



**Inclusion in mainstream primary schools: Educators’
experiences in Cornubia.**

by Ashmitha Bajalall

**A research dissertation submitted in partial fulfilment of the requirements
for the degree of Masters of Education in the discipline of Educational
Psychology**

School of Education

University of KwaZulu- Natal, Edgewood Campus

Supervisor: Mrs S. Ndinisa

July 2024

DECLARATION

I, Ashmitha Bajalall declare that:

- a) The research reported in this dissertation is my original research work.
- b) This dissertation has not been submitted for examination at any other university.
- c) This dissertation does not contain other people's data, graphs, or pictures.
- d) This dissertation does not contain other people's writing, unless acknowledged and referenced accordingly in the reference section.
- e) This dissertation does not have texts, graphics or tables copied and pasted from the internet.

Signature:

Date:

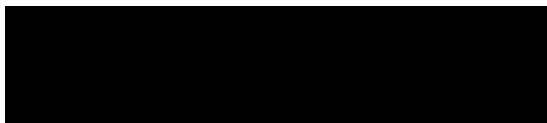


18/07/2024

I, Mrs S. Ndinisa, the candidate supervisor hereby agrees to the submission of this dissertation.

Signature:

Date:



18/07/2024

DEDICATION

I dedicate this to my parents, Renu and Vinoth Bajalall, who have been my biggest supporters and greatest blessings. They have worked tirelessly to ensure that my life was fulfilled and that I became the best version of myself.

ACKNOWLEDGEMENTS

I would firstly like to express my gratitude to God Almighty for the opportunities I have had. I would also like to acknowledge my supervisor, Mrs Ndinisa, who had guided, supported and motivated me to complete this study. Furthermore, I would also like to recognise the educators and principal of the participating school for permitting me to conduct my research and for their support and understanding.

ABSTRACT

This study intended to explore the primary school educators' experiences of implementing inclusion in a mainstream school in Cornubia, located in the province of KwaZulu-Natal, South Africa. The study was conducted by the interpretivist paradigm, using a qualitative approach. The sample for this study was purposefully selected, using 4 educators from a selected primary school in the Cornubia area. Semi-structured interviews and a focus group discussion were instruments that were used to generate the necessary data to gain insight on how educators experience the implementation of inclusive education in their school. Themes and sub-themes were generated as an employment of content analysis for this study. The study revealed that educators have similar experiences when implementing inclusion in a mainstream school. It was further perceived by the educators that the implementation of inclusive education was challenging, given the lack of resources and facilities, higher learner enrolment leading to overcrowded classrooms, poor infrastructure and inadequate training and support. The findings of this study highlights the continued professional training and development of educators in the inclusive education sector. Furthermore, the Department of Education should consider the provision of relevant resources and work on the improvement of facilities and infrastructure for the development of inclusive education in mainstream schools. This, could in turn, subsequently offer additional support and encouragement to these educators, enhancing their confidence and experiences in implementing inclusive education. The main focus of all schools is to offer a safe, inclusive and fruitful learning environment for both educators and learners and this is how we expect the future to look like.

LIST OF ACRONYMS AND ABBREVIATIONS

DBE	Department of basic Education
DOE	Department of Education
EWP	Education white paper 6
SEN	Special educational needs
SIAS	Screening identification assessment and support.
UNESCO	United Nations educational scientific and cultural organisation.
NCSNET	National Commission on special needs in education and training
NCESS	National committee on education support services

LIST OF TABLES

Table 1. Themes that were identified

Table 2. Participant profiles

TABLE OF CONTENTS

Contents

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT.....	v
LIST OF ACRONYMS AND ABBREVIATIONS	vi
LIST OF TABLES	vii
TABLE OF CONTENTS.....	viii
CHAPTER 1	1
INTRODUCTION TO THE STUDY.....	1
1.1 Introduction	1
1.2 Background of the study	1
1.3 Rationale.....	2
1.4 Significance of the study	4
1.5 Problem statement	4
1.6 Objectives of the study	5
1.7 Research questions	5
1.8 Location of the study	6
1.9 Theoretical Framework	6
1.10 Research methodology	6
1.10.1 Research paradigm	6
1.10.2 Research design.....	7
1.10.3 Research approach.....	8
1.10.4 Selection of participants	8
1.11 Data generation methods	9
1.11.1 Focus group discussion	9
1.11.2 Semi structured Interviews	9
1.12 Data analysis.....	10
1.13 Trustworthiness.....	10
1.14 Ethical considerations	10
1.15 Limitations of the study	11
1.16 Overview of chapters.....	12
1.17 Summary	12
CHAPTER 2	13

LITERATURE REVIEW	13
2.1 Introduction	13
2.2 Defining mainstream schools.....	13
2.3 Inclusive education in South Africa	14
2.4 Inclusive education in South Africa	15
2.5 Defining barriers in order to promote inclusivity	15
2.6 Inclusive education	16
2.7 Educators experiences of inclusive education	17
2.8 Challenges in the implementation of inclusive education.....	19
2.9 THEORETICAL FRAMEWORK	21
2.9.1 The origins of the theory	21
2.9.2 Aims and objectives of the theory.....	22
2.9.3 Social environment	22
2.9.4 Knowledge	23
2.9.5 Educators role.....	23
2.9.6 Experience	24
2.9.7 Relevance of the theory.....	25
2.9.8 Limitations of the theory	26
2.10 Summary	26
CHAPTER 3	27
RESEARCH METHODOLOGY.....	27
3.1 Introduction	27
3.2 Research paradigm.....	27
3.3 Case Study Design	28
3.4 Research design	29
3.5 Research Approach	29
3.6 Sampling and Selection of participants	31
3.7 Profile of Participants	31
3.8 Semi-structured interviews.....	32
3.9 Focus group discussions.....	33
3.10 Data Analysis.....	34
3.11 Ethical Considerations	35
3.11.1 Trustworthiness	35
3.11.2 Confirmability	36
3.11.3 Credibility.....	36
3.11.4 Transferability	36
3.11.5 Dependability	36

3.11.6 Confirmability	37
3.12 Summary	37
CHAPTER 4.....	38
FINDINGS	38
4.1 Introduction	38
Table 1. Themes that were identified.....	38
Table 2. Participant profiles.....	39
4.2 Experiences with implementing inclusive education.....	40
4.2.1 Educators perception.....	40
4.2.2 Practicing inclusion.....	41
4.2.3 Practical experiences	42
4.3 Challenges faced	43
4.3.1 Lack of resources	43
4.3.2 Experiences with impairments in a mainstream school.....	44
4.4 Support and teacher training.	45
4.4.1 In-school support	45
4.4.2 External support	47
4.4.3 Improving experiences with implementing inclusion	48
4.5 Summary	49
CHAPTER 5	50
RECOMMENDATIONS AND CONCLUSION.....	50
5.1 Introduction	50
5.2 Summary of findings	50
5.3 Educators experiences and understanding of implementing inclusive education	51
5.4 How educators experience external support with the implementation of inclusive education.....	52
5.5 Challenges experienced by educators.....	52
5.6 Limitations to the study.....	53
5.7 Recommendations	54
5.7.1 Policy and legislation.....	54
5.7.2 Attitudes and experiences of educators	54
5.7.3 Resources.....	55
5.7.4 Educator training	55
5.7.5 Recommendations for further research	56
5.8 Conclusion.....	57
6. References	58
7. APPENDICES	68
7.1 Ethical clearance certificate	69

7.2 Permission from the school.....	70
7.3 Informed consent form (Sample).....	71
7.4 Doe permission	73
7.5 Questionnaire	74
7.6 Focus group questions	75
7.7 Turnitin report	76
7.8 Editors certificate	77

CHAPTER 1

INTRODUCTION TO THE STUDY

1.1 Introduction

The overall purpose of my study was to explore primary school educators' experiences of implementing inclusion in a mainstream school. Every citizen of the nation should have access to long-lasting education, according to the Department of Education of South Africa. Effective inclusive education implementation may be one strategy to reach a range of learners who have been marginalised because of learning obstacles. The study concentrated on the experiences of primary school educators in Cornubia, Durban, in implementing inclusion in a mainstream school. The study's circumstantial background was covered in this chapter. It also covered the study's setting, main research questions, a synopsis of the technique used, and related topics that the investigation sought to answer.

1.2 Background of the study

In South Africa, one of the complications opposing the employment of Education White Paper 6 may be found in the point to which an educator is able to handle diverse learning needs (Bornman & Donohue, 2014). Education White Paper 6 (EWP6), titled "Special Needs Education: Building an Inclusive Education and Training System," was published by the South African government in 2001. It outlines a framework for providing inclusive education and training for learners with disabilities. Overall, EWP6 aims to create a more inclusive education system in South Africa where all learners, regardless of their abilities or disabilities, have the opportunity to learn and reach their full potential (Veriava et al., 2017).

Educators' understanding of diversity is critical and so "the most important problem that has to be overcome in this process is the training and empowerment of teachers to identify and effectively support learners who experience barriers to learning" (Prinsloo, 2001, p.344). After the Education White Paper 6 was released, there were various challenges that educators faced when trying to implement inclusion in schools. These challenges have been so, because of a revolutionary change that learners who experience disabilities undergo.

Inclusive education of all learners in regular mainstream schools are generally schooling on a full-time basis. Segregated settings were utilised in the past for the implementation of inclusion,

because they had seemed to be most suitable; however, currently it is slowly being discarded for inclusive education. Learners in mainstream schools have not had their needs met adequately in the classrooms as educators have not been effectively trained to implement the curriculum inclusively (Fourie & Kalenga, 2011). Curriculum support services and E-Learning, by parents and by the community, together with the school's management team have not been effectively implemented either (McDonald et al., 2016). Support as such should essentially be provided by districts, more importantly the Department of Basic Education.

The central stakeholders in this phenomenon, are the educators, and the various challenges and experiences that they face, implementing inclusive education in schools. Therefore, this study aimed to highlight on this aspect, in a specific mainstream school. According to the Department of Education (DoE) of South Africa, everyone in the nation should have access to opportunities for lifelong learning and training. This will help to improve living standards and build a thriving, popular, and diplomatic society (DoE, 2003b). It is believed that education is a tool that can guarantee both the people of South Africa and the nation itself a bright future. For some populations in the nation, delivering this education has not been peaceful, but since 1994, things have been gradually changing (Lazarus, 2001).

In reference to the educators' experiences toward inclusivity, Lazarus (2001) states that there is natural resistance that educators have toward change. This indicates that the attainment of the employment process may be delayed, if educator's attitudes and feedback toward inclusivity does not change. Hence, it is important that educators' experiences improve during the implementation of inclusive education, for the transition to become affluent. This study focused on the experiences relating to operative implementation of inclusive education in a mainstream school in Cornubia, by discovering what the school has previously accomplished since the implementation process began and what complications were met. The study examines the strengths experienced in these processes and the expanses that may be developed or better advanced (Geldenhuys & Wevers, 2013).

1.3 Rationale

In the chosen school, there are many learners with evident barriers to learning. Being a low-income community, learners are susceptible to and may experience some of the following barriers: Socioeconomic Factors; poverty and limited resources within the community and school, Family Environment; unstable home environments, lack of parental involvement, or domestic violence, Cultural and Linguistic Barriers; language barriers or cultural differences

can make it difficult for learners to understand and participate in classroom activities, Learning Difficulties; conditions like dyslexia, dyscalculia, ADHD, or auditory processing disorders that may have not been identified early on in the learners lives and Emotional stress and anxiety; this could be due to their external environment and living conditions.

Having said that, there are essentially no programs set up to expedite effective teaching and learning to accommodate these learners. Therefore, this topic was chosen, so that there can be an attempt to explore the experiences that educators face when they are trying to implement inclusion.

Furthermore, on a personal level, I found that educators most likely face large challenges during the implementation of inclusion when they encounter change from previous settings. Learners were for a long time previously placed in special schools, if they require special educational needs. These schools were specifically designed for learners who have certain disabilities. These disabilities included both cognitive and physical needs (Bornman & Donohue, 2014). Since 2001, the Education White paper 6, has acknowledged the need for further research on inclusion and inclusive education. The paper states that identification of key levers of change needs to be made. Substantive understanding can be made of both the capabilities and the experiences of systems if there is effective implementation of the recommendations of the Paper (DoE, 2001, p. 20).

The Paper further stated that learning difficulties in ordinary classes in mainstream schools need to be related with its causes and effects being addressed. The attainment of implementing inclusion, depends upon the educational management and the rest of the educational team, hence, the educators' experiences during the implementation, stages a pivotal role in its success. The Education White paper 6 also demands for operative planning, policy, and supervising volume in the Department of Education under senior management leadership 6 to drive and support the expansion of the inclusive education and training structure. According to Wildeman and Nomdo (2007), there is a serious privation of subsidy for mainstream schools and implementing the recommendations of the Education White Paper 6 is behind schedule because of this. Due to these factors being prominent, the need for research arises and this highlights the accountability of the Department of Education for policy implementation. Circumstances at national and district level may influence the circumstances at school level, which negatively impacts the effective implementation of inclusive education in mainstream schools. Educators that teach in mainstream schools, are anticipated to effortlessly embrace diversity in their schools. However, there is an essential need to understand that these educators have different experiences when implementing inclusion in their classrooms (Ntombela, 2011).

