

**Exploring full-service school
educators' understanding of
inclusive education and its impact
on learners' psychological
wellbeing**

BY

PRENOLA APPALSAMY

SUPERVISOR: DR. H. MURIBWATHOHO

**EXPLORING FULL-SERVICE SCHOOL EDUCATORS' UNDERSTANDING OF
INCLUSIVE EDUCATION AND ITS IMPACT ON LEARNERS'
PSYCHOLOGICAL WELLBEING**

PRENOLA APPALSAMY

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Edgewood Campus
University of KwaZulu-Natal

Supervisor: Dr. H. Muribwathoho

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ABSTRACT

This study explored the experiences of seven primary school educators within one full-service school in the Chatsworth area in Kwa-Zulu Natal. The educators were selected purposively since they were based within a full-service school. Each educator was selected per grade to identify different experiences within the classroom setting as learner needs tend to develop as they progress to the next grade.

The study was a qualitative study grounded within the interpretive paradigm. The theoretical framework was guided by social constructivism. Social constructivism was appropriate for this study as it looked at educators' experiences of implementing inclusive education, and how teaching inclusively was influenced by the social settings in which they live. It was necessary in understanding how learners were influenced by the surroundings in which they lived, their peers and how this behavior affected teaching and learning in an inclusive environment. In spite of this, educators' religious affiliations, belief systems, culture and values were often overlooked by policy designers.

Data for this study was generated by means of three research instruments: unstructured observation, semi-structured interviews and semi-structured questionnaires. The findings from this study revealed that the experiences of educators teaching inclusive education was not fully accepted by the teachers. Educators conveyed their frustrations with regard to the teaching of inclusive education mentioning that the problems they experience are about the behavioral problems, emotional/psychological problems, lack of proper resources to support these learning barriers and lack of teacher training/skills.

Furthermore, there were many limitations of the study. Since the study was limited to one school under one district, research outcomes cannot be generalised to other secondary schools with similar descriptions since contexts would be dissimilar. Also, most educators were reluctant to participate, time was lost and educators were absent. Despite this, recommendations were put forward for this study. Some that were mentioned includes differentiated teaching methods, appointment of trained and specialised educators in implementing inclusive education as well as continuous support provided by the Department of Education regularly.

DECLARATION

I declare that “Exploring full-service school educators’ understanding of inclusive education and its impact on learners' psychological wellbeing” is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of a complete reference.

Student: Miss P. Appalsamy

Signature: _____

Date: _____

LETTER FROM THE EDITOR

28 Newberry Crescent
Summerfields Estate
Verwoerdpark
Alberton
1449

31 October 2018

TO WHOM IT MAY CONCERN

EDITING OF M.ED THESIS: PRENOLA APPALSAMY
STUDENT NUMBER: 212509310
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COLLEGE OF HUMANITIES
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I certify that I have edited the above thesis. The abstract, acknowledgements, dedication, chapters, conclusion and bibliography were addressed via text marked-up onscreen and verbal discussions. Editorial advice was provided throughout the thesis on the following aspects:

- matters of substance and structure
- paragraph and sentence structure
- language (including academic language, phrasing, labelling of figures and illustrations.
- font size, matters of clarity, referencing format, verbosity and circumlocution, voice and tone, grammar, spelling and punctuation.
- contextual issues
- presentation of content

Yours faithfully

DR K. SEVNARAYAN

DEDICATION

*This dissertation is dedicated to my mum and dad.
Thank you so much for all the love, support and encouragement that
you have given me throughout my life. Without you, this would not be
possible.*

ACKNOWLEDGEMENTS

Undertaking a Master's Degree takes full dedication and commitment. The journey to the completion of this thesis entailed a lot of hard work, sacrifice and motivation. There are many people who supported me and I would like to convey my gratitude to them.

I trust that I would have not been doing my Master's degree if it was not for the support of my beloved parents. My mum and dad continue to always support me when it comes to my studies. If it was not for them pushing me to study, I would have not been a student at University at all. My parents have always worked hard in supporting my sisters and I, and now it is time for me to show them how much I appreciate all that they have done for me.

My sisters Kershnee and Sivashnee are my motivators. I look up to my elder sister, Kershnee, as she also drove me and persuaded me to further my studies. She is my role model because I have seen her achieving her best in her B.Ed Degree, Honours Degree, Master's Degree and PhD. My sister Sivashnee has just finished pursuing her Master's Degree and is currently pursuing her PhD which has inspired me to also do my Master's Degree and my PhD thereafter. I try to do my best as I want to make my parents proud and to most of all, make myself proud.

My husband, Suneer, is the most encouraging and motivating person. He motivates me to do my best and to further my studies. Thank you for so much for always being there whenever I needed your advice.

Lastly, I would like to thank my supervisor, Dr. H. Muribwathoho. He has always guided me and praised me when I submitted countless drafts for my study. This praise gave me the drive to work harder for a better result. I hope to follow in his footsteps and be capable enough to supervise students one day. I am most fortunate and thankful for all the time and effort he had spent assisting me. Thank you so much, it is greatly appreciated.

LIST OF ABBREVIATIONS

DoE	Department of Education
ADHD	Attention Deficit Hyperactivity Disorder
NGO	Non-Governmental Organization
SMT	School Management Team
DBST	District Based Support Team
SAFCD	South African Federal Council on Disability
EDWP6	Education White Paper 6
CAPS	Curriculum Assessment and Policy Statement
ZPD	Zone of Proximal Development

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Chapter 1

INTRODUCTION AND BACKGROUND TO STUDY

1.1 Introduction

Given South Africa's history, inclusion is still a dilemma, be it in the workplace, in society or at school. Many educators find it difficult to accommodate the inclusive education policy within their curriculum. However, full-service schools are available to address the barriers learners face, providing a wide-range of resources to accommodate their needs. The question, however, is if educators are using these resources wisely. In this study, inclusion would be discussed within the school environment. This chapter looks at the background, location, rationale of the study and the key research questions. This chapter would also highlight the tools of the study and the direction of attaining data to answer the research questions.

1.2 Background

A historical glimpse into the past dispensation of educational practices would broaden our understanding of inclusive education. Prior to 1994, the exclusionary practices advocated by schools fostered misperceptions about disability and the conceptualisation of what was known as 'special education needs'. Learners were separated and marginalised from the mainstream education system. More importantly, there was a strong focus on the medical model of diagnosis and treatment of the 'deficits' within the child. In the 1900s, the medical model was the dominant model which was governed by pathology, sickness and dealing with the problem in a centered way (Swart & Pettipher, 2008). The medical model attempted to find out 'what is wrong' with the learners and was concerned with fixing them up.

This study therefore explores whether all learners are “included” in the education system and not marginalised according to their disability. It investigates the experiences of educators teaching inclusively in a full-service school. It examines what challenges they experience within the teaching and learning process and how these challenges are being addressed. This study further investigates educator’s knowledge of inclusive education and whether this knowledge is practiced within the classroom context. How educators teach is important in ensuring that all learners are part of the learning process.

1.3 Location of the Study

The study would be conducted in KwaZulu-Natal in the heart of Bayview area within the Chatsworth metropolitan area. This would be done in the context of one school. School X would be located in a semi-rural area in Chatsworth which is currently faced with social ills. Yet, this has not deterred their learners from excelling academically. Citizens occupying the area are underprivileged yet talented and require special needs attention. The literacy levels and family economic status of learners has prompted me into studying these effects on their academic performance in the classroom. These two factors were chosen primarily because most learners come from a semi-rural area and I believe that these factors, above all, affect learners’ academic performance. The reason for this location is that it is convenient for the researcher and the issue of inclusive education is rife in this specific school. The school is strictly allocated for teaching and learning purposes. It is the one and only full-service school residing in Chatsworth which is an advantage for the researcher for convenience purposes. The school is a full-service school ensuring that all learners’ needs are catered for. The school also recognises religious, cultural and political values and heightens learner potential through participation and creativity.

1.3.1 Research Focus

The aim of the research is to determine what experiences educators have of teaching inclusive education in a full-service school, to explore the challenges they face during their teaching of inclusive education and whether these challenges are being addressed.

1.3.2 Study Aim

The exploratory standpoint of this study aims to comprehend the experiences educators have in implementing inclusive education from grades 1 to 7 learners in their classrooms.

1.3.3 Objectives of study

The objectives of this study is:

1. To investigate full-service educators' knowledge and understanding of inclusive education.
2. To explore if pre-service training and development adequately prepared educators to implement inclusive education.
3. To investigate the challenges full-service educators' experience in implementing inclusive education.

1.3.4 Key Research Questions

The research questions that have arisen in the study are the following:

1. What knowledge and understandings do educators in a full-service school have on inclusive education?

2. Does the knowledge and training educators receive on inclusive education adequately prepare them for effectively implementing inclusivity for teaching and learning in the classroom?
3. What are the challenges educators experience in implementing inclusive education in full-service schools?

1.3.5 Rationale of study

In South Africa, apartheid Education has resulted in several imbalances in the nation. One major imbalance is in the area of the education system. The implementation of the first democratic government had transformed all of the rules and regulations that were brought in when apartheid was introduced. During the post-apartheid era, accessing proper education was a difficult task and not all people got the same education. For example, Black people were educated to be labourers and were taught in Afrikaans, a language that is not their mother tongue.

The first democratic elections in 1994 introduced a new era in the history of South Africa and marked the end of an apartheid education system. It brought in diversity and equal opportunities for all. The Education White Paper 6 (EDWP6) is a framework for transforming the education system into one that would meet the needs of every learner (Swart, Engelbrecht, Eloff & Pettipher, 2002). Educators are significant role players in the implementation of inclusive education. Educators need to make sure that learners are not discriminated against and are all treated equally in the process of learning at school.

As educators teach in a full-service school, they need to have the required knowledge capacity on how to make use of all the resources available to them to ensure that all learners are included, and

not excluded within the classroom context. This would assist them to be prepared on what lies ahead in their teaching career in the newly democratic South African schools. Educators are expected to have the necessary knowledge, skills, competencies and support to accommodate a wide range of diversity among learners in an inclusive classroom (Daniels, 2000). They must be able to select appropriate teaching strategies to achieve specific outcomes. Effective inclusion would only be a vision if educators do not have the required guidance, support systems and appropriate resources. This study, therefore, looked at educators' experiences in implementing inclusive education in a full-service school.

My personal reason for this research focus is that I am a new educator and I do not have the required amount of teaching experience in understanding all learners' differences and expectations within the classroom context. Therefore, with inclusive education being such a prominent topic, I want to learn how to utilise my skills best in identifying learner's differences and accommodating each and every learner in my classroom. Successful implementation of inclusive education requires educators to have a positive attitude, be flexible and critical, creative and innovative in their approach to teaching and learning (Maher, 2009). There are many learning barriers affecting learners and schools should have the means and resources to maximise their effects on learners' academic/scholastic performance. The aim of this study is to gather what knowledge and understandings educators across grade 1-7 have on inclusive education. Objectives will then be developed to ensure that the aim is achieved.

1.3.6 Research Design and Method

Qualitative research is subjective; it is in-depth, exploratory, interpretive and open-ended in nature; studies are conducted on entities in their natural settings as opposed to quantitative studies, which

are conducted in controlled settings (Flick, 2007). Since this study requires me to gain an in-depth knowledge and greater understanding of investigating the impact of inclusive education on teaching and learning in a full-service school, I would conduct my study within the qualitative framework. Flick (2007) further mentions that a qualitative research method is used to analyse a problem. This method would be using the interpretive paradigm in order to understand the experiences and interactions of individuals.

The data production methods that I would use is an unstructured observation, a semi-structured questionnaire and a semi-structured interview. The first research instrument that I would use is an unstructured observation. “An unstructured observation means that the researcher does not go through a check list ticking off boxes or rating particular activities she sees occurring, but writes a free description of what she observes” (Christiansen, Bertram & Land, 2010, p.65). The purpose of using this method is to observe random situations of the educator interacting with learners in the classroom setting. This would assist me greatly as Freebody (2003) asserts that, unstructured observations provides a richer detail of the phenomena being studied. The researcher does not rely on the views of the participants but through observation can make their own views of the current situation.

The second research instrument is semi-structured questionnaire. Christiansen, Bertram & Land (2010, p. 60) maintain that “A semi-structured questionnaire asks more open-ended questions than a closed questionnaire. These are questions which respondents may answer as they like- they are not given specific categories or other answers to choose from”. A semi-structured interview would be relevant since my study is qualitative and would be appropriate since it used to collect textual data. This data method allows participants to answer freely and openly knowing that their names

would be kept confidential. The participants would also not feel shy to open up about sensitive questions since they are not being interviewed. Yet the process would be time-consuming, it would allow me to compare my analysis from my interviews, ensuring the validity of data.

The third research instrument is semi-structured interviews. According to Christiansen, Bertram and Land (2010, p.65), "In a semi-structured interview, the researcher may simply introduce the topic or main research question, then let the respondent answer in the way that he or she would like to. As the respondent talks, the researcher would ask questions, but essentially the respondent talks freely about the topic". This method would be most suitable as it would not restrict the participant in answering any questions given in a specific manner. A short video clip would be used to encourage discussion about using inclusive education for teaching and learning purposes within the school context. By doing so, this would enable me to explore challenges concerning both educators and learners' experiences within the classroom. It would allow me to enquire the topic through a deeper understanding given by the participant but, at the same time, it would not modify what the participant is trying to communicate openly. The advantage of semi-structured interviews is that if participants are unsure or do not understand what a specific question means, he/she could freely ask the researcher for their assistance to elaborate on particular questions. The semi-structured interview would be a private, face-to-face session between the participant and the interviewer. This is so that the participant would feel safe in the environment and be able to open up to the researcher and share their understandings or experiences.

Research would be conducted privately within an empty classroom for one-to-one interviews. Research with questionnaires would require the researcher to gather the participants in a classroom that is not in use for participants to fill in the questionnaire. Participants would not be able to

discuss or show their questionnaire to each other to protect themselves. Interviews that are tape recorded would be transcribed by the researcher to protect the participants' autonomy. Dickson-Swift, James, Kippen and Liamputtong (2007, p.331) maintain, "Qualitative researchers must initiate a rapport-building process from their first encounter with a participant in order to build a research relationship that would allow the researcher access to that person's story". I am familiar with the educators of the primary school and educators are in turn familiar with me so this would act in my favour. I would have to gain the participants' trust for them to divulge such private information.

1.3.7 Sampling

Christiansen, Bertram and Land (2010, p.41) maintain, "Sampling involves making decisions about which people, settings, events or behaviour to observe". I would use convenient sampling and purposive sampling to conduct my research. Convenient sampling would allow me to find a school that is located close to me and so that travelling to the research site is not an issue. "Purposive sampling means that the researcher makes specific choices about which people to include in the sample" (Saldana, 2013, p.43). Purposive sampling was chosen the participants in this study would only be educators in a full-service school. Henceforth, seven educators would be selected from one school located in Chatsworth. I chose this sample to investigate teacher's experiences of their implementation of inclusive education in a full-service school as well as the challenges educators face in doing so. I would recruit participants by selecting one educator from each grade between 1-7. For example, the first participant (the educator) would be from grade one, the second from grade two and so on right up to the seventh grade. Thus the sample size used within this study is seven.

1.3.8 Data Analysis

The data of the research would be interpreted and analysed based on the interviews and questionnaires of the study. The data would be analysed using thematic analysis. Boyatzis (1998) states in Braun (2006, p.6), “Thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail”. Thematic analysis would assist me to deduce many patterns that would emerge from the data. By using themes, I would be able to set my data in an organised manner. For example, under the theme: “Difficulties that educators encountered from implementing inclusive education in the curriculum”, the responses of educators would follow with an interpretation of the data. Also, pseudonyms would be used to protect the identity of the six participants of the study.

