sometimes in our big classes, we tend to overlook a lot of this and the enormous volume of work. For an educator, from the time he enters the classroom somehow we do not identify them and if we do pick it up on the way side we tend to call, but the lack of parent's involvement.

Parent involvement in the area in which we are teaching they are never there to help us. Many of this is not solved.

Numerous factors restrict educators from offering the desired assistance towards learners who have been experiencing traumatic situations; to name a few: limited time, lack of knowledge in identification, large classes and a huge work load. Mpya (2007, 101) contends that the "time factor is a problem" within the context of inclusive education. He further states that parental involvement is key, as without it, inclusive classes cannot be managed or sustained (Mpya, 2007).

Quinn, Osher, Warger, Hanley, Bader, Tate and Hoffman (2000, p. 5) advocate the view that when educators understand "the nature of students' emotional and behavioural problems", they are better equipped on the type of strategies to utilise. Mpya (2007, p. 21) similarly states that when educators can identify learners who are abused, they then "change their teaching strategies and create an environment that is conducive to all learners in the classroom, for example, those with physical, emotional and psychological problems". In the event of identifying learners who have been through traumatic situations, one respondent mentioned how she intervenes:

Respondent 2: "Ask the child, see what's the problem. Point to where we even phone the parent to come in. but there's just a limit that we can do as well."

When parents are not informed of the important role that they play in their child's learning experience, they would show no interest in supporting the teacher (DoE, 2002, p. 140). Vogel (2003, p. 118) advocates the view that the "lack of finances and specialised staff" are a contributing factor in any institution, in assuring that necessary interventions are adopted.

4.3.5.6 Intervention strategies for substance abuse

Societies have many social issues that prevail and as a result, the negative impacts are felt in the educational fraternity. Educators and learners bear the brunt of the negative impacts posed by social issues and therefore hinder the successful progression of the teaching and learning process. "Learners' ability to learn is hampered as a result of drug use", contends Jeram (2009, p. 17). Mothibi (2014) stated that the use of substance in secondary schools has become alarming. Ramorola and Joyce (2014, p. 11) further contend that "drug abuse in schools is seen to be a worldwide issue and prevents the establishment of peace and democracy". Responsibility in combating the use of substances lies in the hands of schools and communities, adds Ramorola and Joyce (2014). For the purpose of this study, educators who are part of the school system play an important role in eliminating the use of drugs. Two respondents reveal an intervention strategy used once a learner has been identified as a drug addict:

Respondent 3: "Refer them to social workers. If we get to know there are drugs call parents."

Respondent 1: "I think call social worker or parent."

Another respondent went on to explain the location of the possible drug consumption and also mentioned the negative effects on learners' education:

Respondent 2: "We got this problem in the c block. When we walk there, we get a strong smell of dagga, these are the very same learners in our class that are sleeping, so I think it's like a vicious cycle that's going on for years."

Mothibi (2014) is in agreement with the above statement as he says that as a consequence of drug use, learners' concentration levels decrease and results in poor performance. The respondent further noted that:

Respondent 2: "those are the very same learners who are failing in the past they have been progressed to the next grade."

Another respondent responds to the issue of learners' lack of concentration due to the consumption of drugs and said that when learners are identified during lessons when they sleep, she intervenes as illustrated below:

Respondent 2: "we make attempts to wake them up."

Mothibi (2014) elaborates further on the use of drugs and the impact on learners' behaviours, arguing that the trait of being aggressive becomes evident and this behaviour is expressed towards educators. Educators' fears are also expressed, as mentioned by respondent 3:

Respondent 3: "It can be very frightening. Because the learner is on a drug and he can pounce upon and I think only once a year, we have a police search or a raid and it's over. If managers on the top do not do anything, it's very hard for the teacher. Very hard for the teacher because the teacher wants to get by the large curriculum the enormous amount of work. You know the child is sleeping, he makes an effort to get the child up and carries on with the work. It's better not to intervene too much because you'll never know in what state of mind the child is especially when he is high on drugs."

Simatwa, Odhong', Juma and Choka (2014) agree with the above statement and mention that when learners use drugs and other substances, they "tend to be irrational and hot tempered" (p.327). It is clear that drug use advocates irrational behaviour that can be unexpected as well as dangerous. Another respondent explains the action she would take when faced with this circumstance:

Respondent 2: "Yeh okay, I won't shout at that child. Or kick that child out of the class or anything of that sort."

Another respondent reveals her personal strategy of dealing with the situation at hand:

Respondent 3: "I would just be calm."

As educators and leaders within that particular classroom, the decisions made have to be wise and take into account the safety and wellbeing of all. Educators' insufficient knowledge and support on how to deal with issues such as drug addiction restricts them in their actions, as well as the amount of work that they are inundated with and resort to dismissing a learner out of class, which may seem the best solution at that particular time. However, one respondent disagrees:

Respondent 1: "That's what I want to raise kicking the child, because the policy in school says we don't chase the learner. We have to deal with him inside the classroom. There's another problem we have as teachers.

In light of the theory of Social Constructivism which advocates that educators construct environments that are educationally sound, the action of dismissing a learner would result in a dysfunctional environment that informs others present that by throwing a problem outside, it would be solved, which is not the case. Policies have also emphasised the importance of depriving learners of education and can be taken up as a serious offence. The role of the educator has increased and they have to seek alternative ways of dealing with the situation as a result of no support made available. One respondent presents how a learner who has participated in the act of substance abuse, when found sleeping during a lesson, is managed:

Respondent 2: "But I think in most cases, if the child refuses to wake up, I ignore the child, because I got the rest of that 40 to teach. And I need to complete my syllabus for that period. As harsh as it sounds, this is the reality".

Ignorance seems to be the cure to the situation from one respondent, due to the unyielding curriculum and educational time of other learners present in the class. The active involvement of all stakeholders within the schooling system cannot be further emphasised. The systems theory advocates that all systems depend on another for support, as without the support, it will destabilise. Support provided by professionals such as school counsellors add value to such situations and is beneficial to learners, to a large extent (Daniels, 2013). Serious cases of drug abuse result in learners being admitted to rehabilitation centres for individualised support to get rid of this nasty habit. However, the learners' chance of being able to overcome this is dependent on the "cost, quality, intensity and duration" of the treatment (United Nations Office on Drugs and Crime, 2003, p. 2). The kind of treatment offered is of great importance and determines whether or not a learner overcomes the addiction or not. A respondent presents an experience:

Respondent 5: "But from experience, I have one child that's gone to rehab about 3 or 4 times, from grade 8 he went twice grade 9 he went this year again he went to rehab, when he comes back he starts it again. As much as you speak to the child every day, I speak to the child, don't do it don't go there, but he is taking drugs. He'll say yes mam I won't do it. But you know his on drugs".

If treatment is not adhered as prescribed, results can be adverse. One respondent advocates the view:

Respondent 3: "Once addicted, it's very hard to leave."

Another respondent views the decision to stop drug use as one that is from within a personal decision and is not dependent totally on the treatment received and voices:

> *Respondent 1: "That's what they always said, if you go into a rehab but you never decide from your heart now you want to stop you won't stop. As long as you are going because you are pushing somebody, it'll come back."*

Learners need to become knowledgeable about the negative aspects that drug use poses. Simatwa, Odhong', Juma and Choka (2014) put forward the idea of providing an environment within schools that afford learners sufficient knowledge regarding the use of drugs, that they will be equipped to construct their own meanings and make right choices. They further advocate that "a comprehensive curriculum on substance abuse" be implemented (Simatwal, Odhong'l, Juma & Chokal, 2014, p. 328). Professionals such as counsellors who are experts in the field of social issues attached to schools, is a good strategy that can be employed to eradicate the issue of drug abuse, but due to the lack of funds in many public schools it cannot be so, as mentioned by respondent 3:

> *Respondent 3: "Basically, it's a major problem in our country, funding, funding because the schools have a problem, who do we approach? Social worker will also have a problem. Rehab they get to go for a short while, they keep them and the case of funding each one lets the other one down. And we back to square one. We in a no win situation."*

It is evident from the abstracts that due to the lack of support provided, educators are left with very few strategies of dealing with learners who are exposed and addicted to the use of substances such as drugs. Mothibi (2014) adds that security at schools should be tightened up and professional assistance should be provided as possible suggestions to beat up the drug addiction problem. However, this can only be reality if funding is improved and focused on these areas.

4.3.5.7 Intervention strategies for overcrowded classes

When a class holds more learners than the maximum amount, this is referred to as being an overcrowded classroom (Mushtaq & Khan, 2012). Overcrowded classrooms are a threat to the education system, as the effects are detrimental to learners and educators. Ladbrook (2009, p. 64) claims that in the "implementation of the policy of inclusion, large classroom size is an obstacle that hinders its successful implementation". Similarly, Mayaba (2008, p. 83) states that "class size affects the success of Inclusive Education" Classes that are filled beyond the maximum have "far reaching effects" for educators, as well as learners (Marais, 2016, p. 1). Furthermore, Marais (2016) claims that small class sizes have less disruptive issues and result in better performance as compared to large classes. Educators in this study had first-hand experience of teaching learners in overcrowded classes and their strategy is ensuring that the quality of education is not compromised; one respondent highlights the intervention used:

Respondent 2: "Well we are living proof of that. We try our best under such strenuous circumstance year after year. I mean, while we got the very weak learners, over the years we have produced learners that have achieved great heights".

Educators strive to be and do the best despite the challenges they encounter, as reflected by the statement above. Learners with different academic abilities are present in these overcrowded classes, there are learners that have achieved well. However, Marais (2016) argues that no individual attention is provided to learners in large classrooms, as they are treated as mass production and thus, has an impact on the poor matric results. The same participant further mentions that due to the efforts they put in, they do produce learners who become successful and who take up successful careers, as illustrated by respondent 2 below:

Respondent 2: "There's this one boy who was in my class, an average learner is in his final year in civil engineering that year many kids became teachers and nurses, so we try".

Another respondent is in agreement with the efforts made by educators in producing learners with high potential and states:

Respondent 3: "Yeh. Despite all the odds".

The challenges that educators have to contend with in overcrowded classrooms are numerous and overwhelming. Stress has been regarded as one of the effects from teaching large classes (Mthembu, 2009). Another challenge faced by educators in terms of overcrowding classes are numerous amounts of disruptive behaviours (Marais, 2016). Konza (2008) mentions that large classes hinder individual attention provided to learners, as a result, learners get lost within the class and result in the displaying of unpleasant behaviours. Disruptive behaviours evident in large classes pertain to the lack of interest and ignorance from the learners. Educators showed a negative response as to how they would intervene in a negative attitude situation displayed by learners, one respondent said this:

Respondent 1: "Ay! that one, it will make you to just give up".

Lack of support results in educators' negative actions and attitude. Ladbrook (2009) mentions that teaching large classes is a challenge when learners do not receive support from their parents or guardians. Another respondent mentions the strategy used for dealing with learners' lack of interest and attention in large classes as:

Respondent 3: "You can only talk to the learner up to a certain point in time, after that if he is not interested, so be it".

Educators are faced with challenges in addressing issues of behaviour such as lack of interest in class. As evident from the above statement, the only practical strategy available to educators is the one of approaching the learner to gain insight on his actions and reprimand that behaviour. The strategies they employ are limited due to the lack of support and knowledge, as well as the restricting time factor, as illustrated by one respondent:

Respondent 4: "You still have the rest of your class you know that you have to dedicate your time to".

When educators focus their attention on one learner in large classes, the educational time of the other 40 learners is compromised. Legotlo (2014, p. 187) concurs that "large classes have many disadvantages; they cannot attend to slow learners, and there is no feedback to learners". Another disadvantage of large classes is mentioned by Sabates, Akyeampong, Westbrook and Hunt (2010, p. 2); the simplified education offered to learners in overcrowded classrooms results in them "dropping out of school" without sufficient knowledge.

The teaching style generally adopted in large classes is teacher centred, which leaves less room for learners to construct knowledge. In view of overcrowded classes through the lens of the theory of Social Constructivism, learners acquire knowledge by active means, however, large class sizes inhibit active participation of learners in the construction of knowledge. The theory of Social Constructivism advocates learning in the form of groups as compared to individual learning, but large classes restrict this from happening. Teaching styles embraced by educators in overcrowded classrooms are often of a single type (Marais, 2016). Within overcrowded classrooms, educators' teaching strategies are limited due to the large number of learners present. In an attempt to improve the participation of uninterested learners, one respondent mentions a teaching strategy that was adopted:

Respondent 2: "Your teaching style as well, I will ask that child a question. You know just to get him involved in the lesson".

Educators' attempts to intervene are evident. As mentioned above, overcrowded classrooms restrict educators from using varied teaching styles, but a possible intervention is to change the teaching style to accommodate the learners, as that can improve and change the learner's attitude despite the setting. "Overcrowded classes result in unproductive learning environments and requires effective instructional methods" (Marais, 2016, p. 2).

4.3.5.8 Interventions strategies for disruptive learners

As evident in the literature reviewed in Chapter 2, research shows that barriers to learning included disruptive behaviour displayed by learners, which has an impact on the teaching and learning process. Disruptive behaviour towards educators took the form of disrespectful actions in the form of talking out of turn, interrupting of lessons, walking out of classes and disturbing others (Robarts, 2014). Educators play a crucial role in putting an end to this behaviour by using various strategies, one respondent indicates the first reaction to disruptive behaviour:

Respondent 5: "Instruct him to stop. That's my initial response".

An immediate response provided would be to put an immediate end to the disruptive behaviour, in order to prevent it from continuing and leading to a chaotic situation which would hinder the teaching and learning process. The use of instructions as a single method is not effective enough to ensure that learners abide by claims (Warren, Bohanon-Edmonson, Turnbull, Sailor, Wickham, Giggs & Beech, 2006). Educators tend to adopt strategies by the method of "trial and error and those which have immediate effects" (Reuf, Higgins, Glaeser & Patnode, 1998, p.3). One respondent attests to this:

Respondent 2: "But I'm very strict in my class, I walk around, even while we doing work I walk around, so the child is reprimanded, brought to the front, even next to my desk if need be, to stop that sort of behaviour".

Another respondent advocates the view of adopting various immediate strategies and states:

Respondent 1: "I would stop him and if he doesn't stop, I will find others ways to discipline him".

When educators use teaching time to address disruptive learners (e.g. aggressive learners) the learning time of the other learners is compromised (Reuf, Higgins, Glaeser & Patnode, 1998). Two respondents further indicate the ways in which they assist in an attempt to address disruptive behaviours:

Respondent 3: "I would reprimand. I wouldn't accept that. Ok, because you are disrupting a lesson".

Respondent 4: "I will give him a warning, reprimand him and if it persists, contact the parents because we don't have the right to inflict any physical on the child".

Reprimanding actions were seen as common practices in ways in which respondents dealt with learners. The role of parents came into retrospect by notifying them about such behaviour, so that they can become involved. The regular occurrence of disruptive behaviours in learners triggers the need for suitable approaches, interventions and preventive strategies (Gatfield & Larmar, 2005). Educators adopt numerous strategies in an attempt to eliminate disruptive behaviours, one respondent shares a strategy of dealing with disruptive behaviour:

Respondent 3: "I think many of our teachers have a book were with disruptive behaviour they keeping a note of it.3 or more offences we call for parent. Yes".

The increasing phenomenon of disruptive learners has demoted educators in the education fraternity, to an extent that many have resorted to resigning (Warren, Bohanon-Edmonson,

Turnbull, Sailor, Wickham, Giggs & Beech, 2006). This phenomenon definitely requires attention that is of paramount importance.

4.3.6 Reasons for using their intervention strategies

Behind every action lies a reason. It was important to establish the reasons as to why the educators intervene in providing assistance to learners who face barriers to learning. Through the lens of Social constructivism and systems theories, educators construct meanings at their level and act out their understandings, thereby instilling in learner's knowledge by virtue of their actions. This theme provides a summary of the underlying reasons that motivate and encourage educators to employ intervention strategies to assist learners in gaining the maximum from the education system. This theme presents the reasons for educator's actions, impact of policies, school environment and factors in the school that impact on their intervention strategies..

4.3.6.1 What guided their dealing with learners who had barriers to learning in the way that they did.

Educators who have been in the profession for many years have sufficient knowledge of the type of "practices" that would or would not assist learners (Schwille, 2007, p. 104). Experience in the field of education builds a large amount of knowledge and gets better with time, as two respondents have indicated the reason behind the manner in which they handle the challenges posed by the diverse learner population:

Respondent 2: "Well, we've been teaching here for a long time".

Respondent: 3:" The years of teaching"

Experts in a field are those individuals who have an enormous amount of experience that aids in supporting them to handle challenges. Ntombela (2011) elaborates that with numerous years in the field, educators become comfortable in their ways of the use of pedagogies and practices. If a strategy that was used for the past 5 years yielded good results, the educator

will continue adopting that strategy, as experience shows that the use of it is beneficial. On the contrary, there are many educators who lack experience and as a result, seek methods by trial and error in an attempt to identify suitable options. One respondent mentioned the strategy employed as seeking assistance from experienced colleagues:

> *Respondent 1: "As for me I consult senior teachers, the one who got experience to find the ways that I can see which works best."*

Receiving assistance from seasoned educators is the best form of professional development (Schwille, Dembele & Schubert, 2007). In light of the systems theory, which states that when different systems work hand in hand, good can be achieved, the interaction and communication between different levels of teaching professionals can inculcate a sense of team work, whereby each one is assisted by the other. Through the view of the systems theory, communication amongst the stakeholders is priority, as it results in knowledge being developed and transferred (Chaula, 2014). The theory of Social Constructivism also advocates that interaction between individuals allow for experiences to be shared, as well as knowledge to be generated. Concerning the reasons as to why respondents intervened in the manner they did, one respondent had this to say:

> *Respondent 5: "You work with what you got."*

Lack of support and training gives educators no other option but to address the diversity present in classrooms by creative means. Dalton, Mckenzie and Kahonde (2012) mentioned that educators are accountable for the meeting of diverse needs present in classrooms and with the use of appropriate strategies, given the context to do so. The limited support offered to educators restricts them in becoming knowledgeable about dealing with learners who have barriers to learning. Konza (2008) mentions that if support is provided from regional levels, educators would be better equipped to handle such situations.