The rationale of this study contextually stemmed from limited studies that have been piloted in South Africa regarding the educator's experiences in implementing inclusive education in mainstream primary schools. Therefore, there lay extreme importance on what negative and positive experiences these educators may face and what support these educators may require for the successful implementation of inclusion. Educators play a part in the teaching and learning development as they must make sure to cater to the needs of learners in an inclusive setting. It is their responsibility to recognize any obstacles that may impede learning for learners and ensure that all learners have the best possible educational experience, fostering their own experiences in a positive light. Furthermore, I have worked in a mainstream school and have been exposed to the implementation of inclusive education. This exposure has given me comprehension into the difficulties, experiences and hindrances faced by the educators. The ultimate goal was to enhance the situation and foster a more positive environment.

1.4 Significance of the study

There is awareness that the Department of Education has established strong guidelines on how to implement inclusive education. It is imperative to acknowledge that there are different internal and external factors that contribute to whether inclusivity in a school will be carried out effectively. The aim and purpose of this research was to gain insight on educators' experiences of inclusion in a mainstream primary school, in the process of implementing inclusive education. It is anticipated that this study will be a contributing factor towards successfully implementing more effective inclusive education at the school, which is being used for this study. Furthermore, if successful, this study can be used in a broader aspect, providing awareness into the experiences and factors that have both a positive and negative impact on the implementation of inclusive education in mainstream primary schools.

1.5 Problem statement

The usage of a binary educational system consisting of special education and mainstream education has been rejected by the South African Department of Education. As an alternative, it has advocated for a single, inclusive category of education that creates opportunity for all learners, including those with special needs or impairments. This is accomplished by promoting an inclusive education model that takes into account each learner's unique intellectual,

emotional, and social development in accordance with their needs (KZN-DoE, 2001).

In South Africa, the worry that has been elevated is that most educators in mainstream schools have not gotten any professional preparation or development in specialized inclusive education, which would set them up for comprehensive instruction. Additionally, inside the South African setting, disparities coming about from politically-sanctioned racial segregation and financial hardship fundamentally affect the arrangement of schooling for learners customarily seen as need might arise (De Jager, 2013).

In their examination, Engelbrecht et al. (2000) uncovered that the most unpleasant issues for educators with respect to the execution of comprehensive training connected with educators' behaviour. Furthermore, restricted contact with guardians as well as the parents, saw absence of comprehension of learner's capacities and long-haul deficient pre-administration or in-administration preparing.

The primary objective of this study is to discover and examine the insights and experiences of educators regarding inclusive education.

1.6 Objectives of the study

1. To understand primary school educators' experiences of implementing inclusion in a mainstream school.
2. To explore how educators in the primary school implement inclusive education in a mainstream school.
3. To explore the challenges that primary school educators face in the implementation of inclusive education in a mainstream school.

1.7 Research questions

1. What are educators' perceptions/understandings of inclusive education in a mainstream school?
2. How do primary school educators implement inclusive education in a mainstream school?
3. Why could educators experience challenges in primary schools in the implementation

of inclusive education in a mainstream school?

1.8 Location of the study

This study was conducted at a mainstream primary school, located in Cornubia Durban, where the participants of this study were chosen from. This school is a government funded institution. The school offers grade R to Grade 7. Learners who are attending the school are exempt from paying school fees due to their financial background. Therefore, the school is considered a non-fee-paying school. The school has an enrolment of 1120 learners and 25 educators. The school saw proficient self-ability, authoritative issues and those connected with the way learners learn. The school is a quintile 1 school, located in Cornubia, South of Durban in KwaZulu-Natal. The school is positioned in a community that is surrounded by a low-cost housing development. Furthermore, educators from the school, who were interviewed for this research paper, are both foundation and intermediate phase educators.

1.9 Theoretical Framework

This study refers to theory of experience. John Dewey's book "Experience and Education" published in 1938 holds importance in the discussion of learning. Dewey's theory emphasizes the role of environments, in shaping lives. Knowledge is built upon experiences and the social constructs encountered. To give meaning to facts it is crucial to connect this with real life events. Educators have a responsibility to organise this material and facilitate experiences for learners grounded on their readiness and abilities. The quality of these experiences is key in Dewey's theory. By engaging in experiences people gain information and skills that can be applied across contexts leading to the generation of fresh insights. It also highlights that not all educators are equally prepared for continued learning and knowledge creation, beyond a level. Therefore, this theory is driven by the fact that the environment that educators are exposed to during their implementation of inclusion, directly impacts their experiences (Hickman et. al, 2009).

1.10 Research methodology

1.10.1 Research paradigm

To undergo this study, the interpretive framework was used because this framework explores

the lived experiences of situations. Kivunja and Kuyini (2017) states that “The central endeavor of the Interpretivist paradigm is to understand the subjective world of human experience. This approach tries to ‘get into the head of the subjects being studied’ and to understand and interpret what the subject is thinking or the meaning she/he is making of the context. Emphasis is placed on understanding the individual and their interpretation of the world around them.” (Kivunja & Kuyini, 2017, p. 33).

This research paradigm is rooted in human sciences. The methodology in this paradigm is centered on how humans attach meaning to their subjected realities and how they explore their worlds within the whole of their life contexts (Chowdhury, 2014). Chowdhury (2014), further goes on to state that this paradigm permits the researcher to recognize the nature of people’s characters, thus, achieving a deeper understanding of the research itself. Hence, the results from this research was created by the interpretation of data. This paradigm was chosen solely from the fact that the researcher aimed to understand the lived experiences of mainstream primary school educators and to interpret their challenges, barriers and experiences that they face daily.

Using this paradigm will help me do so. Travers (2008) explains that Interpretivist’s seeks for connotations and purposes behind people’s actions, such as: their interactions with others in the culture and society as well as behaviours (Travers, 2008). The ontology behind the interpretive nature of this study suggests that there is no single external reality, but many realities faced by individuals. Furthermore, the epistemology indicates that the research is understood through perceived understanding and the research focuses on precise subjects, pursuing to understand the unambiguous context. Lastly the axiology of this study is value bound as by being the researcher I wish to be part of what is being researched and will be subjective throughout the research process (Lee and Lings, 2008).

1.10.2 Research design

A case study research approach was undertaken for this study. A case study is a methodical and thorough study of one specific case in its context where the case may be a collection of people, or specifically one person (in this case, a group of mainstream educators), a school, a community, or an organisation (Rule & John, 2011, p. 4). This methodology aims to generate the lived experiences of the participants and their thoughts about specific situations. Algozzine & Hancock (2016), explains that an ethnographic approach relies on relationships between people and how these affect aspects of their lives. The main purpose of using this approach was

to examine and understand how people view their social environments, making the main points to be focused on the understanding and not the explanation of peoples' behaviour. Furthermore, the main objective of using this approach in the social sciences is going beyond the "surface relationship" of people, revealing the reality and the true opinions of the participants about a particular phenomenon, and how their actions influence this phenomenon (Algozzine & Hancock, 2016, p. 31). Furthermore, Ethnographic research is an example of naturalistic research. This was appropriate for the study as the research focused on the lived experiences of the educators in a mainstream school. Furthermore, the research aims to give voice to patterns of development. Moreover, by using this approach, I was able to focus on a specific focus group and use their commonalities to interpret and understand the characteristics and similarities of the educators' experiences for comparative study and analysis.

1.10.3 Research approach

According to Mason (2002), by using a qualitative research approach, one is able to discover a broad range of dimensions of the societal world. This includes meaningfulness and depth of everyday life and understanding the experiences and conceptions of the research participants. Qualitative research allows the researcher to understand social developments, establishments, discourses or relationships, and the significance of the meanings that they produce. This subjective research style is interpretive in nature and is conducted in natural settings (Mason, 2002). Therefore, I used this research to conduct my study as I explored the lived experiences of primary school educators, extracting real-world knowledge. Furthermore, Mason (2002) states that a qualitative research method allows the researcher to analyse and investigate a problem or situation (Mason, 2002). Using the interpretive paradigm, I aimed to describe and understand how educators in a mainstream school make sense of their worlds and how they make sense of their specific contexts.

1.10.4 Selection of participants

This study makes use of purposive sampling. "Purposive sampling means that the researcher makes precise choices about which people, groups or objects to include in the sample" (Bertram and Christiansen, 2014, p. 60). Given this notion, this method was used to select participants purposively, by their similarities as a group. Therefore, the target group of educators who have been teaching in a mainstream primary school were selected to participate in this study as they were imperative to the research. For this research, four participants were chosen, they were two

foundation phase educators and two intermediate phase educators. These participants were selected in order to gain insight in both the primary school phases and research the different experiences that these educators have.

1.11 Data generation methods

1.11.1 Focus group discussion

“A major advantage of focus groups is they allow for interactive research with a small group of participants, led by a moderator as opposed to individual responses on surveys, giving more honest and sincere responses” (Wong, 2008, p. 262). Through this interaction, acting as the moderator, I was able to observe and pick up on emotional responses. The focus group consisted of the four educators that were chosen as participants, the researcher posed a set of open-ended enquiries allowing the participants to answer freely relating to their lived experiences as being educators in a mainstream school, who are attempting to implement inclusive education. This allowed me to draw useful data from participant’s responses, digging deeper into the barriers and challenges that these educators face. Furthermore, these educators are under time constraints, so this method was a way to extract data without consuming valuable time from their duties.

1.11.2 Semi structured Interviews

Comprehensive, semi-structured interviews provided qualitative data and created an understanding of the subject for both the researcher as well as the interviewee. These interviews can also be used for stakeholders’ commitment, as it builds mutual association (Bertram and Christiansen, 2014). This method of data generation includes posing a series of open-ended questions to the interviewees that are based on the topic areas of the research that was being conducted (Cheek, 2012). The nature of this method was opened ended, which defined the topic that was discussed, but further allowed the participants to deliberate on related matters in more detail. If the interviewee had trouble answering a question or delivered only a vague reply, the interviewer could use cues or stimuli to promote the interviewee to contemplate the question further. This method gave the participants an opportunity to further elaborate on their original responses and I had the freedom to probe the participants further to inquire about what triggered their responses.

1.12 Data analysis

The research was analysed inductively. Bertram and Christiansen (2014), state that inductive analysis works from using observations that are specific, in order to create a broadening of generalizations and theories. By using inductive analysis, I started with the raw data that was extracted from the data generation methods and made more specific measures and observations. Thus, I got the opportunity to detect regularities and patterns in the data that was generated, and tentative hypotheses was formulated. That enabled me to explore the hypotheses and develop some general conclusions. In order to do this, the first step was to reduce and organize the data, so that patterns and themes can emerge. This was done by looking for topics or categories in the data, and coding these. Once a clear way had been formed for the classification of the data, relationships between these categories were looked for. These enabled me to look for patterns in the data and understand the complex links between the different aspects of the participants' situation, beliefs, actions, and mental processes (Cheek, 2012).

1.13 Trustworthiness

Bertram and Christiansen (2014) constitute that credibility is imperative in the interpretivist paradigm in that the research "reflects the participants' reality". Focus group discussions were recorded; thus, participants' words verbatim were used in the analysis of data which is more accurate than quickly jotting down notes according to Bertram and Christiansen (2014). Also, the concept of barriers and challenges were discussed with participants, so that the participant and the researcher had the same understanding of the term. Bertram and Christiansen (2014) state that if the researcher and the participant have differing ideas of what a concept means this will affect the validity of the research. Thus, discussing the concept with participants shall increase the validity of the research.

1.14 Ethical considerations

Autonomy

Given that the research was being done in the area, permission from the Department of Basic Education in Durban, KwaZulu-Natal, was required in order to proceed with the study. The consent forms that included information about the research and informed participating educators that it is voluntary to withdraw from the study at any time were provided to educators working in mainstream schools who agreed to participate in the study. Participants were also

informed that this study did not utilise their real names and that pseudonyms would be used.

Non- Maleficence

“Non-maleficence means do no harm.” (Bertram & Christianson, 2014, p. 66). Participants’ real names were not revealed in the study, pseudonyms were used to safeguard the identity of the participants and they were ensured confidentiality. Information provided by participants were also disposed of carefully after use to protect the information provided by the participant (Mertens & Ginsberg, 2009).

Beneficence

This study proved to be beneficial to other researchers as well as participants in the given field. Participants will have an improved understanding of some of the specific challenges and barriers faced and what they can do to overcome them. Beneficence means should “be of benefit” to the research participants or other researchers.” (Bertram & Christianson, 2014, p. 67). Further research can be done by investigating how these barriers and challenges can be eradicated over time.