1.3.9 Ethical Issues

Section 9 (3) of the Bill of Rights states that no person may be discriminated against due to the fact that everyone’s rights should be respected (Bill of Rights, Act 108 of 1996). Prior to the data collection process, ethical clearance would be obtained from the principal of the school. The autonomy of all participants would be respected. Fritz (2008, p.5) maintains that, “All participants should be well-informed about the purpose of the research they are being asked to participate in”. It is important to ensure that the researcher is trustworthy to ensure that participants partaking in this study are honest and true to themselves within the data collection process.

During this study, participants would be informed, prior to the data generation process, that their experiences/ views or opinions would remain confidential and that all the participants’ identities would be protected when the results of the study are published. This research would not do any

harm to any individual but this research should prove to be beneficial to other researchers and social groups. Permission from participants would be asked for before conducting the research. Consent letters would be forwarded to all participants and participants would be allowed to partake in the study voluntarily. Participants would have the freedom to withdraw at any time (Blanche & Durrheim, 2002). Once all consent letters are given, the research would commence respectively. Among some of the ethical considerations that would be included in the letter are the following important points:

- 1. All responses would be treated with strict confidentiality;*
- 2. Real names of the participants would not be used, but symbols such as A, B, C or X, Y, Z ... would be used to represent participants' names;*
- 3. Participants would be allowed to pull out of the study/research at any time;*
- 4. Participants would not be under any circumstance forced to reveal what they do not want to reveal.*

1.3.10 Conclusion

This chapter highlighted the introduction to the study and its motivation which encompassed the research background, location, research focus, study aim, objectives of the study, rationale of study, and key research questions. Research design and method, sampling, data analysis, and ethical concerns of the research were discussed in terms of their relevancy and how it was utilised in the research. The next chapter consists of reviewed literature surrounding inclusive education as well as the theoretical framework of social constructionism that underpinned this study.

1.3.11 Outline of the chapters

Chapter 1 – Discusses the motivation, background and rationale of the study.

Chapter 2 - Reviews the literature that is pertinent to the research - the experiences of educators teaching inclusive education. The following part of this chapter entails the theoretical framework of social constructivism that underpinned this study.

Chapter 3 - Details the qualitative research approach and the reason for this approach. It also explains the research instruments used (observations, interviews and questionnaires) and its suitability for the study. Sampling, ethical issues, validation procedures, and study restrictions would also be discussed.

Chapter 4 - Attempts to provide information on the data report and analysis of results that endeavoured to respond to the key questions of the study. Responses from interviews, observations and questionnaires would be analysed and interpreted by using a thematic approach, thereafter linking with scholarly literature from chapter 2.

Chapter 5 - Organises the findings and conclusions to the research and also seeks to offer recommendations to overcome challenges educators face in implementing inclusive education.

Chapter 2

LITERATURE REVIEW

2.1 Introduction

Given South Africa's 'exclusive' apartheid education system, the post-apartheid South Africa had to ensure that a human rights ethos reigns. This meant placing all emphasis on inclusivity in education. This literature review chapter aims to review what scholars are saying about the experiences and challenges educators have in implementing inclusion in the classroom. According to Campbell, Gilmore and Cuskelly (2003, p.371), "Inclusion is an educational practice based on a notion of social justice that advocates access to equal educational opportunities for all learners regardless of the presence of a disability". Since 1994, the aim of education was to become wholly inclusive through the adaptation of the new South African Constitution (Act 108 of 1996), the South African Schools Act of 1996 and the Education White Paper 6 (EDWP6) on special needs education (2001). These policies "set out to create a single education system for all learners", to change the system and to attempt to construct "space and possibilities" for all learners (Naicker, 2006, p.5).

Psychological wellbeing is acknowledged as a universal indicator for readiness to perceive a certain social space as important to an individual. As such, learners with barriers want to be accepted in society but such barriers hamper their lifestyle. This is reflected within their environment as inner tension as well as disappointment with him/herself. As a consequence, this hinders social activity with other learners. According to Levy and Sabbagh (2008, p.476), "The improvement of the psychological wellbeing can catalyse the individual potential and thus promote the better integration of the person". This means that if learners feel better about themselves, with

the assistance of other role players at school, this can drastically improve their academic performance. “Psychological well-being is understood as an individuals’ personal evaluation about their experiences of emotional tension, depression, anxiety, somatic symptoms, insomnia, social skills and skills to cope with adverse situations” (Keeling & McQuarrie, 2014, p.28). Hence, managing a learner’s psychological well-being is crucial in understanding and implementing inclusive education.

Teaching and learning is a fundamental aspect in curriculum planning of inclusion and go hand-in-hand. Teaching is the process of imparting knowledge to learners to help them learn. Campbell, Gilmore, and Cuskelly (2003) defines teaching as the action of a person who teaches. Learning is the process whereby knowledge is constructed by learners through the process of concentration, processing and understanding of information being taught by the teacher in the classroom. “Philosophers and psychologists have sought to understand the process of learning, how it occurs, and how one person can influence the learning of another person through teaching” (Hlongwana, 2007, p. 16). It is important to go through a step by step process to understand a learner, especially if this learner has a learning barrier because they tend to learn in different ways. Mastropieri and Scruggs (2007) states that this process is done to ensure that learning is accommodated with differentiated content, methods and activities in order to demonstrate individual learning. Arguably, both teachers and learners play interdependent roles in the classroom to ensure that teaching and learning occurs simultaneously. For instance, in my understanding, teachers are there to facilitate and guide learners while they participate in the activities. The activities designed by teachers should ensure special needs learners are engaged in variety of learning experiences to achieve their maximum potential.

The Education White Paper 6 (2001, p. 22) defines full-service schools as “schools or colleges that would be equipped and supported to provide for the full range of learning needs among all learners”. Full-service schools would therefore have the resources and trained educators to assist learners with special needs to develop their potential. Thus, Beck and Kosnik (2006) maintain that there should be flexibility in teaching and learning and the provision of support to learners and educators. It is argued that a full-service school is one in which every learner belongs, is supported by educators and accepted by all members of the school. This literature review discusses what various scholars maintain about the implementation of inclusive education in schools.

2.2. History of South African education

South Africa has moved from a paradigm of exclusion to one of inclusion since 1994 when a democracy was declared (Swart & Pettipher, 2001). A historical understanding of the educational dispensation in South Africa is necessary to deepen our understanding about inclusion. The development of inclusion in South Africa follows trends like in most other countries such as Finland and Germany (Swart & Pettipher, 2001). During apartheid, education and support services were provisioned to White, Coloured and Indian schools, however they were very underdeveloped in departments serving Black learners. The majority of special schools were occupied by White learners. The majority of the learners, mostly Black learners, were discriminated against. The policy and legislation at the time marginalised ‘normal’ learners in the mainstream schools from learners who had ‘disabilities’ in special schools.

As a result of this segregation, many learners who faced barriers to learning and development did not receive support and adequate educational services which affected their psychological wellbeing in relation to teaching and learning.

2.3 Introduction of inclusive education

Within the South African school context, many challenges were faced in the past and therefore it is vital for the state government to address previous issues in relation to the South African Schools Act (1996). The state government had to respond to the challenges faced previously in the education system and is required to manage, given their powers and responsibilities as set out in South African Schools Act (1996). According to Sayed and Carrim (1997), in order to revitalise education out of its divided and unequal past, the new South African government uses a broad and complex policy framework developed by the national government, encouraged by the principles of inclusion and justice. These principles are stipulated in the South African Schools Act (1996) to ensure overall effectiveness in the process of teaching and learning. In doing so, it can be argued that South Africa is reinventing, for itself, a tradition of state governance.

The implementation of democracy brought on values such as equity, non-discrimination, social justice, liberty and respect which provided a framework for the South African Constitution. Inclusion in South Africa formed its basis from a rights based discourse. According to Lomofsky and Lazarus (2001), the following South African documents are in direct relation to the development and practice of inclusion in South Africa.

- White Paper on Education and Training in a democratic South Africa (1995)
- The South African Schools Act (1996)
- White Paper on an Integrated National Disability Strategy (1997)
- The National Commission on Special Educational Needs and Training and The National Committee on Education Support Services (1997)

- Education White Paper 6: Special Needs Education: building an inclusive education and training system (2001)

2.4 White Paper on Education and Training in a democratic South Africa (1995)

According to the Department of Education (2001), the White Paper on Education and Training in a democratic South Africa is a White Paper which provides the details about steps taken in policy formation by the Ministry of Education in the Government of National Unity. The following factors are taken into consideration in the implementation of the White Paper on Education and Training in South Africa:

- Previews important developmental initiatives on which the Ministry of Education is engaged.
- Discusses the implications of the new Constitution for the education system, especially in respect to Fundamental Rights.
- Analyses the budget process in education, and the necessity for a strategic approach to education funding in relation to the national priority for human resource development.
- Discusses in detail two significant policy initiatives for the school system: the organisation, governance and funding of schools, and the approach to the provision of free and compulsory general education.

2.5 South African Schools Act 1996

The South African Schools Act (1996) provided the first basic framework for an inclusive education and training system through its affirmation of the right of equal access to basic and

quality education for all learners on a non-discriminatory basis. The Act provides for a public school to be an ordinary school or a school for learners with special education needs. The provision of education for learners with special education needs is, therefore, no longer contained in a separate piece of education legislation (Morris, 1999, p.15). This Act seeks to constrain public schools to admit learners and to assist their educational necessities without unfairly discriminating anyone in any way.

2.6 White Paper 6- inclusive education

The White Paper on an Integrated National Disability Strategy (1997) proposes an Integrated Disability Strategy for South Africa with the intention to recognise the right of people with disabilities to play a full, participatory role in society (White Papers, 1997). The policy involves a combination of disability concerns in all government development policies, planning and programmes, in all three spheres of government. It also requires capacity building and wide public education. This document endorses specific actions that would guarantee that people with disabilities are able to access the same rights as any other citizen in South Africa. Furthermore, the EDWP6 explores barriers to learning and how these barriers can be addressed (Department of Education, 2001). Many learners have dropped out of school due to the fact that their learning needs have not been accommodated. This policy is aimed at providing opportunities for those learners whose needs have not been addressed or dropped out of school.

The EDWP6 outlines the following for establishing an inclusive education system (Department of Education, 2001):

- The enhancement of special schools to ensure learners receive professional support through resource centres integrated into district-based support teams.

- The process of identifying, assessing and enrolling learners in special schools as well as its acknowledging the key role played by educators and parents.
- The mobilisation of disabled children out of school and school going age of disabled children.
- The establishment of district-based support teams to provide professional support service targeting special schools.
- The launch of an information programme supporting an inclusion model focusing on the roles, responsibilities and rights of all learning institutions; reporting on their progress.

2.7 South African Constitution

When the new democratic government presumed control in 1994, its intention was to form a civilisation based on democratic values such as human rights, social justice, liberty, and equality (Muthukrishna, 2002). These values provided the framework for the Constitution of the Republic of South Africa of 1996 (Swart & Pettipher, 2008). One of the key commitments in this Constitution is the provision of equal rights to all citizens. Section 9 (3) of the Constitution states that:

“The state may not unfairly discriminate directly or indirectly against anyone on one or more grounds including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.” (Constitution of the Republic of South Africa No. 108 of 1996, 1996)

The constitution was a democratic government that came about to address the imbalances of the past. These policies “set out to create a single education system for all learners”, to change the system and to attempt to construct “space and possibilities” for all learners (Naicker, 2006, p.1).

2.8 Educators' experiences and attitudes of inclusive education

Since inclusive education was introduced in South Africa, various schools have taken the liberty to implement it. Teacher training institutions have also included inclusive education in their curricula. This therefore means that full-service schools are obliged to make certain that educators are competent in teaching for inclusivity in the classrooms. Full-service schools are ordinary schools that are equipped to address a full range of barriers to learning in an inclusive environment within the education context (Department of Education, 2005a). Moreover, these schools should be accessible to all those learners who experience any sort of barrier to learning and provided with the necessary support measures. The Department had acknowledged that inclusive education is a process for full-service to follow to ensure that it is successfully implemented in school. "In the initial implementation stages these full-service schools should be models of institutional change, which reflect effective inclusive cultures, policies and practices" (Department of Education, 2005b, p.5). Thus, it is vital to ensure that full-service schools are agents of change to each and every learner with disabilities.

Sharma (2006, p.81) asserts that "in preparing educators for inclusive classrooms, their attitudes, beliefs, expectations and acceptance of people with diverse needs may well be challenged". It is argued that if educators have positive attitudes towards the development of inclusive education, then this would in turn effect positive outcomes in successful inclusion amongst all learners. Swart, Engelbrecht, Eloff and Pettipher (2002, p.178) mention that the "school's ethos and the attitude of educators are crucial to successful inclusion". For a school to implement inclusive education successfully, all role players need to be fully committed in achieving positive results. Murphy (1996) as cited in Sharma (2006, p.81) argues that, "if teachers leave from their training on

inclusive education with negative attitudes then those attitudes are difficult to change”. From day one, it is important for educators to maintain a positive attitude towards inclusive education because it would change their perspective about it and make them more determined to fulfil all the possibilities it could bring in the classroom for their learners. Furthermore, Schoeman (2012, p.34) insists that educators should adjust their teaching style to make certain that all children receive equal attention. Evidently, for inclusive education to be realised in the classroom, management should ensure that the school is fully committed in the well-being of their learners and encourage educators to implement it, provided that there is assistance to those educators who would struggle.

Mukhopadhyay, Molosiwa and Moswela (2009, p.52) maintain that “regular and special education educators often feel that they are inadequately prepared to address the needs of learners with various categories of exceptionalities”. Evidently, educators experience challenges due to inadequate training and would therefore require time and support to cope with the demands of inclusion within the classroom context. Swart, Engelbrecht, Eloff and Pettipher (2002, p.175) further assert that “change needs a long-term commitment to professional development”. In addition, Muthukrishna (2002, p.5) points out that “an important aspect is to develop an ethos that all learners are valued, and that the school is responsive to diversity”. The school should have a policy that highlights diversity and equality. Educators together with the school management need to respect disability and human rights to form this kind of ethos. Adjustment takes time and educators need to make time to implement inclusive education. It is evident that South Africa has moved past apartheid education by implementing necessary documents to protect the inclusion of all learners at school. The question lies at how these documents are implemented at schools by educators.

On the other hand, “Inclusive education demands new competency in teaching methodology which requires recognition of multiple intelligences and learning styles and welcomes difference” (Eloff and Ebersohn, 2004, p.181). Educators can no longer go to the classroom and teach as if all learners are the same. This has not been met with much enthusiasm by educators and is consequently a stressor for them in the classroom (Naicker, 2006). In addition, Campbell, Gilmore and Cuskelly (2003) put forward that there has been many roles assigned to educators with the demanding needs of learners. This makes it extremely tiresome and difficult to enjoy teaching as they feel overburdened with extra work. Consequently, educators tend to develop negative attitudes towards the implementation of inclusive education. Lomofsky and Lazarus (2001) assert that it has been proven by many studies that those educators who have little experience with inclusive education are most like to develop negative attitudes towards its implementation. Lomofsky and Lazarus (2001) further state that “findings indicate that experience tends to change attitude”. In my own opinion, when an educator develops a thorough understanding of inclusive education, they keep and transfer this knowledge to their learners. Educators tend to become more determined to make a difference to learners with special needs.