Educators adopted various intervention strategies when dealing with learners who faced barriers to learning. The researcher found it potent to understand the underlying reasons that prompted, motivated or guided educators to handle, deal with or assist with learners in the way that they did. During the semi-structured interviews, respondents shared reasons pertaining to why they intervene, two respondents shared their reasons as:

Respondent 1: "to catch up for lost time due to latecomers or disruptive learners in the class".

Respondent 2: "time being at the current school".

The statements provided illustrate that the strategies employed by educators are determined by the barriers encountered during class time, or the number of years spent at the school. Other determining factors that lead the respondents to intervene are due to the lack of assistance from home and the limited time during class, as expressed by one respondent:

Respondent 3:" no parental support, time is convenient during breaks".

Educators are all the time inundated with heavy workloads consisting of marking and administration, which leaves no room for extra time. However, as motivated and caring professionals, they make use of their lunch time, as it is much convenient for them and the learners to receive additional assistance. For other respondents, the reason underpinning their interventions pertains to having no alternative ways of doing so, as stated by two respondents:

Respondent 4: "there is no other way".

Respondent 5: "the only way I know. It's the only way that I know, that I can help them. The learner gets no help from home, so I am all the assistance they can get.

The lack of assistance, support and involvement of parents threatens the success of Inclusive education (Mpya, 2007). Parental involvement is key, yet not all parents live up to fulfilling their roles. With this factor, educators feel the need to take it upon their responsibility to offer learners that extra support, as without it, they would be lost. Parents' lack of participation in the education of their children proves to be a barrier to learning on its own (Ntombela, 2006).

4.3.6.2 The impact of curriculum policies

In line with the theme of the reasons behind educators implementing the intervention strategies that they do, the researcher was concerned with the role of the curriculum policy in providing assistance to educators in addressing learners who had barriers to learning. The Social constructivism theory advocates that when educators use the policy into practice and develop constructive educational settings, this would then allow for the successful process of teaching and learning. The introduction of the Curriculum and Assessment Plan Statement (CAPS) had a vision of overcoming previous divisions that prevailed and sought to address the barriers to learning (Wium & Louw, 2015). The policy intentions were inclined towards moving education forward from the past harsh experiences, with providing equal education to all. Unfortunately, there seems to be some gaps that exist in addressing barriers to learning, as experienced by two respondents quoted below:

Respondent 5: "CAPS has been very long. Syllabus is very difficult to complete. I struggle".

Respondent 2: I agree, we got a syllabus that is extremely long and I also find myself battling to cope and battling to finish syllabus.

The completion of the syllabus is seen as a challenge and is pointed out as being lengthy, which has a negative effect on the educator who then fails to cope. The long syllabus restricts the educator from attending to learners individually, as time gets focused on completing the syllabus. Differentiation of content is crucial in inclusive classrooms (Wium & Louw, 2015).However, due to the long syllabus and the focus on its completion, educators are unable to present lessons in different ways to meet the learners' diversity. Another respondent shared similar views:

> *Respondent 3: "I don't think when they were drawing up the policies they took into account that we going to encounter large classes, children with barriers, the curriculum is very very lengthy, invariably for a normal child to cover up the syllabus, so its time consuming, it takes a lot of time, for a child with a barrier. We hardly find time to cover".*

Educators feel overwhelmed and challenged by the unyielding curriculum. Limited time, large classes and long curriculum often result in learners with barriers to learning not being assisted. In an intervention in dealing with the unyielding curriculum is the issue of working together, as collaboration is claimed to be beneficial (Wium & Louw, 2015).

4.3.6.3 School environmental factors.

Accepting learning environments have a positive effect on academic performance (Bucholz & Sheffler, 2009). The environment in which one is located is important, as Vygotsky noted that one does not exist independently, but rather interdependently. In light of the systems theory, attention should be paid to all aspects that constitute the system, as all systems are interrelated (Laszlo & Krippner, 1998). The education institution consists of many systems. Each system is interdependent on one another and therefore, allows for constant interaction in order to function optimally. Each system has a crucial role to play, which contributes to holistic success. School culture tends to have an impact on the educators and the interventions they employ. One educator mentions the impact of school culture on the implementation of inclusive education:

Respondent 2: "It's the same set up, for years we have been doing the same thing".

The above respondent has acknowledged the set up as remaining the same, so as their interventions. Educators have become accustomed to their settings and tend to follow a pattern in continuous practice. The school climate plays a critical role in the implementation of Inclusive education (Peters, 2004). Two respondents showed their acceptance of the environment in which they are located and have adapted to their context, as exemplified by the texts:

Respondent 5: "We just accepted it, we accepted the environment, we accepted everything, and we've accepted the infrastructure that we have we just use it".

Respondent 2: "We make the best of what we've got".

The aspects of human and financial resource in terms of interventions are a scarce commodity within the educational fraternity. Therefore, the availability of it, despite the quantity, must be appreciated (Vogel, 2003). Learning is stimulated by the environment that is created. Every educational institution varies from the next, in terms of the resources and infrastructure. However, the important aspect is that within these institutions, the process of teaching and learning prevails. Adaptation to each context is the trend that was evident from the findings. Active learning is said to take place once the environment one is located in is adapted to (Davis & Florian, 2004).

4.3.6.4 Factors in the school environment that impacted the way issues were dealt with.

Each school functions and operates differently, but ultimately strives towards the goal of educating learners to the maximum and providing quality education. The funding provided by

the Department of Education is minimal. Some schools are fortunate enough to be afforded funds by local businesses and industries. Resources and funds were factors that impacted on the ways in which educators dealt with barriers to learning. Alexander (2009, p.177) stated that "physical, human and financial resources" can assist in ensuring efficiency and quality education. The school at which this study was conducted had no access to funds by businesses. The researcher was interested in making meaning of how the factors within the school impacted on the interventions educators adopted, as indicated by one of the participants:

Respondent 3: "Each individual teacher takes it upon themselves to assist these learners in their own way and in their own time as well, they make the sacrifice after school during breaks or whenever time".

The respondents accepted their context and adapted to it, as such they work around what they have, of course with the learner's best interest at heart. Through the theory of Social Constructivism, educators have constructed their own understanding of their context and created their teaching and learning environment, despite the lack. This in turn would instil knowledge into learners, making them construct meanings out of the context that they are situated in, despite the challenges, positivity still exist. The second factor that impacted on the ways in which educators dealt with the issues of barriers to learning was the lack of funds. The availability of funds allows the smooth running of any institution. However, when funds become scarce, then the institution cannot run smoothly. One respondent shared some valid points on the issue of funds and its lack, with its effects on the educator:

Respondent 1: "Just to add on the issues of funds since the barriers of our learners is the money, especially to afford to buy the resources that are necessary to help them in the classroom. Ok, you find for us, you got a solution because they can't afford books, we make copies upstairs but because they don't pay school fees, you find that other days the school doesn't have I mean, papers to print".

Learners' lack of finances is a common learning barrier that limits learners' exposure to additional resources, but schools also are negatively affected, as thelack of school fees results in no paper being made available to print. This point is a fact, learners' lack of funds impacts on the school and the teaching and learning process. This adds up to the educators' frustrations and stress levels as resources cannot be made available to learners as designed. Lack of funds results in the lack of stationery made available, including paper for worksheets and notes. Respondents stated that alternative means as an option is made available:

> *Respondent 5: "But you have to adapt, use the chalkboard."*

Traditional methods of instruction have been resorted to, since the numerous factors that prevail in current classrooms. Another respondent disagrees with the use of alternative methods and mentions a reason that without paper, no task can be distributed, thereby interrupting the clear flow of teaching and learning, as claimed by respondent 1:

> *Respondent 1: "Yes, but if it was going to be an assessment, then we have a problem".*

Quality education can only become a reality if "physical, financial and human resources" are made accessible to educational institutions (Alexander, 2009, p. 177). To an extent that it is acceptable to manage with limited amounts of funds, however, the quality of education relies totally on the funds, as basic requirements such as stationery is a must in order for the teaching and learning process to continue as designed.

4.4 CONCLUSION

This chapter presented the analysis of the data that was collected by the means of three research production techniques. The collected data provided insights into the experiences of educators who teach learners with barriers to learning. Educators' experiences were

interpreted and analysed through the Social Constructivism theory, as experiences are generated through interactions amongst individuals in different contexts, particularly in this study, the context of the education fraternity. The results indicated that educators who teach learners with barriers to learning experience an enormous amount of challenges. Educators adopted numerous interventions strategies in the light of providing quality education for all within Inclusive classrooms. In an attempt to assisting these learners in overcoming their challenges, a huge emphasis was placed on being provided with the necessary assistance and support. Assistance ranged from all the stakeholders that are involved in the teaching and learning process from parents, guardians to the structures higher up. The systems theory was also used as a guideline in this study and reinforces the important role of the various systems on each other. Support in the form of physical, monetary and human resources was highlighted as a crucial aspect in ensuring the success of teaching and learning. The next chapter puts forward the summary of findings, limitations and the recommendations.

CHAPTER 5

DISCUSSION, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

This chapter presents the summary of findings, with regards to the educators' experiences of teaching learners with barriers to learning at a public secondary school. The implementation of policy documents such as the White Paper 6 and CAPS documents in the education system has moved towards mainstream schools, including rather than excluding learners with barriers to learning. In implementing these policies, educators face challenges. This study therefore focused on the experiences of educators in teaching learners with barriers to learning and what kind of support and guidance is needed. The summary of the findings derived from this research will be presented followed by the recommendations, areas for further research, limitations and conclusions. In that view, this chapter presents the summary of findings, provides recommendations based on the findings and identifies areas for further research.

5.2 SUMMARY OF FINDINGS

The purpose of this study was investigating educators' experiences of teaching learners who have barriers to learning. The interpretivist paradigm was the chosen framework that guided this study as the researcher sought an understanding of the experiences of educators. Mack (2011) alludes that within the interpretive paradigm, research is best observed through understanding the experiences of participants rather than physical observation. Interpretivists seek to understand how humans view the world and understand it (Phothongsunan, 2010). The researcher interacted with the respondents to gain entry into the reality that they experience in relation to teaching learners who have barriers to learning, the intervention strategies employed and the reasons for using these intervention strategies. In line with understanding the educators' experiences the qualitative research design was accepted as the designated guide for this study as its techniques yield rich data which was beneficial to this study. The use of a qualitative research design grants the researcher to then interpret meanings from the qualitative data generated (Phothongsunan, 2010). The research study made use of three methods of gathering data such as observations, semi-structured interviews and focus group discussions. Interpretivist studies are limited to fewer persons but explore on

how they construct meanings from their settings (Phothongsunan, 2010); For this reason, this study used the experiences and views of 5 respondents. This research was guided by the following three research questions:

- What are the experiences of mainstream educators who teach learners with learning difficulties?
- What intervention strategies do educators employ to teach learners with learning difficulties?
- Why do they use these intervention strategies?

This qualitative research sought the guidance of the thematic data analysis technique. This technique produced a summary of all the data generated which then formed themes and identified common issues pertaining to this study. A summary of the research findings is encapsulated below.

5.3 THE EXPERIENCES OF MAINSTREAM EDUCATORS WHO TEACH LEARNERS WITH LEARNING DIFFICULTIES.

5.3.1 Educators' knowledge and understanding of concepts relating to Inclusive Education.

The findings of the study indicated that the implementation of Inclusive Education has primarily put the educators in the spot light, as their roles have been increased and pivotal in its success (Ntombela, 2011). Part of the educators' experiences of teaching learners with learning barriers was their understanding and knowledge of Inclusive education. Knowledge and understanding share close ties with the implementation, as without the one, functionality is limited (Arentsen, 2008). The findings revealed that the respondents did have adequate knowledge, understanding and identification of the terms: inclusive education, learning barrier and mainstream as indicated by the definitions that they provided. The importance of educators having adequate understanding and knowledge of the concepts mentioned above relate to the correct support being provided in classes to allow for the success of the policy (Lalvani, 2013). Inclusive education's success lies in its conceptualisation (Arentsen, 2008). Educators' knowledge stemmed from workshops which they attended, as well as tertiary

institutions. Programmes in the area of developing knowledge, skills, attitudes and values must be made available to educators, in order to assist them in fulfilling their roles (Mathibe, 2007).

5.3.2 Challenges educators encountered

Within the implementation of Inclusive Education, educators face numerous challenges that position them in such a way that they have difficulties in addressing them. Educators experienced the following challenges:

- Diverse classes
- Socio economic issues
- Large class size
- Identifying and solving barriers
- The language barrier

a) Diverse classes

The diversity in classes poses a challenge to educators in the teaching styles that they employ. Diversity in volumes poses a challenge to educators (Fazal, 2012). Educators have to plan and adjust their lessons to adapt to the diverse learners' needs (Konza, 2008). To accommodate the diversity, educators from this study made use of various techniques to accommodate the diversity but also make mention of the difficulty in doing so. Methods employed were: simplifying language used in communication with learners, the recapping and reinforcing of previous day's work and relating of work to context to ensure learners understand better. Diversity present in class can only be accommodated when educators are in support of how to comprehend and respond to the diversity (Jordan, Schwartz & McGhie-Richmond, 2009).

b) Socio-economic problems

Many learners faced socio-economic problems that posed a threat to their academic performance, as revealed by the findings. Educators are not sufficiently prepared to address the needs presented by learners, as a result of challenges posed from social settings (Ladbrook, 2009). From this context, where the research was situated the following socio-economic problems arose: learners' lifestyles, physical and emotional forms of abuse, consumption of alcohol and drugs, the absconding of lessons, lack of completion of homework, poverty, hunger and slow paced learners. All these socio-economic factors play an integral role in learners' academic performance.

c) Large class size

Large class size (overcrowded) was a challenging factor experienced by many of the respondents. Large class size minimises the success of the implementation of Inclusive Education (Ladbrook, 2009). Individual learner's needs are not addressed, as a result of having many learners in a single class. Curriculum prescriptions cannot be adapted in classes that exceed the maximum (Chataika, Mckenzie, Swart & Lyner-Cleophas, 2012). Large classes require the assistance from parents and social workers as they play an important part in the promotion of quality education. However, some of the important stakeholders are not available for the learners. Lack of interest on the part of the parents poses a negative impact on the education of their learners. Well supported educators result in learners being provided the best possible assistance and guidance (Weeks & Erradu, 2013).

d) The challenge of identifying and solving barriers that learners face.

Educators face the daunting task of identifying learners who face barriers to learning and providing possible solutions in addressing them. The findings of this study revealed that educators find it difficult to do so. The role of identification and addressing of barriers bestowed upon educators is a crucial one that requires support (Vayrynen, 2003). One of the factors that limit them from identification and solving of barriers lies in the lack of knowledge and skills. Targets laid down by the DOE in the identification of barriers cannot be reached due to the limited training and support given to educators. Educators' confidence and competencies can only be developed through training, which is a must (Burstein, Sears, Wilcoxen, Cabello & Spagna, 2004). Support is required from stakeholders in order to address these barriers. Learners' needs can be addressed only when educators fully understand the learners' needs (Rice, 2003).

e) The language barrier issue

Language in medium of instruction is pivotal in the transferring of knowledge and skills to learners. Within the South African context, learners' success in education is hindered by the language barrier (Owen-Smith, 2010). Respondents from this study found that learners not being taught in their home language is a great challenge for both the educators and the learners. Educators indicated that learners cannot understand what is required and expected of them and therefore, results in them performing poorly. Educators require training to teach learners in their home language. Ill-prepared educators experience difficulties in educating learners who experience barriers (Mahlo, 2011). A collaboration between the Department of Education, schools, educators and parents is greatly needed (Florian, 2008).

5.3.3 Types of learning barriers

Barriers exist in many forms; some within the learners, and others on the outside and vary in their complexities and degrees. Difficulties experienced within the educational fraternity that arise from various sources are known as barriers (Walton, Nel, Hugo & Muller, 2009). Each context barriers tend to vary, but, according to this study, the following barriers were evident and common, as revealed by the respondents:

- Negative attitude and behaviour of learners (absconding, late coming and lethargic)
- Language barrier (English not their mother tongue)
- Large syllabus and limited time
- Literacy
- Large classes
- Poverty (no stationery), hunger and social factors at home
- Lack of funds
- No psychologists at schools

The barriers present at this educational institution can be categorised as social, personal, emotional, economical and attitudinal.

5.3.4 Educators' views on the quality of education

Respondents relayed their views regarding how the quality and status of education can be improved, as well as how they feel being positioned at educational institutions presently. The high demands placed on educators often results in them becoming stressed. The emphasis on the educational system is now focused on assessments, completion rather than the provision of proper foundation and this happens to move the system backwards. Respondents also demonstrated a need for continuous professional development, as this would have a positive impact on the way they handle and deal with situations that arise in class. They also mentioned that due to the lack of support, the onus is on them to researching methods of addressing the issues that arise. Educators thus proposed that due to the lack of support offered to them, they are not sufficiently equipped to address learners who have barriers to learning and rather have them placed in institutions that have the necessary support available. One of the barriers to inclusion is the lack of training provided to educators, which limits their knowledge (Florian, 2008). Findings revealed that educators agree that learners need to be treated individually, but in order for the educators to address individual needs of the learners, they need the necessary support. The age criteria were of great importances The findings showed that educators feel that learners who are beyond school going age are still at school and that the curriculum has not sufficiently accommodated them, which puts them at a disadvantage.