1.15 Limitations of the study

Limitations are constraints/bounds that the researcher impose preceding the inception of the study to narrow the range of a study. Some of the possible limitations of the study was to be able to create time, where all the participants were available at once. These participants are permanent educators, thus, finding time to schedule the focus group session into their day may be seen as a limitation. Therefore, the session had a time constraint for the discussion. Secondly, the location of this study was restricted to participants in only one school, so research was not conducted in diverse schools. Thirdly, the sample size of the focus group may have been too small, creating a limited amount of information. The study cannot be generalised because it is a case study and therefore context explicit. This study is a reflection of the work done in one particular context in Primary schools. Lastly, only one session for the focus group was possible, due to the aforementioned time constrains.

1.16 Overview of chapters

Chapter one:

Chapter one was an introduction of the study and it gave the background of this study as already discussed. It further discussed the location of study, key research questions and objectives, a brief summary of the methodology organized in this study. It also looked at the theoretical framework, trustworthiness and ethical issues.

Chapter two:

Chapter three highlights the literature review of the topic, and aims to explore the research that other scholars have already conducted on this topic. This chapter briefly articulates the overview of information that this study aims to correlate with. This chapter also focuses on the theoretical framework that frames the study. The theory has the main elements that are relevant to this study.

Chapter three:

Chapter three discusses the research design, methodology used, the research paradigm, the research sample and methods used in this study.

Chapter four:

Chapter four underpins the presentation and analysis of findings from the data collected using methods discussed in chapter four.

Chapter six, the final chapter, discusses and synthesizes the issues raised in the previous chapters. These issues reflect the purpose of the study and why the research was undertaken; to explore the experiences of the aforementioned educators.

1.17 Summary

This chapter looked at the background of this study. It further discussed the location of study, key research questions, a brief summary of the methodology utilised in this study and sub questions which this research aims to explore. The ensuing chapter will dive into the theoretical framework and how it links to the chosen topic.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The previous chapter introduced the study looking at the background of the study including the overview. The purpose of the examination of the literature was to encourage further research into the same topics under investigation and to aid in finding pertinent information regarding the study's background. The following subheadings, derived from the study's objectives, are reviewed in this chapter: Definition of mainstream schools, defining barriers to learning, Inclusive Education, educators' experiences of inclusive education and encounters in the implementation of inclusive education. The chosen theoretical framework is also discussed in this chapter.

2.2 Defining mainstream schools

First of all, full-service/inclusive schools are traditionally referred to as regular learning institutions that provide quality teaching to all children according to specific requirements and not on a discriminative basis. Therefore, they should strive for fairness, inclusion, equality, and excellent outcomes. To mainstream, is to make every possible accommodation that a student needs to succeed (Fricke et al., 2017, p.142).

Fricke et al., (2017) assert that even though most public schools now offer mainstreamed programs through inclusive classrooms. Most of these facilities still maintain self-contained learning rooms for those learners who have impairments so detrimental that it prevents them. The learner with a disability learns in the mainstream classroom together with the special needs educator who acts as co-educator or works with a familiar helper to ensure the learner has uninterrupted learning resources (Fricke et al., 2017).

Mainstreaming aims at providing equal opportunities to the special needs learners to have access to an appropriate environment for learning and development, gaining necessary knowledge, maturity and interacting well with peers/ classmates using the resources provided by the school (Hornby & Evans, 2014, p. 335). According to Mahlo (2017), South African classrooms mirror their surrounding communities and neighborhood's where they draw most of their student population from. The learners differ in terms of language, culture, colour, sex,

learning style, and family situation. In general, it is accepted that it is better for all learners' parents to support each other instead of having separate schools for these learners at their local public school. The diversity in the classrooms leads to diversity in the society in Full-Service Schools. South Africa's constitution assures the right to an essential education. This has been aided by many policies and laws most notably Education White Paper 6 that introduced the idea of Full-Service Schools for implementing this entitlement (J van Vuuren et al., 2016).

By enhancing accessibility and dismantling obstacles in attitudes, teaching strategies, and institutional regulations, inclusive education necessitates significant adjustments in how learners who were previously excluded with disabilities, are welcomed in classrooms. Simply enrolling these learners in school is not inclusion. In order for learners of all abilities to reach their extreme potential, it is a process of modifying what is taught and how it is taught, judged, and appreciated. Accessibility, emotional and physical safety, and school-community cooperation are all part of the larger learning environment that is covered by inclusion (Mahlo, 2017).

2.3 Inclusive education in South Africa

The focus in this study was on the section of the EWP (Education White Paper 6) that calls for systematic reform and emphasizes the importance of making schools accessible to all learners. The primary inquiry of the study examines educators' perspectives on the likelihood of allowing learners with physical disabilities to enroll in mainstream schools. The opinions of the educators will provide us insight into whether the required modifications are being made in conventional schools.

The impact of apartheid, on education for learners with needs was evident in the guidelines set out in the Education White Paper 6. During apartheid times there was segregation based on both race and disability leading to the establishment of schools with criteria based on these factors. It was noted that funding for schools catering to white disabled learners was consistently lower compared to those serving white disabled learners as per the apartheid policies (DoE, 1997; 2001b).

Prior to and after Education White Paper 6, different research investigations were done. The studies were aimed at explaining the execution of inclusive education in South Africa. Most

2.4 Inclusive education in South Africa

The focus in this study was on the section of the EWP (Education White Paper 6) that calls for systematic reform and emphasizes the importance of making schools accessible to all learners. The primary inquiry of the study examines educators' perspectives on the likelihood of allowing learners with physical disabilities to enroll in mainstream schools. The opinions of the educators will provide us insight into whether the required modifications are being made in conventional schools.

The impact of apartheid, on education for learners with needs was evident in the guidelines set out in the Education White Paper 6. During apartheid times there was segregation based on both race and disability leading to the establishment of schools with criteria based on these factors. It was noted that funding for schools catering to white disabled learners was consistently lower compared to those serving white disabled learners as per the apartheid policies (DoE, 1997; 2001b).

Prior to and after Education White Paper 6, different research investigations were done. The studies were aimed at explaining the execution of inclusive education in South Africa. Most studies in this field centered on the role played by educators' attitudes towards successful inclusion. Other research papers explored how attitudes or experiences with implementation of the idea could be identified and described (Walton et al., 2014). The study focuses on educators' opinions and attitude towards inclusion because it is the success or failure of the implementation of inclusive education, which depends mainly on the role of the educators. Without transforming educators, this is impossible. This is why educators were selected as study subjects. The other argument in addition is that the educators have a substantial role in determining whether mainstream schools begin taking on the functions of full-service schools.

2.5 Defining barriers in order to promote inclusivity

Learning obstacles are difficulties that develop within the education system as a whole, the learning environment, or the learner themselves and prohibit the requirements of the system and the learner from being addressed (Department of Education, 2005:6). A learning barrier, according to Visser (2002, p. 9), is anything that hinders the learner from gaining the benefits of education. According to Burden (2000) and the Department of Education (2002, p. 130), learning barriers include anything that makes it problematic for the system to accommodate

diversity, interferes with learning, or hinders learners from accessing educational resources.

Other barriers may be: Personalized factors of selected individuals (learners' needs/preferences in learning in consideration with their learning styles and educator's own personal characteristics in conjunction with their teaching approaches and attitudes). The absence of time or resources. Learning environments support learning and teaching. Teaching strategies and methods (Naicker, 2018). Organizing a class- These encompass the company's/schools physical structure including building, management styles and approaches to employee supervision. Factors related to a child's home environment, including family relationships, culture and social class. The factors surrounding the locality and society which promote or hinder learning and teaching. Educators have the need to understand these barriers, in order to have positive experiences in the implementation of inclusive education (Msila, 2020).

2.6 Inclusive education

According to Barrington (2004), educators play a vital part in making inclusion work. Ideas such as human dignity, equality, human rights, and freedom form the basis of inclusive education. As such, this study embraced ecosystem perspectives when dealing with intersecting relationships among various classifications such as learners, educators, families, schools and the learning perspective itself. This study aims to shed light into the views of the educationalists operating within the mainstream schools regarding the challenges they encountered and the strategies they employed towards the resolution of a few such difficulties. (Barrington, 2004, p. 421).

Everyone should have the opportunity to attend school and receive an education that's equal, to everyone. We shouldn't exclude anyone from school just because they may not be as academically inclined as others. Inclusion means that every learner, including individuals, girls, boys and those who speak different languages should have the chance to participate in a supportive learning environment. Hall (2002) emphasizes the importance of creating settings where all learners with special needs can be accommodated irrespective of physical intellectual, social, emotional philological barriers or any other obstacles they may face. The Salamanca statement (UNESCO, 1994) also underscores the principle of inclusion, in all school frameworks.

Miller and Todd (Visitier, 2002) state that inclusionary education refers to "...equitable education for all learners in one single system". Here, all learners are perceived to have different requirements yet share some common humanity. It is an arrangement whereby

learners have an opportunity of studying together and an individual is allowed to appreciate his or her uniqueness. The National Committee for Education Support Services (NCESS) and the National Commission on Special Needs Education and Training (NCSNET) defined inclusive education as a learning environment that supports the full individual, intellectual, and professional expansion of all learners (1997: 11).

Everybody, everywhere, and all the time should have access to inclusive practices that are mandated by policies such as the Education White Paper 6: Special Education - Building an Inclusive Education and Training System (Department of Education, 2001). In South Africa the current policy (White Paper 6) is ambiguous, according to Donohue and Bornman (2014, p.1), and issues with inadequate execution of the policy are the main obstacles to the adoption of inclusive education in South Africa. Phasha et al., (2017, p. 88) argue that mainstreaming learners with disabilities enables them to interact in realistic situations characterized by stimulation elements meant for promoting the development of fundamental motor and verbal capabilities. Such a move may foster greater acceptance and an understanding of differences. Such also suggests that educators need to deliberate the establishment of more inclusive education in their classrooms for better inclusion.

Moreover, as per a research piloted by Prakash (2012 p. 91) in Andhra Pradesh, India the core principle of the integration/inclusion movement emphasizes the significance of providing learners with disabilities and special needs opportunities to access a school environment and a comprehensive balanced and relevant curriculum just like their peers. The aim is to prevent any form of discrimination against these learners. Prakash's (2012) study implies that inclusive education should be implemented across all classrooms for all learners, not those, with needs. These findings indicate that the current study aimed to examine whether South Africa is observing patterns as observed in the United States, Canada, Germany, Australia and India.

2.7 Educators experiences of inclusive education

In South Africa the main challenge lies in the fact that most educators lack training in education. Every year they put in a deal of effort to ensure high quality work. It is essential for them to have unbiased views on inclusive education. Research conducted in South Africa reveals that educators find the implementation of practices in their classrooms to be stressful. One significant factor contributing to this is the absence of support systems (Walton et al., 2014). This highlights the need for development for educators as well as classroom assistance, from

experts who understand how to mobilize support within their schooling community and at district levels (DoBE, 2011).

Enrolling learners, with disabilities or learning difficulties in classes has gained acceptance in educational communities worldwide. However, the practical implementation of education faces challenges as mentioned in literature. One significant obstacle faced by institutions globally is the number of marginalized children and young people due to existing policies and a need for more inclusive schools. According to Myers and Bagree (2011 p. 10) organisational structure and leadership pose barriers to implementing education in West Sussex, United Kingdom. They highlight an issue, with the Ministry of Educations lack of thinking and practice which often leads to ineffective Special Educational Programs.

For example, they highlighted a concern regarding the absence of thinking and practical implementation, within the Ministry of Education. This often resulted in a Special Educational Needs (SEN) desk or department that operated independently from the rest of the ministry. Similar issues were identified in studies conducted by Avissar, Reiter and Leyser (2003, p. 355) in Israel and by Shevlin et al. (2009) in Belfast, Northern Ireland. Both studies revealed that educators lacked confidence, in delivering instruction had professional development opportunities and faced challenges when addressing various disabilities or special educational needs. Moreover, Dakada et al. (2014, p. 407) found that inclusive education terminology posed difficulties well—a concern not limited to South Africa but experienced globally by educators and allied practitioners.

Currently there is a perception that the implementation of education, in many developing countries in Southern Africa falls short. While there is an emphasis on placing learners with disabilities and other learning obstacles in mainstream education settings there are still areas that need improvement when it comes to managing inclusive classrooms (Tchatchoueng, 2016 p. 91).

The ongoing process of implementing education and striving to identify and address learning barriers in South Africa has presented challenges for the education system. Educators continue to experience difficulties in putting these practices into action while maintaining standards of instruction (McLeskey, Waldron & Reddy 2014). Shockingly up to 65% of educators in mainstream schools do not retain a teaching certificate that includes training on how to cater to diverse learning needs within classrooms (Dreyer, Engelbrecht & Swart 2012). Instead they may have received training, in educational settings or only received standard mainstream education training.

The notion that educators experience the effectiveness of education, in mainstream schools as lacking has become evident through Pottas study on inclusion in South Africa (2005 p. 65). This perception stems from educators holding onto the educational system, which segregated special schools from regular ones. Additionally, it was observed that educators lack confidence when it comes to designing curricula and making effective plans for inclusive education (Pottas, 2005).