It is argued that many educators in schools need to undergo a complete attitude change towards the implementation of inclusive education. Eloff and Ebersohn (2004, p.241) correctly state that “change starts with the attitude of the individual educator and the relationships in the classroom”. It is important to note that the learners should not be changed but the system, practices and attitudes should be ‘restructured and rethought’ to accommodate the individual differences (Swart & Pettipher, 2008, p.20). Swart and Pettipher (2008) state that educators can develop a positive change of attitude towards inclusion if they are confronted with learners with disabilities on a daily

basis. This may allow educators to develop respect, compassion, understanding, positive thinking, flexibility, the ability to seek help and foster open communication. To aid in the change of attitude, all practitioners should attend in-service training workshops in order to cope with the demands of individual differences to accommodate all learners and overcome barriers to learning (Eloff & Ebersohn, 2004).

2.9 Challenges around the implementation of inclusive education in South Africa

It is apparent that in recent years, “the practice of inclusive education has been widely embraced as an ideal model for education, both in South Africa and internationally” (Maher, 2009, p.20). However, this is not the case with implementation of inclusive education in the classroom. According to Campbell, Gilmore and Cuskelly (2003), studies reveal that although educators may state that they agree with inclusive practices in the classroom, they would prefer to have special learners in a different classroom or school rather. The lack of resources and support in schools contributes to the dissatisfaction of inclusive practice. Lomofsky and Lazarus (2001, pp.304-305) argue that “support is a necessary component of successful inclusive education practices as the needs of many learners with disabilities are beyond the basic services available in typical general education classes”. Personally, I strongly believe that assistance from the Department should be given with regular workshops on a continuous basis. Support should also be given by other educators who have been trained to assist those educators who do not know how to implement inclusive education in the classroom. In addition, Nel, Muller and Rheeders (2011) further maintain that it is evident in research that those schools that are highly resourced neglect learners with disabilities. This is the case of those learners with severe disability problems. This is due to the lack of knowledge and skills to implement inclusive education.

Many schools lack educators who have the necessary skills and training to implement inclusive practices within the teaching and learning programme. The EDWP6 stipulates that “new curriculum and assessment initiatives would be required to focus on the inclusion of the full range of diverse learning needs...since curricula create the most significant barrier to learning and exclusion for many learners” (Department of Education, 2001, pp.31-32). The EDWP6 states what should be done but not how it should be implemented. Educators are not given proper guidance and techniques to tackle this change and consequently, this leads to negative attitudes and failed attempts to implement inclusive education. There are training programmes offered to educators so that they can develop the necessary skills in the classroom. However, it has been reported by many studies that these training programmes are often too short which teachers find insufficient (Stofile, 2008).

There is another challenge which relates to the lack of clarity in understanding the EDWP6 in schools meeting the goals of inclusive education. The EDWP6 includes six broad key strategies for establishing an inclusive education system (Department of Education, 2001, p.23):

- 1) “The improvement of existing special schools and the conversion of some special schools to resource centres”.
- 2) “The mobilisation of nearly 300,000 children with disabilities who are of school-going age but not currently in school”.
- 3) “The conversion of some mainstream primary schools into full-service schools, which would be those schools that are inclusive”.

- 4) “The orientation of the staff and administration in mainstream schools to the tenets and practices of inclusive education, as well as how to make early identifications of children who may have disabilities”.
- 5) “The establishment of district-based support teams to help support educators with the process of implementing inclusive practices in their classrooms”.
- 6) “The implementation of a national advocacy campaign to orient South Africans to the ideas of inclusive education, and the inclusion and participation of people with disabilities in society”.

These strategies mentioned in the EDWP6 lack detail and guidance to ensure effective implementation of inclusive education (Wilderman & Nomdo, 2007). It is apparent that when new policies are implemented within schools, appropriate funding must be provided. The DoE, however, is not providing enough funding to schools, thus hindering the realisation of the goals stated in the EDWP6. A recent study, according to Stofile (2008), found that “school officials reported having received no support or funding from the Department of Education to help sustain any progress they had made in the implementation of some of the broad strategies mentioned in the White Paper”. For instance, workshops were held but inconsistently, only involving a small number of educators. Many schools lack resources required for inclusion to be successful but no reassurance had been given by the DoE. Yet again, if insufficient support is given, it is argued that inclusion would not be realised.

2.10 Theoretical Framework

2.10.1 Vygotsky's theory of social constructivism

In this study, social constructivism is used as a framework that underpinned this study. Smith (1980) puts forward that Lev Vygotsky is considered to be the father of social constructivism and was interested in children's cognitive development. He believed that learning was influenced by social development. Richardson (2009, p.46) defines constructivism as "the belief that human knowledge is constructed...within the minds of individuals and within social communities". Social interaction plays a fundamental role in the process of cognitive development. In contrast to Jean Piaget's understanding of child development (in which development necessarily precedes learning), Vygotsky felt social learning precedes development. According to Seigler, Deloache and Eisenberg (2003, p.101), Vygotsky stated that "every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological)". Vygotsky theorized that learning took place within the context of a child's social development and culture. Through these interactions, a child came to learn the habits of mind of her/his culture, including speech patterns, written language, and other symbolic knowledge through which the child derives meaning and which affected a child's construction of her/his knowledge. Hence, social construction views inclusive education as "new knowledge" that is to be constructed and reconstructed by educators.

Vygotsky also believed that an individual's social environment could positively or negatively affect the child's cognitive development. When educators share different perspectives or opinions with each other, they learn new skills and therefore apply it to other situations. Vygotsky proposed

that this is called collaborative learning where individuals share different perspectives with each other. Vygotsky also referred to another process called scaffolding whereby educators can build on experiences.

2.10.2 The centrality of language

Language develops as a tool for thinking, cultural transmission and self-regulation of cognitive development (Beck & Kosnik, 2006). Cumulative meanings are powerful vehicle of understanding values, information, and the way of understanding. Language is the carrier of values, information and world views. Inner speech is a crucial step in early cognitive development. This process occurs horizontally (among peers) and vertically (from adults to children). For example, an educator begins by talking aloud in order to organise their action, perceptions and experiences. Suddenly this talking aloud becomes silent and changes into inner conversation. This inner conversation becomes the teacher's thoughts, these thoughts, Beck and Kosnik (2006) suggest, would develop about inclusive education as it is something that is still in the process of being learned over time. This relates to educators' understandings of inclusive education as it is still a process to be adapted to or be implemented successfully within the classroom setting.

2.10.3 Mediation

Mercer (2000) asserts that mediation is the engine that drives development. It is the use of certain tools within socially organised activity. To mediate is to help a process by intervening intentionally but not directing (suggesting seldom telling). Cognitive mediation refers to helping an individual through proximal interactions, to construct new levels of understanding (Mercer, 2000). Social mediation is the process of helping opposing people or groups to reach a new level of agreement

(Mercer, 2000). Furthermore, mediation is a central principle that supports that the use of activity mediators provides a way in which people are able to modify the environment to interact with the nature of their Zone of Proximal Development (ZPD) which serves as another central guiding principle for educators and future learning theories. The use of mediation as a model of learning arguably moves an educator's role from "provider of knowledge to learning facilitator", as the learner becomes self-regulated, independent, and creative" (Downing, 2010, p.111).

2.10.4 Zone of Proximal Development (ZPD)

ZPD is the "difference between what a child can do independently and what he or she is capable of doing with targeted assistance" (Beck & Kosnik, 2006). This is relevant to the study as educators would be able to develop new skills by building on ones that have already been established. Social constructivism was appropriate for this study as the study looked at educators' experiences of teaching inclusive education, and how their teaching is shaped by the cultural and social settings wherein they reside. For example, educators may be socialised by other peers within the school context about their knowledge and understanding base of inclusion. Thus, this interaction among peers is reinforced. Also, Lui (2012) suggests that if an educator finds difficulty in understanding the EDWP6, another educator who understands the policy well can assist him/her on their knowledge by building on ones that have already been established. ZPD is where mediation takes place (moving from familiar to unfamiliar). Vygotsky believed that learning takes place within a child's Zone of Proximal Development (ZPD) (Beck & Kosnik, 2006). In this, educators can, with help from more advanced teachers, master concepts and ideas that they cannot understand on their own.

This model has two developmental levels:

1. The level of actual development- Point the educator has already reached and can problem-solve independently.
2. The level of potential development (ZDP) - Point the educator is capable of reaching under the guidance of or in collaboration with peers.

Burr (2003) notes that the ZDP is the level at which learning takes place. It comprises cognitive structures that are still in the process of maturing, but which can only mature under the guidance of or in collaboration with others. In this way, Lev Vygotsky's theory of ZPD exercises profound influence on diagnosis and remedy of learners learning ability as well as assessment of teaching results. ZPD is the foundation of the forming an assessment to measure whether a learner has the potential of change. Lev Vygotsky's theory of ZPD can assist educators to draw some enlightenment to inclusive education.

2.10.5 Scaffolding

Assistance provided for educators in the ZPD is called scaffolding. Scaffolding is a process of guiding the individual from what is presently known to what is to be known (Burr, 2003). It is essentially a teaching and learning strategy which involves social interaction, discussion and collaboration. According to Lui (2012), Vygotsky categorised learners' problem solving skills:

1. Skills which the individual cannot perform.
2. Skills which the individual may be able to perform.
3. Skills that the individual can perform with help.

Since some educators also feel that they do not have the necessary knowledge or skills to support learners with special needs, scaffolding can be used. Richardson (2009) states that scaffolding allows us to perform tasks that would normally be slightly beyond our ability with that assistance and guidance from a peer. Appropriate support can allow educators to function at the cutting edge of their individual development. This form of support is reduced as the individual progresses. The learning and the scaffolding is successful if the learning is maintained after the scaffold has been removed, a process known as fading (Richardson, 2009). For example, when the educator is learning a new teaching strategy in accommodating slow learners, he/she might observe it being done step-by-step by a more advanced peer through the process of ZPD. This support is the 'scaffold' he/she needs temporarily. Each step is demonstrated and explained, and then the educator tries it on his/her own without the scaffold.

2.10.6 Limitations of social constructivism

In the classroom context, there are some disadvantages relating to constructivist teaching approaches, for example “Learners may benefit with some constructivism principles integrated into the classroom setting, however, most learners need more structure and evaluation to succeed” (Lui, 2012, p.17). For instance, the training required for constructivist teaching is extensive and may require professional development within a long-term period. The school budget may not be able to support this, thereby disadvantaging learners. Secondly, there are many learners within the classroom thus making it difficult for the educator to ensure curriculum flexibility according to the learners needs. Merrill (1996, p.35) argues that “the learner may be hampered by contextualising learning in that, at least initially, they may not be able to form abstractions and transfer knowledge

and skills in new situations.” Thus, this results in confusion or frustration as learners as they may not be able to form relationships between the knowledge they already have.

“The policy changes have provided significant challenges, and practice is shifting and changing” (Daniels, 2000, p.82). Thus skills such as mediation, ZPD and scaffolding are important tools in the construction of knowledge. This is useful in understanding what educators are likely to go through to comprehend inclusion. Most importantly, the roles of educators from being regular classroom educators to special educators would be changing but may be a challenge. The social constructivist theory is relevant to this study as it does not focus on an isolated individual but an individual on the interaction of their cultural and social context. Curcic (2009) correctly maintains that social relations provides a catalyst for learning, content is linked through an inclusive curriculum and assessment is emotionally supportive.

2.10.7 Conclusion

This initial section of this chapter highlighted the importance of inclusive education which was discussed in relation to the attitudes of learners and educators. It highlighted the background and introduction of inclusive education. The different policies underpinning inclusion have been discussed in addition with educators’ attitudes pertaining inclusion in schools. Mukhopadhyay, Molosiwa and Moswela (2009) has found that educators do experience challenges whilst implementing inclusive education as some feel that they do not have the necessary skills or adequate training. However, in order for inclusion to be wholly attainable, educator’s attitudes must change from negative to positive.

The second part of this chapter explained the theoretical framework based on social constructivism by Lev Vygotsky. Current literature on social constructivism views inclusive education as new form of knowledge for educators originating in socially shared constructions. Language is a key element in social construction. It further discusses skills of mediation, ZPD and scaffolding in assisting educators in their construction of this new knowledge. The next chapter deliberates in detail the technique of research and design that has been used, choice of the school, sampling techniques, data collection methods utilised, ethical issues, and limitations of the research.

All of these documents play a major role in bringing about inclusion in South Africa but the EDWP6 is the driving force for the policy of inclusion in the country. This document acknowledges and respects that all people can learn, they learn differently and have different learning needs which are equally valued. It also recognises that education structures need to be enabled, and attitudes, teaching and learning methodologies, and the curriculum changed to reflect inclusive values (Hockings, 2010). The EDWP6 states that educators would need to refine their knowledge and skills and in some cases, develop new ones.

Chapter 3

RESEARCH METHOD AND DESIGN

3.1 Research Design

The study was a qualitative study since “Qualitative research is characterised by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis” (Brikci, 2007, p.5). The purpose of qualitative studies was to describe events, interpret and thereafter present findings to build on the developmental stages of the study. It was flexible in nature and related to personal experiences. According to Mouton (2001, p.148), “Studies that are qualitative in nature usually aim to provide an in-depth description of a group of people or community”. Qualitative researchers involved participants interacting within their own language and understanding (Freebody, 2003). A qualitative study was used because the study required a detailed understanding of teachings knowledge and understanding of inclusive education and in addition to how this has an effect on learners. Brikci (2007) adds that “Those methods aim to answer questions about the ‘what’, ‘how’ or ‘why’ of a phenomenon”. These qualities were relevant for this study to ensure comprehensive and valuable data from all participants involved. Since the study explored educator’s knowledge and understanding of inclusive education, the qualitative framework was appropriate.

Qualitative research ensures familiarity with the areas of interest because of their open-ended and non-preordained nature (Campbell, Gilmore & Cuskelly, 2003). As a researcher studying inclusive education, one needs to become more aware of their surroundings through exploring the context in which the study takes place. The focus of the study requires research while exploring the experiences of educators in teaching inclusive education in the classroom, understanding the

positive as well as negative experiences while teaching inclusively. In my opinion, qualitative research was a better choice over a quantitative since during a quantitative study, participants are limited in making their voice heard. Also, quantitative research is reduced to numerical data, and this type of research does not yield the information-rich data that qualitative data guarantees (Wilderman & Nomdo, 2007). Furthermore, to remaining in-depth, subjective, interpretive, investigative and open-ended in nature, qualitative studies are focused on participants in their usual surroundings, in contrast to quantitative studies, which are piloted in well-ordered surroundings (Litosseliti, 2007). In the context of this study, these qualities intended to guarantee that my study produce valuable, thorough and comprehensive data from participants.

3.2 Research Style

A case study was used as my research style since it was relevant to a qualitative study. I have one primary school as my case study for this research and my focus was between grades 1-7 educators.

Gerring (2004, p.42) recommends a case study is:

“An intensive study of a single unit for the purpose of understanding a larger class of (similar) units. A unit connotes a spatially bounded phenomenon—e.g., a nation-state, revolution, political party, election, or person—observed at a single point in time or over some delimited period of time”.

From the definition above, a case study describes an experience of a particular situation. Cohen, Manion and Morrison (2000) adds that it is the intent of the researcher to capture the authenticity of the everyday experiences and opinions about situations. Precisely, I wanted to find out about how educators experience teaching inclusively, whether they are comfortable in terms of their knowledge, understanding and experience or not and the psychological effects this has on their learners. It was necessary to observe them teach any subject topic and inquire whether they think

their teaching styles/methods are appropriate in communicating in an inclusive manner to learners. In this study, the classroom was selected as a location to conduct the interviews in confidence. The classroom was chosen because it is where the real interactions amongst educators and learners take place. A case study was believed to be pertinent in this specific study because the researcher wanted to discover how the teachers experience teaching the subject inclusively in a preferred setting (the classroom).