5.4 THE INTERVENTION STRATEGIES EMPLOYED BY EDUCATORS IN TEACHING LEARNERS WITH LEARNING DIFFICULTIES.

5.4.1 Planning of lessons

In their attempt to create and facilitate an inclusive class environment, educators' key priority rests in the planning of the lesson. Lesson planning must accommodate the diversity present in class (Gould & Vaughn, 2000). Planning of lessons include educators accommodating all

learners with their diversity into the lesson, from the type of instruction to utilise, to the format of the lesson. The flow of a planned lesson is interrupted by learners who face barriers as they are not properly accommodated for. Educators lack the skills of properly planning lessons to accommodate the diversity present in classroom and they blamed this on the lack of support, training and guidance. Educators indicated the importance of planning of lessons in classrooms which have learners with barriers to learning and implemented various strategies of intervening. The findings showed that educators use the techniques of separating the lesson in order to accommodate learners by reinforcing or recapping work done as strategy to meet the diverse learner needs. They also noted the importance of providing separate resources and instructions as another intervention strategy that they adopt in addressing the diverse needs of their learners. The educators also advocated for the view that when planning lessons, counselling should be included, as learners do need such support. Simplification of content and being creative was another strategy employed to counteract the effects of having learners who have barriers to learning present in classrooms.

5.4.2 Teaching styles

Pedagogies utilized by educators must be suitable for that specific context. The educators must familiarise themselves with the different learning difficulties, as doing so would make of use of suitable methods of teaching (Florian, 2008). Educators' teaching style must adapt to their location. Teaching from basics then moving onto the complex content is a strategy employed by respondents in this study as a style to accommodate the diversity present in classroom. The style chosen must be able to produce learners with sufficient skills, knowledge and enhance the learning and teaching process. An example of a strategy used to address the diverse needs was the learner-centred teaching approach and occasionally lecture style. This was adopted as an understanding of the limited concentration level of learners. The use of a single instructional method tends to disadvantage many learners in a diverse class (Spencer, 2011). The teaching styles adopted by educators must therefore be effective (Department of Education, 2005a).

5.4.3 Assessments

Assessments form part of a crucial component in the education system, as they determine if a child progresses to the next grade or not. This crucial component contains a difficult process (Gurksi, 2008). Having learners with different learning barriers in a single class impacts on

the assessments in the area of completion, submission and passing. Absenteeism is a common trend evident in this study and the lack of parental involvement increases the learners' poor performance, as a result of not submitting work or writing tests or exams. Some of the learners are also heads of their households, a factor which also adds strain on their academic performance. Educators have acknowledged that assessments need to accommodate all learners' needs, but only to an extent can it, as assessments that are set externally cannot be simplified whilst on the other hand, internal assessments are simplified to meet the diversity. Assessments need to be appropriate to learners' needs (Mthembu, 2009). The styles of assessing are also an issue and a limiting factor, as in large classes, assessment often takes the form of group work or teacher demonstrations.

5.4.4 Strategies for dealing with, managing and assisting learners

Respondents presented numerous challenges that they experience in teaching learners with barriers to learning. Motivation was a strategy employed by these respondents in intervening and offering support to learners. Motivation, curriculum and instructional methods need collaborated efforts in ensuring success (Guilloteaux & Dornyei, 2008). Teaching at a slower pace and the use of simple language, additional classes and easier assessments were strategies adopted in an attempt to overcome learning barriers. Patience, respect, acknowledging and identifying learners who have problems, were other strategies employed by the educators. Educators offered different ways of providing assistance to learners: provision of additional exercises and the start of a book club to motivate them to read, as English is not their home language.

5.4.5 Intervention strategies for physical and emotional abuse

Limited training and support pose challenges to educators as their means of handling issues of abuse are confined. Learners who experienced physical or emotional abuse, once identified should be referred for counselling (Buser & Buser, 2013). However, this cannot be done due to the lack of funds and schools are not afforded social workers who are better trained to deal with situations. In that view, educators took it upon themselves to seek assistance for learners identified as victims of abuse, by making contact with outside counsellors. Minimal funds and the lack of professional services impact on the interventions implemented (Vogel, 2003). Educators who have no way of handling or addressing such issues often just ignore the situations,; which can thus be blamed on the lack of training or supervision provided to

educators. Educators' lack of support impacts on how learners acquire and process knowledge and skills (Vayrynen, 2003). The lack of time and large numbers of learners present in classes limit the amount of time for educators to identify and address such issues. A call for parental collaboration is crucial, as without such support, learners and educators are left in the lurch. Parents need to become active recipients in their child's education and live up to their roles. Inclusive education's success is dependent on parental support and involvement (Mpya, 2007).

5.4.6 Substance abuse

Substance abuse has been on the increase and its effects cannot be emphasised. Learners' learning are compromised (Jeram, 2009). Educators intervene by resorting to calling for parents or the assistance of social workers. Educational institutions and communities are in need of collaboration in putting an end to drug use (Ramorola & Joyce, 2014). The impact of substance abuse on learners' performance was appalling; behaviours such as sleeping during class time were evident, often leading to poor performance. Educators did try to intervene by waking up the learners during lessons. However, that was at their own risk due to the state of mind presented after consumption of substances. Aggressive behaviours were presented in the findings as the result of substance use. Respondents have alluded to the fact that they ignore those specific learners as they have the rest of the class to teach. Despite attempts of rehabilitation and motivation, learners continue to participate in such acts which leave educators with no alternative ways of dealing or addressing the issue. The issue of lack of funding was linked to the fact that the school cannot get the required professional assistance to address such issues. The input of counsellors who are professionals with sufficient knowledge in the field is of high value and is required (Daniels, 2013). With regards to policies, a curriculum that entails providing sound content of drug use with the effects must be introduced in efforts to combat (Simatwa, Odhong', Juma & Choka, 2014). So far, it has been shown that safety and security require attention in tightening up in the interest of protecting all persons present at school (Mothibi, 2014).

5.4.7 Overcrowded classes

Effects of having learners contained in class more than it is designed to hold are detrimental. Respondents addressed overcrowding of classrooms by trying their best and have somehow succeeded. Disruptive behaviours tend to be present in large classes as learners are lost within the mass and educators resort to giving up in such cases. Smaller numbers of learners in class promote learning with the least disruptions and need to be considered when relooking at policies (Marais, 2016). Talking to learners as a method of eradicating negative behaviours in large classes was a strategy used. In an attempt to minimise the effects of large classrooms, the technique of involving learners in their learning by posing questions was adopted. Parental support is a must when faced with the challenge of teaching large classes (Ladbrook, 2009).

5.4.8 Disruptive learners

Respondents faced the challenge of addressing disruptive learners, they adopted strategies of verbal instruction to end the behaviour displayed, doing walk arounds, rearranging learners' seatings, issue of warnings, recording of behaviour and contacting parents. Educators require training in handling or dealing with disruptive behaviour (Warren, Bohanon-Edmonson, Turnbull, Sailor, Wickham, Giggs & Beech, 2006). Applicable, suitable and lasting approaches and strategies are needed by educators (Gatfield & Larmar, 2005).

5.5 REASONS FOR THE USE OF THESE INTERVENTION STRATEGIES.

5.5.1 Experiences in field

Educators who have been in the teaching profession for many years have become familiar with the ins and outs regarding the practice. Having been situated at the current educational institution for a long period of time, educators became accustomed to their settings and have adopted the same strategies. Experienced educators contain sufficient knowledge on suitable practices (Schwille, Dembele & Schubert, 2007). Due to limited training and professional development provided to educators, they rely on their experiences in guiding their decisions on the strategies to utilise in intervening. Having been in the profession for many years

implied that the educators became comfortable in their instructional methods and practice (Ntombela, 2011).

5.5.2 Seeking help from seniors

Educators with few years of teaching experience require greater amount of support. This calls for assistance from professional bodies in aiding young educators with the necessary guidance in preparation for the difficulties. The findings of the study indicated that the younger and new educators sought assistance from senior education practitioners, as they were of the view that the seniors' experience and years of teaching put them in a position to guide the new educators. The lack of appropriate guidance led educators to opt for testing methods by the process of trial and error in choosing the most suitable and applicable one. If guidance and support are not offered to educators, it often results in confusion and negative attitudes towards the profession, which also negatively impacts on the teaching and learning process. Seasoned educators provide the most assistance in terms of professional development (Schwille, Dembele & Schubert, 2007) and from the findings of this study, this channel of assistance was often used. Communication amongst the different levels that exist in schools is of importance (Chaula, 2014). Within the social constructivism theory, it promotes the interaction amongst individuals, as experiences are shared and results in more knowledge being constructed.

5.5.3 Using what you have

Not all education institutions are privileged to have all the necessary resources and support to fully function. The findings of the study indicated the need for educators to become creative and adapt to their environment and thus implement alternative means of making do with what is available. Educators are accountable and responsible in that manner; they adapt and make do with the available resources (Dalton, Mckenzie & Kahonde, 2012). The support aspect is of crucial importance, as that dictates to the full functioning of schools, because without support, schools head towards failure. The minimum available resources are used thoroughly and to its fullest capacity. The scarcity of resources cannot be emphasised any further, but

educators are portrayed as professionals who have the ability to turn situations around into success. Lack of resources in public schools has become alarming, but not much has been done in curbing the issue and as a result, schools are left with the burden. Responsibility lies in the hands of schools and all there is to do is to pick up the burden and find alternative ways of dealing with situations such as these. Support is needed from regional levels as it would benefit educators in the handling of issues (Konza, 2008). Jumane, Maina and Sey (2015, p. 56) confirm the negative impact late comers pose to the learning environments as they are "mis-informed, disturb other class mates as well as disrupt lessons".

5.5.4 Loss of time due to disruptions in class

Loss of time due to disruptions in class was a factor that was noted in this study. Educators expressed that limited time for the completion of syllabus was of great concern. Due to the limited time they had, they had no room for dealing with other issues that arose, such as dealing with learners who have barriers to learning and providing counselling to them. Educators had implemented certain strategies due to the factors that hindered their lessons. Intervention strategies were implemented by educators at the current institution, due to barriers experienced during class time and which hindered the success of the teaching and learning process. Two of the main reasons that promoted the intrventions were due to the time lost in dealing with disruptive learners and the late arrival of learners. Disruptive learners were evident in the study and educators had no precise way of addressing them, as there were many underlying factors that promoted this behaviour. Educators' lack of knowledge contributed to their poor actions in dealing with learners, leaving them at a no win situation. Educators lost time reprimanding learners and waiting for them to settle down after their late arrival as this took much of the lesson and halted the teaching time, which also disadvantaged the other learners.

5.5.5 Lack of parental support and convenience

The role of parents in the lives of their children cannot be emphasised. Parents need to become more involved in the happenings of their children. When parents are not participants in their children's education, it becomes a barrier to learning (Ntombela, 2006). This study indicated that the response from parents is minimal. Parents lack knowledge as to what their

roles entail and the importance thereof; they in turn show no interest in assisting the educators (DoE, 2002).

Inclusive education's success is halted by the lack of parental interest and involvement (Mpya, 2007). Collaboration from the parents is of high value and due to lack of support offered by parents, educators feel the need to assist learners, as without their help, they have no other support structure. The tasks bestowed upon educators are numerous and add to their frustrations and stress. As motivated and encouraged educators are, they go beyond the call of duty to offer assistance to learners, despite their inundated workloads. Educators make use of time that is convenient for both themselves and the learners to assist and guide.

5.5.6 No alternative ways

Limited training in the meeting of prescriptions of the CAPS document (2011) restricts educators in handling, dealing with and assisting learners who face physical, social and economic barriers. No professional development and collaboration leave educators lost and confused. Educators need to be better equipped to deal with the diversity in inclusive classrooms. The participants in this study also mentioned that the reason underpinning why they intervene in the manner that they do is due to the limited knowledge and support afforded to them. From their basic knowledge, they utilise and create intervention strategies in an attempt to assist learners. The feeling of abandonment and despair were experienced by the respondents in this study and needs serious attention. Expectations stipulated by policies cannot be met due to the insufficient knowledge transferred to professionals in the field.

5.5.7 Impact of policies on educators' ability to address learners with barriers to learning.

The implementation of the CAPS document into the education system had a goal of providing education for all and overcoming previous divisions. However, it is evident from the findings that educators experienced a gap between policy and practice. It was noted that the CAPS document was lengthy and the restricted time made it a challenge to complete the syllabus.

Large class size does not support the CAPS document guidelines, as the diverse learner needs cannot be met due to the fast pace, educators follow in the hope of completing the syllabus. Learners who face various barriers are not sufficiently accommodated, but instead, are left behind. The CAPS document sought to close the gap between previous disadvantages in the education system and open new doors to the great diversity present in the democratic society. However, there seems to be a gap between the perceptions of the policy and its expectations. The lack of training provided to help educators understand the prescriptions of the policy leave educators in a state of disarray, leading to the unsuccessful implementation of the policy. Lack of clarity on specific issues also implies confusion and misunderstandings, which negatively impacts on Inclusive education. Workshops and development programmes are therefore needed to address and correct these issues which have been identified, in order to achieve success in the classroom. Du Plessis and Marais (2015, p. 10) confirm that the "lack of continuous training for teachers through workshops hinders the success of CAPS".

5.5.8 School environmental factors that influenced intervention strategies used

The climate of the school determines whether inclusive education will be successful or not (Peters, 2004). Learning is stimulated by the environment it encompasses. The intervention strategies employed by the educators were adapted to their environment they succumbed to. The surrounding in which learning takes place has an impact on the learning process and is of importance. The environment is an important factor in the educational process of a learner. The culture of the school has not changed, as the respondents' interventions strategies. Respondents mentioned that they have become accustomed to the school climate and adapted with their interventions. They make maximum use of whatever resources are available. The social background of the learner population at this educational institution was taken into account when educators implemented the intervention strategies. The ethos and attitude of learners contributed to the school environment factors. When ethos of learners is not positive, the environment also gets affected. Negative attitudes displayed impact on the environment and prevent the success of quality education. The school environment must be motivating and encouraging to learners, as that would facilitate the teaching and learning process. Schools and classrooms are environments were learners spend most of their time, the development of skills occur here therefore it is necessary that they are in conducive environments so that the learning process can occur (Ryan, 2013).

5.5.9 Factors in the school that impact on the way issues are dealt.

Factors within each school differ. However, it does have an impact on the functionality of the school system as a whole. Factors relating to resources in the capacity of human, economic and structural, are determining factors in the success of quality education (Alexander, 2009). The location of the study was limited because of economic factors. Economic factors held back the proper functioning of the school, as worksheets could not be reproduced due to the lack of stationary and textbooks. Adaptation to the environment leads to active learning (Davis & Florian, 2004). Respondents mentioned that to an extent, they can adapt.However, sometimes it is beyond their control.Respondents regularly availed themselves to offer support to learners in any possible way they could. Learners' poor economic backgrounds also pose a challenge to this institution, as the non-payment of school by the learners results in the shortage of basic needs. Resources cannot be purchased and facilities cannot be upgraded due to the lack of funding. The lack of funds implies that the school governing body cannot employ more educators to aid in reducing numbers in classrooms. The manner in which issues are dealt with is minimal, as funding withholds its dealings. Professional assistance such as social workers and psychologist cannot be accessed due to financial constraints. Lack of parents' support and other stake holders also put the institution in a predicament. Managers of the school therefore need training and support in order to deal with funding issues, as it is a must in allowing for the development of the whole school.

5.6 RECCOMENDATIONS

In view of the findings, the following recommendations are made in an attempt to ensure that learners who experience barriers to learning and teachers who teach them are appropriately supported, guided and encouraged to achieve the goals of inclusive education.

5.6.1 Knowledge and understanding of IE

Findings revealed that educators have adequate knowledge and understanding of Inclusive Education, but need more empowerment to successfully fulfil their roles, as laid down by the DoE. Educators' knowledge and understanding of Inclusive Education is crucial for its success, therefore, improving their knowledge and understanding requires the provision of workshops for the current educators and programmes at universities for the prospective educators.

5.6.2 The need for all stakeholder engagement

A call for interaction and collaboration of all the stakeholders involved in the education fraternity, from the educators, parents, school governing body, community members, school management and local businesses is important. Active involvement of all the stakeholders allow for a common understanding and achievement of success for quality education and therefore leaving no one behind. A collaborated effort in addressing the challenges associated with Inclusive classrooms produce is pivotal.

To address the following issues:

• Diverse classes – diverse classes pose a vast amount of challenges to educators in the teaching styles, planning of lessons and adaptation of needs and results in difficulties. Educators therefore need the necessary support in teaching, comprehending and responding to the diverse learners and their different needs.

• Socio economic issues – socio economic factors threaten the success of education and restrict learners' performance; educators find themselves ill-prepared to meet the challenges and therefore, require help on how to address the challenges from social settings impacting on learners' academic performance.

• Large class size – large class sizes pose numerous challenges; they limit individual learners' needs from being met, while the curriculum would not be implemented as stipulated. The lack of parental assistance also results in negative effects on the teaching and learning process. It is therefore recommended that in order to deal with large classes, assistance from the Department of Education, parents and social workers is crucial to support and handle large class sizes, while at the same time providing ways of adapting the curriculum to large class size and individual needs.

• The challenge of identifying and solving barriers – one of the main challenges educators encountered since the implementation of Inclusive Education is that of the process of identification and addressing the barriers faced by learners, due to the lack of training and support provided to the educators. In that view, educators need to be empowered on identifying and addressing learners and the barriers they face by providing training and support.

• The language barrier – language is the most important tool of communication in the teaching and learning process. However, it becomes a barrier as learners who are not taught

in their home language perform poorly while the educators feel challenged by not being sufficiently prepared to handle the language barrier. It is therefore recommended that educators undergo training in order for them to be able to teach learners in their home language, so that they can perform to their optimal level.

5.6.3 Educators proposed the following recommendations:

• Educators are in need of continuous professional development and support to deal with situations that arise. A link between professional bodies and schools needs to be developed as it would assist in curbing the many social challenges faced by learners.

• Educators are in need of training to develop their knowledge and skills, so as to be able to address learners' needs and not isolate them.

• Policy makers need to update the curriculum as it needs to embrace and accommodate learners who are above school going age.