The literature mentioned above aligns with Bronfenbrenner's theory. According to this theory the exosystem level of the education system is responsible for creating and implementing policies that indirectly impact learners' lives and relationships at the microsystem level. This directly influences a learner's development and places demands on the educational system (chronosystem) emphasizing the need for successful implementation of inclusive education, in traditional or mainstream classrooms (Hayes et al., 2022)

2.8 Challenges in the implementation of inclusive education

In times there has been acceptance, within the educational community regarding the enrolment of learners with disabilities or learning difficulties in regular classes. However, there are challenges highlighted in the literature when it comes to implementing education.

Since 1994, African school populations have witnessed changes in the organisation of education. One noteworthy shift has been the transition from education to inclusive education. This transformation has compelled school communities to adapt and cater to the needs of their learners resulting in heightened stages of strain both inside and outside the classroom (Creese, Daniels & Norwich 2000 p.18).

The implementation of the inclusive education system and policy, in South Africa seems to be a concern among educators. It is claimed that the main issue lies in the implementation of this policy, particularly regarding the time frame and resources required for adopting reforms (Dada et al., 2017). Despite education being considered the effective approach for addressing the unique needs of all learners in South Africa it is unrealistic to expect an immediate transition from specialized or integrated approaches to inclusive ones. Such a shift requires time. Cannot happen overnight.

Considering South Africa's history, it is essential for policymakers today to focus on social justice education as a means to increase prospects for all children. This involves teaching diversity, multiethnic education, anti-oppressive education and addressing concerns influenced

by privilege and authority. However, implementing initiatives can be challenging due to ingrained practices, among educators that are rooted in the realities of the post-apartheid era. Therefore, introducing ground-breaking policies aimed at transforming education in South Africa faces obstacles and resistance (Badat & Sayed, 2014).

According to Nel et al. (2016) the policy can be seen as enlightened as it recognizes disability as an operational and organisational issue. Education White Paper 6 highlights the need, for structural changes to promote inclusivity in mainstream schools. It is evident that the African policy on education adopts the social model of disability discourse. Attributing difficulties confronted by learners with disabilities to their disability these policies acknowledge that our society and mainstream institutions have historically excluded and marginalized learners with impairments. The policy emphasizes the importance of schools breaking down these barriers by embracing diversity and meeting the needs of all learners. Furthermore, it aligns with principles of diversity and equal citizenship (Nel et al., 2016 p. 3). One potential challenge to education is educators' dissatisfaction and perceived inadequacy as they play a role in driving change, in education.

According to a study steered by Subban and Sharma in (2005, p. 6) it was found that mainstream educators often feel uncertain when it comes to accommodating learners, with disabilities, in their classrooms. This uncertainty stems from their expertise in adapting the education curriculum to encounter the diverse learning needs of these learners. The study shed light on the difficulties faced by educators in this context.

According to Mpu and Adu (2021), educators may face challenges such as, Lack of Adequate Training and Support for Educators: Insufficient Training; many educators lack the necessary skills and knowledge to effectively teach diverse learners, including those with disabilities. Limited Support; educators often feel isolated and unsupported, with a lack of specialized support staff and resources. Inadequate Infrastructure and Resources: Physical Barriers; schools may not be physically accessible to learners with disabilities, with limited wheelchair access and adapted facilities. Lack of Assistive Technology; many schools lack the necessary assistive technology to support learners with disabilities. Shortage of Learning Materials; a lack of appropriate learning materials and resources can hinder the teaching and learning of diverse learners. Overcrowded Classrooms and large class sizes: Difficulty in Individualizing Instruction; overcrowded classrooms make it difficult for educators to provide individualised attention and support to learners with diverse needs. Financial Constraints: Limited Funding; insufficient funding can limit the availability of resources, training, and

support services for inclusive education. Cost of Assistive Technology: the cost of assistive technology can be prohibitive for many schools and families and some educators may bare these costs on their own (Mpu & Adu, 2021).

2.9 THEORETICAL FRAMEWORK

A theoretical framework is used as a roadmap for the development of the researcher's ideas. This aspect deliberates the theoretical framework underpinning this study. This framework looked to serve as a lens through which evaluation of the research problem can be appraised. In this subtopic, I looked at Dewey's theory of experience and learning. The chapter briefly explained the context of this theory. Furthermore, how educator's perceptions may influence the use of this theory in the classroom.

2.9.1 The origins of the theory

John Dewey was an American psychologist, educational theorist and philosopher. He is among the most influential philosophers of education to date. He was born in 1859 in Burlington, Vermont, and he died in 1952 (Guyer & Horstmann, 2023). His ideas have formed the basis of modern educational theories used worldwide. To achieve a better understanding of his philosophy, it is realised that he had to articulate his concept of experience. The purpose of this chapter is the presentation of Dewey's vision on what an experience can be. His philosophy of experience is the main concept in his philosophy, which should be considered carefully and understood wholly. He basically spoke of experience as an entity's contact with its environment. He claimed that it is dynamic, cohesive, communicative historic and socially conscious. The reason being the interaction between an organism with its environment keeps changing since there is always a new version of fresh interactions (Alexander, 2013).

Dewey's philosophy and educational theory is based on the world of ordinary life. Different from most other philosophers, Dewey did not seek a more fundamental and permanent reality outside of the world of everyday experience (Pring, 2007). According to Dewey, the only realism that people could know or need was the quotidian world of mutual experience. Dewey was profoundly moved by the fact that physical sciences could explain, foresee and control man's surroundings besides solving real life problems. As he saw the scientific method of inquiry and the organisation of human experience according to science as a kind perfection that is attainable by humans, this view on reality combined with such thinking became integral part his philosophy (Mollard, 2013, p. 9).

2.9.2 Aims and objectives of the theory

According to Dewey (1966), thinking and knowledge are correlated with action. These are only proposed courses of actions. They must be tested by doing and being conscious of what will happen because of that activity. “Knowledge and practice both offer means to do good; this is the core of pragmatic instrumentalism” he says. Or that knowledge and practice are inherently superior to cognition, or action superior to either. Hence, an exaltation of activity for its own sake is very different from the ongoing and productive interchange between knowledge and practice. According to Lowery and Jenlink (2019, p. 30), knowledge that triggers action possesses an instrumental value, rather than a terminal value.

A multitude of activity for its own sake is far removed from the ongoing, fruitful interaction between knowledge and practice. Knowledge, when it leads to action is a means and not an end. The theory aimed to supply an experience of a more secure, much wider connected representation of values which can only be achieved through knowledge by active control over objects. “First of all, he also believes that there is a natural connection between the person and society in which they live.” (Dewey, 1966). He is conscious of his environment, both social and physical. Oneself cannot be developed in isolation or even by living within a natural setting. To thrive, an individual need to survive in both a natural physical environment and human or social one (Waks, 2017).

2.9.3 Social environment

According to Dewey (Dewey, 1966) (original paper), social interaction and communication are a part of every human’s experience. Humans thrive in community settings. The evolution of humanity, into the species it is today has been greatly influenced by interaction and living within a community. This encompasses the body of knowledge that forms the focus of our system (Garrison, 2001). Dewey suggests that people inhabit a world shaped by both individuals and objects influenced by experiences. It is, through these experiences that we acquire knowledge as we understand it today (Wong, 2007).

Moreover, education must consider the essence of human nature. Dewey (1938, p. 58) posits that experience develops through interaction, suggesting that education is fundamentally a process. However, education often overlooks the importance of recognizing educator’s social inclinations. Dewey argues that education’s organisational structure comprised of rules,

schedules and procedures, and some of these hampers educator's capacity to teach effectively. On the contrary Dewey's Progressive Education approach advocates, for increased engagement within the classroom (Beard, 2018, p. 31). Consequently, he emphasizes the need for preparation in order to cultivate social connections among learners and educators. Moreover, these interpersonal bonds can facilitate communication, between adults and children.

The responsibility of educating learners falls on the entire educational framework, not just the educator. The theory of learning and experience put forth by Dewey aligns with the notion that raising a child requires effort. Therefore, when discussing Dewey's concept of learning through experience it is essential to contemplate the context in which education takes place. The social environment has an impact, on every aspect of schooling and education (Brocklesby, 2016, p. 798).

2.9.4 Knowledge

Dewey's experiential learning theory is built upon the concept of understanding the nature of knowledge. He noticed disparities, between how knowledge was viewed in education and how it should be comprehended in experiential learning. Dewey argued that within schooling, knowledge consists of pre-existing bodies of information and skills (Garrison, 2001). Consequently, in education knowledge is administered without involving the learners. The goal is to provide learners with knowledge that can benefit them in their endeavours.

Progressive education, also known as learning, focuses on learning from opportunities rather than solely preparing for a distant future. The knowledge gained through these experiences is considered valuable in education. Education is not confined to the past; it serves to achieve goals (Kirschner et. al, 2006).

Instead, progressive education emphasizes aligning instruction with the present. In education educators determine the content which may not always be relevant, to the circumstances of all learners. Dewey argues that it is important to reject this control and prioritize the experiences of educators as a source of educational guidance (Wong, 2007).

2.9.5 Educators role

Dewey went to great lengths in *Experience and Education* to define the function of an educator. One of the main ideas of Dewey's experiential learning theory is that the educators' job is to

help learners have the right experiences as well as gain from those experiences themselves.

According to Dewey (1938, p.59), "the teacher takes on that of leader of group activities but loses the position of external boss or dictator" in experiential learning. Dewey contends, however, that in conventional education, the educator begins with pre-existing knowledge and distributes it to the learners.

As an educator, in learning it is essential to take on the responsibility of overseeing both the matter and the unique knowledge of each learner. Understanding each learner individually plays a role in producing an environment where experiences occur that align, with their abilities and past experiences (Okafor, 2010, p.102).

2.9.6 Experience

Dewey emphasizes the significance of experience, in shaping our lives. He suggests that individuals in societies can shape their experiences by learning from their past ones. Moreover, experiences also influence the context in which subsequent experiences occur.

Consequently, an educator's past experiences directly impact their ability to learn in the future. Therefore, it is crucial to comprehend each experience. While new experiences should build upon knowledge, they should also introduce elements that create a tension between what they already know and what they still need to learn or be developed in. Dewey cautions against relying on adults organised knowledge as the foundation, for learning (Flinders & Thornton, 2015).

Dewey strongly believed in the value of learning. However, he argued that not every event has the potential to teach us something. He referred to those events that hinder or distort learning, as "mis educative." According to Dewey the quality of our encounters plays a role, in shaping our education (Dewey, 1938 p. 27). For an experience to be considered educational it must have applications that enable us to apply knowledge in unfamiliar situations.

Dewey argues that intelligent actions stand out from activities because they involve choosing and organizing methods to reach a goal. In doing he also highlights the contrast, between negative experiences (Garrison, 2001). This means that an educational encounter is one that leads to an outcome.

The essence of the encounter holds significance in learning. According to Dewey, an

experience is educational if it contributes to acquiring knowledge and exploring ideas as well as arranging them more efficiently and effectively (Dewey, 1938, p. 82). When living experiences, it is crucial to consider the curriculum, teaching methods, disciplinary aspects, available resources and the social structure of the school. These are some of the factors that may influence one's experiences in a school setting. Setting goals during an experience involves observing the surroundings reflecting on events and creating decisions based on an amalgamation of observations and memories (Jorgensen, 2015, p. 124). It is important to have moments, for reflection during an interaction This allows both educators and learners to connect what they have learned from the situation to real life experiences and how these experiences shape the basis of their lives and understanding towards different aspects of how they function daily (Hildebrand, 2022, p.30).

2.9.7 Relevance of the theory

This theory was relevant to the study because Dewey believed that experiences was all that man had access to or needed. It is rationalized behind experiences as a whole and how it shaped us into who we are as people (Hildebrand, 2022, p.26). This study emphasised on educator's experiences in implementing inclusive education, directly focusing on the aspect of how their everyday duties affected these experiences and moralized their actions in the classroom. Hickman (2009), explains that Dewey emphasized that learning is not passive reception but active engagement with the world. In inclusive education, educators must actively engage with diverse learners, adapting their teaching methods and materials to meet individual needs. Furthermore, Dewey encouraged educators to reflect on their experiences, identifying what worked and what didn't.

This reflective practice allows educators to continuously improve their inclusive teaching strategies. Dewey promoted hands-on, experiential learning. Inclusive educators can use real-world experiences and projects to engage diverse learners and make learning meaningful. By applying Dewey's theory of experience, educators can:

- Enhance Inclusive Practices: Develop a deeper understanding of how learners learn and adapt their teaching strategies accordingly.
- Foster Positive Learning Environments: Create inclusive classrooms where all learners feel valued and supported.
- Promote Student Engagement: Use experiential learning to motivate and inspire diverse learners.
- Continuously Improve: Engage in reflective practice to refine their inclusive teaching approaches (Hickman et al., 2009).