3.3 Research Paradigm

This study was grounded on a theoretical concept and thus is within the interpretive paradigm. For this research question, I chose the interpretive framework, as it embodied the world of lived experiences. Interpretive researchers try to understand human behaviour and empathise with it (Silverman, 2010). It is steered by a set of views, beliefs and opinions about the world and how it should be interpreted and studied. All individuals have their own interpretation of the world that goes about him/her. The ontology associated with this approach, is a subjective reality referred to as 'Nominalism' by Christiansen, Bertram and Land (2010), whereby the values of both participant and researcher become interlaced. This research paradigm allows the researcher to understand the topic by understanding the participants. Christiansen, Bertram and Land (2010, p.69) further put forward that "interpretivists aim to understand". This was done by exploring the behaviour and experiences of a social reality. Meaning could be found in the intention and goal of the individual, essentially context-bound.

As an interpretivist, I wanted to understand what educators understand about inclusive education and implementing this knowledge within the classroom setting. I also wanted to know what these

educators have to say about working in an inclusive environment. The main intention of researching using interpretivism was to ‘find out’ and ‘understand’ the views of educators as they are the target group of this research.

3.4 Context of Study

The study was conducted in KwaZulu-Natal in the Chatsworth area in one primary school. School A is situated in a rural low governmental housing area in Chatsworth. The school had been granted a no-fee school status. Citizens who occupied the area were disadvantaged and many remain unemployed. Most learners were orphans or they lived in child-headed households. Most of the learners came from the local community. Their parents struggled to survive financially and make major sacrifices to send their children to school. Many learners cannot afford to bring lunch to school, hence, they are provided with lunch since there is a feeding scheme.

I selected this school because it was located in an area where there are many barriers to learning such as learning disabilities, emotional barriers, personal barriers and social/cultural barriers. It was also convenient for me to conduct research since I am close to the area. My study further focuses on grades 1-7 and as a result, I was able to identify if barriers start from a younger or older age. I, furthermore, wanted to explore what steps my chosen school follows to is doing to include each individual learner. As a researcher, I wanted to, moreover, expose inequalities that are present in the school and show how many learners are still being excluded in the education system in a country which claims ‘unity in diversity’. Additionally, the aim of this study was to identify learners who are marginalised in their social context and explore curriculum and organisational interventions to minimise exclusion and increase participation.

3.5 Sampling

“Sampling refers to the selection of research participants from an entire population and involves decisions about which people, settings, events, behaviours and/or social processes to observe” (Reid, 2005, p.309). This therefore served a representative for which the researcher was able to draw conclusions through observations. I have chosen two types of sampling to conduct my research. The first type was purposive sampling. Interpretive researchers usually do not draw large samples (Terre & Durrheim, 2006). In this instance, one usually chooses a purposive method directed towards a social intent. “The latter provides a strategy where groups are usually large and resources not plentiful” (McMillan & Schumaker, 2001, p.54). Participants were chosen according to the research criteria in that they all had experience in teaching inclusive education and located within a full-service school. Convenience sampling was the second sampling I have selected. For Christiansen, Bertram & Land (2010), convenience sampling often means choosing a sample which is effortless for the researcher to reach. I selected this type of sampling because the sample I have chosen, the primary school, was situated close to me and thus it became easier to meet, especially on a daily basis. The table below illustrates the criteria used in the selection of participants in this qualitative study:

Institution	Grade level	Number of participants	Criteria
School A	1	1	Random
	2	1	Random
	3	1	Random
	4	1	Random
	5	1	Random
	6	1	Random
	7	1	Random

3.6 Research Instruments

The research instruments that I chose to conduct my search were unstructured observation, semi-structured interviews and a semi-structured questionnaire.

3.6.1 Unstructured Observation

An observation is a detailed process of what is observed within a particular environmental setting. According to Taylor-Powell and Steele (1996, p.4), “One element of observation is to be able to capture detail. Another is discerning what is important. Once the observations are made, you would need to interpret the meaning of what you have observed”. During an observation, the researcher needs to be neutral in their thinking and while analysing what had been observed, ensure that results are unbiased. It is vital that during the observation process, researchers are attentive. This would ensure that every detail that goes on between how the educator transfers information and how this is received by learners was described.

Schmuck (1997) maintains that observations allow researchers with the opportunity to identify and analyses the body language of the learners and the educator. This occurs with the intention of grasping how communication occurs, who interacts with whom, how much time is spent on a particular task/activity. “The goal for design of research using observation as a method is to develop a holistic understanding of the phenomena under study that is as objective and accurate as possible given the limitations of the method” (DeWalt & Dewalt, 2000, p.41). For this reason, observation was likely to increase the validity in the research obtained since this would transpire in their interviews/questionnaire. An observation schedule (Appendix 9) was drawn up in an

unstructured manner to observe lessons taught by educators. This was useful in analysing the responses from the questionnaire and interview to ensure authentic analysis of data.

3.6.2 Semi-structured questionnaire

Semi-structured questionnaires were also chosen as a data collection method to ensure that answers given in the questionnaire are compared with the observations and interviews done. This type of questionnaire is more open-ended to allow participants to explain further if they wish to do so (Schmuck, 1997). The reason why I chose this data method is because I wanted to analyse the way in which educators answer the questions. This speaks a lot about their optimism about inclusive education. In such cases, Braun (2006) states that where the question is more open-ended than the other is not thoroughly answered displays lack of interest in inclusive education. Also, Cohen, Manion and Morrison (2000, p.58) highlight that “questionnaires may be a “cost effective way” of obtaining data from a large audience; for example, from large numbers of population”. To ensure high quality data is obtained, questionnaires need to be carefully planned. For this reason, it minimises participant’s lack of understanding and this saves time. An interview guide (Appendix 7) was drawn up so that the participants could express their views about inclusive education in a confidential manner.

3.6.3 Semi-structured interview

Louis, Manion and Morrison (2007, p. 82) assert that, “the use of interviews in research marks a move away from considering human beings as subjects to be simply manipulated and data as somehow being external to individuals”. These conversational exchanges between the interviewer and interviewee helps participants develop a platform in which they can express their views and experiences about inclusive education (Lauer, 2006). Klenke (2008, p.125) points out that

unstructured interviews start with formal interview schedules but greatly relies on the social interactions between the interviewer and the interviewee to elicit this information. This data collection strategy was advantageous since it allows for flexibility in answering questions to develop a deeper understanding.

Although this type of research strategy relies on the social interaction between the researcher and the participant, the researcher attitude towards personal experiences displayed by participant should remain neutral so that the integrity of the study is not compromised. Semi-structured interviews was beneficial since during the analysis stages of the study, complex issues can be clarified through probing during interviews sessions. Semi-structured interviews were selected for this study as it allowed me to set a few questions with the intention of probing, summarising and prompting for clarification if necessary. Questions were developed to ensure that participants are given follow-up questions for clearer understandings. The purpose of selecting a semi-structured interview was to gain insight on teaching and learning barriers while implementing inclusive education in a full-service school.

The research was conducted privately within an empty classroom for one-to-one interviews. This was to ensure that confidentiality was maintained throughout the study to develop openness and trust during the conversational process. Semi-structured questionnaires were distributed to the participants privately to restrict them from discussing/sharing their answers to maintain confidentiality. Interviews that are tape recorded were transcribed by the researcher to protect the participants' autonomy. Dickson-Swift, James, Kippen and Liamputtong (2007, p.331) maintain, "Qualitative researchers must initiate a rapport-building process from their first encounter with a participant in order to build a research relationship that would allow the researcher access to that

person's story". The researcher developed an understanding and sense of mutual trust with participants. This benefited the data collection process since the participants felt comfortable with the researcher and did not withhold themselves during the observation and interview stages of data collection (Blanche & Durrheim, 2002).

3.7 Data Analysis

Thorne (2000, p.68) proposes:

"In order to generate findings that transform raw data into new knowledge, a qualitative researcher must engage in active and demanding analytic processes throughout all phases of the research. Understanding these processes is therefore an important aspect not only of doing qualitative research, but also of reading, understanding, and interpreting it".

During the analytical process of my research, I have used thematic analysis. "Thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail" (Creswell, 2003, p.53). Thematic analysis was useful to me since I was able to categorise data using themes, thus organising findings in a meaningful way. Data analysis required a method of categorising, ordering, manipulating and summarising data to get answers to particular research question. Once this process was complete, analysis occurs simultaneously emerging from the data collection. For example, I have transcribed the interviews from my voice recorder. Thereafter, the generated data would be analysed to obtain a rich account of their experiences within an inclusive classroom.

Neuvenhuis (2007, p.198) adds that the qualitative process of grouping data into categories/themes was utilised to analyse data, since the process is systematic and allows for easy

interpretation of information to support phenomenon. I assigned codes to the themes for the purpose of analysis, through ‘open-coding’, which involved “locating themes and assigning initial codes in a first attempt to condense the data into categories” (Neuman, 2011, p.461). In addition to the analysis process, I have used deductive reasoning. Christiansen, Bertam and Land (2010, p.116) maintain that deductive reasoning is when “the researcher starts with a set of categories which are then mapped onto the data”. This view is further supported by Neuman (2011) by emphasising that tasks within the design cycle involve deductive reasoning because they use existing literature to deduce a deductive conceptual framework, which then guides the data collection process.

3.8 Trustworthiness

Christiansen, Bertram and Land (2010, p.47) maintain that trustworthiness is a concept used by Lincoln and Guba (1986) for qualitative research. The objective of trustworthiness in a qualitative study is to support the argument that the study’s findings are “worth paying attention to” (Lincoln and Guba, 1986, p. 290). According to Krefting (1991, p.215), “Guba’s (1981) model is based on the identification of four aspects of trustworthiness that are relevant to both quantitative and qualitative studies: (a) truth, (b) applicability, (c) consistency, and (d) neutrality”.

3.8.1 Truth

Guba (1981, p.76) believe that “truth-value is concerned with the confidence of the researcher in the truth of the findings based on the research design, informants and context”. Furthermore, it must be mentioned that “truth value refers to the fact that the data is rich and reflects participants’ knowledge” (Creswell, 2013, p.5). The practice of collaborating with participants adds depth and

meaning to a study. For instance, consent letters (Appendix 6) were given to participants which explained what the study was about and that participants were free to withdraw from at any given time. In addition to this, pseudonyms were used to keep the names of participants confidential allowing them to confer their views freely and openly. Brikci (2007) notes that credibility is implemented to ensure that truth value is maintained in qualitative research. Triangulation was applied in the data collection process (Appendix 6,7,8), looking at data from all angles. This essentially ensures that the researcher gathered and analysed the data correctly. I have had continuous discussions with my supervisor to ensure that I received appropriate feedback while conducting my research. This would keep the research honest and provide a deeper reflexive analysis of the study.

3.8.2 Applicability

Applicability refers to the extent in which findings can be applied to other research contexts or settings (Sandelowski, 1986). One fundamental strength within a qualitative method is that it is conducted in naturalistic settings with limited controlling variables (Payton, 1979). Each situation is defined as unique and is therefore less subjective to generalisation. Consequently, as Sandelowski (1986) explained, generalisation is an illusion because every study is made up of a researcher in an interaction engaged informants. Smith and Davies (2010) argues that if that is the case, applicability is not seen as relevant to qualitative research. The purpose of qualitative research was to describe a particular phenomenon and to generalise to others. During the study, I have provided quotes during the analysis process in chapter 4 to provide a detailed description of the phenomena being studied. In chapter 1, I have provided details about the context of study, size, sample, etc. This information can be used to determine applicability.

3.8.3 Consistency

“Consistency as measure refers to being able to utilise results of the research in similar contexts with similar participants” (Sandelowski, 1986, p.30). As Lincoln and Guba note (1986, p.76), “by describing a phenomenon in sufficient detail, one can begin to evaluate the extent to which the conclusions drawn are transferable to other times, settings, situations, and people”. The greater details generated within the study through data collection, the more likely it would be applied to a similar phenomenon. Chapter 1 provided details about the context, sample, data collection process and analysis of the study. This process followed in chapter 1 enables consistency of the study since Gioia and Corley (2012) propose that a study should entail a description of the context, sample and sampling procedure, processes of data collection and analysis. Gioia and Corley (2012) further put forward that the presentation of findings gathered during the research process should include direct quotations. Chapter 4 and chapter 5 included direct quotations from the prescribed text to provide a rich view of the phenomenon studied.

3.8.4 Neutrality

Neutrality symbolises freedom from bias in the research procedures and results (Sandelowski, 1986). “Neutrality refers to the degree to which the findings are a function solely of the informants and conditions of the research and not of other biases, motivations, and perspectives” (Guba, 1981, p.57). The study was conducted in a manner that was free from any bias in terms of how the research is gathered and results are analysed. This concept accepted that the strength of the research findings lies in the researchers ability to link the data, analysis and findings in such a manner that it confirmed accuracy of findings (Morrow, 2005). During the study, I became part of the research process and assessed my background and perceptions since these factors would influence

neutrality. Furthermore, a variety of data collection methods were used. Justification of the chosen research methods was provided in chapter 1, referencing relevant authors. Going forward in the study, the analysis was conducted in a neutral manner, undergoing the supervision of my supervisor.

Researchers have to interpret what participants were saying as the truth and not edit their experiences as what researchers feel is right. Researchers then focus on testing their findings against various groups from which the data were drawn or persons who are familiar with the phenomenon being studied (Krefting, 1991, p.216). This ensured that participants' responses were credible for the study. Krefting (1991, p.216) further states that "a qualitative study is credible when it presents such accurate descriptions or interpretation of human experience that people who also share that experience would immediately recognise the descriptions". This was how I would ensure credibility. I, as the researcher did not interfere in the participants' responses and try to make the participants answer my questions in a free and unrestricted manner. Therefore the validity and trustworthiness of my research was maintained. Krefting (1991, p.216) asserts that using more than one data collection method is a powerful strategy to enhance the quality and credibility of the study. Since I used two types of data collection methods, all aspects of the phenomenon were properly investigated and no generalisations were made.

3.9 Ethical Issues

It was essential for the researcher to ensure that their ethical norms and standards whilst conducting their research was promoted so that participants involved in the study find you trustworthy to confide in and participate wholeheartedly. Resnik (2011, p.6) stipulates, "Since research often

involves a great deal of cooperation and coordination among many different people in different disciplines and institutions, ethical standards promote the values that are essential to collaborative work, such as trust, accountability, mutual respect, and fairness”. It was important to ensure that the researcher maintains respect and equality when conducting this research since the participants partaking in the study felt welcome, unjudged and comfortable to open up and share their feelings about the topic researched.

Ethical issues were persistently considered during the research. The autonomy of all participants were respected. Participants were notified that their experiences/views from the class observation, unstructured interviews and semi-structured questionnaires was kept confidential and that all their identities would be protected when the results of the study are published. The study was researched sensitively to protect the participants from stigmatisation.

Research was conducted privately within an empty classroom for the one-to-one interviews. Research with questionnaires required the researcher to get the participants in a classroom that was not in use for them to fill in the questionnaire. Participants were not allowed to discuss or show their questionnaire to each other to protect themselves. Interviews that were tape recorded was transcribed by the researcher to protect the participants’ autonomy. Dickson-Swift, James, Kippen and Liamputtong (2007, p.331) maintain that, “qualitative researchers must initiate a rapport-building process from their first encounter with a participant in order to build a research relationship that would allow the researcher access to that person’s story”. The researcher gained the participants’ trust for them to disclose private information. Hence, for participants to open up,

the researcher used a video clip about the effects of the implementation of inclusive education in other schools.

Before embarking on the indicated study, the researcher had to obtain the following:

- Ethical Clearance from the University of KwaZulu-Natal ethical committee.
- Permission from the Department of Education to conduct research in schools.
- Gatekeeper's permission (principal).
- Informed consent for educators.

Only once all these documents were approved, data collection commenced ensuring all participants complete confidentiality and trust.