5.6.4 Assistance in the following areas of interventions:

Planning of lessons – Educators are in need of and require empowerment with the necessary skills to plan lessons suitably in order to meet the diverse learner needs within Inclusive classrooms.

Teaching styles - Educators need be exposed to various teaching styles so that they can adapt suitable styles to their environments and promote effective teaching and learning.

Assessments – Training on how to prepare and create assessments that meet the diverse learner needs has to be provided for educators. There is also the need for an improvement in parental involvement in the lives of the learners, as it impacts on their performance in education. When parents are involved, learners might also become interested and involved in their learning.

5.6.5 Strategies for dealing with, managing and assisting learners

Professional services

Abuse - Educators' lack of knowledge and skills to address learners who are victims of abuse give results in them not being able to provide the appropriate assistance and thus, resorting to ignorance. This calls for the active involvement of social workers, counsellors or psychologists in dealing with issues of abuse, as well as funding to allow these services to be available.

- The implementation of a curriculum on substance use and its effects would be useful in reducing the alarming rate of substance use and abuse by learners.
- Safety and security upgrades, as well as regular police patrols are required to ensure the safety of all persons and minimise the substance use by learners at school.

Overcrowded classes – The Department of Education needs to relook and re-consider the teacher-learner ratio; the current bench mark was 32:1, in order to minimise learner roll in class. This also calls for the provision of strategies which could encourage the active involvement of parents, and solutions to minimise the effects that overcrowded classes produce such as disruptive behaviour. Educators' lack of knowledge results in poor actions which then produce more problems to deal with, therefore the DoE interventions are of importance.

Disruptive behaviours- The provision of training and strategies in handling disruptive behaviours is in demand due to educators lacking knowledge in addressing these behaviours. Applicable and suitable strategies are needed as a matter of urgency, as the effects are far reaching.

Collaboration with seniors and those with experience in the teaching career is a must and should be regular, as this fosters growth amongst educators. Younger educators need to be empowered as often as possible, as it would help promote and boost their performance in class. Support from higher levels in the Department of Education in better handling and provision of resources is also needed.

5.6.6 Policy

There needs to be training of educators for them to be able to to meet the expectations of policy documents such as CAPS. Policy makers have bestowed upon educators' critical roles

in the implementation of Inclusive Education. The DoE (2005) stipulates the various expectations on educators, in addressing the diversity in classrooms. However, the steps on how educators achieve and reach the expectations laid out need to be provided by the Department of Education. Educators would be better informed of the duties and responsibilities bestowed upon them in relation to Inclusive education and would be able to excel in their practice. A revisit of policy in relation to the reality of the challenges that exist in South African classrooms needs to be taken into account. The various needs and demands that challenge educators need to be shed light on and addressed, as this is crucial in achieving success in Inclusive classrooms. The gaps existing between policy and practice need to be clarified as a matter of urgency. Key factors such as the size of classes need to be looked at, as a matter of concern, as the effects are far reaching, together with the language and accessibility of resources.

5.6.7 Organisational/environmental factors

The Department of Education needs to allocate sufficient funding to improve infrastructure, facilities, resources and services, in order to better serve the needs of learners within the school community and ensure that the needs of the learners who experience barriers to learning are accommodated and addressed.

5.7 LIMITATIONS OF THE STUDY

The experiences of educators who teach learners with barriers to learning were investigated in this study. This study was however limited to 5 participants, implying that the generalising of the findings of this study is not feasible. The study was also limited to a single educational institution, therefore, the findings cannot be generalised and the experiences of educators at other secondary schools as well as primary schools were not taken into account, which might have contributed to the experiences in the implementation of inclusive education and teaching of learners with barriers to learning.

5.8 AREAS FOR FURTHER RESEARCH

The objective of the study has been achieved and the following areas requiring future research have been deduced:

a) This study investigated the experiences of educators at a single institution. Therefore there is a need for an investigation of educator's experiences at other schools. Including primary and secondary schools.
b) An investigation into educators' skills that they possess is necessary as educators need to possess the necessary skills to ensure that Inclusive Education is successfully implemented and the learners diverse needs are met.
c) The sample size was limited therefore there is a need for a study with a larger sample size as that will assist in the generalization of information.
d) It is also necessary to investigate learner's experiences who attend schools that have adopted and implemented Inclusive Education.
e) An investigation of the availability of facilities and resources in schools needs to be conducted as resources and facilities play a crucial role in the successful implementation of Inclusive Education.

5.9 CONCLUSION OF STUDY

The purpose of this study was to investigate the experiences of educators who teach learners with barriers to learning at a secondary school.The objectives proposed by the study was achieved. The findings of this study basically highlighted the need for collaboration between the various systems of the education fraternity. These include the school management, the educators, the policy makers, the community members, parents and the learners themselves. Each and every part of the system has to assume its role in order to improve the education system of the country. The findings revealed that for educators to better perform their roles and responsibilities in classrooms, there is need for the necessary support, as without it, they find themselves disillusioned and unable to carry out their roles and responsibilities successfully. When educators are well supported, it might improve the learners' performance and attitude towards their education. Schools are in need of the assistance of professionals such as social workers and psychologists to help address challenges that learners encounter. Educators' limited knowledge in managing learner barriers call for close collaboration between all stakeholders in the interest of providing quality and equal education for all, as

intended by the DoE. Educators need to be equipped through the provision of professional development workshops and programmes to inform, support, assist, keep them up to date and guide them. Well informed and supported educators are able to overcome challenges that may seem impossible.

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APPENDIX A

education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Nomangisi Ngubane Tel: 033 392 1004 Ref.:2/4/8/487

Ms S Naidu
15 Kies Avenue
Reservoir Hills
DURBAN
4091

Dear Ms Naidu

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"INVESTIGATING EDUCATORS' EXPERIENCES OF TEACHING LEARNERS WHO HAVE BARRIES TO LEARNING AT A PUBLIC SECONDARY SCHOOL IN NEWLANDS WEST",** in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 20 July 2015 to 31 August 2016.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

UMlazi District

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date: 14 July 2015

KWAZULU-NATAL DEPARTMENT OF EDUCATION
POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004
EMAIL ADDRESS: kehologile.connie@kzndoe.gov.za / Nomangisi.Ngubane@kzndoe.gov.za
CALL CENTRE: 0860 596 363; Fax: 033 392 1203 WEBSITE: WWW.kzneducation.gov.za

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beyond the call of duty

APPENDIX B

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

31 August 2015

Ms Soshendri Naidu 208502416
School of Education
Edgewood Campus

Dear Ms Naidu

Protocol reference number: HSS/1065/015M
Project title: Investigating educators' experiences of teaching learners who have barriers to learning at a public Secondary School in Newlands West

Full Approval – Expedited Application

In response to your application received on 31 July 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL.**

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....
Dr Shenuka Singh (Chair)

/pm

Cc Supervisor/Project Leader: Dr V Jairam
Cc Academic Leader Research: Prof P Morojele
Cc School Administrator: Ms T Khumalo

Humanities & Social Sciences Research Ethics Committee
Dr Shenuka Singh (Chair)
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za snymanm@ukzn.ac.za mohunp@ukzn.ac.za
Website: www.ukzn.ac.za

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APPENDIX C

GATEKEEPER PERMISSION FORM

Dear Sir

I hereby request permission to conduct research at your school (Riverdene Secondary School). I am presently registered for a master's degree (Educational Psychology) with the University of Kwa-Zulu Natal (UKZN) under the supervision of DR V JAIRAM (0827700509).

Investigator: Miss Soshendri Naidu (208502416)

Title of project: Investigating educators' experiences of teaching learners who have barriers to learning at a public Secondary School in Newlands West.

The objectives of my study are:

1. To explore the experiences of mainstream educators who teach learners with learning difficulties/barriers.

2. To determine the intervention strategies that educators use to teach learners with learning difficulties.

3. To understand why they use these intervention strategies.

PERMISSION TO: ***Interview 5 educators and to observe classroom interaction.***

The information provided will be used for scholarly research only. Note:

- Educators' participation is entirely voluntary. They have a choice to participate, not to participate or stop participating in the research. They will not be penalised for taking such an action.
- Their views in this interview will be presented anonymously. Neither their names nor identity will be disclosed in any form in the study.
  .
- The records as well as other items associated with this study will be held in a password-protected file accessible only to my supervisors and myself. After a period of 5 years, in line with the rules of the university, it will be disposed by shredding and burning.

As the principal at Riverdene Secondary School, I give my permission to the researcher to utilise this school as the site of research.

Name of permission-giver: _____

Signature of permission-giver: _____

Date: / /

School Stamp:

You may also contact the research office through:

P. Mohun

HSSREC Research Office

Tel: 031 260 4557

Email: mohunp@ukzn.ac.za

APPENDIX D

Social Sciences, College of Humanities,

University of KwaZulu-Natal,

Edgewood Campus,

Dear Participant

INFORMED CONSENT LETTER

My name is **Soshendri Naidu** I am a Educational Psychology M ed candidate studying at the University of KwaZulu-Natal, Edgewood campus, South Africa.

I am interested in learning about educators' experiences of teaching learners who have barriers to learning in public secondary schools. Your school is the school that I have chosen to conduct my research and gather information. I am interested in asking you some questions.

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview may last for about 1 hour and may be split depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 6 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- you can withdraw from the research process at any time without any negative consequences.

The research aims are

1) To explore the experiences of mainstream educators who teach learners with learning difficulties/barriers,

2. To determine the intervention strategies that educators use to teach learners with learning difficulties.

3. To understand why they use these intervention strategies.

- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:
-

	willing	Not willing
Audio equipment		
Photographic equipment		
Video equipment		

I can be contacted at:

Email: soshendrinaidu@yahoo.com

Cell: 0844015725.

My supervisor is Dr. V Jairam who is located at the School of Education, Edgewood campus of the University of KwaZulu-Natal.

Contact details: email: Jairam@ukzn.ac.za Phone number: 082 7700509

You may also contact the Research Office through:

P. Mohun

HSSREC Research Office,

Tel: 031 260 4557 E-mail: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

DECLARATION

I…… (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire without any negative consequences.

SIGNATURE OF PARTICIPANT **DATE**

…… ……

APPENDIX E

SEMI STRUCTURED INTERVIEW QUESTIONS

1. Have you heard of the term mainstream education before? If yes, can you kindly explain to me what it means to you?

_____

_____

1.2What has informed your understanding of mainstream education?

_____

_____

2. Could you please tell me what your understanding of a learning difficulty or barrier is?

_____

_____

3. Can you share your experiences of teaching learners who experience **barriers to learning or learning difficulties**?

_____

_____

3.1 What are the barriers that learners in your classroom face?

_____

_____

3.2How does this affect the planning of your lesson?

_____

_____

3.3How does this affect your teaching style of your lesson?

_____

_____

3.4How does this affect the type of assessments in your lesson?

_____
_____

4. Are there any common learning barriers that your learners face in your classrooms?

_____
_____

5. How do you deal or manage learners who face learning barriers in your classroom?

_____
_____

6. What strategies do you use to assist these learners who have difficulties in you classroom?

_____
_____

7. Why do you assist, deal or manage with learners who face barriers to learning in this particular way?

_____
_____

8. What are your personal views on the issues we have discussed above?

_____
_____

APPENDIX F

FOCUS GROUP DISCUSSION QUESTIONS

1. What is inclusive education?

   _____

   _____

2. What are barriers to learning?

_____

_____

3. What are the common barriers to learning that learners in your class face?

_____

_____

4. How do you deal with learners who face these barriers mentioned above?

_____

_____

5. What assists or guides you to deal with these issues in the way that you do?

_____

_____

6. Have the curriculum policies been helpful? If so, how?

_____

_____

7. How do the school environmental factors contribute to your intervention strategies?

_____

_____

8. What factors in your school impact on the way you deal with these issues?

_____

_____

9. Are there any other related issues?

_____

_____

APPENDIX G

PHOTO LANGUAGE ACTIVITY

Look at the pictures below and discuss possible solutions.

• One of the learners in your class is experiencing physical and emotional abuse at home and often is absent from school. How would you handle the learner?

• You have discovered that learners in your class have a drug addiction and as a result they bunk lessons and when present in class sleep the entire period. What can you do to help these learners?

• You teach a class of 53 learners and cannot deliver quality education. How would you assist these learners in ensuring that the quality of education is not compromised?

• Learners have no interest in your subject and ignore or pay no attention to what do you do. How would you handle the situation?

•The learner above is displaying disruptive behaviour. How would you deal with a learner like the one above in your classroom?

APPENDIX H

CLASSROOM OBSERVATION

The research will be based in the classroom to observe a lesson and how the learners interact and respond to the educator and vice versa.

Observations on learner's response, behaviour, interest and attitude will be recorded accordingly.

Observations on the educator and how they deal with learners who face a learning difficulty in the classroom at present will be observed and noted down. *For example a learner raises his/her hand and cannot see the board the educator will then take the necessary actions to ensure that the learner can see the board.*

BARRIER TO LEARNING	*Teacher (action/response)*	*Learner (action/response)*	*Additional notes*

APPENDIX I

TURN IT IN REPORT

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INVESTIGATING EDUCATORS' EXPERIENCES OF TEACHING LEARNERS WO HAVE BARRIERS TO LEARNING AT A PUBLIC SECONDARY SCHOOL IN NEWLANDS WEST

by

SOSHENDRI NAIDU

Student number: 208502416

A research dissertation submitted in fulfillment of the requirements for the degree of

Master of Education (Educational Psychology)

Supervisor: Dr Visvanathe Jairam
Discipline of Educational Psychology
School of Education Studies
University of KwaZulu-Natal (Edgewood)

2016

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APPENDIX J: EDITORS REPORT

9 NOVEMBER 2016

Re: LANGUAGE EDITING STATEMENT

I, THE UNDERSIGNED, hereby confirm that I have edited the thesis titled **INVESTIGATING EDUCATORS' EXPERIENCES OF TEACHING LEARNERS WHO HAVE BARRIERS TO LEARNING AT A PUBLIC SECONDARY SCHOOL IN NEWLANDS WEST**, by **SOSHENDRI NAIDU,** for the degree of **Master of Education (Educational Psychology).**

Regards

H.Mapudzi

Dr. Hatikanganwi Mapudzi

PhD (Communications), M. A (Journalism & Media Studies), PGDip (Media Management), B.Soc. Scie. (Hons) (Communications), B. Applied Communications Management.

APPENDIX K:FOCUS GROUP DISCUSSION TRANSCRIPT

Focus group discussion

participants	code
	1
	2
	3
	4
	5

R	Good morning ladies and gentlemen. Thank you for joining me today. As you know this is the second interview which is the focus group discussion where we will be answer questions also we will have a picture were you will express your opinions and views. Thank you so much again. Ok as we have no electricity you all can look here (laptop screen 1/2) and I will change it as we go along. Welcome again.
5	One (laptop) is fine.
R	Okay. The first question what is inclusive education?
3	Not discriminating against disabled or any other pupils with barriers.
R	Including everyone
5	As the name implies inclusive, include everybody.
R	Ok anybody else?
2	Learner with no barriers, like a slow learner, incorporating them into your lesson, with difficulties, language difficulties etc.
R	Okay. You sir?
1	No its fine.
R	What are barriers to learning?
2	language
R	okay
3	Disabilities, hearing impairment, using the brail not only the disabilities it can be environmental
5	resources
3	Environmental can be abuse.it can be your neglected child that we do not pick up. And environmental backgrounds.
1	What about hypertension. Those things (chuckles).
4	What you mean? Adhd kid?
1	yaw
4	Abnormalities?
2	Large class size, lack of resources especially for practical's.
3	Funding.
R	Okay, the next question. What are the common barriers to learning that learners in your class face?
3	Resources, lack of resources, funding from department.
5	Social economic issues they have, lot of social economic.
3	No psychologist attached to schools so we cannot pick, because we not er.. we as educators cannot pick up these barriers easily because we were not taught to pick them up. Right. So that becomes a huge problem.
2	Its also your class time, you are so caught...consumed with finishing syllabus or your coverage for that period that I myself wont have time now you know to find out from the children, what's troubling you what's going on, and these classes we teach are really big .
R	Are big
3	Very Large classes
r	Okay anything else.
	Silence....
R	Question 4, how do you deal with learners who face the barriers mentioned prior to this question? Like you said large classes, funding , resources how do you deal with them? What do you do as an educator?