2.9.8 Limitations of the theory

Experience is already stultified with the wares of a reflection derived from previous generations and ages. Full to overflowing, it has absorbed constructions, classifications due to advanced thought which have been introduced into what appears as something natural. Given what we know about observation and knowledge which can only be gained by observing, it is hard to imagine what an individual might experience in their lifetime, therefore, cannot solely base our experiences on our surroundings (Garrison, 2001). The limitations of the theory were that the theorist did not further research beyond ordinary daily experiences into reality of human behaviour (Popp, 2007). This coincides with the fact that educators have various factors that contribute to their experiences, which will be mentioned later on in this study.

2.10 Summary

This chapter's discussion and literature review were organised around the following subheadings: Definition of mainstream schools, defining learning barriers, inclusive education, educators' experiences with inclusive education, and challenges in implementing inclusive education. The challenges educators encounter when implementing inclusive education were also covered in this chapter. The theoretical framework that framed the study were also discussed looking at its origins and relevance to the study. The next chapter discusses the study's research methodology. The research methods utilised to support this study is covered in the following chapter.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The previous chapter reviewed the literature which focused on educators' experiences with inclusive education as well as the theoretical framework that framed the study. The methodological procedures used to carry out this study were explained in detail in this chapter. A talk on qualitative research opened the segment. The strategy for gathering data for this study, consisted of semi-structured interviews and focus groups. The discussion ends with the research ethics of the study.

3.2 Research paradigm

A research paradigm refers to the framework that encompasses a set of philosophies, values, methodologies and assumptions guiding a field of study. It provides researchers with a shared foundation, for understanding phenomena formulating inquiries and interpreting findings (Matthews, 2015). This idea was introduced by Thomas Kuhn in 1962 when he described paradigms as models that enable scientists to collaboratively tackle challenges and devise solutions within their community (Matthews, 2015).

In the realm of interpretivist research scholars like Cohen, Mannion and Morrison (2011) emphasize its importance. Interpretive researchers tend to adopt a subjective epistemology that recognises knowledge as being shaped through interactions among individuals. Moreover, they align with perspectives that view reality as socially constructed and highlight the role of peoples' experiences in shaping their understanding of the external world. This philosophical standpoint positions the researcher, as a participant who deeply engages with participants lived experiences to uncover layers of meaning (Cohen, Mannion & Morrison 2011).

Epistemology on the other hand deals with how we acquire and understand knowledge. It encompasses methods and approaches that researchers use to gain insights, into phenomena. According to Knight et al., The philosophical study of knowledge and what it means to "know" something is known as epistemology (Knight et al., 2014, p. 23).

These foundational definitions serve as the basis for shaping the research approach of this study. By adopting an interpretivist paradigm, the research aimed to understand educators' subjective experiences when implementing inclusion in classrooms. The goal was to create an environment where participants felt comfortable sharing their insights so that the researcher could empathize and gain an understanding of their perspectives.

To enhance and support the discussion further it was beneficial to incorporate a range of sources from research traditions and related philosophical concepts. By drawing on viewpoints one can present a more comprehensive understanding of the essence of this paradigm and its alignment, with the study's objectives. This multifaceted perspective adds depth and credibility to the explanation.

3.3 Case Study Design

To increase an understanding of how educators, interact in an educational environment at a specific school I conducted a qualitative exploration using a case study approach. Case studies as defined by Yin (2009), provide a methodology that's particularly suitable, for practical issues where individual experiences and contextual factors are crucial (Yin, 2009 p. 55). This approach aligns with the complexities of education practice allowing us to capture aspects related to personal organisational, political and social dimensions (Yin, 2009).

In the realm of research, case studies enable us to conduct in depth investigations into instances and their broader implications. I specifically employed a "single embedded case design," which focused on exploring one phenomenon within its real-life context. This design was well suited for examining educators' experiences in a classroom setting (Stake, 1995; Merriam, 2009). Through this design choice I was able to delve into the intricacies of the chosen context and uncover nuanced insights that may not have been accessible, through research methods (Yin, 2009).

The choice to utilise a case study method is based on its nature, which allows for an understanding of intricate educational subjects (Baxter & Jack 2015). This aligns well with the objective of comprehending the roles and experiences of educators in a school located in a low socio-economic area. The distinctive characteristics of the school such as unemployment rates, low-income jobs and reliance on grants emphasize the necessity, for an extensive investigation that goes beyond surface level observations (Mills, 2014).

Furthermore, employing a case study approach provided an opening to capture the narratives and real-life experiences of educators that might not be fully encapsulated through analysis alone (Cohen, 2011; Morgan, 2017). The depth and context offered by qualitative case study research facilitated a nuanced comprehension of both the challenges and triumphs faced by educators who take on the roles of caregivers and teachers in an environment.

This research aimed to gain discernments, into the dynamics of education in a low socio-economic context. To achieve this a case study methodology called the single embedded case design has been employed. This approach allows for an exploration of educators' experiences going beyond observation. It provides an understanding of their roles and the challenges they face in this context.

3.4 Research design

A research design refers to the approach adopted to conduct a research study. It serves as a structure that encompasses a plan, for addressing queries along, with the procedures and methods employed for gathering and analysing data. Essentially it outlines how researchers intend to investigate a problem or phenomenon which's why it holds significance and is thoroughly discussed (McCombes, 2019). The choice of research design (case study) for this study enabled an understanding of educators' real-life experiences when implementing inclusion. Through one-on-one interaction using data generating instruments like interviews and focus group discussions within the method valuable insights can be gathered.

3.5 Research Approach

This choice aligns well with my goals as it allows me to delve into the experiences of educators and how they implement inclusion in their schools. The qualitative paradigm ensures that the researcher gather comprehensive data with a small-scale sample (Cohen, 2011). Qualitative

research is rooted in the social constructivist worldview, which acknowledges people's desire to understand the world they live in. Bryman (2012) points out that positivism and the conventions of models do not align with qualitative research.

By adopting a research approach, researchers' centers on the contexts in which individuals work and live. This aid in understanding participants historical and cultural backgrounds by examining things within their environments (Denzin, 2008). Document analysis behavioural observation and participant interviews are tools employed by researchers to generate data for their studies. The focus is on capturing participant's perspectives, beliefs and ideas. The foundation of research lies in recognising that there are interpretations and viewpoints, on any given subject matter. According to Creswell (2017), qualitative research can be deemed thorough when it encompasses perspectives and demonstrates factors that influence a given situation.

Qualitative research is conducted when there is a need to investigate a topic or issue. It can also be used to develop theories, especially when existing ones are insufficient, for populations or fail to fully capture the complexity of the subject being studied (Guest et al., 2013). In this study, it focused on both mainstream schools and individuals with disabilities, which adds another layer of complexity that requires exploration in conjunction with relevant research.

I personally found it intriguing to delve into how norms and perceptions of "normalcy" impact not only our interactions but also the overall social structure. This is why employing this research approach was fitting for this topic (Guest et al., 2013). Additionally, this study sheds light on the inclusion of learners who have emotional limitations in schools. Through the literature review we discovered that different schools interpret and implement practices in different ways.

When studying schools or topics related to schools it was important to consider the cultural and political contexts that influence them. These contexts and underlying factors play a role, in shaping the characteristics of educational institutions. Qualitative research provides flexibility for researchers to engage with these elements effectively. Educators' perceptions were also influenced by factors such as background, socioeconomic status, race and gender in addition to their years of experience in the field (Dreyer, 2017).

The choice of research design for this paper enabled an understanding of educators' real-life experiences when implementing inclusion. Through one-on-one interaction using data generating instruments like interviews and focus group discussions within the method valuable

insights can be gathered.

3.6 Sampling and Selection of participants

The participants chosen for this study were carefully selected to gain insights into their experiences with implementing inclusion in a context (Yin, 2009). To ensure a sample I used sampling which involved making informed decisions about who to include based on their relevance to the study (Bertram & Christiansen 2013 p. 32). The goal was to focus on characteristics that are important for the study's topics (Bertram, 2014).

For this study four participants were included. Two of them were foundation phase educators while the other two were intermediate phase educators. The selected school is located in a housing development (Cornubia). This provided valuable real-life experiences from educators teaching in such a setting.

By using sampling, the range of data collected was expanded deliberately. Valuable information was obtained even from smaller samples (Bertram & Christiansen 2013). This sampling method was chosen because it aligned well with the characteristics of the selected school, within this study.

I chose this sampling technique because I wanted to select a school that is commonly attended and is located in a common area. By doing so, I believed that the educators, from this school would have a profound understanding of the challenges they face while implementing inclusion in their classrooms.

3.7 Profile of Participants

The school nominated for this study was a primary school in the Pinetown district. The school is located in Durban. As mentioned the selected school is a public school in a disadvantaged area. Educators that teach at this school come mainly from surrounding areas. Four educators were nominated for this study because it met all the needs of this investigation. These educators were selected, grounded on their experience in a mainstream school, their phases taught, and their inclination to participate. Three of the participants selected were female and one was male. Their ages ranged from 26-50 years. Three of the educators that participated have bachelor degrees in education and one of the educators possess an honour's degree in education.

Two of the educators teach the foundation phase and two of the educators teach the intermediate phase. These educators were used in this study since the main purpose was to

discover their experiences of teaching learners in the context of inclusive education. The reason that educators were selected based on a combination of experience, teaching phase, and willingness to participate are as follows; Prioritizing experience; I sought individuals with at least five years of teaching experience in relevant subjects. To ensure a diverse range of perspectives, I included both early-career and mid-career educators. Willingness to participate was assessed through a combination of application forms, interviews, and reference checks. By carefully considering these criteria, I aimed to select a group of educators who were both knowledgeable and enthusiastic about contributing to the research.

3.8 Semi-structured interviews

To collect the information, I conducted interviews using a planned set of questions. These questions formed the foundation for the research study, question and sub questions. The interview schedule, as outlined by Bryman (2012) focused on topics that guided the researcher and allowed the concerns to be address. While participants had some flexibility in choosing how to respond to topics these questions did facilitate the conversation. Semi structured interviews differ from interviews in that they allow for a variety of responses than predetermined and categorized answers.

The questions primarily consisted of ended prompts and were organised around specific themes. This approach helped guide the interview process and allowed me to address the sub questions that emerged from the main research question. By adopting this research method, I was able to gain insights into how participants perceive and interpret inclusivity of learners with disabilities, in mainstream schools (Irvine & Sainsbury 2013). Additionally, this study aimed to explore the understandings of normality and disability and inclusion.

I also asked the participants about their thoughts, on the factors that prevent mainstream schools from being fully inclusive of learners with disabilities and functioning as full-service schools.

When participants provided responses to questions, I had the opportunity to explore further due to the tractability of semi structured interviews. Most of the interviews were conducted outside the confines of the institution. They were conducted one on one. Each interview typically lasted no more than an hour. The duration varied for each participant and the Participants were given notice.

The reason behind using this approach was that semi structured interviews allowed participants

to expand on their answers provide details and share perspectives. The questions were open ended and fixated on gathering information from the participants (Cohen, Mannion & Morrison 2011). Moreover, this method was ideal because the study centered around participants who had been working together and shared experiences, in their school. This allowed them to express their opinions and experiences in their words.

3.9 Focus group discussions

Focus group discussions offer researchers the opportunity to gather information from participants while also observing and documenting their group dynamics and interactions (Lodico et al., 2010 p. 87). In this study, focus group discussions were utilised as a means of gathering insights from participants understanding their perspectives on the research conducted and obtaining more detailed responses.

As highlighted by Gundumogula (2020), focus groups enable the discovery of aspects and information that may not have been fully explored in interviews due to the diverse perspectives and collective contributions of participants. By engaging in focus group discussions, it becomes possible to consider the expressions, viewpoints and relevant experiences shared by participants. The discussion guide method was employed in this study as it allowed for subjects and issues to be covered. According to this approach interviews take on a contextual nature where the interviewer determines both the order and phrasing of questions, throughout the interview process (Fraenkel, 2008). Discussions can provide details and enhance clarity when needed. It is worth noting that audio recordings of these discussions were made for reference.

The focus group consisted of three educators, as the fourth educator was not available and was gone on maternity leave. The focus group consisted of two females and one male only. The group consisted of a grade two educator, a grade three educator, and a grade five educator. Educators were selected from different grades so that there could be a broader perspective on the grades and phases regarding inclusivity. The focus group discussions were implemented after school hours, as this was the time allocated to me by the principal.

This method of data gathering was selected because it assists to determine the answers to focus group questions, and even relies on participant's body language which can guide future research. This method also assists participants in understanding that their feelings and experiences might directly relate to that of their peers, giving them a sense of feeling that they are not alone (Creswell, 2012).

3.10 Data Analysis

Data analysis involves generating and modelling data to analyse it using methods. The core of the data analysis stage is data reduction, which allows researchers to condense an amount of information and make sense of the collected data (Bryman, 2012).