3.10 Conclusion

In conclusion, this chapter described the rationale behind the choice of the qualitative research methodology implemented, the choice of data production techniques employed, which included unstructured observation, semi-structured interviews and a semi-structured questionnaire as a way of attaining answers to my research questions. The sampling included only seven educators across grade 1-7 since the study revolved around their knowledge and understanding of inclusive education. The research instruments were stated and justified for use. Data was analysed by using thematic analysis and ethical issues were considered. The principled concerns emphasised the privacy of the contributors through channels of employing pseudonyms to shield their identities with regard to their responses given in the data production process. Chapter 4 outlines and evaluates the data obtained in the study.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The previous chapter discussed the tools and frameworks made to generate, present and analyse data for the research. Chapter 3 elaborated on the research design and style, paradigm, context of study, sampling and research methods, data analysis, validity and reliability of the study, ethical issues as well as the limitations experienced during the data collection process. This chapter aims to provide a critical analysis of the research findings. The data was interpreted by transcribing the interview session from an audio clip and minutes were written for those interviews that were not recorded.

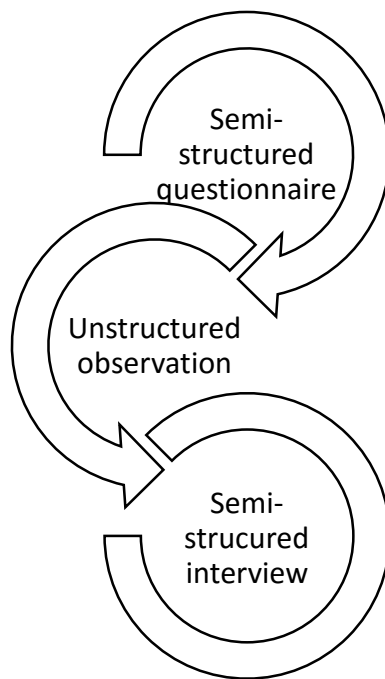


Figure 1: Research instruments for educators

This chapter aims to analyse figure 2 with the intention of exploring full-service educator's knowledge base and how much they understand inclusive education. As stated in chapter 1, the aim of this study was to comprehend the experiences educators have in teaching inclusive

education from grades 1 to 7 learners in their classrooms. The study was also guided by the following research questions:

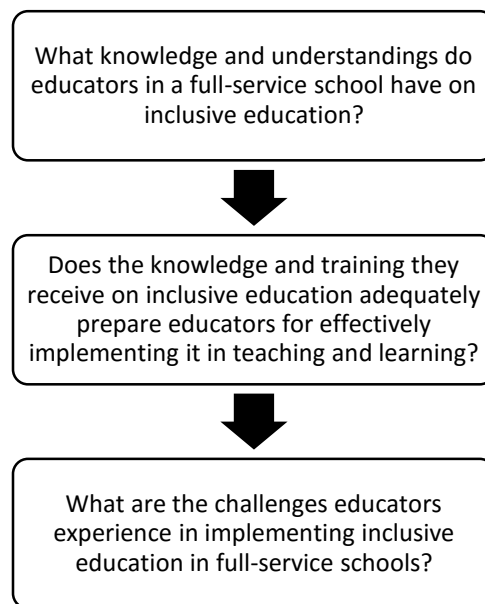


Figure 2: Research questions

Guided by the research questions demonstrated in figure 2, the study generated data that was analysed in the light of the literature reviewed in chapter two and the theoretical framework that underpinned this study. Since I chose to analyse data using thematic analysis, common patterns of data were identified and grouped into themes that revolved around educators' experiences on their knowledge and understanding of inclusive education. Data generated from the semi-structured questionnaire, unstructured observation and semi-structured interview, as shown in figure 1, was categorised into common themes relating to the challenges and knowledge of inclusive education educators in a full-service school.

Chapter 4 would commence with the questions posed during the interview sessions and summarise experiences as per educators. Themes would be developed according to each data collection

instrument. Thereafter, an analysis would occur, relating quotes of participants with pseudonyms. This ensures that the identity of each participants partaking in the study is protected and can communicate freely with no restrictions.

4.2 Responses from interviews/ questionnaires and observations

In answering the research questions guided by the study, the interview questions (Appendix 7) posed during the interview sessions occurred between all 7 participants. All responses were different, however, there were some similarities in the challenges, some more severe than others. Inclusive education has many challenges in its implementation within the school context. Not all educators and learners used the inclusive education approach willingly since it is a great change, especially for educators. The researcher used probe during the interview process to get a deeper understanding of the challengers, otherwise this research would not be successful and beneficial to other interest groups.

There were three themes that had emerged from interviews, questionnaires and observations. These were: Full-service school educator's knowledge and understanding of inclusive education, Adequacy of pre-service education for implementation of inclusive education and Challenges around implementing of inclusive education in full-service schools. These themes were further divided with subthemes and were studied in relation to the literature and the theoretical framework that underpinned this study.

4.2.1 Full-service school educators' knowledge and understanding of inclusive education

4.2.1.1 Knowledge of inclusive education policy

South Africa has developed a wide-ranging set of policies in the field of education to transform education in a way that improves the quality of education for all South African citizens. There are various educational policies that support the principles underpinning effective school management ensuring democracy which includes: The Constitution of the Republic of South Africa (1996), The South African Schools Act (1996), The Code of Professional Ethics (2000), The South African Federal Council on Disability (1995) and so forth. According to Sayed and Carrim (1997, pp.97-100), in order to revitalise education out of its divided and unequal past, the new South African state government uses a broad and complex policy framework developed by the national government, encouraged by the principles of diversity, inclusion and social justice. These principles are stipulated in the South African Schools Act (1996) to ensure overall effectiveness in the process of teaching and learning. Furthermore, educational policies and provisions were one among many areas that required immediate attention to break with the inequalities and assumptions of apartheid. Therefore, these policies confirm the alignment of classroom and school practices to ensure social transformation is provided within a school to operate as instructed and that rules and procedures are abided.

Most of the participants seem to have a very vague understanding of the inclusive education policy. For instance, when Participant A was asked about how the policy of inclusive education assists teaching and learning during the interview, she commented: “What do you mean by policy? I am not very familiar with the policy, so I would not be able to answer that question”. In addition to this, Participant C mentioned, “When we put learners with special needs in mainstream class, the educator has to give more time to these learners but brighter learners are neglected”. Apart from

being vague, there was a form of bitterness against inclusive policies being implemented in the school. Participant A did not sound keen in her response but at the same time, lacked understanding about the inclusive policy as her response was brief.

According to Farrell (2010, p.105), “The real challenge that primary school educators in South Africa is that of translating the inclusive education policy into practice so that the quality of education for all learners can be improved”. It can be interpreted that Participant B does not like the idea of inclusive education and one can all tell from her body language that she does not want to be familiar with the policy. In addition to this, despite the fact that Participant A had 38 years of teaching experience, she has not found the need to familiarise herself with what the policy of inclusion is about. Her tone during the interview indicated a lack of interest and an unwillingness to know more. Participant A, when asked about the policy, did ask, “What do you mean by policy?” and when given a brief response to clarify she hesitated to answer. “For becoming a competent and successful Inclusive educator, it is necessary to have required knowledge, skills, democratic attitude, positive attitude and an attitude of collaboration and networking” (Dash & Dash, 2011). This means that participant A has to make an effort to understand the inclusive education policy so that the appropriate measures can be taken to it within her class.

According to Participant D, when asked about policies and challenges, the response was, “So the policies of inclusive education, as much as it has lots of positive things that we can gage, uhm there are also, uhm, lots of challenges we would have to face and get used to. Like our schools do not have support staff, to actually have like one educator with a class of 20 children with barriers”.

The positives are mentioned but again, challenges are brought in together with the positive that the policy has to offer.

The DoE (2010) also outlined that the role of educators to include the following:

“They work in teams and find solutions through joint problem solving, they apply systems and teaching approaches that meet the needs of all children, they are flexible in how they implement the curriculum, they adapt their classroom methodology to ensure that all children receive attention, they continuously improve their skills to teach in inclusive classrooms, they have high expectations of all their learners and measure them against their peers and they respect disability and human rights” (Department of Education, 2010, p.56).

Lui (2013) maintains that the concept of a full-service was introduced to demonstrate how ordinary schools could transform themselves into becoming inclusive centers of care and support. Participant E also agreed with Participant A by mentioning, “To a certain extent it does, it helps us with a child that is struggling a lot but at the same time it also. We cannot give our full 100 percent attention to that child because we also have the other children as well, the brighter ones, and the ones who are medium, we have to help them as well”. It was becoming clearer with the educators that, despite being in a full-service school, where learning barriers are welcomed and provided support, this was not the case as mentioned previously by Lui (2013) of what a full-service school should encompass.

“Studies have shown that the qualifications and experience of educators have become a major concern for education practitioners and policy makers all over the world” (Adewumi, 2012, pp.137-138). Adewumi (2012) further argues that the integrity that qualifications and experience has on the quality of teaching and learning has a negative impact on the successful implementation of any subject in particular. Another concern was that these educators did not have sufficient

qualifications, as a consequence, lack the knowledge and understanding to implement inclusive education in the classroom. Participant A only had a B.Ed degree and Participant E only had a Diploma. As posited by Adewumi (2012), to enquire about inclusive knowledge requires a higher qualification. Despite the years of experience educators possess, the understanding of inclusive education is suppressed.

Despite, inclusive education being implemented a long time ago, educators still remain unfamiliar with the policy. According to Participant D, this is so because most educators are mature and have been in the field for a long time. Participant D explains, “It just often a challenge that a lot of educators are very set in their way of teaching because of their age, they 50, 60 years old”. Educators feel comfortable in their style of teaching, especially if they have been teaching for many years (Beck & Kosnik, 2006). Further to this, Participant E adds, “These children deserve far more than an ordinary educator in the classroom who is battling to cope with them. They need that specialist educator and they need that specialist psychiatrist or psychologist to interview them, to diagnose the learning disabilities and then from there, work out programmes”. Educators felt that it is not their responsibility to handle severe learning barriers since they are not equipped with the necessary skills. Soodak (2003) maintains that educators feel that the only responsibility they have is to teach learners, things that go beyond this point should be dealt by a specialist.

In addition to this, the concept of a full-service school has multiple meanings for participants. For instance, when asked the question about what is a full-service school (Appendix 8), Participant A mentioned: “I do not think our school is a full-service school because we do not have the personnel to carter for the needs of the learners. In a full-service school, you cater for neighbouring school

where we have learning disabilities and those children are brought to the school and taught. And we have personnel like social worker, psychologist and so forth you know. And we do not have that in our school”. For Participant E, a full-service school was, “a school where all learners are catered for, the bright, the weak and the middle. And more especially, the weak child. I feel that the child first has to be diagnosed by a professional, psychologist or a psychiatrist”. Participant F adds, “A school which has additional aids to assist with any barriers, etc”. The participants had different understandings about what a full-service school is but the similarity among these understandings, it was a school which has support to assist learning barriers.

In the questionnaire, educators were asked if they are aware of inclusive education and all 7 participants said yes. However, when they were asked to explain what they understand about inclusive education, they expressed very different opinions. Hence, this awareness is extremely limited. During the interviews conducted, it was evident that their understandings were brief, just a definition but implementation lacks. For Participant F, this was questionable. Despite saying yes to being aware of inclusive education, Participant F response was:

“All learners are included in the teaching and learning process. No one is excluded and all their needs and differences are attended to. I do not know much about the concept of inclusive education but a bit of knowledge I have is that the concept is related to disabled children’s education”.

The above expression portrayed that Participant F understood inclusive education as education for children with disabilities. However, Acedo (2008) mentions with concern that her understanding removes the features that compose what inclusive education is really about. Participant F viewed inclusive education as segregated education, rather than it is as being uniform. This regarded inclusive education as segregated rather than seeing it as a regular education that aims to increase

the capacity of schools to respond to diversity (Booth & Ainscow, 2002). Participant C stated this by saying the concept of disability comprises of: “Teaching children that have special needs in a normal class”. This showed that educators view inclusive education as teaching learners with barriers only. However, educators do not realise that inclusive education also comprises of learners without barriers as well.

4.2.1.2 Educators perception of inclusive education

Most of the educators during the interview session have a concerning view about implementing inclusive education in mainstream/ full-service schools. Only two out of seven participants have a positive view, yet it comes with a challenge as well. Participant A states: “I do not think that it’s appropriate, especially when I’m thinking of this child that is deaf in my class. I am not able to cater for him because I am not a specialised person to teach him. So I do not think it is good to have inclusive education. I think it should be specialised, you know if a child is hard of earache, he should be in a school for the deaf or something”. The Department of Education (2005a, p.5) states that “educators should look for opportunities to develop their own skills and knowledge about teaching learners with differences”. However, most educators are not equipped with the skills to assess learners with learning problems. Participant E adds, “I do not think inclusive education is good because you are doing, we I won’t say damage, you are disadvantaging all the children. You are disadvantaging the bright child, the middle child and you also disadvantaging the weak child”. Educators seem to hold a notion that learners with barriers pose as a disadvantage to “normal” learners. However, according to the Education White Paper 6 (2001, p.56), “Learners attending special schools and specialised settings should be accommodated within local neighbourhood schools, thus ending the isolation and stigmatisation of disabled learners”. Thus,

the EDWP6 seems to state otherwise since the policy argues for learners with disabilities to be unified within a mainstream class.

Despite the negative perceptions educators have about inclusive education, there were two participants that had a positive perspective to add. According to Participant B, “I agree with inclusion provided we get the necessary support from the DoE”. Educators felt that there was no support provided to them with the implementation of inclusive education. Yes, it may be stated on paper but how to practice these ideas in reality was not the case.

For Lui (2013), the current situation with regard to policy implementation according to the DoE (2010, p.13) faces the challenge of the gap between policy formulation and policy practice. Hence, this served as a struggle for educators. On the other hand, Participant D maintains that “having a disability is not a curse and the end of the world. You know, I think that children need to be included. In the mainstream schools like ordinary schools, think the mild and moderately disabled can be incorporated”. She had a positive attitude towards inclusive education since she was new to the field with only four years of experienced. She has only done her Honours degree in inclusive education, thus making her more acceptable to the new policy.

According to the questionnaires submitted to participants, when asked if there are any changes one would like to make in the school policy to strengthen inclusion, educators mentioned many of the challenges. For instance, Participant E mentioned with concern that there is a need for “experts to be sent in as additional staff to help out for all aspects to streamline the inclusive process”. The DoE (2005 p.41) states that “educators should look for opportunities to develop their own skills and knowledge about teaching learners with differences”. This showed that Participant E wants to

get involved in inclusive programmes for more support to enhance inclusion of all learners in school. However, they cannot comply with the policy goals as a single educator (Booth & Ainscow, 2002).

Some participants did not want to make any changes to the policy like Participant A, B, C and F. However, when asked if the school has a policy about inclusion, Participant C stated “No”. This shows that Participant C, despite not knowing the policy, also has nothing to say about possible changes which demonstrates lack of policy understanding with no motivation or interest. However, she had completed her Honours degree. Also, most of her answers were brief, which showed a negative attitude towards inclusion.

According to Dash and Dash (2011, p.201):

“Negative and discriminatory attitudes in society towards differences in race, class, gender, culture, disability and religion become barriers when directed towards learners in the education system. A limited understanding of the needs of marginalised children, often based on deep-rooted cultural beliefs, resistance to change and ignorance, are perhaps the greatest barriers to inclusive education at all levels, from policymakers to local officials”.

Educators should be neutral in their attitude towards learner’s religion, gender, religion, etc. The first step towards achieving inclusivity within classroom is the educator’s attitude towards inclusive education. It was therefore important for workshops to be held to emphasise the necessary steps for inclusion to be realised, starting with a positive attitude.