2	Well we don't have text books for life science. So we make up copious notes stapled and that's how we teach. Right. And with the large classes size for example for pract as much as possible we try and do group work. Right but it's a bit noisy and unsettled but that's how we try.
R	Okay, anybody else.
5	Work with what you got. Yaw we make do.
3	With whatever resources you get.
5	Whatever resources you get, you make do, you borrow from other schools, you buy your own.
2	And with English I teach at a much slower rate, slow and plus we recap at the end of the period as well. The next day when I'm teaching a new section I recap yesterday's work. So those are the attempts we try.
1	We even make them sit together especially when they need to use calculators, so that they can share the calculator, especially in subjects like maths, accounting ,science, physical science all those subjects were there is too much of calculations involved.
R	Ask P4 if they would like to say anything.
4	For English we also have a problem with the language barrier, so we have a big problem I our classes were we need to explain in their home language so we haven't quite figured out what to do their yet. We get the zulu teachers to help us out. So I don't know if that's going to help.
R	Thank you. What assists or guides you to deal with these issues in the way you do?
2	Well we've been teaching here for a long time.
3	The years of teaching
2	Initially it was something to grapple with if you coming like from a better set up school but now it's like the norm
3	You can identify that they have barriers, that they are problematic pupils, that they are truanting, they are issues, so you know you are going to deal with them. We got to try and find time, to work around it.
5	You work with what you got.
1	As for me I consult senior teachers, the 1 who got experience to find the ways that I can see which works best.
R	Thank you, have the curriculum policies been helpful? If so how? caps
5	CAPS has been very long. Syllabus is very difficult to complete. I struggle. I steal periods from LO,Technology, towards the end in order to complete my syllabus I find it very long.
3	I don't think when they were drawing up the policies they took into account that we going to encounter large classes, children with barriers, because these are things and er we not even provided funding, like a special school and we don't have facilities for disabled children , and we don't have anything like this. Even if we have to cope with that and I don't think, and it it makes it very very difficult and the curriculum is very very lengthy, invariably for a normal child to cover up the syllabus is so its time consuming, its takes a lot of time, for a child with a barrier we hardly will find time to cover.
2	I agree, even with NS and life science they try to incorporate the old obe with our old syllabus therefore we got a syllabus that is extremely long and I also find myself battling to cope and battling to finish syllabus so I always tell myself that this new curriculum whoever sat on that panel I don't think many of them are in contact with learners of today, that they teach in a classroom, because its expectations that we cannot fulfil.
3	They not in a class situation.
R	Thank you, how the does school environmental factors contribute to your intervention strategies, the school environment that you placed in especially in Riverdene secondary school. How does that contribute to how you actually cope with these learners?
2	It's the same set up as we have said years we have been doing the same thing.
5	We just accepted it, we accepted the environment, we accepted everything, we've accepted the infrastructure that we have we just use it,
3	yes
2	We make the best of what we've got.
R	Thank you. What factors in your school impact on the way you deal with these issues?
3	I do not know, in our own way, each individual teacher tries to be creative enough to assist the child when he

	encounters the problem or barrier like a problem learner or something otherwise we do not get much assistance per say from er managers and I'm being a manager from upper managers at all. Each individual teacher takes it upon themselves to assist these teachers in their own way and in their own time as well, they make the sacrifice after school during breaks or whenever time they have. call on the pupils and that kind of thing.
1	Just to add on the issues of funds since the barriers of our learners is the money especially to afford to buy the resources that are necessary to help them in the classroom. Ok you find for us you got a solution because they can't afford books we make a copies upstairs but because they don't pay school fees you find that other days the school doesn't have I mean papers to print things all these thigs and it means during the day lesson say you suppose to teach you can't be able to teach in the way you want it to be much as helpful
5	But you have to adapt, use the chalkboard.
1	Yes, but if it was going to be an assessment then we have a problem.
R	Okay are there any other related issues? Regarding inclusive education, barriers that you would like to discuss
5	The only issue is funding. We need funding, resources
R	And do you think with the funding and resources will you be able to handle the large class sizes.
5	It will help.
3	Well employ more people and we use to have the guidance counsellor which is such an important part of our school which they have taken away and that is so important to have a counsellor at school so that they can identify problem learners people, children that are abused raped and what have you. Because barriers need not only physical yes, could be barriers environmental factors, or neglect, social, and a child can be neglected at home it's also a barrier when the child also sitting upset in class. So as educators we are not taught how to handle this. And if we have a counsellor most probably the counsellor will be able to assist.
1	Which category do we put this thing of learners involving in alcohol, drugs all those things.
3	Environmental and social
R	Environmental and social
2	Also it's the attitude of the learner like we've got many schools that have the similar set up to what we have the children here are very apathetic you got no drive like, you think if you're in a vicious cycle of poverty you want to get out. I feel as mam said about the guidance counsellor we need someone that is going to encourage them, motivate them to become better because there are so apathetic in everything that they do. Even when you teach them they'll spend time like sleeping in the class you know. To a point where they make you tired. So as much as we got teachers that are very experienced in our school and highly qualified they very motivated and I also find that these learners get to me at a point as well. Where it's like a constant battle to like even shake them up. Try and make something of your life.
	Visual display
R	Anybody else? Okay next up we have pictures so you look at the picture and the question says "one of the learners in your class is experiencing physical and emotional abuse at home and often is absent from school how would you handle this learner?
5	We have got a social worker outside social worker which I phone and phone and give the details to the social worker. there is an outside social worker.
3	I think the time constraints and er with our lack of knowledge in identifying and sometimes in our big classes we tend to overlook a lot of this and the enormous volume of work. For an educator from the time he enters the classroom somehow we dot identify them and if we do pick it up on the way side we tend to call but the lack of parents involvement. Parent involvement in the area in which we are teaching they never there to help us. Many of this is not solved.
5	Not solved
3	Unsolved problems. We try.
2	Ask the child see what's the problem. Point to where we even phone the parent to come in. but as mam said there's just a limit that we can do as well.
R	Ok. You have discovered that learners in your class have a drug addiction and as a result they bunk lessons and when present in class they sleep the entire period. What can you do to help these learners?
3	Refer them to social workers. If we get to know there are drugs call parents.

2	We got this problem in the c block. When we walk there we get a strong smell of dagga, these are the very same learners in our class that are sleeping so I think it's like a vicious cycle that's going on for years
3	Yep
2	And those are the very same learners who are failing in the past they have been progressed to the next grade.
4	So what do you'll do about it? Do you'll let the learners sleep? During the course of the lesson?
2	No we make attempts to wake them up.
1	Er because..
3	It can be very frightening. Because the learner is on a drug and he can pounce upon and you and er and I think only once a year we have a police search or a raid and it's over. If managers on the top do not do anything it's very hard for the teacher. Very hard for the teacher because the teacher wants to get by the large curriculum the enormous amount of work. You know the child is sleeping he makes an effort to get the child up and carries on with the work. It's better not to intervene too much because you'll never know in what state of mind the child is especially when he is high on drugs.
2	Yeh okay I won't shout at that child. Or kick that child out of the class or anything of that sort.
3	I would just be calm.
1	That what I wanting to raise kicking the child, because the policy in school says we don't chase the learner. We have to deal with him inside the classroom. There's another problem we have as teachers.
2,3,5	No we don't (kick learner out of class)
2	But I think most cases if the child refuses to wake up I ignore the child, because I got the rest of that 40 to teach. And I need to complete my syllabus for that period. As harsh as it sounds this is the reality.
R	And what would you suggest as a support in this case? What would you like have done?
3	Call a social worker.
1	I think call social worker or parent.
5	But from experience I have one child that's gone to rehab about 3 or 4 times from grade 8 he went twice grade 9 he went this year again he went to rehab when he comes back he starts it again. As much as you speak to the child every day I speak to the child don't do it don't go there, but his taking drugs. He'll say yes mam I won't do it. But you know his on drugs.
3	Once addicted it's very hard to leave.
1	That's what they always said, if you go to the into a rehab but you never decide from your heart now you want to stop you won't stop. As long as you are going because you are pushing somebody it'll come back.
3	Basically it's a major problem in our country funding, funding because the schools have a problem who do we approach? Social worker will also have a problem. Rehab they get to for a short while they keep them ad er cause of funding each one lets the other one down. And we back to square one. We in a no win situation.
R	Thank you ok you teach a class of 53 learners ad cannot deliver quality education how do you assist these learners in ensuring that the quality of education is not compromised?
2	Well we are living proof of that. We try our best under the such strenuous circumstance year after year. I mean uh while we got the very weak learners over the years we have produced learners that have achieved great heights.
3	yes
2	There's this one boy in my class average learner his final year in civil engineering that year many kids became teachers er nurses so we try.
3	Yeh. Despite all the odds.
R	Okay learners have no interest in your subject, and ignore or pay no attention to what you do how do you handle this situation?
1	Ay that one it will make you to just give up.
3	You can only talk to the learner up till a certain point in time. After that if his not interested
4	You still have the rest of your class you know that you have to dedicate your time too.
3	So be it
2	Your teaching style as well, IL ask that child a question. You know just to get him involved in the lesson.
R	Okay. The learners above are displaying disruptive behaviour. How would you deal with the learner above?

	The guy is just tugging the other learners hair at the back, what would you do? In a class.
5	Instruct him to stop. That's my initial
2	But I'm very strict in my class I walk around even while we doing work I walk around, so the child is reprimanded brought to the front even next to my desk if needs be to stop that sort of behaviour.
3	I would reprimand I wouldn't accept that. Ok cause you disrupting a lesson.
1	I would stop him and if he doesn't stop I will find others ways to discipline him. Either I'm kicking him out .
R	What would you do mam P4
4	His so cute how can you do anything. (All laugh). Not but er the same procedure erm IL give him a warning reprimand him and if it persists contact the parents because we don't have the right er to inflict any you know er physical on the child. And in our school that's the only language they understand. But we not allowed to. I only hope is to contact the parent and make sure they instil that. Ok nothing much we can do.
3	I think many of our teachers have a book were with disruptive behaviour they keeping a note of it.3 or more offences we call for parent. yes
R	Okay thank you so much I really appreciate your cooperation. Thank you.
	End!!!

APPENDIX L: SEMI-STRUCTURED INTERVIEW TRANSCRIPT

PARTICIPANT 1	
R	Good morning Sir thank you for allowing me to interview you. My name is Soshendri Naidu and I'm currently conducting my master's degree in Educational Psychology. The reason why I'm interviewing you is because the topic of my research is about experiences that you have teaching learners with learning barriers and difficulties. Okay. I am going to ask you 8 questions and all you can do is answer for me, if you have any misunderstandings you can stop me and I will explain. Have you heard of the term mainstream education before?
1	No
R	What do you think it means?
1	Repeat again what do you call it? Her stream?
R	Mainstream
1	I think mainstream refers to combination of subjects a learner will do or is doing. Like science stream, general stream, commerce stream things like that.
R	What has informed your understanding of mainstream education?
1	Mainstream education? I don't know.
R	Okay could you please tell me what your understanding of a learning difficulty or barrier is?
1	I think that one refers to that which makes a learner find it difficult to perform at his or hers best, in terms of the work that's given to him or when his in class failing to concentrate, is it because of things that are happening at home or the learner have his or her own problems that needs attention like social workers or doctors.
R	Can you share your experiences of teaching learners who experience barrier's to learning or learning difficulties? Examples in the classroom what did you encounter.
1	There is a lot that I encounter.
R	You can share some.
1	Most of them they look as if they have some problem, that they have from home, the way they are, because they are very slow. You find that a learner is very down, you don't know if that learner is he or she is hungry.
R	Ooh okay like that.
1	Yes, but I think the most common thing in this school in teaching is which makes them have some barriers, is their lifestyle that they have, the influences of friends making them to bunk, consuming all sorts of things alcohol drugs, they cannot do homework's, because at night they were not at home they went somewhere.
R	What are the barriers learners in your classroom face? What specific barriers?
1	The barriers are caused by them, they enjoy their talking, making noise during teaching time and this thing of cell phone and you find while you busy teaching the learner is busy on the cell phone or doing something on the internet. So those are the barriers I have encountered.
R	How does this affect the planning of your lesson? Now you know learners have barriers how does it impact on your lesson?
1	It impacts yes. As an educator, the introduction of your lesson counts most, you find you are failing to introduce your lesson as you were willing to before you came in class, because of the behaviour that is caused by the learners. You find even that you become tempered and lose control. You shout at them stop this and this and this adds lot. Even if that's not the behaviour, it's the learner who is having a serious problem. Yes, you become affected because now you got that heart of wanting to go and willing to go and assist but as you spending time to one learner the other learners or the 100 learners or 80 learners they are suffering because by then time you should be keeping the lesson going.
R	How does this affect the teaching style of your lesson?
1	No, it's affect it. Because now I tend to be now tend to be somebody else than who am I. Right now I have to teach them in the way they used to because like for instance, I'm not

	going to shout because of the noise that they are doing. Now my voice has to be louder.
R	You told me that learners have barriers; now how does it affect the type of assessments you give them?
1	It affects a lot.
R	In which particular manner?
1	Failing to submit in time? Homework not done. Telling you all those excuses. Like for instance I was absent, not in class when the test was given and most of the time they do not care. They don't see the purpose of doing.
R	Are there any common learning barriers that your learners face in your classroom?
1	Yes. The behaviour.
R	How do you deal or manage learner's wo face learning barriers in your classroom? How do you deal with them? What do you do?
1	Try to motivate them to be good. Relevant managers. But it still won't help these learners. But I've tried. That is how I have tried.
R	What strategies do you use to assist these learners who have difficulties in your classroom?
1	I, most of the time I organise extra classes for them, just to catch up on the things they have missed during the lesson period but you find a few come. Then you decide to stop.
R	Why do you assist, deal or manage learners who face barriers to learning in this particular way? Why do offer extra classes? Why do you give them extra homework? What makes you do these things?
1	Actually I'm giving those who have barriers, because of the barriers that are caused by the majority of learners for instance those learners that are willing to learn, finding that majority of the learners their behaviour is not good, so they disturb the lesson like those making a noise or coming late and then you find the few four or five now they are suffering because you end up not finishing your lesson plan. For that particular day. Now I'm doing this for them for these few fellows, these extra classes to catch what I was supposed to do.
R	And lastly what are your personal views on the issues we have discussed above? How do you feel personally?
1	I feel, I have to do more research based on style living, these learners and how to cooperate with them in terms of discipline, to find a positive structure and a discipline method to be effective to them and yaw I think, I have to improve myself every day, I am the boss.
R	Thank you
1	Sure.
	The end!!

PARTICIPANT 2	
R	Good morning mam. Thank you for allowing me permission to interview you. I am Soshendri naidu and I am conducting my master's degree in educational psychology. The topic of my project is titled: Investigating educator's experiences of teaching learners with barriers to learning at a public school in Newlands west. The objectives of my study are to explore the experiences of mainstream educators who teach learners who have learning difficulties and barriers, to determine the intervention strategies that educators use to teach these learners and also to understand why they use these intervention strategies. I am going to ask you eight questions about inclusive education and how you interact with the learners and how you intervene. The first question is : Have you heard of the term mainstream education before?
2	It's used loosely yes, I have.
R	Can you explain what it means to you?
2	I just assume that it's in the public set up and well in the public set up you are teaching large classes, there is no exceptions for special learners or learners with special needs so mainstream really is a normal school. So there should be no barriers to learning as such.
R	What has informed your understanding of mainstream education?
2	Well we go for workshops were they did introduce us to this term as such and it is just that the readings that I come across but I finished college, like my studies quite a while so there is no like proper content that I got from mainstream.
R	Could you please tell me what is your understanding of learning difficulties or barrier is?
2	Well I teach life science so automatically we have learners that have a lot of difficulty in grasping content, that they are showing like always a barrier to learning as such, for me it's like the language, although we like 20 years into democracy, we think that the primary school has a good foundation but I think that learners are being promoted right...every year so here we getting learners in grade 8 and 9 that do not even have the proper skills in reading and writing of English. Now you got life sciences where it's like a different language as such. So I'm following like the language is a huge barrier right and plus now the content for life science and even ns, there is so much of topics that we are going to cover so, I am forced to work at a very fast pace. And unfortunately I do not have the time for the slow learner and plus the class sizes are way too large, so there is no time for me in the day to have special attention or give special attention to a slow learner. So basically for me the barrier will be language and the large class sizes, even the use of technology in the class because of that fast pace, I do not have a lot of time to show models or trans.... Ok I use transparencies right but I cannot dwell to long on a topic if I do that then I will not finish my syllabus. And grade 10 and 11 even 12 there's department papers as you know so you have to finish that content. So hence you have to move very very fast.
R	Can you share your experiences of teaching learners who experience barriers to learning or learning difficulties.
2	Ok in class my ...level of English is very very low, I try and bring the concept across to the learner in the easiest simple way, that I can, I use examples of everyday life and even in the notes that the children copy from the board, like they have a textbook and study guide and so on but the language that I use is simple as possible. The next day as well, I always do a recap of the previous day's lesson. So hopefully the child, whatever concepts they have missed out , it would be reinforced the next day and then only, I start off the next day's work also there's a lot of homework that I give which I consolidate with the pupils , ironing out like misconceptions problems etc. and while the children are doing their work like especially for ns, if we doing like problems whether it's like on power or electricity or something of that sort I would go around, to see how the children or even to draw a graph and as I'm walking around those that are experiencing problems then, I would reinforce the idea or show them on a one on one on how to go about doing it.
R	What are the barriers that learners in your classroom face?
2	It's a repetition of what I'm saying, I find its just basically the language plus also it's the content I think whoever set out the syllabus, they've got very high expectations, they are also focusing on the high achiever because the content is way too much. You know previously obe then nsc now they took lots of the topics from obe they've combined it with our old syllabus what I did when I was in school as a learner and

	therefore you got a mountain of work to complete so I feel like there's not lots of room or time made available for the slow learner and 90 % of my learners are slow learners.
R	How does this affect the planning of your lesson?
2	It affects it greatly because we have 55 minute periods, I find myself teaching a lot of that 55 minutes especially in the senior levels, 10 11 12 where I'm teaching like I would say like 40 minutes and then we've just got the remainder of that time to consolidate the work, because I'm recapping the previous day ,hence my lessons are very very long and once I'm teaching as well after I finished teaching the entire lesson, I do like a question and answer and then I'm reteaching concepts which the child has misinterpreted or not understood. So it impacts greatly on your lesson as such.
R	How does this affect the teaching style of your lesson?
2	Well my teaching style hasn't changed much from the time I've started to teach. I always assume that the learner has no prior knowledge or starting that topic of a fresh, so I do stuff or when I'm teaching it's from basics filtering everything from basics right so, I I've been in this set up for very long so, I'm very used to this type of learner, I think I have mastered this type of learner as well. Where I take it easy teaching all the time and with the grade 12's as well because the syllabus is so long and because we teaching so much in the class we have afternoon classes and even during the lunch breaks as well just to finished the syllabus as well as to give the learner that benefit were we keep going over concepts.
R	Also again referring to your learning barriers and stuff how does it affect the type of assessments in class, like you said there are large numbers in your class so how does that impact on the type of assessments.
2	Ok the assessments have to be watered down greatly right, for example we've got neighbouring schools like New west if I look at their assessment I would probably change the style of the questioning to make it more simple as well as the difficult questions will be pulled out especially for cass .Because I'm going to give the learner that benefit where the cass mark is high so that you know that, with the department paper I'm not saying they have to do the bare minimum but I giving them a good start. In terms of practicals for my grade 11 A class, my number was 48 now to do pracs in a class of 48 individual work you cannot. So largely my work, pract lessons are group based or if it's difficult or I'm pressed for time it will be a teacher demonstration. As long as I'm getting that concept across right so it does. The large class size does impacts greatly on my level of assessments.
R	And about absenteeism
2	Okay that's a huge problem in this school because the children tend to stay away very often and these large class size it's impossible, you do not have time now to go and tell the child you missed yesterday this is what you missed out to reteach the concepts, it does not work and with this school as well the children do not come to you and say you know what I missed out yesterday what was done and can I have the worksheet it goes unnoticed. So with absenteeism I try and tell my children you know what, that I warn them in advance I'm doing this practical you need to be here etc. So most cases especially if it's something big for the day the children would be present.
R	And with regard to learning barriers, one being amount of consumption of alcohol and drugs and the 2nd poverty would you say that has a direct impact on the learners?
2	Don't think alcohol so much in this school, but I know drugs definitely like especially the block I am in, children are very often smoking drugs in the morning, therefore you find children spaced out and they not concentrating I'm sure definitely you know what they under, the influence of drugs etc. Yes definitely it could impact on the learning. Drugs, alcohol and?
R	Poverty
2	Poverty definitely because very often we had learners who came to school that did not have a meal hence they are lethargic sleeping in class and so on. But I think that there is a lot of procedures in place in our school like for a very long while we ran a breakfast club now the school got a list of learners where they know they are heading a household etc. So there are plans in place to help out these learners provided that they are open with us as well.
R	Are there any common learning barriers that the learners face in your classroom?