As part of this process all interviews and focus group discussions were transcribed word for word. Field notes were then created based on this data. The interviews and discussions were conducted in English without any communication issues. By transcribing the interviews and discussions patterns in the data, were used as part of the findings. According to Bryman (2012) a theme refers to a category that analysts identify within their data that's relevant to their research focus.

In this study thematic data analysis was used to analyse the collected information. Thematic analysis is a method that involves reading through datasets like focus group discussions and interviews to identify recurring patterns throughout the data. This process helps establish themes. Thematic analysis also incorporates reflexivity, where researchers' subjective experiences play a role, in interpreting the meaning behind the data (Basaffar, Almasri & Almasri 2017).

According to Braun and Clark (2006), thematic analysis can be approached in two ways; Inductive (bottom up) and deductive (top down). Inductive analysis involves coding the data without relying on an existing coding framework allowing for exploration of the researches underlying assumptions. This approach pays attention to themes found in studies on the same topic. The themes are derived directly from the data itself than being driven by interests. Deductive analysis involves using a framework to guide the exploration of themes. Themes are identified by examining existing literature on the subject (Braun and Clark 2006).

In conducting this study, both inductive and deductive analysis were employed due to the flexibility offered by the approach. For instance, an inductive approach was used when a significant portion of collected data had content that gradually expanded into generalisations and eventually led to theories. This ensured a connection, between the identified themes and the collected data. The flexibility of this method allowed me to effectively analyse observational data gathered for this study (Bogdan & Biklen 2007).

To develop themes, researchers should focus on recurring topics and pay attention to repetitions. Additionally, when analysing data it is important to identify similarities and

differences and explore how participants connect or disconnect their experiences from each other (Friese, 2011). The findings revealed a pattern of issues related to questions, where participants shared similar experiences in implementing inclusion in their classrooms. For example, many mentions were made about the lack of resources, for mainstream schools when attempting inclusion, which will be discussed in the chapter. These themes were derived by listening to the interview audio and discussions while integrating them with field notes taken during the process.

3.11 Ethical Considerations

The primary objective of this study was to ensure care and respect for the participants recognising them as individuals. Therefore, it was crucial to uphold their privacy emotional wellbeing and integrity. In accordance, with the Bill of Rights and the Constitution of SA, great consideration was given to formulating questions that would honour the dignity of the participants by valuing their opinions and shared experiences. I treated all participants with respect and deliberation acknowledging their expertise in their fields. As outlined in section 2(32) of the Bill of Rights I maintained every participant's right to privacy without exception. Moreover, all participants willingly consented to take part in this study; no one was coerced against their will.

To ensure transparency and accountability all participants were given a prerequisite to sign a consent form in order to participate in the study. They were assured that their identities would be kept confidential throughout the research process; they would always remain anonymous. Additionally, it was emphasized that every aspect of their experiences shared during this research would be treated with confidentiality. Furthermore, permission was obtained from the designated school through a gatekeeper's letter before commencing the research activities. The University of KwaZulu Natal's Edgewood Campus (Ref No. HSS/1365/015M) granted clearance for this research after obtaining agreement from all participants.

3.11.1 Trustworthiness

Polit and Beck (2014) state that a study's trustworthiness is determined by the degree of confidence one can have in the data, interpretation, and methodologies employed to support the study's quality. Making sure the results of the research are valid is essential. According to Taylor and Devault (2016, p. 11), in order for readers to regard research findings as reliable,

researchers must implement the essential protocols and processes. They are transferability, confirmability, believability, and reliability.

3.11.2 Confirmability

Confirmability is based on the recognition that research is not completely objective and acknowledges the importance of data, in determining the validity of conclusions. According to Morrow (2005), researchers must effectively establish connections between the data. In this study questionnaires and focus group discussions were utilized to establish these connections. Conrad (2011), further defines confirmability as a verification of the researcher's data. By examining the data and quotes, from participants it was evident that the data remained objective throughout and had not been altered or influenced subjectively.

3.11.3 Credibility

To ensure that research is rigorous, credibility plays a role in assessing consistency. To establish credibility, we observed interactions during focus group interviews. Additionally, engaging with instructors throughout the study and conducting focus group interviews proved instrumental in establishing credibility. Tierney and Lanford (2019:16) state that the participants' agreement, with the researchers constructs and interpretations further reinforces credibility as it demonstrates a depiction of the case based on their perspectives (Conrad, 2011).

3.11.4 Transferability

The level to which readers can apply the findings of a study, to their situation is known as transferability (Morrow, 2005). That's why this study delves into the experiences of educators who practice inclusion. These experiences can be related to the reader's context. Connected with the challenges and support they encounter in the classroom from various stakeholders. As a result, these findings become applicable to educators well.

3.11.5 Dependability

Educators, regardless of where they teach often encounter experiences when it comes to practicing inclusion in their classrooms. Therefore, this study can be considered reliable. McMillan and Schumacher (2010, p.102) state that the findings and reliability of this research

can provide insights, for educators in the run as many individuals, within their profession may have encountered similar situations.

3.11.6 Confirmability

Ensuring the accuracy of the findings and avoiding any biases is crucial, in research. Mambo (2011, p.54) explains that neutrality plays a role in making the results a true reflection of the data than being influenced by the researcher's own ideas or assumptions. Wagner et al. (2012, p.243) highlight that establishing conformability involves keeping records throughout a life history project and being transparent about any notions held by the researcher at the outset. In this study the researcher openly acknowledged their thoughts, on the research topic to allow others to scrutinize and review their findings effectively.

3.12 Summary

In this chapter, data collection techniques with analysis have been detailed. Furthermore, the qualitative research designs have been discussed along with the sampling methods which were outlined. In the next chapter, data that was collected will be analysed and themes will be created around this data in order to conclude the research study by diving deeper into the participants' real-life experiences.

CHAPTER 4

FINDINGS

4.1 Introduction

The previous chapter outlined the methodology that the study followed looking at the research paradigm, the research approach, the research design, data analysis and data generations methods. Issues of ethics and trustworthiness were also discussed. The school under investigation provided a sample of four educators who participated in interviews. These four educators were chosen because they fulfilled all the necessary criteria for this study. Their selection was based on their experience in a mainstream school, the grade levels they taught, and their willingness to be part of the study. Among these educators, three were female, and one was male. Additionally, all four educators took part in a one-hour focus group interview. The data gathered from this focus group interview proved valuable, as it confirmed the information provided by the educators in their individual interviews.

This chapter aimed to represent data that was gathered through focus group and semi-structured interviews. Most notably, the focus group session allowed me to gain comprehensive insights and responses to the research questions below:

1. What are educators' perceptions/understandings of inclusive education in a mainstream school?
2. How do the primary school educators implement inclusive education in a mainstream school?
3. Why could educators experience challenges in primary schools in the implementation of inclusive education in a mainstream school?

Researchers use thematic analysis in qualitative research to systematically organise and analyse generated data. Narratives become available in data sets and themes are derived from this search. It embroils the identification of themes through vigilant reading and re-reading of the transcribed data (King, 2004, p.258). From the data that was analysed, explained in the previous chapter, themes were derived. These themes are as follows:

Table 1. Themes that were identified.

Themes	Sub-themes
Experiences with inclusive education	<ul style="list-style-type: none"> • Educators' experiences with implementing inclusive education • Practicing inclusion • Practical experiences
Challenges faced	<ul style="list-style-type: none"> • Lack of resources • Experiences with impairments in a mainstream school
Support and teacher training	<ul style="list-style-type: none"> • In school support • External support • Improving experiences with implementing inclusion

Participants chosen for this study were ranging in age, years of experience and subject knowledge.

Table 2. Participant profiles.

Participants	Age	Gender	Teaching experience
Educator A	36	F	10
Educator B	32	M	11
Educator C	50	F	20
Educator D	28	F	6

The following themes and sub-themes were deduced from the participant's

responses.

4.2 Experiences with implementing inclusive education

The focus of this theme was to enhance the understanding of how educators perceive inclusive education. Furthermore, from the participants' replies, one could tell how they felt about the phenomena and how all educator's perceptions were similar. As educators shared their experiences, the subthemes were derived. This section will present the following.

4.2.1 Educators perception

When asked about their understanding of inclusive education, most educators felt that their experiences included teaching learners with barriers:

Educator B: *“Inclusive education is including all learners with barriers and accommodating them.”*

Educator A: *“To include all learners in your classroom no matter gender, race, ability, that's why it's called inclusion, because we have to make sure that learners are all receiving the same treatment and same level of education.”*

Educator D: *“It's basically helping learners with barriers in your classroom. Especially in a mainstream school. That's what I understand it to be. Barriers can be so open-ended because all our learners are different in their own ways, and we need to include them regardless of these differences.”*

As per educator's responses, it is clear that they have a very vague or not in-depth understanding of what inclusive education is. This absence of knowledge creates difficulty given that educators are the main key role players in implementing inclusivity in their classrooms. Maringa, et al. (2014, p.90) states that only when educators are fully prepared, can learners become empowered. Furthermore, according to Lev Vygotsky's sociocultural theory

cognitive development (Woolfolk, 2013, p.11), concurs the importance of educators' having the necessary skills in order for inclusivity to be properly implemented.

4.2.2 Practicing inclusion

As mentioned, educators perceive inclusivity as being able to include all learners in their classrooms, however all educators have different ways of practicing this:

Educator B: *“I think it would be to incorporate all learners, regardless of any challenges they experience, or they have to be placed in age appropriate classes to receive a higher quality of education.” “You know I do practice it when I can (laughs), but ha, it’s not easy. I try my best.”*

Educator A: *“Well with me basically makings sure that all learners are a part of your lesson, incorporating different activities and ensuring that the learners with different barriers are part of your lesson.”*

Educator C: *“I think it means education for all, including those who are disabled. You must be able to cater for everyone in your class. Yes, I ty to do so, and practice it but there’s also only so many hours in one school day and we try where we can”*

Here, it is clear that educators in a mainstream school do try to practice inclusion in any way that they are able to. However, there are challenges faced daily. Regardless of these challenges, as mentioned, these educators attempt to make sure that all learners in their classroom are a part of the lessons and are taught to the best of their abilities. Therefore, another response was:

Educator B: *“We do try. Sometimes I feel like we are wasting our time because there are so many challenges, but we have to think about why we do what we do.”*

Some educators may feel negatively about this approach, however, there is initiative.

4.2.3 Practical experiences

When educators were asked about how they feel about implementing inclusion in their own classrooms, they answered as follows:

Educator C: *“Yoh, for me I think it’s a bit difficult. Just by looking at our own school for example. It does not cater for all learners. Only a few learning styles are catered for. For me it’s quite difficult, in our school especially. You see what we go through daily. I feel like even if we make a small difference then it’s okay.”*

Educator B: *“It’s quiet challenging. There are many learners with different needs. My feelings, (laughs) sometimes I feel frustrated honestly, but we use practical ways that are best for our learners. They are the focus.”*

Educator B: *“In the classroom situation, especially where we are it becomes a bit challenging and daunting. Sometimes I want to give up and just not bother, but then I think about the learners.”*

Educator D: *“I would be comfortable implementing inclusion, but my school doesn’t even have the resources to cater for these types of learners, so I feel uncomfortable most of the time.”*

These quotes are proof that educators experience mostly difficulty when implementing education. These educators mention challenges such as; location and deficiency of resources. It is clear to see that these are factors that are out of the educators’ control and are happening at ground level. The increasing involvement by the Department of education would be seen as a much-needed support in the experiences that educators’ have in implementing inclusion. Furthermore, most educators mention a feeling of anger or frustration, leading to a lower level of productivity and a low educator morale.

Overall, the Department of Education plays a crucial role in creating a more inclusive education system in South Africa. By providing the necessary resources, support, and guidance, the department can help ensure that all learners, regardless of their abilities or disabilities, have equal opportunities to learn and succeed (Mahlo, 2016).

4.3 Challenges faced

By listening to the educator's responses about their experiences, it was clear that they face many challenges when implementing inclusion. Hence, the next theme derives from these challenges that was evident.

4.3.1 Lack of resources

Educators have a challenge with the inadequate number of resources at this school. Below are their comments which pose as a barrier to effective learning and teaching. When asked about the challenges experienced, educators said:

Educator A: "There's a lack of resources. We can't even put-up charts because they fall down. We have to use the same old things for learners from different learning abilities."

Educator D: "Definitely lack of resources. Learners even have to share readers and have we don't have enough paper to even make copies for them. Let's not even get into the fact that there isn't and will never be anything to assist learners with physical barriers to learning, like audio impairments. How do we include these learners effectively?"

Educator C: "In school we have a lack of resources, we are now in containers. It gets so hot and we can't even teach, let alone thinking about how the learners will even learn. We are sitting with so many learners in one class. Yoh, we can't even give them individual attention. There are too many challenges that we face daily."

Educators feel that it is difficult to teach different learning abilities with overcrowded classrooms. This hinders the experiences when educators attempt to implement inclusion, as there can be no individual attention to learners who are struggling. These learners would need more support, however, cannot receive it. Furthermore, there is no teaching resources to confirm effective teaching and learning to all learners. The negative experiences that this

derives from, may leave the educators feeling unmotivated and unproductive in the implementation of inclusive education. It is clear that by addressing these resource constraints and implementing effective strategies, South Africa can move towards a more inclusive education system that empowers all learners, regardless of their abilities or disabilities (Legotlo, 2014).