4.2.2 Adequacy of pre-service education for implementation of inclusive education

4.2.2.1 The impact of educators' understanding of inclusive education on teaching methods

Teaching styles vary from individualised attention, to making the lesson more interesting. Teaching approaches should meet all learning needs (Brown & Frontczak, 2011). Teaching styles should be changed when required to suit the needs of the learners.

According to Participant D during the interview session:

“We try to make the lessons very interesting. But it’s also very difficult when we need to complete the CAPS curriculum that gives you tasks and themes and deadlines. I use pictures, maps, diagrams. I would not cover a page with writing because this is very monotonous for the learners, they become very bored, plus they cannot read”.

Participant D was one of the seven educators who showed the most enthusiasm in teaching. Since she studied inclusive education, she has a positive attitude, thus giving her a greater advantage to ensure a more inclusive teaching and learning environment is guaranteed. Nel (2011, p.76) argues that educator’s attitudes play a crucial role in sustaining the success of inclusive education because successful inclusion centers on developing positive attitudes. Educators could ask learners how they would like to be taught and what would captivate them in the lessons during class. If educators heed this suggestion, it is argued that learners would then acknowledge that their educators are making an effort to accommodate their learning needs (Richardson, 2009).

However, many educators lack positive attitudes and are not prepared to meet the needs of the learners. As a result, a negative attitude to inclusion is displayed and this rubs off with other

educators, Burr (2003) discloses according to the social constructivism theory. Some educators mention that their teaching style is partially adequate due to lack of resources. Adewumi (2012) further adds that in a full-service school, there is many barriers, but educators should try harder to make sure that these learners' needs are catered for. Educators need to be flexible in the way they tackle this.

Social constructivism is relevant within teaching methodology. Joyce, Weil and Showers (1992) point out that social constructivism stresses the importance of the presence of an individual during teaching and learning. Educators who understand this theory could use it within the classroom to assist them in understanding learning disabilities with the purpose to help the learners achieve their best in the teaching and learning situation. According to participant A in the questionnaire: "Every child is allowed to work at his or her own pace". She further adds, "I reteach the lesson using different approaches and different teaching aids". Participant A stated that learners are given special attention if necessary. The lesson should be catered according to their needs.

In addition to this, Participant B mentions, "curriculum is adapted according to what learners can grasp". This portrayed learner who require attention are marginalised according to their understanding level, yet when asked during the interview what inclusive education was, Participant B mentioned that "there is no segregation among learners. All learners are in mainstream classes." However Participant B contradicts what had previously been said in an interview in a questionnaire. According to Farrell (2010, p.96), "Full inclusion implies that all children are educated together in the same mainstream classrooms, following the same curriculum at the same point in time, and experiencing pedagogy essentially the same as other children". Participant D also has the same notion as Participant B as Participant D similarly mentions "adapting curriculum

and differentiated assessments” in her response to teaching styles. The understanding that they have about inclusive education was conflicted due to their lack of knowledge and understanding. In inclusive education, all learners should be taught in the same way, however teaching styles should vary to accommodate all learners.

Walton (2009, p.51) also argues that “educators must use teaching strategies that benefit all learners in inclusive classrooms while they also have to acknowledge that certain learners would still need planned and specific interventions to address the barriers to learning that they experience”. Participant C reinforced what Walton (2009) argues by mentioning learner requirements and barriers as well. Participant E states, “Learners should be seated in the front, given extra attention for the educator to explain accordingly to their understanding level”. It was important to ensure that all learners are treated equally when determining teaching strategies. However, if a learner experienced severe problems, special intervention programmes should be developed.

4.2.2.2 School developmental programs/training of inclusive education

Continuous training and development programmes was essential to ensure that educators are provided the necessary support on a continuous basis. Participant A mentioned during the interview: “Yes, we had a lot of programmes. Actually we have workshops on a continuous basis at our school”. It was indeed with certainty that there are workshops offered by the school for educators to be up-to-date about inclusive education. However, Participant C stated otherwise:

“Yes, workshops are done on discipline and identifying barriers to learning. Interventions are designed for our kids. Department officials came about a month ago to help us find methods to cope in the classroom but mentioned that it’s up to the educator. No help was offered in the implementation process as we need to find a method to handle learners”.

It was important to note that Participant C did not feel like the DoE officials assisted them in any way since their delivery regarding implementation was ambiguous.

On the other hand, according to Participant D: “Department has offered 2 workshops and courses but that is for a select number of people, or maybe 2 a year”. She also mentioned the workshops that took place at school but stated that educators feel like it is a waste of their time. This was a challenge for many of the old educators since inclusive education is something new for them and not easy to change from what they were so used to doing for so many years of teaching. Participant E, teaching for over 30 years, was taking this change well with the support of a co-educator who partakes in holding workshops on behalf of his department at school. Regarding Participant E’s co-educator, she correctly argued that, “Ever since Mr X has been here, he has been having, even before we became a full-service school, he has been having workshops and worksheets and meetings to discuss how we must deal with inclusive learners and how we must cater for them, how we must treat the learner and so on. So that has helped us a lot”. Despite the challenges, some educators remained positive.

Continuous training and development programmes are fundamental in ensuring that educators are confident in the inclusive classroom. These programmes serve as a platform for educators to share their challenges and solutions for those challenges to ensure that teaching is successful. As stated previously, Participant E mentioned Mr X for holding workshops in their department. Ahmed,

Flisher and Mathews (2006, p.625) encourages that, “Educator training can increase educators’ knowledge and skills and, therefore, increase educators’ confidence and comfort in teaching inclusive education”. It should be compulsory for the Department of Education to run workshops to give educators knowledge and skills about current issues and show them how to communicate such knowledge and skills to learners.

During the class observation, Participant C and Participant F used teacher-centered approaches. Both used explanation as a teaching strategy, however there was questioning and discussion to involve learners in the lesson. Novotna (2005, p.1) proposes, “Explanation is seen as a tool for describing relevant phenomena, developing learners’ logical thinking, and guiding learners by inductive judgement to generalising”. In addition, Blanche and Durrheim (2002) believes, “A successful teaching programme requires more than information giving; it requires practical, active and participatory methods that are experiential”. In Participant F’s classroom, the lesson was dominated by herself since she mostly read from the textbook to learners. Naicker (2006) considers that one of the great challenges regarding the teaching of inclusive education in a full-service school is the lack of training of educators who do not possess the necessary skills and knowledge. To ensure that learners are successfully accommodated in the teaching and learning process, continuous training and development programmes are essential, especially when it comes down to maintaining educator’s self-confidence in the classroom. These programmes also serve as a platform for those educators to share their challenges so that teaching is successful. Ahmed, Flisher and Mathews (2006, p.621) motivates, “Educator training can increase educators’ knowledge and skills and, therefore, increase educators’ confidence and comfort”.

On the other hand, Participant D used the whole class discussion as an approach in which she allowed the learners to actively participate in the lesson. Questioning was also used since Participant D asked learners to volunteer or randomly asked them for answers. This got learners actively involved in the lesson and they were able to understand content better when they were asked different questions. Participant D further used explanation in conjunction with discussion and questioning where all learners needed to know what direction was. She first asked learners what they thought it was and if learners had an idea or prior knowledge. The educator also used demonstration and body language to enhance the topic on directions. Knowledge was given using various strategies and this appealed to many learners as they were responsive throughout the full duration of the lesson. Rooth (2005, p.289) suggests, “There are opportunities for teaching moments where information is given, but these should be kept to a minimum. Active learner participation should be normative”. Learners should construct knowledge for themselves while the educator should facilitate the learning process.

4.2.3 Challenges around implementing of inclusive education in full-service schools

4.2.3.1 Barriers experienced during teaching and learning

Challenges are experienced every day in the classroom. It is significant for an inclusive educator to ensure that these challenges are limited since extra support has to be provided to learners with different needs. According to Participant A, learning barriers that are common within the school are: “home background, language, large range of learning abilities in each class, challenging learner behaviour”. Further Participant A added, “comprehension of lessons vary so teaching has to vary for each child”. Opertti and Brady (2011, p.470) maintain “Inclusive education is a growing

universal concern that informs and challenges the processes of educational reform in both developing and developed regions”. Educators, in this study, displayed a negative attitude towards these challenges.

Another barrier that was brought up during the interview was the lack of resources. Participant B sustains, “Resources are the main issue within our school as we struggle without them to suit all our learners’ needs”. Lack of resources compromise effective teaching and learning process; however, this should not hold back an inclusive educator (Terre & Durrheim, 2006). Educators think that if they are presented with challenges, its disrupts the teaching process. Ainscow (2005, p.200) describes inclusive education as “a continuous process of examining, identifying, reducing and removing barriers to learners’ learning and participation by providing educational supports in ordinary schools”. Hence, despite educator’s hesitation towards identifying and developing strategies to limit barriers, the role of the educator was dependent to carry out this expectation.

4.2.3.2 Interaction between educator and learner in an inclusive setting

During the classroom observation of Participant D, interaction was prevalent amongst the educator and the learners. This had a positive influence on the teaching and learning process since both parties were conversing concurrently. The educator called a learner to do the prayer before beginning the lesson. A prayer is done by different religions every period. Since it was regarded as a fasting time for muslim people, a muslim learner was called to do the prayer and the rest of the class gaged silently in prayer. This demonstrates respect for one’s religion and learners feel acknowledged, not just academically but holistically. By doing this, the educator was helping the learner to build knowledge for themselves and was not just simply feeding learners the knowledge.

“The use of participatory learning approaches would ensure an environment that encourages learners to question and to obtain their input about sensitive topics” (Cohen, Manion & Morrison, 2000, p.52). Learners’ prior knowledge was reinforced throughout the entire lesson before she explained certain aspects of direction. Learners were actively involved in the lesson and also asked questions whenever they needed further elaboration or clarity. Learners who were distracted in class were reminded to pay attention in a calm manner. Positive relationships were maintained and learners reciprocated a calm and collected demeanor towards their educator. It was argued that positive relationships play a vital role in promoting an inclusive environment.

According to the social constructionism theory, “An individual does not construct meaning in isolation, but through being part of a community of learning” (Parker, 1998, p.65). Consequently, the success of inclusive education was dependent on how both the educators and learners collaboratively construct meaning and knowledge in an inclusive manner. Rooth (2005, p.200) stresses, “Teaching methodologies used by most educators consisted primarily of transmission teaching or talk and chalk methods”. Most educators tend to focus on completing the syllabus and giving information required to passing tests or examinations rather than focusing on the holistic development of a child. For Participant C observation during an English lesson, positive interaction with learners was very limited. The educator was mainly shouting at learners since they were screaming, displaying no respect. In response to this behaviour, the educator spent most of the lesson shouting at the learners.

This interaction had a negative impact on the teaching and learning process since learners who want to learn and engage in the topic are left behind due to other learner’s bad behaviour and educators consistent reprimanding. “Conversation is the most important means of maintaining,

modifying and reconstructing subjective reality” (Brown & Frontczak, 2011, p.22). Without conversation, a learner would not have a chance to construct their own knowledge of the world but rather imitate what they are told by educators. The lesson ended up being more teacher-centered in which the educator was delivering the content. Participant C, as an inclusive educator, should have reflected a learner-centered approach but this was not the case. Lui (2012) adds that educators need to be seen as facilitators, according to the social constructivism theory. Learners were not participating in the lesson since they were scared to ask the educator after the outrage that occurred with the misbehaved learners. The educator appeared very timid thereafter, as a result, learners were very attentive.

Many learners are disruptive during the lesson and as a result, time is used trying to solve a problem rather than teaching. Consequently, those learners who want to learn are left behind. Despite this, Levy and Sabbagh (2008, p.479) stress that “the vision of inclusive education policy is not to weed out learners with disabilities in a regular classroom; rather it places all school-aged learners in the same learning environment where they are taught by a regular educator”. During my lesson observation with Participant C, it was clearly evident that there is no respect. Learners have a ‘don’t care’ attitude and the educator struggles to maintain their attention during the teaching process. Learners tend to dominate the lesson as they shout out answers, while not giving the educator a chance. The educator ends up getting frustrated after 10 minutes due to consistent negative behaviour from some of the learners. As a result, the educator, who started the lesson with a positive attitude is now not bothered after so much time being wasting in reprimanding learners. The relationship between the educator and learner was strained and the educator gave up

easily on them. It is evident since while they are doing their classwork, no monitoring or assistance was given.

4.2.3.3 Behavioral problems consequential from social context

Gergen (2001, p.65) maintains that social constructionism “distinguishes between views of knowledge that are primarily exogenic (or world entered) in character as opposed to those which are endogenic (or mind centred)”. This suggests that one’s understanding does not belong in isolation. However, one’s understanding may continuously vary as socialisation takes place. Holloway and Wheeler (2013, p.3) agrees with Gergen (2001, p.479) when he/she mentions, “The basis of qualitative research lies in the interpretive approach to social reality and in the description of the lived experience of human beings”. One of the challenges Participant C faced was behavioural problems. Participant C mentioned that “pupils in grade 3 are like pre-school grade 1 level. They are disruptive, hyper, no respect for females”. This behaviour that was brought by the learner into the classroom comes from their home surroundings. According to Nightengale and Cromby (1999, p.4), “Social constructionists argue that the world we experience and the people we find ourselves to be are first and foremost the product of social process”. Learners were influenced by the surroundings in which they come from. The learners brought this new way of thinking into the classroom and was passed on to other learners.

Learners tend to be influenced by people within their surroundings and bring this behaviour or habit to the school environment. Participant D also pointed out that: “You find there is lots of problems like poverty and abuse, whether its sexual, alcohol or drugs. And, there is a certain amount of neglect. So you find that the children act out when they in the class”. Many learners

bring with them barriers to the classroom but it is the role of the educator, in an inclusive setting to ensure that these barriers are dealt with accordingly (Beck & Kosnik, 2006). According to Participant F, “Kids can have a variety of barriers and understand differently. Trying to cater for each child, accordingly to their particular needs is time consuming”. As an inclusive education educator in a full-service school, barriers were consistent and educators were not improvising in terms of their teaching styles to tend to individual styles of learning.” Also, Participant D adds, “I am not in my class the entire day so by the afternoon you find that the children are bunking”. Again, teaching strategies were ignored. Walton (2009) stresses that educators should ensure that their teaching styles/methods benefit all learners in the classroom despite the fact that they also have to acknowledge that certain learners require planned interventions to address the barriers to learning that they experience. Despite this argument made by Walton (2009) and Beck (2006), most of the educators felt like learners bring with them a burden and it was impossible to support them as it becomes a problem for the brighter kids.

The behaviour that some learners brought with them to the classroom was concerning. However, it was dependent on the educator in how react and how they respond to the needs of the learner. Many learners came from poor surroundings and a violent neighborhood. When they came to class, they had broken spirits where they remain constantly distracted, while others were disturbing other learners to get attention. Participant D was aware of their background and was sensitive towards their feelings. She made learners feel as if they are home and everyone is accepted. However, for Participant G this was not the case. Participant G instilled fear amongst the learners and they were left intimidated, affecting their psychological well-being. This arguably demotivates them and brings down their positive spirit, one is which an inclusive educator should avoid doing. Thus, it

was important to have prior knowledge about one's learners before judging them. In other words, "educators' stereotypical and self-imposed perceptions of considering their pupils as one good or bad from the other closes their own motivation to be adaptable to each of their pupils' needs" (Farrell, 2010, p.51).

4.2.3.4 Time constraints of inclusive education

According to Participant E:

"There are very bright pupils who finish tasks very quickly. Extra extension work must be given. The second group works slower but finishes the work. The last group works very slowly and finds it very difficult to grasp. Consequently, the curriculum cannot be covered in the term".