2	Yes, definitely all of them have this problem with the English, let me rephrase maybe 90% because there are some like my 11 A class there are some kids there, that are very good with English the command of English even the subject as well. Right so I think with 90% of them also I think at home they are speaking their home language they not speaking English so probably you know what all of that impacts and if their parents are professionals then automatically you see the child is above average. Their language skills are better and so on. So I think especially in this school all of them do share the common learning barriers.
R	How do you deal and mange learners who face learning barriers in your classroom?
2	Well because there is such a large number that they are facing similar situations or barriers what we do is as I said my I do not race through the lesson I'm teaching at a slower pace I'm using language that is simple right also we do extra classes, my assessments are easier as well for them to grasp and also like while they are working like especially to draw graphs for example no matter how many times you have reinforced it, this they do not get like labelling of the y axis correctly hence the entire graph is incorrect so, that time that I do have available at the end of the lesson I would go around and see whom I can help but with such large classes there is just a limit that you can do as well.
R	What strategies do you use to assist these learners who have learning difficulties ?
2	I just said that above...
R	Why do you assist, deal or manage with learners who face barriers to learning in this particular way? Why do you choose those particular interventions?
2	Because time in this school have shown me these are strategies that work so why change something that can work.
R	And lastly what are your personal views on the issues being discussed
2	You know what, I find teaching in a public school stressful, very demanding, it's not like in the past. We are facing a lot of problems that is unique to this period and the thing is we try our best in school so that these learners can be promoted to the next grade but I don't know. I just think if the primary school does not take a change because, I think that my daughter is In primary school I find that the primary schools are regressing because emphasis there is put on assessments it's the volume of assessments that you can complete. My daughter who is in grade 3 is coming home so often and she is not understanding concepts in class and because I am a teacher and because I have the afternoon available, then I am reinforcing concepts plus the method of teaching is very different from what we went through, so I don't know. I feel if you can't get your foundation correct then the senior levels, tertiary levels are not going to do it correct as well. I just find with education we keep regressing; I don't know why we have changed things that have worked so well. Like I will give you a typical example, very quickly addition and subtraction we did it the long way which is a method I still use now, now my daughter learnt a method called decomposition where they break down a number its very long you have to understand the concept yourself but the child up till now is finding difficulty grasping it, so I don't know. I just feel like what we used in the past worked. Why did we change it?
R	Thank you so much mam
2	Ok no problem. Your welcome.
	End!!!!!!!

PARTICIPANT 3	
R	Good morning mam and thank you for allowing me to interview you. My name is Soshendri Naidu and the title of my project is: Investigating educator's experiences of teaching learners who have barriers to learning at a public secondary school. The objectives of my study are : to explore the experiences of mainstream educators who teach learners with learning difficulties / barriers, to determine the intervention strategies that they use and also to understand why they use these intervention strategies. I am going to begin by asking you 8 questions, if you have any misunderstandings/misconceptions feel free to stop me as I will explain. Have you heard of the term mainstream education before?
3	Yes
R	Okay. And can you kindly explain to me what it means to you?
3	Presently, I am in the mainstream education where we have children of all ability groups.
R	What has informed your understanding of mainstream education?
3	What's informed me of mainstream education? I know in the mainstream education you have children of all, this thing learning barriers and people that can and children can cope and cannot cope and I definitely know that I'm in a mainstream education system.
R	Okay. could you please tell me what your understanding of a learning difficulty or barrier is?
3	Learning disability is when A child can barely read or write properly and those are some of his, and when he looks at a passage his looking at it but when you asking him a question he just cannot comprehend that and that really is a barrier, because he has so many obstacles you keep asking him the same thing and he cannot comprehend, he just doesn't understand. These are barriers.
R	Can you share your experiences of teaching learners who experience barrier's to learning or learning difficulties?
3	We do come across these learners in mainstream teaching with, you know children with all abilities and now it's sometimes quite daunting then we keep them on one side and try and explain to them, try and cope with them, try and get parental involvement. Try and get this thing social workers to come in and help were they can, because sometimes it's not possible to help with such large classes.
R	What are the barriers learners in your classroom face?
3	Reading, writing and listening
R	Any external barriers?
3	Home conditions, poverty
R	how does this affect the teaching style of your lesson?
3	It does because, you worry about those learners who can't cope and you going ahead with your syllabus and teaching and you find that they are way behind and it is a problem. Especially in a classroom when you have mixed ability pupils and the faster learner will have a problem because he is getting bored and getting up to mischief and the others are sitting back and do not understand what's happening.
R	How does this affect the planning of your lesson?
3	You got to take them into account when you planning and then you got to have separate worksheet, sometimes separate instructions for them so that you can come down to their level. So they understand because they are now basically writing a common paper. So we have to explain to them.
R	How does that affect the type of assessments in your lesson?
3	Well basically they all have to do the same assessments whether they like it or not. But the teaching we have to tone it down.
R	And in terms of their barriers we have understood that they have barriers and how does the barriers that they have affect the assessments that they are given?
3	Generally, those children with barriers to learning, generally have below average marks, low

	marks. And no matter how much you try it will always just be there.
R	How do you deal or manage learner's wo face learning barriers in your classroom?
3	How do I deal with them? Oh god (chuckles), ok you got to be very patient with them and you have got to understand, you've got to identify that they do have a learning problem and you got to be patient with them and you got to sometimes, it's not really possible because you have a big class and more often than not in the mainstream schooling you have big classes big numbers and sometimes it becomes a problem but you try and understand those children and motivate them be patient with them and nurture them and you know, try to explain to them that's all we could do.
R	What strategies do you use to assist these learners who have difficulties in your classroom?
3	Keeping them during breaks and explaining to them and working with them and teaching them so that they will cope in the long run because we not there to embarrass them but to help them.
R	Why do you assist, deal or manage learners who face barriers to learning in this particular way?
3	Well more often than not there is no parental support and the only parental support is us teachers, in school and the only time you can do it is the during the breaks and maybe after school and that too if a child is coming from far and wide he is so worried about going home and that he hasn't got time to stay so you spend more time during yours breaks and things.
R	And lastly what are your personal views on the issues we have discussed above?
3	You know, my personal view is you cannot have children with learning barriers problems to learn in the mainstream school, because it becomes very difficult. Because you have the high flyer, you have pupils of different capabilities, and you sort of and big classes and sometimes very very difficult to cope with children with learning barriers so as much as you try you want to do it, you can do it the following year but you don't know if your colleagues are going to do it or be more comfortable to do what you are doing. You can nurture that child but to a certain extent, so they should be in a special environment special school where people will have the patience and know how to take care of them.
R	Thank you
3	Hope I answered all your questions.
	The end!!!

PARTICIPANT 4	
R	Good morning thank you for participating in my research. I am Miss S Naidu and I'm currently completing my master's degree in Educational psychology. My topic for this research is: To investigating educator's experiences of teaching learners who have a barriers to learning at a public secondary school in Newlands west. The objectives of my study are to : explore the experiences of mainstream educators who teach learners with learning difficulties and barriers. The second one is to determine the intervention strategies that educators use to teach these learners and the third one is to understand why they use these intervention strategies. I am going to interview you and ask you 8 questions today pertaining to my objectives that guide this study. Okay is that fine?
4	Yes, that's fine.
R	It will be quick its just 8 questions, you can answer them, if you have any difficulties then you can stop me and I will rephrase that, okay. The first question, have you heard of the term mainstream education before?
4	Yes
R	Can you kindly explain to me, what it means to you.
	What it means to me? Mainstream is a normal school pertaining to something like ours. Where there is grades from 8 or 1 to 12, were there is syllabus, that's pretty much what I think. The curriculum is set.
R	1.2 What has informed your understanding of mainstream education. How do you know about mainstream education?
4	Think it's being in the field itself and of course studying as well. Because you know what I studied psychology, and my teaching should not have been mainstream should have been in special needs which is away from mainstream.
R	Could you please tell me what is your unders:anding of a learning difficulty or barrier?
4	It's something that impairs a child's ability to perform at their best in class.
R	Can you share your experiences of teaching learners who experience barriers to learning difficulties? Any experiences.
4	Yes, I think a not so severe one, is a child who had a problem with her eye sight not so long ago and we were not aware of it, and she is quiet a bright child, where as in her exams she used to score, you know above average, but her class work and homework, the homework was done, but during class time she always annoyed me. She could not sit still; she could not pay attention. Her work was never done. I was quiet shocked when this exam came through then I realised that this child you know, is a very capable child so what's going on, so I investigated the matter. So I investigated the matter and found out that she wasn't able to see the board properly and that is why she was causing a lot of havoc in my class and then upon more investigation her parents could not afford to get her glasses and stuff. This was at another school. Eventually the matter got sorted, she got glasses and she did very well.
R	Okay
4	That was just one incident.
R	What are the barriers that learners in your classroom face? In this school.
4	In this school specifically, I think most of them come to school hungry every morning, now it's hard for them to concentrate, obviously when their basic needs are not met. When I ask them what's going on, why are you putting your head down, why you so sluggish why are you so lazy, its eish maam its either I did not sleep last night because we have some problems, social factors at home or it's because we don't have anything to eat this morning and this afternoon and towards the next day so they main concern is not what's going on in the classroom or what homework there is today or what exam, its where they going to get their next meal from. So I found that very very difficult at this school because majority of the learners have the same problem. They always hungry when you ask them a question, they say eish ma'am I can't think because I am hungry.
R	Okay. How does this affect your planning of your lesson? teaching learners who have barriers to

	learning.
	It does drastically because then most of our lesson is spent on counselling the learner. Speaking to them, it takes time of your syllabus. With the lesson that needs to be taught is not completed. Obviously it affected now because, now I'm also worried if I find a learner hasn't had anything to eat this morning or if she'll have anything to eat for the rest of the day. Obviously its concerning, so now I have to go and find means, I can't say wait, well do something later or tomorrow. I have to immediately pick up the phone or call somebody or ask somebody who has lunch to share with the learner so, the learner can leave the class while the rest of the learners are being taught. Learning and teaching is not taking place but counselling is taking place now we had to intervene.
R	How does this affect the teaching style of your lesson? Having learners with barriers in your class ow does it affect your teaching style of the lesson?
4	There is no teaching style. You have to adapt. When things are good on good days teaching is done otherwise no. Work around it if we can.
R	How does this affect the type of assessments, having learners with difficulties and barriers, how does it affect your assessments in your lesson?
4	Tremendously, because then you have learners coming to school where they are head of their homes. Maybe after school they work or have siblings to take care of or households to take care of. Where is the time for homework, where is the time for studying? Assessments are not done, learning for examinations never done, so tremendously. A learner cannot pass.
R	Are there any common learning barriers that your learners face in your classroom? Common?
	There is so many. So many different ones.
R	Mention a few
4	Okay, except for the fact that most learners are very lazy, that is a problem because they know our educators will fall prey to it, they use this as an excuse. Other barriers are learners do not attend classes so how is it that, teaching is going to take place if the child is not in the class. So most of our time is spent in the period is to try and find, locate the kids in our classroom. Then we get watsapp messages telling you that your kids are out here go and fetch them, then we have to leave our classrooms again go and fetch them put them in the class by then time is wasted. Period is over no teaching is done.
R	Okay. How do you deal or manage learners that face learning barriers in your classroom?
4	With me personally I try to assist them, like most of them have reading difficulty, which specially in English cannot read or write. We have major problems because most of it is reading and writing skills, I try and get them as many exercises. We started a book club in my class. Some of the girls where they do not have facilities, they do not have means to go to a library. so we started 3 or 4 groups. Book club is where I provide them with a book and maybe once or twice a month they use my classroom to encourage them to read. They share with each other what they have read, what thy heave learnt, their experiences and it seems to be going quiet well because now some boys are even joining in as well. So it's been going ok. Just to encourage them to read because you know when they go home there is no time. the only time is in the mornings when they get to school, during the lunch breaks and some of them do want to stay in after school but obviously that is a problem. The books are given to them to read at their leisure.
R	Okay. What strategies do you use to assist these learners who have difficulties in your classroom?
4	The late coming strategy. This is what I felt worked. Leaners tend to not take things seriously, they feel it's okay to come late to class so I put up a few rules you late to class you have to stay outside okay which means you'll miss an integral part of the lesson or you stay in during lunch break. What we normally do is because of the reading barriers language and comprehension, I read out the passage to them, even the set books I read to them, if they want out read its fine if they want me to read I read it for them. Read out the questions, read out the answers. Then ask them now you go and do it. Seems to help a little bit. Obviously not the desired effect I want but it helps a bit.
R	Why do you assist deal or manage with learners who face barriers to learning in this particular way why?

4	Why do I do it? Because there is no other way and we as educators have to try our best, our level best so that the kids strive his best to do his best. His absolute best before he says he failed. Which most of them do fail but as a teacher, and educator we have to know, at the end of the day we have done everything to make and help or assist this child out. Okay but at the end of the day there is so much you can do. And as educators I think we have a conscience were we try and try before we allow a child.
R	The last question. What are your personal views on the issues we have discussed above? Anything personally.
4	As an educator we are not allowed to have any personal. What you see is what you get. Nothing is foreseeable or unforeseeable. You know what it is not straightforward direct. Even though we are teaching in syllabus nothing is directly taken from the textbook, you can take from a textbook and teach nothing is direct. I think with personal issues that come in between I think every child should be seen as an individual, every situation should be handled in their individual way if you want the desired result I think. Every child is special.
R	Thank you maam.

PARTICIPANT 5	
R	Good morning ma'am thank you for allowing me to interview you. I am Soshendri Naidu and I am currently conducting my master's degree in Educational psychology. The topic of my research is Investigating educator's experiences of teaching learners who have barriers to learning at a public secondary school in Newlands West. There are five participants in my study and you are one of them. The objectives are to explore the experiences of mainstream educators who teach learners with learning difficulties or barriers, to determine the intervention strategies educators use to teach learners with learning difficulties and lastly to understand why they use these intervention strategies'. I am going to ask you 8 questions and if you have any misunderstanding I will stop and rephrase. Ok. Have you heard of the term mainstream education before?
5	yes
R	Can you kindly explain what it means to you?
5	To me mainstream education refers to education that is inclusive regardless of the levels of cognition of learners, they are placed in the one particular class, there is no differentiated learning, all learners are exposed to the same learning material and the same standard regardless of their learning ability.
R	What has informed your understanding of mainstream education?
5	Firstly I think teaching in a public school, where learners of different learning abilities are taught in the same way, as a university candidate, as a university student when I left university, I was prepared for mainstream and not for any specialised learning field or dealing with learners with specific learning disabilities or learning barriers, yes so learners with differentiated learning abilities.
R	Could you please tell me what is your understanding of a learning difficulty or barrier.
5	There are many challenges that learners face, for me the most frequent one is the language barrier and that definitely impacts on learning. Another barrier will be learner's ability because learners are not graded therefor ewe have mixed ability in a class and another learning barrier could be some learners might be slow learners or not able to compete with other learners on the same playing field as such. Other learning barriers? Language, age is another learning barrier – some learners are not at a certain, not efficient at a certain age and that can affect their learning. It could be physical problems as well, that could be barriers to their learning, it could be psychological issues, learners with stutters or vocal issues that could be another learning barrier.
R	Thank you. Can you share your experiences of teaching learners who experiences barriers to learning.
5	My greatest challenge would be teaching learners who cannot express themselves in English home language.
R	What are the barrier that learners in your classroom face?
5	Because English is not their mother tongue, they struggle to express themselves, and I a school like our learners are high flyers in their home language but they do poorly in a subject that they chose, which lets them down, "want me to speak more about it"?... and there for learners in away are illiterate. In their writing abilities, their reading abilities, and that does create a barrier in learning.
R	How does this affect the planning of your lesson? Having learners with difficulties and barriers in your class. How does that impact on the planning of your lesson?
5	I find that I have to water down my teaching approach, the way I present material to my class, has to be extremely creative, then functional, learners have to be able to identify with the content. And I have got to use examples that they can identify with. I find that I taught in another school where learners were fluent in English, and they could do extremely well however here the content has to be watered down, to such a level, that even the weakest

	child, is able to pick up, however with siting with 50 in a class, it is very difficult to differentiate learning, we do not have the time, we do not have the space, to help learners who are not competent in the language.
R	How does this affect your teaching style of your lesson? Having learners with barriers in your class.
5	My teaching style has changed tremendously, it no longer can be teacher centred it's got to be learner centred, it has to include the learner, there are times when I do need to use some form of lecture style teaching but again it has to be at a minimal because learners can only concentrate for so many minutes,
R	How does it affect the type of assessments? In your lessons.
5	Unfortunately, assessments are prescribed by the department and I cannot change the assessments has to be assessed according to a particular rubric, according to a particular standard, according to baron's taxonomy but ask me the question again,
R	How does it affect the types of assessment in your lesson.
5	Types of assessment is standardised I cannot change it; I can gage from learners informally whether they have understood but that is as far as I can go, I can't change the testing programme.
R	Are there any common learning barrier that learners in your class face?
5	Because I am a language educator, many of them have great difficulty reading and writing, and that affects them tremendously, in a class of maybe 45 at least 25 will fail, because they cannot cope,
R	How do you deal or manage learners who face learning barriers in your classroom?
5	I treat them with lots of respect and kindness, and try as hard as possible to bring it down to their level so at least the child can get a 40%.
R	What strategies' do you use to assist these learners who have difficulties in your classroom?
5	I have to be honest that it is very difficult to be creative to that extent, yes we do have afternoon lessons, maybe they will come in during the breaks, to complete work, I will set tasks for them, those that cannot complete within the time frame, or give them an extra lesson or 2. But that's where it stops, I cannot go beyond that.
R	Why do you deal, manage or assist learners who face barriers to learning in this particular way?
5	It's the only way that I know, that I can help them. The learner gets no help from home, so I am all the assistance they can get. For instance, if they writing an essay, I will double mark that essay, I will mark the draft and the final so that the learner is at an advantage. However, they are time constraints and I wish I could do more for my learners. However, our learners are failed by the department of education, they are failed by our government, where they need are not considered, they are totally neglected, they pass through the system, and when they exit grade 12 there is nothing left, nothing for them,
R	And lastly, what are your personal views on the matters we have discussed above?
5	It saddens me that our learners are neglected, that learners with special needs, cannot be given the attention and the help that they deserve, we do not have any external help, social workers or psychologists coming in to talk to our learners, and our learners are at a total disadvantage , they face challenges, beyond their teenage years, many of them are adults, they are adults before their time, and I have learners who are sitting 21 and 22 sitting in grade 11 and they should be out of the system. They should be learning, a trade because they are not academically inclined. So as much as we are mainstreamed we call our system mainstream we really not, we are actually so academically inclined that our learners are unable to cope.
R	Thank you so much ma'am.