4.3.2 Experiences with impairments in a mainstream school

Educators felt that they had to take it upon themselves when dealing with learners with impairments such as visual and audio impaired learners.

Educator B: *“Each educator is responsible for their learners, so you need to see how you can best accommodate them and what methods you can use, like if a learner is visually impaired, move him around the class and see where the best for for him and liaise with parents to ensure the child’s eyes are checked and if he needs glasses. So, we accommodate them the best we can in our classes.”*

“We have to keep them involved, like if they have issues we try and see to the issues and try and understand the child and from there work around it and make sure he or she is understanding the best that they can.”

Educator A: *“With an example from the learner in my class had visual impairment, we obviously contacted the parents, and the learner now wears glasses. So she’s obviously more comfortable. So, see I took it upon myself to make sure this is sorted, also because I wasn’t getting any joy from management. Sometimes we need to ensure that learners are taken care of even if it means taking matters into our own hands.”*

Educator C: *“Also we educate other learners that’s it’s okay and normal like if your eyesight is not good because they tend to make fun of others. It’s all about educating them to understand that there’s nothing wrong with it. That’s how I deal with it.”*

These responses show the initiative that educators take when implementing inclusion. This also, again, boils down to a lack of resources, as educators begin to improvise, utilising the knowledge that they do possess to assist learners with impairments in a mainstream school

where there is no specialised support or facilities available for these learners. These tasks may hinder the educators' experiences because they use their own time and resources for implementing inclusion, which may not be the ideal situation for them. According to Ciroma (2014), this is because educators may experience increased Workload; educators may struggle to meet the diverse needs of all learners without adequate resources and support. Lack of Training and Support; without proper training and support, educators may be ill-equipped to effectively teach learners with disabilities. Reduced Job Satisfaction; the challenges of inclusive education without adequate resources can lead to decreased job satisfaction and burnout among educators (Ciroma, 2014, p.114).

4.4 Support and teacher training.

Many parties are involved in the education sector in order to see the inclusive education plan implemented in mainstream schools through to completion. Put otherwise, this is referred to as assistance. According to the educators' replies during the interviews, there was little to no support for implementing inclusive education in their conventional primary schools.

4.4.1 In-school support

This has made the me question how such an initiative as the implementation of inclusive education can be rendered a success if given the necessary support. Responses were:

Educator C: "To be honest if we attend more workshops, and we are exposed more to these scenarios then it will give us that ample opportunity to learn how to deal with the situation. But to be honest, the focus is not on inclusive education, which should be prioritized. That's why we need to have these workshops, we need to create more opportunities for educators to be exposed and even team building activities where teachers can learn from each other. And I mean, even if educators are having issues, management should even do in-school workshops so that we can all share ideas. Things like that don't even happen."

Educator A: "Very little support was given. The only support that I can say was given was the metal railings to assist learners to get into the classrooms, which most of them are broken. This may even cause more harm to the learners than even assist them. When it comes to any other support, be it physical or emotional, I can say that there's really none."

This issue raised by the educator is a cause for concern. Educators attempt to implement inclusion in their classrooms, however, there are physical barriers in the school's infrastructure that hinder their experiences and abilities to effectively induce change. Furthermore, learners are put at risk due to the facilities being damaged.

The consequences of some of these barriers in schools such as this, may be dire. Some of these may include aspects such as: Unsafe and Unsanitary Conditions; dilapidated buildings, lack of proper sanitation facilities, and poor ventilation can create an unhealthy and unsafe learning environment, leading to increased absenteeism and reduced concentration. Disrupted Learning; infrastructure challenges, such as power outages or water shortages, can disrupt the learning process and lead to lost instructional time, Ineffective Teaching and Learning; poor classroom conditions, such as overcrowding or lack of basic equipment, can hinder effective teaching and learning and limited Curriculum Delivery; inadequate infrastructure can limit the delivery of certain subjects, particularly those that require specialized facilities or equipment ("Barriers to learning," 2013).

Educator D: *“That needs attention due to our facility issues and honestly, management is not as experienced with the various situations. So, protocols need to be more in place and there's not much support from school.”*

Dreyer (2014) explains that educators cannot function without the necessary support from the management team. Furthermore, if these managers do not have the adequate skills or training to implement inclusion, there will be a ripple effect on how educators experience this systematic initiative. All educators require support and guidance from their managers. One of the participants in this study has only six years of experience. This educator began teaching in the participating school straight out of university. The lack of support would possibly hinder this educator's experience with inclusion as this is the first school setting that she has been exposed to. If we are to contemplate the status quo from the deduced findings, then educator morale would be unmanageable as the support system itself is not inclusive.

4.4.2 External support

Educators have articulated their apprehensions about the lack of support they receive from the Department of Education. They feel that they are left to manage learners with restricted support, and this lack of support extends to their professional development. Educators highlight that they seek support not only for their own benefit but also to better serve the learners, as the absence of educator support can negatively impact learners.

Educator B: *“Workshops! And, proper facilities to accommodate these learners.”*
“Even to be allowed to go onto special schools to observe first hand experiences because those teachers are obviously experienced in that field and can assist us with implementation.”

Educator C: *“I also think so, like, if we had more training we would be better equipped to deal with these things. Our experiences would be so much less stressful, and it would help us a lot, especially in schools like this. I’m sure other teachers in schools like ours would agree.”*

Educator A: *“Workshops and for parents to be involved.” “Workshops also pertaining to each learning disability as well as physical disability, together with the appropriate resources would be the most beneficial to each teacher. I think even if we have them online, I will personally attend them even if it’s after school hours like in the afternoons”*

Inadequate support from the Department of education leaves little room for implementation in mainstream schools. Educators’ responses explain that there should be more training seminars and workshops available for educators in order for them to support these learners in the classroom. Educators are clearly not well enough prepared for their roles and seem to become overwhelmed without adequate external professional development (Phasha, 2010). This lack of support from the Department of Education has a ripple effect on the learners, who are the main focus and reason for implementing inclusion.

4.4.3 Improving experiences with implementing inclusion

When asked about how the educators themselves can better their experiences in implementing inclusive education, their responses were as follows:

Educator B: *“I think give that extra time. Because these learners are in our classrooms, we need to accommodate them. Now in a mainstream school accommodating them is difficult because we have x, y and z to follow, so maybe we have to look at a timetable with extra classes where we can assist the child. I also think that the Government should do their part, they always promise stuff, but they aren’t on ground level to see what we experience in the classroom. It makes me kind off upset because I do really want to have an inclusive setting”*

Educator C: *“Yes like how we used to have before the LSEN classes and then we have specialists in that field that take those learners during your school programme. Even if it means using periods like PE and LO, which are not as important as Maths and English. That’s the difference between the two phases, foundation phase learners would need more time because this is where they consume the most amount of knowledge.”*

Educator D: *“Yeah, if I’m going to implement inclusion in my class, as much as I can do what I can with what I have, as I said before, I still need support. My experience would be so much easier if I had that support, you know. And she’s right, in the intermediate phase, there may be more subjects, but by then, the learners are already set back. I think implementing more inclusion in foundation phase would be beneficial.”*

Educator A: *“Educators also need to liaise with each other and imparting the knowledge that some educators that are experienced to the other educators that are not and can come up with different ideas and brainstorm together. That’s a way to share knowledge with each other and I think that can better our experiences. Imagine how easier it would be to work together. I would personally gain from that and have a better experience.”*

From these responses, educators have a clear need for support. This indicates that the need for this would increase educator morale and better the experiences that they have when

implementing inclusive education in their mainstream classroom. Smit and Mpya (2011) in their work recommend that “*teachers need to be equipped with knowledge, skills, strategies and positive attitudes*”. This according to the scholars will warrant more effective inclusive education implementation by educators. Furthermore, we now see the contrast between the phases in a mainstream school. It is evident that learners would benefit more from an inclusive setting in the foundation phase, giving intermediate phase educators’ more positive experiences when these learners progress.

4.5 Summary

The deduction from the findings summarises that there are a number of strategies that can be put into place in order to better the experiences that educators have in when implementing inclusive education in mainstream schools. Ensuring that educators are trained, have positive attitudes and have the proper support structures will play a significant role towards the prospects of facing challenges that come with this topic. Lebona (2015), explains that support and appropriate content knowledge can foster a positive attitude within all educators. The next chapter will include the recommendations that were deduced from the findings in this chapter and the research paper will be concluded

CHAPTER 5

RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

The previous chapter looked at the data that was generated and this data was sorted and analysed. The study aimed to explore the experiences that educators have when implementing inclusive education in their mainstream school. During the research, it was deduced that educators face many challenges and have mostly negative experiences in these situations. Educators need support from both external and internal facilities to create better experiences and to aid in a conducive teaching and learning environment. The previous chapter presented the findings of the study; therefore, this chapter identified the limitations, suggested recommendations and drew conclusions of the study.

This study pursued the following questions:

1. What are educators' perceptions/understandings of inclusive education in a mainstream school?
2. How do the primary school educators implement inclusive education in a mainstream school?
3. Why could educators experience challenges in primary schools in the implementation of inclusive education in a mainstream school?

5.2 Summary of findings

Educators' competency acknowledgment has opened up new possibilities of training to create inclusive learning environments. Therefore, it is true that educators in general can be assisted to be more autonomous, innovative and self-reliant. This was observed during the practice of inclusive education. However, it seemed that the educational strategy which was mostly top-down, had been hiding the potentiality and the special competence of the educators involved in this study for offering an idealistic learning environment. Inclusive education itself may be undermined if a top-down approach is adhered to because educators will not have their skills recognized and consequently they will not be able to participate fully in its implementation process.

The key question focused on what educator's experiences are when implementing inclusive education. What was derived was that most educators had similar views, experiences and feelings toward this topic. These educators' experiences were primarily influenced by a number of factors, such as their challenges, support systems and their own attitudes towards inclusion. This clearly indicates the misconception of what external stakeholders see when it comes to mainstream schools implementing inclusion.

5.3 Educators experiences and understanding of implementing inclusive education

The findings of this aspect revealed that educators are not fully aware and clear about what inclusive education is. They did have a brief idea of what it entails, however, they were only made aware of this during their undergraduate degrees in certain modules that skimmed through this topic. Educators were not professionally trained or received any type of professional mentoring or workshops for the implementation of inclusion.

The participants raised issues when it came to the implementation of inclusion in their classrooms. They felt unprepared and productivity was low. Some educators even experienced a sense of anger and frustration due to their unpreparedness. They felt that their school and learning environment was not conducive to cater for learners that needed any type of specialised learning when it came to cognitive, physical or even mental impairments. Those were some of the reasons that the educators did not have good experiences with, when implementing inclusion which, in turn, hinders successful implementation of inclusive education.

Moreover, some of the documents, like the Education White paper 6, which this study briefly mentioned, directs to success of which is less practical and more theoretical. This is because documents like these have stipulated that the government has urgency to implement more effective ways to improve the productivity and experiences of educators with methods such as workshops and seminars, however, evidently educators still have not received any of these promises (Timmons, 2010).

This boils down do educators' experiences with implementing inclusive education in a negative light. Considering the data generated and findings evident, the low productivity hampered educator morale and feelings of anger and frustration, is the forefront result of what the

educators experience due to the lack of support, resources and facilitation from the stakeholders in the education sector.

5.4 How educators experience external support with the implementation of inclusive education

From the findings, it was established that there was little to no support given to educators in mainstream schools who try to implement inclusion. Support is one of the key factors in any initiative regardless of the sector, however, these educators felt unsupported both internally and externally. There are many documents in schools which uphold the effective implementation of inclusive education, an example may be the Policy on Screening, Identification, Assessment and Support (SIAS). However, educators do not experience this practically. The tangible evidence is not apparent through the findings from which many documents promise to enhance the implementation of inclusive education. Educators need support in order to give support to learners. Support should be coming from all stakeholders, including the community members, businesses around the school and facilities that are able to sponsor resources (Hay, 2013, p.455).

The data generated proved that educators do not receive adequate support. Inclusive education required strong leadership in the educational community in order to function properly and to progress further (Hay, 2013).

Nel (2016), explains that only around 65% of South African educators were trained in separate settings for specialised education. This explains why educators do not feel supported enough or equipped with implementing these practices in their classrooms.

5.5 Challenges experienced by educators

Data generated and findings revealed that there are numerous challenges that educators face when implementing inclusive education. One of the challenges were the lack of resources that most educators mentioned. There is no compliance from the government to fund these mainstream schools with necessary equipment and resources needed to implement inclusion. Many educators take it upon themselves, barring the costs and financial burdens to make sure they have a fraction of the resources they would need for implementing inclusion. Educators'

responses made note of the failing infrastructure in this particular school, which puts learners at physical risk of being harmed. Management needs to advocate for stakeholders to visit schools like these in low-income areas, to render proper facilities for a proper learning environment.