Evidently, the time factor was definitely a problem for Participant E. It was found that it is difficult to complete the syllabus. "Educators viewed implementing the inclusive education policy as a task that needed time and commitment, with on-going dialogue from all the stakeholders along the 'channel of communication' lines of implementation" (Cole-Runswick, 2011, p.115). For Participant E, learners were grouped according to bright learners, second group and last group. The last group is referring to those learners who have severe learning barriers. According to Ahmmed, Sharma and Deppler (2012), Participant E had the impression that the intellectual potential of a learner can be labelled as disabled, that they were lower achievers than a nondisabled learner. This was what diverted their perception from the original concept of inclusive education.

4.2.3.5 Lack of parental involvement

Hara and Burke (1998, p.23) define parental involvement as "families and communities who take an active role in creating a caring educational environment". Parents play a signification role in

the development of their child's upbringing. This also influences the degree into which they learn. In order for inclusive education to be successfully implemented in the classroom, parents should be supportive. However, according to all participants in the study, this has not been the case. Participant B mentioned in the questionnaire that, "parents are not interested in their children. Whenever there is an issue and a parent is called, the parent fails to come due to personal issues". Similarly, Participant D stressed, "Many parents expect us to be the parents as well. It would make a great difference if they were working side by side with educators to bring positive changes and improve behaviour". Participant F with concern noted that "when homework is given to our learners, you would find it complete it. When you call the parent to come to school and follow up on the child's homework, they won't turn up". The lowest rates of parental involvement are found in economically disadvantaged families (Terhoeven, 2009). This was also emphasised by Participant E when she mentioned, "Many of the learners in our school are poverty stricken and come from poor upbringings. Most of our learners come from child-headed homes and thus have to fend for themselves".

4.3 Conclusion

In conclusion to this chapter, the data obtained from interview, questionnaires and observations were presented and analysed. The data obtained from each research instrument was broken down into themes identifying similar patterns of feedback from participants. When analysing the data obtained from participants, it was evident that educators are indeed having major challenges in implementing inclusive education in the classroom.

Chapter 5 in this study discourses the summary of outcomes in addition to proposed recommendations for forthcoming research.

CHAPTER 5

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

Chapter 4 analysed the data obtained from the study. Thematic analysis was used to extract themes using three data collection methods (semi structured interviews, questionnaires and observation schedule). Educators were used as participants in one full-service school. This research focuses on exploring full-service school educators' understanding of inclusive education and its impact on learners' psychological wellbeing.

There are many challenges in inclusive education which impede on the teaching and learning process. Despite the advantages that inclusive education can bring, as mentioned in the policy, to ensure that all learners with and without any disabilities are accommodated in the classroom, most educators are not comfortable with its implementation. However, this study focuses on understanding the educator's experiences, prior to their knowledge, teaching any subject within the classroom context. This chapter aims to conclude the study in giving a summary, recommendations and conclusions thereafter.

5.1.1 Summary

As gleaned from the findings of this study, the most common aspect derived from educator's experiences was the lack of knowledge and skills they had for teaching learners with severe special needs as well as the challenges of implementing inclusive education in the classroom. "Schools

should be at the center of support aimed at enhancing the capacity of individual schools to promote the participation and learning of an increasing diverse range of learners” (Ainscow, 2005, p.110). However, all participating educators in the study did not have training and resources to support them. In response to the interview and questionnaires, one could tell that the educators were frustrated with the whole topic of inclusive education.

An educator stated, during the interview session that other educator’s felt that inclusive education was a waste of time since the educators that are currently in the school are mature and have been teaching for many years. Inclusive education is something new to adapt to and most educators are hesitant to change the manner in which they had been teaching for so many years (Ahmmed, Sharma & Deppler, 2012). It becomes difficult to change your style of teaching, especially if it has changed after so many years. The process with adapting to this change becomes very difficult and educators tend to feel overburdened with more stress that is not needed.

A lot of recognition was given to the importance of more training and workshops since many educators are not specialised to address the needs of these learners. Though educators stated similar opinions concerning challenges in inclusive education which has informed their teaching methodology, their explanations have varied. This was evident in the three research instruments that were used to collect data from participants. The themes that developed from the interviews are summarised as follows:

5.2. Responses from interviews/ questionnaires and observations

5.2.1 Full-service school educators' knowledge and understanding of inclusive education

5.2.1.1 Knowledge of inclusive education policy

During the interview sessions, it was evident that many educators had insufficient knowledge about the inclusive education policy. Despite having 38 years of experience, Participant A mentioned that she was not familiar with the policy. Her demeanor during the interview session was very brief portraying her lack of understanding in inclusive education. In addition, Participant D also showed concern about inclusive education stating that there is no support staff. This showed some understanding in the policy since support should be given when implementing inclusive education. On the other hand, what was written in theory was not practiced in the school environment; hence educators were faced with barriers.

Many of the educators had varied opinions about inclusive education. Their understanding of inclusive education was incorrect as they assumed that it only relates to those learners who have severe barriers that cannot be addressed in a normal school environment. Educators also felt that learners with barriers should be segregated from “normal” learners. During my observations of educator and learner interactions, some were good in terms of teaching and learning while others were a battlefield. Participant D treated all the learners like her own children. There was a warm and loving relationship depicted in her classroom and respect for individual cultures. Due to the educator talking to them with compassion and care, learners reciprocated this behavior during the lesson. Merrill (1996) found that when the educator shows concern for learners who cannot grasp the lesson by making it easier for them, they develop a positive relationship. Building a positive

relationship with learner helps them a lot because they begin to feel comfortable around their educator and this comfort makes it easier for ask for assistance.

On the other hand, the other participants did not receive the same warm relationship from their learners. There is constant shouting and bad behavior from the learners. Keeling and McQuarrie (2014) state that most learners do not respect the educator and are distracted during the teaching and learning process. Disrespectful behaviour results from poor communication between the educator and the learner and this impacts negatively in the way learners receive knowledge from their educator.

5.2.1.2 Educators perception of inclusive education

During the interview session, most of the educators have a negative perception of inclusive education. Only 2 educators were hopeful, provided that there is extra support from the DoE. However, others remained hesitant and felt that learners were being disadvantaged. Weak learners, despite receiving help, was not enough if the educator was not specialised to cater to their needs. At the same time, the brighter learners were left behind as more focus is concentrated on the weaker learners. Despite what the policy says about inclusive education, educators maintained that there is insufficient support given. The workshops have helped them in understanding inclusive education but barriers such as lack of training, funding and resources limit educators from implementing this.

Knowledge of the policy seemed very limited from the questionnaire. When educators where asked if they would make any changes to the inclusive education policy, many ticked no. Despite the challenges that have been mentioned as well as the lack of knowledge they have about inclusive

education, this showed hesitance to be involved in inclusion. Educators showed resistance to change their beliefs and adapt to a new and improved inclusive education system. However, one educator mentioned that a call for experts to be sent to assist educators in streamlining the inclusive education process. This shows some willingness on the part of educators to cooperate with the new system despite its limitations or inadequacies.

5.2.2 Adequacy of pre-service education for implementation of inclusive education

5.2.2.1 The impact of educators' understandings of inclusive education on teaching methods

Educators have mentioned varied teaching styles to assist learners with barriers in the questionnaire. For those learners who are extremely slow in their work, the curriculum is adapted according to their needs. If they have difficulty understanding something, educators do not put pressure on their learners and leave it completely out. Also, assessments are adapted according to learners with special needs. Educators mentioned that when learners do not understand content, it is retaught. Gergen (2001) supports that learners should be allowed to learn at their own pace and extra attention is given to them when required. However, if the problems are too severe, intervention programmes are developed attending to their needs.

Most educators however used teacher-centered approaches while others used learner centered approaches. During the teacher-centered approach, almost all of the educators did not give learners an opportunity to participate in the lesson and most learners were bored and disruptive. Some lessons were more teacher-centered than others. Nevertheless, these educators mainly read from

the textbook. However, it was only observed in Participant D's lesson that whole class discussion was used. This allowed all learners to play an active role within the lesson, preventing them from being bored and easily distracted. The teaching method selected for addressing learning barriers was a critical component that needs to be understood. There was no specific method that was the best. The Department of Education (2005a, p.67) correctly states, "In applying teaching methods educators should bear in mind that there is no single classroom in which all learners would be exactly the same or learn in the same way and at the same pace". Despite some teaching methods working better in the classroom, there was no method that can be most effective because all learners are unique and learn differently in separate classes.

5.2.2.2 School developmental programs/training of inclusive education

During the interview session, Participant C mentioned that another educator in her department holds workshops on a regular basis to educate educators about inclusive education and how to cope with challenges in the classroom. Many educators have mentioned that they found it helpful. This educator has been filling in the void that most educators struggle with and this has been helping them to an extent. Despite these workshops held at school, Participant C mentioned that someone from the DoE came to the school and spoke to them about inclusive education. However, she did not find it helpful at all because it was expected from the educators to just know how to implement what they envisioned an inclusive classroom to be. Participant C stated that the person who addressed them informed them on what inclusive education entails and what it can offer for the teaching and learning process, however the way in which this could be implemented within the classroom was lacking. Participant C declared in confidence that it did not help her and she is still struggling. For her, it was expected that the DoE would give them more hands on tools to intervene

for various learning difficulties such as Attention Deficit Hyperactivity Disorder (ADHD) but this was not the case.

5.2.3 Challenges around implementing of inclusive education in full-service schools

5.2.3.1 *Barriers experienced during teaching and learning*

There many challenges easily identifiable during the lessons. For participant A, B, D there were many slow learners in their classrooms. Some have learning barriers such as sight problems, while others have ADHD. Behavioral problems were also evident during the lessons of Participant B, C, E, F, G's lesson observations. Name-calling, shouting and vulgar language in exercise books occurred. Educators were accustomed to the behaviour as it was expected since many learners are from dysfunctional families within violet and poor communities. Participant E had a shortage of textbooks during her lesson. As a consequence, learners has to share and this had a negative effect on their willingness to learn since they did not have their own book to use. Many of the learners decided not to use the textbook at all since other learners did put the book at the center of the table and thus did not follow while the educator was explaining from the textbook. Time was also a challenge for participant D since the principal had a meeting during break and the lesson started 20 minutes late. As a result, my lesson observation time was limited and the educator rushed through the lesson, yet she did manage to make it enjoyable at the same time. Despite having limited time, Participant E ensured that learners were engaged in the lesson though questioning and demonstration.

5.2.3.2 Interaction between educators and learners in an inclusive setting

The interaction between the educator and learner was dependent on the educator's attitude, the tools they used to teach and how this was received by learners. During the interview session, educators mentioned with concern that teaching becomes very difficult when trying to complete the CAPS curriculum. Participant D stressed that despite trying to teach using varied teaching methods, there were too many deadlines that have to be met as specific dates and it becomes difficult to make it an enjoyable lesson for all learners. Also, Participant D mentioned that the lack of resources made it impossible to be used to cater for all learners' needs. While teaching, some learners may find it interesting, but when other learners learn through audio for instance, there was no television or computer to cater for their needs and therefore find the lesson boring. Educators were willing to use varied methods but the school's insufficient resources prevent them from doing so (Ahmmed, Sharma & Deppler, 2012). This made it frustrating for educators and this negativity was sensed by learners. Teaching was about making sure that the curriculum was covered from the beginning to the end, with little regard as to whether learners have grasped content.

5.2.3.3 Behavioral problems consequential from social context

During the interview session, behavioural problems were a concern in the classroom. Educators mentioned that many of the learners at school come from poor backgrounds and unstable homes. Violence and drugs was also common practice within their community. Consequently, learners were bunking and showing signs of disruptive behaviour in class that hindered the teaching and learning process. This tends to affect learners' psychological development in a negative way. Some learners came from child-headed homes, bringing along with them a lot of stress and responsibilities into the classroom context. Disruptive behaviour was evident due to these psychological and

behavioural barriers. For Parker (1988), according to the social constructivism theory, learners tend to be influenced by their society. If their society carried burdens, they were very likely to be psychologically impaired. Educators have stated that learners' behaviour tend to be a challenge as the brighter ones are neglected while worrying about the weaker learners.

5.2.3.4 Time constraints of inclusive education

There were challenges in completing the curriculum, especially when it came to the very slow/weak learners. Educators mentioned in the questionnaire that in order for inclusion to be implemented successfully, extra time should be given as it is a sensitive process that cannot be rushed. According to Schmuck (1997), learners have varied needs and this was abandoned by many educators. It was apparent in the school that educators felt like it poses a barrier to complete the syllabus and cater for the brighter pupils as more time needs to be given to the special learners. Educators, moreover, had the notion to unintentionally label learners according to their intellectual ability. This undermined the whole process of inclusion.

5.2.3.5 Lack of parental involvement

Responses given by participants indicated that parents are not involved in their children' academic performance or well-being. Most educators seemed frustrated with parents since many show no interest, one being in their children's homework. It was very clear that when there are opportunities for parent-teacher interaction, it was limited. Terhoeven (2009) confirms that parents from a low economic status feel uneducated and have low-self-esteem. This prevents them from getting involved in their children's education because they too do not have the skills to teach their children. This study is in agreement with Lemme and Van Wyk (1999) when they argue that while there are

many factors that can affect parental involvement, the educators and school management should encourage interaction between the school and home.

5.5 Limitations of the study

Labaree (2013, p.1) asserts,

“The limitations of the study are those characteristics of design or methodology that impacted or influenced the application or interpretation of the results of your study. They are the constraints on generalisability and utility of findings that are the result of the ways in which you chose to design the study and/or the method used to establish internal and external validity”.

The following limitations are likely to impact on the study’s findings:

- This study was limited to one school under one district whereby seven educators were selected. With the study conducted in only one school, research outcomes cannot be generalised to other secondary schools with similar descriptions since contexts would be dissimilar. Schools from different districts should have been considered. Educators all have their own morals and values and are socialised by these (Seigler, Deloache & Eisenberg, 2003). The teaching methods of educators were socially constructed and therefore cannot be generalised to all educators.
- Limiting the study to a small population of participants (educators) from only one school did not yield much information. Research findings would have been more efficient if a wider population of participants were used.
- It was difficult to locate educators who would engage willingly in sharing their experiences of inclusive education within the teaching and learning process. This was because the researcher cannot guarantee that educators would want to be involved in the study. Most educators were reluctant to participate. Some that agreed to participate did not want to after all and new educators had to be selected again. It was also difficult to set up appointments

to interview educators as well as collect questionnaires since educators were not keen on answering the questions. Some educators did not write enough information or answer the questions fully. Also, during interview sessions, many teachers kept their responses short and were hesitant in giving a detailed response.

- Some educators required assistance to understand the questionnaire and what is required of them. It was time consuming to explain each question to those educators who are confused since trustworthiness in questionnaires would be an issue.
- Absenteeism was an issue since appointments were made in advance to collect research. Consequently, appointments had to be rescheduled and this delayed the data collection process.
- Finding a suitable time frame to gather face-to-face data (interviews) for the study was a struggle as educators' free periods were almost always taken for relief/substitution. It was also challenging to assemble the participants at the same time since their free periods vary accordingly.
- Time was lost since meetings were held and periods started later than the original time. Lesson observations were limited, thus had to be rescheduled. Also, participants were given relief during free periods which was intended for interviews, compromising the data collection process.
- Small sample vs generalisability of findings. Due to the sample being very small, results would be generalised in other school.

The following limitations were experienced during this study:

The limitations of the study did not halt the data production process since back-up plans were made and valuable data was still obtained. For example, for meeting educators for the interview, mutual arrangements were made to meet educators during break or the before first period could start. Also, in terms of understanding specific questions in the questionnaire, I explained certain questions to the participants in advance to prevent delay of answers. During the interview sessions with interviews, the experiences that the educators shared were very enlightening for the study and thus managed to answer all the key research questions.