APPENDIX M: CLASSROOM OBSERVATION SCHEDULE

CLASSROOM OBSERVATION

DATE: 27/1/16

GRADE: 10D

SUBJECT: Business Studies.

BARRIER TO LEARNING	TEACHER (ACTION/RESPONSE)	LEARNER (ACTION/RESPONSE)	ADDITIONAL NOTES
Late coming.	allow them with a warning	Apologises.	
Disruptive learners.	Warned them to be quiet & sit down. / Stops teaching to reprimand "L"	ok. follows instruction.	
Noise around block.	Close door.		
Absent.	Issue worksheet for previous day.	Receives worksheet.	
Disruptive	Stops lesson to indicate were she is in the worksheet.	Lost.	

CLASSROOM OBSERVATION

DATE: 27/1/16

GRADE: 11 B/G

SUBJECT: Maths.

BARRIER TO LEARNING	TEACHER (ACTION/RESPONSE)	LEARNER (ACTION/RESPONSE)	ADDITIONAL NOTES
Late coming	Continues with lesson.	finds a place and sits down.	
Disruptive learning	Reprimands. Raises voice.	Talking. Stop talking.	
"L" No interest in lesson.	continues with lesson.	Disruptive.	
No stationary.	continues with lesson.	Sits unattentive disturbs lesson. Does no work.	
"L" staring out of class. No Book.	Continues with lesson. - Reprimands.	- finds a page and starts writing.	

CLASSROOM OBSERVATION

DATE: 28/1/16

GRADE: 12

SUBJECT: Life Science

BARRIER TO LEARNING	TEACHER (ACTION/RESPONSE)	LEARNER (ACTION/RESPONSE)	ADDITIONAL NOTES
Disruptive learner (standing @ door) shouting	Instructed learner to sit down.	Walks to place and sits down.	
No money to purchase study guide for subject.	Tells learners to purchase at the store. If its not possible to bring money in. / Has made wsht in the interim.	Month end they will try and bring.	
learner right @ back cannt see.	Teacher brings forward to 3rd row from 4th row.	Moves place and sits closer to the board.	

CLASSROOM OBSERVATION

DATE: 28/1/16

GRADE: 9C

SUBJECT: English.

BARRIER TO LEARNING	TEACHER (ACTION/RESPONSE)	LEARNER (ACTION/RESPONSE)	ADDITIIONAL NOTES
Lack of textbook. (Sharing) disruptive/engage in conversations.	Raise voice to ensure learners are settled.	Stop talking... continue talking. disrupt lesson.	
Late coming. (disrupt lesson).	Reprimands lesson	Sit down.	
Lack of furniture. (time of learning compromised)	Share seats (instructs). or borrow from next class.	finds a chair	
(disruptive learners) learners who are repeating.	Ask them to leave.	leaves class. Returns. disturbs alot.	
(No fans) Learners hot/ uncomfortable.	Continues teaching	fans themselves. Not focused on novel.	
Uninterested. playful.	Continues teaching.	looks around class disrupts others. Pays no attention.	
Overcrowded. cannot hear (teacher) "L" to "T" ratio.	Raises voice but cant reach entire learner.	Cant hear/engage in conv's.	
Hyperactive learners cant sit/still focus.	Continues teaching Stops depamands.	Continue in discussions.	

CLASSROOM OBSERVATION

DATE: 24/2/16

GRADE: 11G

SUBJECT: Business. Studies.

BARRIER TO LEARNING	TEACHER (ACTION/RESPONSE)	LEARNER (ACTION/RESPONSE)	ADDITIIONAL NOTES
Disruptive learner.	Warns learner to keep quiet	Stops disrupting the lesson.	Lack of interest.
Doing other subject work	Warns to put work away.	Puts book away.	Lack of interest.
Learners all did not attend. Bunking lesson.	Records on class list. Bunkers.	Not in class. Missing out on notes.	
Noise outside class.	Raises voice to compete to be heard.		Other learners absconding lesson, making noise outside classes.
Latecoming of learners.	Instructs them to sit down fast	finds place and sits down.	Lack of interest
Weather - Hot - learners cant concentrate. No fans.	Continues teaching the lesson	Uses notes to fan themselves.	Lack of funds. No money to purchase fan for class.
No textbooks. Share worksheets.	Make worksheets as a substitute to textbook.	Use worksheets as a source of info.	Lack of funds.
Learners zoned out.	Pass a questions.	Reluctantly respond. Dnt respond.	Look out the window/ door. fall asleep.

APPENDIX N: DATA ANALYSIS

Data analysis

The categories below assisted in generating codes which lead to the formation of themes

CODE	CATERGORY
Economic Difference	• Income • Economic background • Poor children • Unable to pay fees -Poverty • Unemployment • State grants • Economic barriers • Limited finances • Affordability and access • Single parenting - single salary
Language	• Different languages • Language abilities
Social	• Environment • Different backgrounds • Upbringing • Own perspectives • Diverse backgrounds • Social activities • Social conflict • Political influence • Role-models • Respect for the other • Attitude of teacher. Attitude of parent • Social backgrounds. • Social issues • Dysfunctional homes • Gangsterism • Violence and abuse • Health issues, HIVfA1DS and nutrition • Ill-disciplined learners • Disrespectful children • Social class • Gender stereotypes • Different social backgrounds
Learning Skills	• Different learning skills • Physically challenged learners • Intellectually challenged learners • Different teaching styles • Plan so that all can achieve • Use a range of assessment methods • Aware that parents unable to support
Equal Opportunity	• Respect for others • Inclusion policy • Accommodate all learners • Access to education • Quality education for all • Diverse opportunities • Feeling marginalised • Exposure to learning • Supporting the other
Personal Experience	• Educational training • Social environment and upbringing • Political involvement • Social conflict • Personal philosophy • Social activities
Learning Styles	• Unable to cater for all learners • Learning and physical disabilities • Slow learners • Classification and grouping of learners • Different modalities • Learn differently
Resources	• Lack of infrastructure • Lack equipment and material • Large classes • Broken facilities
NEEDED	
Financial Resources	• Lack of school funding • Limited funding from department • Unable to afford books • Low school fees • Unable to purchase equipment • Financial constraints • Income from school fees • Fund-raising efforts • Poor communities
Human Resources	• Smaller class sizes • Better teacher-pupil ratio • More teachers • Teacher assistants • Support staff • Better training of teachers • School Governing Body training • Diversity management • Training to deal with diversity • Access to counselling staff
Technical Resources	• Poor school infrastructure • Not enough classrooms • No hall and resource centre • Lack of IT equipment and facilities • Good facilities • No library • Lack sport fields
Material Resources	• Text books for teaching • Programmes to assist teaching • Additional teaching resources • Material to help make sense of policies •

1

Theme 1: Experiences

.1 Educator's Knowledge of Inclusive Education

.2 Educators experiences with examples

.3 Barriers

4 Personal views

.5 Observations

4.3.1 Educator's Knowledge of Inclusive Education

a) Definition of the concept Mainstream.

	category	theme
Respondent 3: "presently I am in the mainstream education where we have children of all ability groups." *Respondent 5: "education that is inclusive regardless of the levels of cognition of learners, they are placed in the one particular class, there is no differentiated learning, all learners are exposed to the same learning material and the same standard regardless of their learning ability".* *Respondent 4: "Where there is grades from 8 or 1 to 12, were there is syllabus, that's pretty much what I think. The curriculum is set".*	All learners with great diversity together. Equal opportunity. Learning styles. Social.	Knowledge from experiences

2

a) Source of their understanding of the term "mainstreaming".

	category	theme
Respondent 2 said "……we go for workshops were they did introduce us to this term" *Respondents 3,4, and 5 mentioned their knowledge and understanding of mainstream education was from experience in the field and attendance at university.*	Personal experience Personal experience	Experience from attending various meetings equipped educators with the term.

b) Educators understanding of term "learning barrier".

	category	theme
Respondent 2: "Well I teach life science so automatically we have learners that have a lot of difficulty in grasping content, that they are showing like always a barrier to learning". *Respondent 1: "I think that one refers to that makes a learner find it difficult to perform at his or her best in terms of the work that's given to him or when his in class failing to concentrate is it because of things that are happening at home or the learner have his or her own problems that needs attention like social workers or doctors".*	Learning Skills Learning Skills	Experience from class assisted in definition of the term.

3

Respondent 3: "learning disability is when a child can barely read or write properly… he cannot comprehend, he just doesn't understand, these are barriers. *Respondent 5 :"challenges that learners face, for me the most frequent one is the language barrier and that definitely impacts on learning ".* Respondent 4 *"something that impairs a child's ability to perform at their best in class".*	Learning Skills Learning Skills Learning Skills	

c) Knowledge of the term "Inclusive Education"

Respondent 3. Not discriminating against disabled or any other pupils with barriers. *Respondent 5: As the name implies inclusive, include everybody.* *Respondent 2: Learner with barriers, like a slow learner, incorporating them into your lesson, with difficulties, language difficulties etc.*	Equal Opportunity Equal Opportunity Equal Opportunity	Experience indicated that inclusion refers to inclusion of all.

d) What are barriers to learning?

Respondent 2: language, …. Large class size, lack of resources especially for practical's *Respondent 3: Disabilities, hearing impairment, using the brail not only the disabilities it can be*	*Language,human and material resources*	*Experience's from reality allowed for the identification of barriers to learning.*

4

environmental.... Environmental can be abuse it can be your neglected child that we do not pick up. And environmental backgrounds..... Funding. *Respondent 5: resources* *Respondent 4: Adhd kid?.....Abnormalities?* *Respondent 1: hypertension*	Learning Skills Financial Resources Resources Learning Skills Learning Skills	

4.3.2 Educators experiences with examples

Respondent 2: ...level of English is very low I try and bring the concept across to the learner in the most easy simple way..... I use examples of everyday life .....even in the notes that I give them, the language that I use is simple as possible. .... I do a recap of the previous day lesson. ...homework that I give which I consolidate with the pupils .....I would go around, seeing how the children or even to draw a graph and as I'm walking around those that are experiencing problems then I would reinforce the idea or show them one on one how to go about doing it.	*Language*	*Daily interaction and experiences affords educators the ability to identify examples pertaining to barriers to learning.*
Respondent 1:.... some problem that they have from homes the way they are, because they are very slow. You find that learner is very down you don't know if that learner is he or she is hungry.....some barriers is their lifestyle that they have, he influences of friends making them to bunk, consuming all sorts of things, alcohol drugs, they cannot do homework's, because at night they were not at home they went somewhere	*Social*	
Respondent 3: We do come across these learners in mainstream teaching with, you know children	*Social/human*	

with all abilities and now it's sometimes quite daunting.... try and explain to them, try and cope with them try and get parental involvement. Try and .....social workers to come in and help were they can, because sometimes it's not possible to help with such large classes.	*resources*	
Respondent 4:*A not so severe one, is a child who had a problem with her eye sight not so long ago and we were not aware of it, and she is quiet a bright child, where as in her exams she used to score, you know above average, but her class work and homework, the homework was done, but during class time she always annoyed me. She could not sit still; she could not pay attention. Her work was never done. I was quiet shocked when this exam came through then I realised that this child you know, is a very capable child so what's going on, so I investigated the matter. So I investigated the matter and found out that she wasn't able to see the board properly and that is why she was causing a lot of havoc in my class and then upon more investigation her parents could not afford to get her glasses. Eventually the matter got sorted, she got glasses and she did very well.*	Learning Skills	
Respondent 5:*My greatest challenge would be teaching learners who cannot express themselves in English home language.*	Language	

4.3.3 Barriers

a) Types of Barriers in class room

Respondent 1: "Disruptive behaviours.... Cell phones, technology in class	Language,social	Experiences in context allows for identification of barriers.(physical,contextual)

Respondent 2: "Language..... Large syllabus..... Limited time, no room for the slow learner"	Language,social	
Respondent 3:" Reading, writing and listening"	Language,social	
Respondent 4:" hunger, social factors at home"	Language,social	
Respondent 5: "English not their mother tongue"	Language,social	

b) Common barriers in class

Respondent 1: "Behaviour"	Social	Experiences in context allows for identification of barriers.(physical,contextual)
Respondent 2: "Language English"	Language	
Respondent 3: "Reading, writing and listening, poverty, home environment"	Language	
Respondent 4: "lazy learners, absconding classes"	Social	
Respondent 5: "difficulty in reading and writing"	language	

4.3.4 Personal views

Personal views on the issues rose from the respondents:

Respondent 2: "teaching in a public school stressful right, very demanding it's not like in the past we are facing a lot of problems that is unique to this period..... emphasis is put on assessments it's the volume of assessments that you can complete.... proper foundation required. with education we keep regressing I don't know why we have changed things that have worked so well".	*Personal experience.*	*Experiences from the context sheds light on the areas requiring attention.*
Respondent 1: "do more research based on style of teaching these learners and how to cooperate with them in terms of discipline, to find a positive structure and a discipline method to be	*Personal experience*	

effective to them and I think I have to improve myself every day".		
Respondent 3: "my personal view is you cannot have children with learning barriers problems to learning in the mainstream school because it becomes very difficult. Because you have the high flyer you have pupils of different capabilities, and you sort of and big classes and sometimes very difficult to cope with children with learning barriers so as much as you try you want to do it you can do it, the following year you don't know if your colleagues are going to do it or be more comfortable to do what you are doing. You can nurture that child but to a certain extent, so they should be in a special environment special school where people will have the patience and know how to take care of them.	*Personal experience*	
Respondent 4: "As an educator we are not allowed to have any personal. What you see is what you get. Nothing is foreseeable or unforeseeable. you know what it is not straightforward direct. Even though we are teaching in syllabus nothing is directly taken from the textbook, you can take from a textbook and teach nothing is direct. I think with personal issues that come in between I think every child should be seen as an individual, every situation should be handled in their individual way if you want the desired result I think. Every child is special".	*Personal experience*	
Respondent 5: "It saddens me that our learners are neglected, that learners with special needs, cannot be given the attention and the help that they deserve, we do not have any external help, social workers or psychologists coming in to talk to our learners, and our learners are at a total disadvantage . they face challenges, beyond their teenage years, many of them are adults,	*Personal experience*	

they are adults before their time, and I have learners who are sitting 21 and 22 sitting in grade 11 and they should be out of the system. They should be learning, a trade because they are not academically inclined. So as much as we are mainstreamed we call our system mainstream we really not, we are actually so academically inclined that our learners are unable to cope".		

4.3.5 Observations

Respondent 1 : late coming of learners, disruptive learners, learners showed lack of interest towards the lesson, no stationary and learners where found to be staring outside the classroom instead of focusing on the resource material provided and following. The participant response to the above mentioned factors were to reprimand learners for late coming, raising of voice to silence those disruptive learners. The issues of no stationary and learners who showed no interest towards the subject was not dealt with and the lesson continued	Social Material resources	Educators experiences indicate negative and constructing factors that hinder the process of teaching and learning.
Respondents 2: disruptive learners in the form of verbal and standing (at the door), lack of funds to purchase the study guides needed for the subject and a learner whom sat at the back of the class and could not see the board. The respondent 2 responded to the above factors, the disruptive learner was instructed to sit down immediately, worksheets were provided as a substitute for those whom did not have books however they still needed to purchase the study guides and the learner whom could not see the board was	Social Financial resources Resources	

moved to a place that allowed him to have a better visual experience. Respondent 3 : Disruptive learners, completing other subject work, absconding of lessons, noise disruption outside the class, late coming, no fans, no text books and learners zoned out. The respondent response to the above barriers to learning are: disruptive learners where warned to remain silent, reprimanded to put away other subject work, absconder's names were recorded on a class list, respondent raise voice to be heard as the noise outside the class was high, late comers were instructed to sit down as soon as possible. The lack of fans nothing was done. Worksheets were provided to substitute the lack of textbooks. Learners showed signs of no interest and zone out the respondent did pose questions to learners for them to respond but however they were reluctant to respond.	Social	
Respondent 4: Lack of textbooks for each learner, late coming, lack of furniture, disruptive learners, no fans, uninterested learners, overcrowded class and hyperactive learners. The respondent responses to the above mentioned observation are as follows, learners shared the textbooks but also began conversations so they were reprimanded on numerously to be silent, late coming the learners were reprimanded not to continue with that behaviour, lack of furniture was dealt with from borrowing furniture from other classrooms but this was a barrier as teaching time was lost. disruptive learners were	Social Material resources Resources	

asked to leave the class as they did not follow the instruction provided by the respondent. The temperature within the class was very warm and due to having no fans the learners displayed behaviours of restless and lacked concentration on the lesson. Learners displayed behaviours of hyper activity they were not able to focus on the lesson instead began conversations and this lead to the lesson not being heard by the rest. The large numbers of learners in one class also posed a barrier to the teaching and learning experience. Respondent's 5: late coming, disruptive learners, noise around the teaching block, absenteeism of many learners in the class. Learners whom arrived late where warned verbally not to repeat the behaviour. Disruptive learners who were found to make noise whilst the educator was teaching were reprimanded verbally. Then the lesson had to be paused for a minute to guide the disruptive learner who was lost from the reading material that was been used during the lesson.	social	

4.4 Theme 2: Intervention strategies

4.4.1 Planning of lesson

4.4.2 Teaching styles

4.4.3 Type of assessments

4.4.4 Ways of dealing managing and assisting

4.4.5 Responses from photo language activity in respect to intervention strategies

4.4.6 Strategies of dealing with difficult learners.

4.4.1 Planning of lesson

Respondent 1: *It impacts yes. As an educator the introduction of your lesson counts most, you find you are failing to introduce your lesson ... because of the behaviour that is caused by the learners. You find even that you become tempered and lose control, you shout at them "stop this" .... Even if that's not the behaviour it's the learner who is having a serious problem. You become affected because now you got that heart of wanting to go and willing to go and assist but as you spending time to one learner the other learners or the 100 learners or 80 learners they are suffering because by that time you should be keeping the lesson going.* ***Respondent 2:*** *.....I'm teaching like I would say like 40 minutes and then we've just got the remainder of that time to consolidate the work because I'm recapping the previous day's work .....once I'm teaching as well after I finished teaching the entire lesson, I do like a question and answer and then I'm reteaching concepts".* ***Respondent 3:*** *.... you got to take them*	*Social* *Economic difference* *Equal opportunity* *Learning skills*	*Various intervention techniques are utilized each unique to each educator.*

into account when you planning and then you got to have separate worksheet sometimes separate instructions for them so that you can come down to their level. So they understand because they are now basically writing a common paper. So we have to explain to them.	*Equal opportunity*	
Respondent 4: *"It does drastically, because then most of our lesson is spent on counselling the learner. Speaking to them, it takes time of your syllabus. With the lesson that needs to be taught is not completed. Obviously it affected now because, now I'm also worried if I find a learner hasn't had anything to eat this morning or if she'll have anything to eat for the rest of the day. Obviously its concerning, so now I have to go and find means, I can't say wait, well do something later or tomorrow. I have to immediately pick up the phone or call somebody or ask somebody who has lunch to share with the learner so, the learner can leave the class while the rest of the learners are being taught. Learning and teaching is not taking place but counselling is taking place now we had to intervene.*	*Social* *Equal opportunity*	
Respondent 5: *"I find that I have to water down my teaching approach, the way I present material to my class, has*	Learning skills	

to be extremely creative, then functional, learners have to be able to identify with the content. And I have got to use examples that they can identify with. I find that I taught in another school where learners were fluent in English, and they could do extremely well however here the content has to be watered down, to such a level, that even the weakest child, is able to pick up, however with siting with 50 in a class, it is very difficult to differentiate learning, we do not have the time, we do not have the space, to help learners who are not competent in the language.	Equal opportunity social	

4.4.2 Teaching styles

Respondent 1: *"I have to teach them in the way they used to.... voice has to be louder"*	Equal opportunity	Individual interventions to suit the context.
Respondent 2: *"my teaching style hasn't changed.... I always assume that the learner has no prior knowledge or starting that topic of a fresh so I do stuff when I'm teaching it's from basics filtering everything from basics.*	Learning skills Learning styles	
Respondent 3:*It does because ... you worry about those learners who can't cope and you going ahead with your syliabus and teaching and you find that*	Social Equal opportunity	

they are way behind and it is a problem. Especially in a classroom when you have mixed ability pupils and the faster learner will have a problem because he is getting bored and getting up to mischief and the others are sitting back and do not understand what's happening.	Learning skills	
Respondent 4: *"There is no teaching style. You have to adapt. When things are good on good days teaching is done otherwise no. Work around it if we can."*	Social Learning skills/styles	
Respondent 5: *"My teaching style has changed tremendously, it no longer can be teacher centred it's got to be learner centred, it has to include the learner, there are times when I do need to use some form of lecture style teaching but again it has to be at a minimal because learners can only concentrate for so many minutes"*	Equal opportunity Learning styles	

4.4.3 Type of assessments

Respondent 1:*Failing to submit in time? Homework not done, ...absent, not in class when the test was given.*	*Social*	*Interventions educators use are simplified or made into group work.*
Respondent 2 *... assessments have to be watered down greatly right, ...I would probably change the style of the*	*Equal opportunity* *Learning skills/styles*	

questioning to make it more simple as well the difficult questions will pull out especially for cass .Because I'm going to give the learner that benefit where the cass mark is high so that you know what with the department paper I'm not saying they have to do the bare minimum but I giving them a good start in terms of practical's .....pracs lessons are group based or if it's difficult or I'm pressed for time it will be a teacher demonstrations. The large class size does impacts greatly on my level of assessments.		
Respondent 3*:Well basically they all have to do the same assessments whether they like it or not. But the teaching we have to tone it down.... those children with barriers to learning generally have below average marks, low marks.*	*Equal opportunity* *Learning styles/skills*	
Respondent 4: *"Tremendously, because then you have learners coming to school where they are head of their homes. Maybe after school they work or have siblings to take care of or households to take care of. Where is the time for homework, where is the time for studying? Assessments are not done, learning for examinations never done, so tremendously. A learner cannot pass."*	*Social*	

Respondent 5: *"Types of assessment is standardised I cannot change it; I can gage from learners informally whether they have understood but that is as far as I can go. I can't change the testing programme."*	*Learning styles/skills* *Equal opportunity*	

4.4.4 Ways of dealing, managing and assisting

Respondent 1: *"Try to motivate them to be good".*	*Social*	*Educators interventions focus on providing motherly care and slowing down the pace of teaching.*
Respondent 2: *"I'm teaching at a slower pace. I'm using language that is simple .....we do extra classes..... my assessments are easier".*	*Learning skills* *Equal opportunity* *Learning-styles*	
Respondent 3: *"be very patient with them and you have got to understand you've got to identify that they do have learning problem, motivate them, be patient with them and... nurture them and you know try to explain to them that's all we could do".*	*Social* *Equal opportunity*	
Respondent 4: *"With me personally I try to assist them, like most of them have reading difficulty, which specially in English cannot read or write. We have major problems because most of it is reading and writing skills, I try and get*	*Social* *Human resources*	

them as many exercises. We started a book club in my class. Some of the girls where they do not have facilities, they do not have means to go to a library. so we started 3 or 4 groups. Book club is where I provide them with a book and maybe once or twice a month they use my classroom to encourage them to read. They share with each other what they have read, what thy heave learnt, their experiences and it seems to be going quiet well because now some boys are even joining in as well. So it's been going ok. Just to encourage them to read because you know when they go home there is no time. the only time is in the mornings when they get to school, during the lunch breaks and some of them do want to stay in after school but obviously that is a problem. The books are given to them to read at their leisure.		
Respondent 5: *"I treat them with lots of respect and kindness, and try as hard as possible to bring it down to their level so at least the child can get a 40%."*	*Social* *Equal opportunity*	

4.4.5 Responses from photo langu age activity in respect to intervention strategies

Scenario 1

a) One of the learners in your class is experiencing physical and emotional abuse at home and often is absent from school. How would you handle the learner?

Respondent 5: *"We have got a social worker, outside social worker which I phone and phone and give the details to the social worker".*	Social Human resources	Educators intervene by contacting of parents/social worker or resort to ignoring the issue.
Respondent 3: *"I think the time constraints and with our lack of knowledge in identifying and sometimes in our big classes we tend to overlook a lot of this and the enormous volume of work. For an educator from the time he enters the classroom somehow we do not identify them and if we do pick it up on the way side we tend to call and but the lack of parent's involvement. Parent involvement in the area in which we are teaching they never there to help us. Many of this is not solved.*	Social Resources	
Respondent 5: *"Not solved".*	Social	
Respondent 3: *"Unsolved problems. We try."*	Social	
Respondent 2: *"Ask the child see what's the problem. Point to where we even phone the parent to come in, but as mam said there's just a limit that we can do as well."*	social	

Scenario 2

b) You have discovered that learners in your class have a drug addiction and as a result they bunk lessons and when present in class they sleep the entire period. What can you do to help these learners?

Respondent 3: *"Refer them to social workers. If we get to know there are drugs call parents."*	*Human resources* *Social*	*Intervening by getting help from outside professionals.*
Respondent 2: *"We got this problem in the c block. When we walk there we get a strong smell of dagga, these are the very same learners in our class that are sleeping so I think it's like a vicious cycle that's going on for years."*	*Social*	
Respondent 3: *"Yep"*		
Respondent 2: *"And those are the very same learners who are failing in the past they have been progressed to the next grade."*	*Social*	
Respondent 4: *"So what do you'll do about it? Do you'll let the learners sleep? During the course of the lesson?".*		
Respondent 2: *"No we make attempts to wake them up."*	*Social*	
Respondent 3: *"It can be very frightening. Because the learner is on a drug and he can pounce upon and you and I think only once a year we have a police search or a raid and it's over. If managers on the top do not do anything it's very hard for the*	*Social* *Human resources* *Financial resources*	

teacher. Very hard for the teacher because the teacher wants to get by the large curriculum the enormous amount of work. You know the child is sleeping he makes an effort to get the child up and carries on with the work. It's better not to intervene too much because you'll never know in what state of mind the child is especially when he is high on drugs."	Social	
Respondent 2: "Yeh okay I won't shout at that child. Or kick that child out of the class or anything of that sort."	Social	
Respondent 3: "I would just be calm."		
Respondent 1: "That what I wanting to raise, kicking the child, because the policy in school says we don't chase the learner. We have to deal with him inside the classroom. There's another problem we have as teachers.	Equal opportunity	
Respondent 2,3,5 No we don't (kick a learner out of class)	Social	
Respondent 2 But I think most cases if the child refuses to wake up I ignore the child, because I got the rest of that 40 to teach. And I need to complete my syllabus for that period. As harsh as it sounds this is the reality.	Human resources	
Respondent 3 Call a social worker.	human resources	
Respondent 1 I think call social worker or parent.		

Respondent 5 But from experience I have one child that's gone to rehab about 3 or 4 times from grade 8 he went twice grade 9 he went this year again he went to rehab when he comes back he starts it again. As much as you speak to the child every day I speak to the child don't do it don't go there, but his taking drugs. He'll say yes mam I won't do it. But you know his on drugs.	personal experience	
Respondent 3 Once addicted it's very hard to leave.	Personal experience	
Respondent 1 That's what they always said, if you go to the into a rehab but you never decide from your heart now you want to stop you won't stop. As long as you are going because you are pushing somebody it'll come back.	Personal experience	
Respondent 3 Basically it's a major problem in our country funding, funding because the schools have a problem who do we approach? Social worker will also have a problem. Rehab they get to for a short while they keep them and er cause of funding each one lets the other one down. And we back to square one. We in a no win situation.	Financial resources	

c) You teach a class of 53 learners and cannot deliver quality education. How would you assist these learners in ensuring that the quality of education is not compromised?

Respondent 2 Well we are living proof of that. We try our best under the such strenuous circumstance year after year. I mean uh while we got the very weak learners over the years we have produced learners that have achieved great heights.	Equal opportunity	Intervene using various methods as there is no set one.
Respondent 3 yes		
Respondent 2 There's this one boy in my class average learner his final year in civil engineering that year many kids became teachers or nurses so we try.	Personal experience	
Respondent 3 Yeh. Despite all the odds.		
R Okay learners have no interest in your subject, and ignore or pay no attention to what you do how do you handle this situation?		
Respondent 1 Ay that one it will make you to just give up.	Personal experience	
Respondent 3 You can only talk to the learner up till a certain point in time. After that if his not interested	Personal experience	
Respondent 4 You still have the rest of your class you know that you have to dedicate your time too.	Equal opportunity	
Respondent 3 So be it		

Respondent 2 Your teaching style as well, IL ask that child a question. You know just to get him involved in the lesson.	Equal opportunity	

Scenario 4

d) The learners above are displaying disruptive behaviour. How would you deal with the learner above? The guy is just tugging the other learner's hair at the back, what would you do?

Respondent 5 Instruct him to stop. That's my initial	Social	Intervene by getting the parents involved.
Respondent 2 But I'm very strict in my class I walk around even while we doing work I walk around, so the child is reprimanded brought to the front even next to my desk if needs be to stop that sort of behaviour.	Learning skills/styles	
Respondent 3 I would reprimand I wouldn't accept that. Ok cause you disrupting a lesson.	Social	
Respondent 1 I would stop him and if he doesn't stop I will find others ways to discipline him. Either I'm kicking him out.	Social Lack of human resource	
Respondent 4 IL give him a warning reprimand him and if it persists contact the parents because we don't have the right to inflict any you know physical on the child. And in our school that's the only language they understand. But we not allowed to. My only hope is to contact the parent and make sure they instil that. Ok nothing much we can do.	Personal experience Social	
Respondent 3 I think many of our teachers have	Social	

a book were with disruptive behaviour they keeping a note of it.3 or more offences we call for parent. Yes		

Theme 3: Reason for using their intervention strategies

4.5.1 Common barriers in class

4.5.2 What guided their dealing with learners who have barriers to learning in the way that they do.

4.5.3 The impact of curriculum policies.

4.5.4 School environmental factors contribute to the intervention strategies.

4.5.5 Factors in the school environment that impact the way issues are dealt with.

4.5.6 other related issues.

4.5.1 Common barriers in class

Respondent 3 *Resources, lack of resources, funding from department.*	Resources	Educators intervene as they do due to the barriers that are present in class.
Respondent 5 *Social economic issues they have, lot of social economic.*	Social	
Respondent 3 *No psychologist attached to schools so we cannot pick, because we not er.. we as educators cannot pick up these barriers easily because we were not taught to pick them up. Right. So that becomes a huge problem.*	Human resources	
Respondent 2 *Its also your class time, you are so caught…consumed with finishing syllabus or your coverage for that period that I myself won't have time now you know to find out from the children, what's troubling you what's going on,*	Learning styles/skills	

struggle.		understand the policy and share negative feelings.
Respondent 3: *I don't think when they were drawing up the policies they took into account that we going to encounter large classes, children with barriers, the curriculum is very very lengthy, invariably for a normal child to cover up the syllabus is so its time consuming, its takes a lot of time, for a child with a barrier we hardly will find time to cover.*	Learning styles/skills Social	
Respondent 2: *I agree, we got a syllabus that is extremely long and I also find myself battling to cope and battling to finish syllabus.*	Social Material resources.	

4.5.4 School environmental factors contribute to the intervention strategies.

How does the school environmental factors contribute to the intervention strategies that they employ ?

Respondent 2: *It's the same set up as we have said years we have been doing the same thing.*	Social	School factors limit the intervention strategies.
Respondent 5: *We just accepted it, we accepted the environment, we accepted everything, we've accepted the infrastructure that we have we just use it.*	Social Infrastructure technical	
Respondent 3: *Yes*		
Respondent 2: *We make the best of what*		

and these classes we teach are really big. ***Respondent 3*** *Very Large classes*	resources	

4.5.2 What guided their dealing with learners who have barriers to learning in the way that they do.

Question "Why do you assist, deal or manage with learners who face barriers to learning in this particular way?".

RESPONDENT	FOCUS GROUP	SEMI STRUCTURED INTERVIEWS	
2	"Well we've been teaching here for a long time".	"time being at the current school".	Intervening takes place due to lack of parental support, experience in the field and having no other way of knowing.
3	" The years of teaching"	" no parental support, time convenient during breaks".	
1	"As for me I consult senior teachers, the one who got experience to find the ways that I can see which works best."	"to catch up for lost time due to latecomers or disruptive learners in the class".	
5	"You work with what you got."	"the only way I know. It's the only way that I know, that I can help them. The learner gets no help from home, so I am all the assistance they can get.	
4	No response	"there is no other way".	

4.5.3 The impact of curriculum policies.

Have the curriculum policies been helpful? If so, how?

Respondent 5: *CAPS has been very long, Syllabus is very difficult to complete. I*	Social	Educators are not familiar and

we've got.	social	

4.5.5 Factors in the school environment that impact the way issues are dealt with.

Respondent 3: *"Each individual teacher takes it upon themselves to assist these learners in their own way and in their own time as well, they make the sacrifice after school during breaks or whenever time they have. Call on the pupils.*	Human resources Financial resources	School environment factors contribute to the intervention strategies.
Respondent 1: *"Just to add on the issues of funds since one of the barriers of our learners is the money specially to afford to buy the resources that are necessary to help them in the classroom. Ok you find for us you got a solution because they can't afford books we make a copies upstairs but because they don't pay school fees you find that other the school doesn't have the papers to print"*	Financial resources Economic difference	
Respondent 5: *"But you have to adapt, use the chalkboard."*	Social	
Respondent 1: *Yes, but if it was going to be an assessment then we have a problem.*	Social	