5.6 Recommendations of the study

- Downing (2010) correctly argues that learners need to be aware of what is anticipated of them both intellectually and socially to ensure that they can endeavour to reach certain expectations. The South African Schools Act (1996) specifies that all learners within a school should be given recognition according to culture, diversity of language and economic background. Therefore, clear expectations should be given verbally as well as visually so learners who struggle to keep up with tasks due can be constantly reminded about it. If an educator is not sure about how to teach a diverse class, learner interests could be considered. Educators can ask learners how they would like to be taught and what would make them to be captivated in the lessons in class. By an educator doing this, learners would then acknowledge that educators are making an effort to accommodate their learning needs and improve their psychological well-being.
- Differentiated teaching, lesson plans and assessment tasks should be provided on a continuous basis and not for intervention purposes only. The formal assessment tasks,

including those set by the DoE, should accommodate learners who experience barriers to learning. Also, educators should be workshopped about different teaching and learning resources other than the overhead projectors, powerpoint presentations, charts and data projector.

- The DoE together with the school management team members should support educators implement inclusive education since these are the educators that assist learners with special needs or with some other barrier. Regular workshops should be given to educators to find out what kind of help is needed by educators and also to inform educators about teaching learners with these barriers (e.g. ADHD, hearing impaired, sight impaired, behavioural barriers, etc) and not to simply ignore these issues. Inclusive education educators, especially in a full-service school are expected to be skilled and knowledgeable to assist all learners. “The underlying assumption is that all the social problems are most likely to affect learners, schools and local communities” (Pillay, 2012, p.170). Hence, Sharma (2006, p.81) maintains that “there should be strong and active collaboration between the school, parents, stakeholders and NGOs”. If a school functions as one unit, involving the educators, parents, learners, management team and other stakeholders, inclusive education would be fully functional in the school community.
- It becomes an issue when special needs learners in a particular school are not accommodated according to their needs. Educators need to help these learners adapt in the classroom setting by using various support systems. Such support systems help disabled learners to meet their learning needs. Examples of such support systems are hearing aids, different learning styles or braille software to help blind learners use the computer. All learners irrespective of their ability can be educated together in any general classroom;

however, it all depends on how the educator facilitates learners to meet the lesson and learning outcomes. Educators should not label learners according to their intellectual capabilities, but rather build on what they have.

- Full-service schools should be provided with educators who can support these learners, even assistant educators. This should occur without considering the large number of learners in a school. There are cases that require special attention for learners who do experience barriers to learning, especially severe cases.
- Schools should encourage parents to play an important role as partners in their children's education. At the same time, educators should not judge parents according to their low economic status, and should rather be submissive.
- Full-service schools should also be prioritised by DoE and provided the necessary support. This is lacking since the school lack funds to purchase resources to cater for learners with specialised needs. The government undertakes the primary role in managing and funding schools on the recognition that is equitable among all areas. For this reason, Ganzeboom, De Graaf and Treiman (1992, p.56) argue that the public interest in education can be better served for managing funds due to the government's poor investment in education.
- Full-service schools should adopt a differentiated policy of the norms and standards to accommodate diversity and differentiated teaching/learning needs. In this way, all learners would feel a sense of belonging in the school.
- Full-service schools should appoint educators who are trained and specialised in inclusive education. This would prevent barriers to implementing inclusive education since if there are specialised educators employed by the school, these educators could hold workshops and support those educators who lack these skills.

- Educators should be encouraged by the school management team (SMT) to educate themselves about the inclusive education policy. However, at the same time, policies for successful implementation about inclusive education should be made available by the SMT. Continuous support and monitoring should be evident. This would in turn provide educators with the motivation needed to be inclusive. Team work should therefore be prioritised for this to work for the school.
- The Department of Education (2005b, p.18) considers it to be a strategic initiative of “DBSTs to engage in the general orientation and introduction of management, governing bodies, and professional staff to the inclusive education model”. District Based Support Teams (DBSTs) should focus on targeting and identifying learners with barriers as learning as possible to ensure appropriate interventions can be instituted in the foundation phase.
- Downing (2010, p.6) asserts that while disabled learners may not be expected to learn the exact same content in the same manner as classmates, he or she should be challenged to learn as much as possible. Every educator’s goal should be to help every learner excel in the classroom. For this to happen, educators have to apprehend every individual learner’s level of language ability and construct lessons that are understandable to all learners. It is clearly stated in the South Africans Schools Act (1996, p.5) that “an educator acknowledges the uniqueness, individuality, and specific needs of each learner, guiding and encouraging each to realise his or her potentialities”. However, it should be taken upon to educator to ensure they are well up-to-date with the skills and knowledge to implement inclusive education successfully. Workshops should be done on a continuous basis not only with the school but simultaneously with the Department as well. This would only be

successful if educators have a positive attitude towards inclusive education and take it upon themselves to improve their current knowledge.

5.7 Recommendations for future study

Engelbrecht (1999, p.9) found that “the most effective means of combating discriminatory attitudes is by building an inclusive society and achieving education for all”. For example, if the abled and the disabled are mixed together in a specific setting, they would see each other as equals and would not tend to isolate themselves according to their ability. According to the South African Federal Council on Disability (1995, p.1), “Learners with special education needs have a right to equal access to education at all levels in a single inclusive education system that is responsive to the diverse needs of all learners”. Therefore, one can see that in South Africa, inclusive education is not overlooked in the constitution as it is of importance. To ensure the implementation of inclusive education, educators would require sufficient training and therefore cannot be put on the spot to teach learners with special needs.

5.8 Conclusion

The findings of this study are significant since they reveal various implications for what constitutes the role of inclusive education educators in the educational, social, and cultural contexts as documented in the literature and theoretical discussions covered in previous chapters.

Within the South African school context, many challenges were faced in the past during apartheid regarding diversity. Soodak (2003, p.328-330) affirms that parents and educators believed that confining children on characteristics based on race or ability usually leads to an inferior education.

Therefore, “educators should recognise the differing learning styles of learners and improve instructional approaches that would accommodate these styles” (Montgomery, 2001, p.63). However, if this is not the case, disabled learners would be left out of the learning process while other learners would be on track with syllabus. This adds as a disadvantage for those learners that have special needs and who are placed in a special needs school classroom setting. In order for inclusive education to be realised, special needs learners need to be in a mainstream class, thus full-service schools allow for this.

The Department of Education should address this issue and make it a point that every year new and old educators should be work-shopped regarding how to teach inclusive education effectively to minimise barriers facing our schools today. The policy should be practiced in all schools, and just be a theory presented on paper that educators fail to realise at the expense of our children, the future of South Africa.

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APPENDICES

Appendix 1: Ethical Clearance Letter



04 April 2018

Ms Prenola Appalsamy (212509310)
School of Education
Edgewood Campus

Dear Ms Appalsamy,

Protocol reference number: HSS/2191/017M

Project Title: Full service school educators' knowledge and understanding of Inclusive Education and its impact on learner's psychological well-being (or on teaching and learning)

Approval Notification – Expedited Application

In response to your application received 16 November 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has 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

.....
Professor Shenuka Singh (Chair)

/ms

Cc Supervisor: Professor Henry Muribwathoho
Cc Academic Leader Research: Dr SB Khoza
Cc School Administrator: Ms Tyzer Khumalo

Humanities & Social Sciences Research Ethics Committee

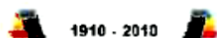
Professor Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3687/8350/4557 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 2: Turn-it-in Report

Exploring full service schools educators understanding of inclusive education and its impact on learners' psychological wellbeing

ORIGINALITY REPORT

9%

SIMILARITY INDEX

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INTERNET SOURCES

1%

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STUDENT PAPERS

MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

3%

★ Submitted to University of Johannesburg

Student Paper

Exclude quotes On

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Exclude bibliography On

Appendix 3: Permission from Department of Education



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref.:2/4/8/1623

Miss P Appalsamy
45 Zinnia Road
Welbedacht West
Chatsworth
4092

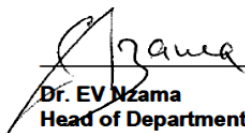
Dear Miss Appalsamy

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **“FULL SERVICE SCHOOL EDUCATORS’ KNOWLEDGE AND UNDERSTANDING OF INCLUSIVE EDUCATION AND ITS IMPACT ON LEARNER’S PSYCHOLOGICAL WELL-BEING (OR ON TEACHING AND LEARNING)”**, 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 30 August 2018 to 02 March 2021.
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 Phindile Duma 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.

(PLEASE SEE LIST OF SCHOOLS/ INSTITUTIONS ATTACHED)



Dr. EV Nzama
Head of Department: Education
Date: 30 August 2018

KWAZULU-NATAL DEPARTMENT OF EDUCATION

Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa
Physical Address: 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201
Tel.: +27 33 392 1063 • Fax.: +27 033 392 1203 • Email: Phindile.Duma@kzndoe.gov.za • Web: www.kzneducation.gov.za
Facebook: KZNDOE..... Twitter: @DBE_KZN..... Instagram: kzn_education..... Youtube: kzndoe

...Championing Quality Education - Creating and Securing a Brighter Future



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

LIST OF SCHOOLS

1. Summerfields Primary School

Appendix 4: Letter to the School Principal and the School Governing Body

45 Zinnia Road
Welbedacht West
Chatsworth
4092

The Principal
1231 Summerfield Road
Bayview, Chatsworth
4092

Dear Sir/ Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH STUDY

I am currently a M.ED student at the University of KwaZulu-Natal (Edgewood campus). I hereby request your permission to conduct the research study at your school focusing on educators implementing inclusive education. The research study is titled “Exploring full-service school educators’ understanding of inclusive education and its impact on learners' psychological wellbeing”.

The research study requires conducting personal interviews to be held after school hours. Personal interviews will take approximately 55 minutes, and lesson observations will be conducted with each educator as per classroom time-table after the necessary arrangements have been made with the respective educator.

The data gathered will solely be used for this study and not for any other purpose. Educators are however, not obliged to answer any questions that they feel are not comfortable for them and are also free to withdraw from the study at any time. You are also ensured strict confidentiality of the school name, educators’ real names and their responses. After completion of the study, data gathered will be stored in the office of the supervisor at the University for safe- keeping for a period of five years and then it will be destroyed.

For further information, please do not hesitate to contact my course supervisor Dr Henry Muribwathoho at (W) 031- 2607011(C) 0826712126 Email: muribwathohoh@ukzn.ac.za

Thanking you in advance

Sincerely

Miss P. Appalsamy

Date

For any queries, kindly contact me at (C) 0785674724

Appendix 5: Letter to the Educator (Participant)

Letter to the Educator (Participant)

45 Zinnia Road
Welbedacht West
Chatsworth
Durban
4092

RE: REQUEST FOR CONSENT TO PARTICIPATE IN THE RESEARCH STUDY

Dear Educator

I am an M.ED student at the University of KwaZulu-Natal (Edgewood Campus). I hereby request your consent to participate in my research study entitled “Exploring full-service school educators’ understanding of inclusive education and its impact on learners’ psychological wellbeing”.

The research study requires conducting questionnaires and personal interviews to be held after school hours. Personal interviews will take approximately 55 minutes, and lesson observations will be conducted with each educator as per classroom time-table after the necessary arrangements have been made with the respective educator.

The data to be gathered will solely be used for this study and not for any other purpose. You are however, not obliged to answer any questions that you might feel uncomfortable with and you will be free to withdraw from the study at any time. You are also ensured strict confidentiality of your real name, school and response as pseudonyms will be used. After completion of the study, data gathered will be stored in the office of the course supervisor for a period of five years for safe keeping and then will be incinerated.

For further information, please do not hesitate to contact my course supervisor Dr Henry Muribwathoho at (W) 031- 2607011(C) 0826712126 Email: muribwathoh@ukzn.ac.za

Thanking you in advance
Sincerely

Miss P. Appalsamy
For any queries, kindly contact me at (C) 0785674724

Date

Appendix 6: Informed Consent letter

UKZN Edgewood Campus
Private Bag X03
Ashwood
3605

School of Education
College of Humanities

Dear Participant

INFORMED CONSENT LETTER

My name is Miss Prenola Appalsamy. I am an Educational Psychology Masters candidate studying at the University of KwaZulu-Natal, Edgewood campus, South Africa. I am interested in learning about “Exploring full-service school educators’ understanding of inclusive education and its impact on learners' psychological wellbeing”.

The objectives of my study are:

1. To investigate educator’s knowledge and understanding of inclusive education.
2. To explore if pre-service teaching adequately prepared them to implement inclusive education.
3. To investigate the challenges educators experience in implementing inclusive education.

Your school is my case study for the research that I am conducting. To gather the information, I am interested in asking you some questions.

Please note that:

- Your confidentiality is guaranteed
- The interview may last for about 55 minutes
- Any information given by you will not 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 5 years.
- You will have a choice to participate, not participate or stop participating in the research. You will not be penalised for taking such an action.
- Your involvement is purely for research purposes only, and there are no financial benefits involved.

I can be contacted at:

Email: 212509310@stu.ukzn.ac.za

Cell: 0785674724

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

Contact details: email: muribwathohoh@ukzn.ac.za Phone number: 0826712126
You may also contact the Research Office through:

Prem Mohun
University of KwaZulu-Natal
Research Office: Ethics
Govan Mbeki Centre

HSSREC Research Office,
Tel: +27 (31) 260 4557 E-mail: mohunp@ukzn.ac.za

I would greatly appreciate your voluntary participation in this research. Participation will be in the form of interviews, observation and questionnaires. If you agree to be part of the research, please have the consent form below completed and returned.

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.

Additional consent, where applicable

I hereby provide consent to:

- Audio-record my interview discussion YES NO
- Video-record my interview discussion YES NO
- Use of my photographs for research purposes YES NO

SIGNATURE OF PARTICIPANT

DATE

Appendix 7: Semi-structured interview:

Interview Schedule for educators

Section A: Biographical details

1. Gender : _____
2. Age : 21-30___ 31-40___ 41-50 ___ 51-60___ 61+___
3. Position held at school : _____
4. Teaching experience : _____
5. Academic qualifications : _____
6. Permanent / temporary : _____

Section B: Interview questions

Depending on the interview sessions, questions may vary or may be added during the sessions to collect relevant information.

1. How long have you been teaching for?
2. Do you think that you have ample experience in teaching? Why?
3. How did you become aware of inclusive education?
4. What is your understanding of inclusive education?
5. What is your understanding of a full-service school?
6. How does the policy of inclusive education assist teaching and learning?
7. How does a full-service school differ from ordinary schools?
8. After watching the video clip, in what way do you see inclusive education being implemented into the setting depicted? Are there any challenges?
9. Do you think your teaching methods within the classroom are adequate? Why?
10. How are learners with special needs accommodated in your class?

11. What successes and challenges do you experience in your class while implementing inclusive education?
12. How are these challenges addressed?
13. Does the school offer any professional development programmes to assist educators in implementing inclusive education? If so, explain how each programme is designed to assist teachers.
14. Is there anything else you would like to share about inclusion?

Appendix 8: Questionnaire

Questionnaire for educators

1. What grade do you teach?

- Grade 1 Grade 2 Grade 3
Grade 4 Grade 5 Grade 6
Grade 7

2. Which subject do you enjoy teaching most?

3. Are you aware of inclusive education? Yes No

4. Does the school have a policy about inclusion? Yes No

5. If yes, has this policy been discussed with teachers? In what way?

Do you think that the school design is user-friendly to all learners? Yes No

6. If no, explain why.

7. How are learner differences catered for in your classroom?

8. If learners are finding difficulty with the classwork given, what do you do?

9. What role do parents play in the education of their children at school?

10. What is your understanding of a 'full-service school'?

11. What sort of disabilities are common within the school?

12. How do you think that these disabilities interfere with teaching and learning?

13. Are there any changes that you would make to the school policy to strengthen inclusion of all learners? Yes No

14. If yes, what changes would you make?

Thank you for your precious time😊