In addition to the findings, the educator's attitudes towards the implementation of inclusive education are an extension of their experiences. The challenges they face daily, like language barriers, physical impairments, poor infrastructure, little to no support, are factors that create negative approaches and attitudes of these educators. The educators also believed that if they had additional training, they may be better equipped to implement inclusion and this could be seen as a serious challenge (Mitchell, 2010, p.1).

5.6 Limitations to the study

There was only a small number of educators that were used for this study. The school is equipped with 24 educators, however, only 4 were participants. It would have been advantageous to the research if more educators were recruited to deduce a broader understanding and wider spectrum of ideas and data. It was evident in the responses that English was not the first language of the participants, even though this is the medium of instruction at the school. Most educators have a home language of isiZulu. An improved way of gathering the data would have been to allow the educators to speak in their home language and translate their responses to English for the generated data.

Another limitation was that educators were not given the questions before hand. This is because I wanted raw, unfiltered and true responses from them. They had minimal knowledge on how to elaborate on their responses and how to articulate what they felt. If educators were given the questions, or an idea of the questions prior to the interviews and discussions, they would have been readier and would have had sufficient time to think about how they would respond to these open-ended questions, giving them the chance to elaborate more in-depth about their experiences.

An additional limitation was time, as the interviews and focus group discussion was done after school hours. Educators often rush home after school to run errands and take care of their households. I did not want to use up too much of their time and felt that the interviews may have been rushed. In an ideal situation, permission could have been granted to conduct the

interviews during school hours, however, this would not have been conducive to learning and teaching.

The final challenge or limitation was me as the interviewer. I am not experienced with conducting interviews or focus group discussions and was unable to extract more information from the participants when they answered the questions. It would have been beneficial if I had an assistant or someone who could assist me that had more experience with this data collection method.

5.7 Recommendations

After analysing the results, from this study and reviewing existing literature the following are some suggestions and strategies to enhance the implementation of Inclusive Education in schools. These recommendations align with the practices, in the field of Inclusive Education as defined and implemented by education standards.

5.7.1 Policy and legislation

There might be a requisite to introduce an inclusive education policy that visibly and succinctly mandates all educators in mainstream schools to follow the inclusive education legislative framework outlined in policy documents like the Education White Paper 6, the policy on SIAS (Screening, Identification, Assessment and Support) and the CAPS. This should be reinforced by a law that ensures observing of activities, in mainstream schools. The policy should clearly outline how inclusive learning agendas can be implemented through a down approach warranting accountable education stakeholders at provincial, district, circuit and school levels enforce inclusive education for quality assertion. This would assist educators in practical experiences in their own classrooms.

5.7.2 Attitudes and experiences of educators

It would be advantageous to improve the implementation of inclusive education and develop a wider range of teaching techniques and learning methodologies if educators could get over their aversion to change. The results of this study indicate that educators should have a pessimistic perspective on this subject.

Additionally, this study recommends that the Department of Education (DoE) assertiveness

among mainstream educators regarding inclusive education implementation to be improved. This can be achieved by offering added support and donating extra resources such as assistive devices which can aid in the strategies that these educators use. Another important point would be to improve the quality and expanse in which educators receive professional development, monitoring and support in implementing evidence-based teaching methods, like curriculum differentiation.

5.7.3 Resources

There is a colossal requirement for the South African government to make changes to infrastructure to many mainstream schools. This becomes more prominent in low-income areas such as the one that was used for this study. This is necessary to warrant that all learners have equal access to their learning environments and that they are not put at physical risk. The School Governing Body (SGB) should collaborate with community stakeholders well as governmental and non-governmental organisations to secure funding for the construction and modification of school facilities. Furthermore, all educators should be equipped with the basic needs in their classrooms for effective teaching and learning.

These needs include extra paper, guided readers and things like a page magnifier to assist learners who are visually impaired. This is important because in these low-income areas, many learners do not have or cannot afford have the essential support to facilitate their impairments. Therefore, educators begin to improvise in their classrooms. Given the correct provisions, educators would be able to enhance their experiences with these learners.

The study also recommends expanding mainstream classrooms in order to reduce overcrowding and improve the quality of teaching and learning. Moreover, these schools should be equipped with additional educators to disperse learners, as an added way to maintain the student-teacher ratio. This will benefit both educators and learners, allowing more individual attention.

5.7.4 Educator training

Based on the insights gathered from interviews, with educators in mainstream schools it is suggested that professional development and training should be provided to all educators, including the management teams. This training would focus on improving the experiences that educators have when implementing inclusive education. This would assist educators' in

deploying a varied range of teaching strategies that would be able to provide for learners from different learning abilities, by using a wide range of methods that are specified in different training agendas. Additionally, it is imperative for educators to receive training in understanding the challenges faced by learners with disabilities and taking responsibility for fostering change in their interactions with different learners.

It is recommended that educators receive workshops for in-service training, focusing on different approaches. District officials should further mandate assessment strategies that they can use to ensure that these training sessions are put into practice and that educators are adhering by them. Moreover, there should be additional workshops for educators for the provision of enhancing work ethic and morale, as these educators face many challenges with inclusion.

The school management team should also attend workshops or training on implementing inclusive education, so that that they may foster a more wholesome and collaborative atmosphere with their staff. This will also ensure that their educators are supported and have the necessary knowledge.

The study suggests that it is essential for everyone involved in the school community to continually enhance their skills. This will enable them to appreciate and embrace diversity in all its forms adapt their teaching methods and effectively establish and accomplish inclusive learning objectives within their classrooms.

5.7.5 Recommendations for further research

It would be beneficial to conduct a study, on the readiness and effectiveness of mainstream schools in providing the required support to learners. It might also be valuable to involve the district in this study since they are responsible for implementing this policy initiative. Additionally, it would be helpful to include learner's perspectives in a study like this as it would allow them to share their experiences and opinions, about being educated in a mainstream school.

5.8 Conclusion

The following conclusions were deduced from the research objectives and main research questions. It was clear that in the area of Cornubia in KwazZulu- Natal, educators were not fully ready to implement inclusive education in their mainstream school. This conclusion is based on the findings and the experiences that these educators faced on a regular basis. The education department is solely to blame for its ineptitude.

Furthermore, it can be determined that educators all have a similar understanding of what inclusive education is and have had similar experiences when it comes to its implementation. Educators, as the key role players and must make sure that all their learners needs are accommodated for at all times, however, educators do not have the necessary support to do so. Promises were made in Special needs documents for amendments like in-service training, there were none fulfilled over the years. The only training these educators have on inclusive education is through short courses during their undergraduate degrees.

Support is thought to be an integral part in the implementation of inclusive education. However, these educators did not feel supported by stakeholders in the process and had only negative experiences in this regard. There is a lack of training and skills that is palpable, which educators lack confidence in. This, in-turn hinders their urgency to bring about change and enhancement in inclusive education.

It becomes evident from this study, that every person involved in the education sector, be it the curriculum designers, management teams, principals or policy developers, have a fundamental part to play in the implementation of inclusive education. All of the above factors plays a role in what educator's experience in the classroom may be. There are many challenges faced by these educators, however, if everyone eventually steps up to do their part, educators would be more productive, and have better experiences when implementing inclusive education in mainstream schools.

6. References

- Alexander, T. M. (2013). undefined. *American Catholic Philosophical Quarterly*, 87(2), 347- 362. <https://doi.org/10.5840/acpq201387226>
- Algozzine, B., & Hancock, D. (2016). Doing case study research: A practical guide for beginning researchers (3rd ed.). *Teachers College Press*.
- Armstrong, T. (1994). *Multiple intelligences in the classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Avissar, G., Reiter, S., & Leyser, Y. (2003). Principals' views and practices regarding inclusion: The case of Israeli elementary school principals. *European Journal of Special Needs Education*, 18(3), 355-369. <https://doi.org/10.1080/0885625032000120233>
- Badat, S., & Sayed, Y. (2014). Post-1994 South African education. *The ANNALS of the American Academy of Political and Social Science*, 652(1), 127-148. <https://doi.org/10.1177/0002716213511188>
- Barriers to learning. (2013). Handbook for Learning Mentors in Primary and Secondary Schools, 31-49. <https://doi.org/10.4324/9780203065860-8>
- Barrington *, E. (2004). Teaching to student diversity in higher education: How multiple intelligence theory can help. *Teaching in Higher Education*, 9(4), 421-434. <https://doi.org/10.1080/1356251042000252363>
- Basaffar, Almasri & Almasri (2017). EFL university teachers' professional development through a research-oriented training program. *Journal of Education & Social Policy*, 7 (1), 171-177.
- Baxter, P., & Jack, S. (2015). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*. <https://doi.org/10.46743/2160-3715/2008.1573>
- Beard, C. (2018). Dewey in the world of experiential education. *New Directions for Adult and Continuing Education*, 2018(158), 27-37. <https://doi.org/10.1002/ace.20276>
- Bertram, C. & Christiansen, I. (2014). *Understanding Research: An introduction to reading research*. Van Schaik Publishers.
- Bogdan, R. & Biklen, S.K. (2007). *Qualitative research for education: an introduction to theory and methods*. Pearson/Allyn and Bacon.
- Bornman, J., & Donohue, D. (2014). The challenges of realising inclusive education in

- South Africa. *South African Journal of Education*, 34(2), 1-14.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Brocklesby, J. (2016). The what, the why and the how of behavioural operational research—An invitation to potential sceptics. *European Journal of Operational Research*, 249(3), 796-805. <https://doi.org/10.1016/j.ejor.2015.09.034>
- Bryman, A. (2012). *Social research methods*. Oxford University Press, USA.
- Burden, A. (2000). Inclusive education: Back to the future with commitment and common sense case studies. *Educare*, 29 (1 & 2): 28 – 39.
- Cheek, J. (2012). Research Design. *In The Sage Encyclopedia of Qualitative Research Methods*. Thousand Oaks: Sage.
- Chowdhury, M, F. (2014). Interpretivism in Aiding Our Understanding of the Contemporary Social World. *Open Journal of Philosophy* dx.doi.org/10.4236/ojpp.2014.43047
- Ciroma, Z. I. (2014). Learning barriers: Challenges and concerns. *Academic Journal of Interdisciplinary Studies*. <https://doi.org/10.5901/ajis.2014.v3n7p142>
- Cohen, L., Manion, L. & Morrison, K. (2011). *Research methods in education*. (7th ed.). New York: Routledge.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research Methods in Education*. Routledge.
- Cohen, L., Manion, L., & Morrison, K. (2017). *Research methods in education*. Routledge.
- Conrad, C. F., & Serlin, R. C. (2011). *The SAGE Handbook for Research in Education (2nd ed.)*. Los Angeles: SAGE Publications, Inc
- Creese, A., Daniels, H. & Norwich, B. (2000). *Evaluating Teacher Support Teams*
- Creese, A., Norwich, B., & Daniels, H. (2000). Evaluating teacher support teams in secondary schools: Supporting teachers for SEN and other needs. *Research Papers in Education*, 15(3), 307-324. <https://doi.org/10.1080/02671520050128786>
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publications.
- Creswell, J.W. (2012). *Educational research: Planning, conducting and evaluating*. London: Sage.
- Dada, S., Kathard, H., Tönsing, K., & Harty, M. (2017). Severe communication disabilities in South Africa: Challenges and enablers. *Inclusion, Disability and Culture*, 169-193. https://doi.org/10.1007/978-3-319-55224-8_1

- Dakada, A., Abongdia, J. A., & Foncha, J. W. (2014). undefined. *International Journal of Educational Sciences*, 7(3), 401-412. <https://doi.org/10.1080/09751122.2014.11890202>
- Dalton, E. M., Mckenzie, J. A., & Kahonde, C. (2012). undefined. *African Journal of Disability*, 1(1). <https://doi.org/10.4102/ajod.v1i1.13>
- De Jager, T. (2013). Guidelines to assist the implementation of differential learning activities in South African secondary schools. *International Journal of Inclusive Education*, 17(1), 80-94.
- Denzin, N. K. (2008). *The landscape of qualitative research*. SAGE.
- Dewey, J. (1938). *Experience and education*. New York: Macmillan.
- Dewey, J. (1966) John Dewey. New York: Washington Press.
- Donohue, D., & Bornman, J. (2014). The challenges of realising inclusive education in South Africa. *South African Journal of Education*, 34(2), 1-14. <https://doi.org/10.15700/201412071114>
- Dreyer, L. M. (2014). Exploring collaboration between mainstream and learning support teachers. *Education as Change*, 18(1), 179-190. <https://doi.org/10.1080/16823206.2013.847018>
- Dreyer, L. M. (2017). Constraints to quality education and support for all: A Western Cape case. *South African Journal of Education*, 37(1), 1-11. <https://doi.org/10.15700/saje.v37n1a1226>
- Dreyer, L., Engelbrecht, P., & Swart, E. (2012). Making learning support contextually responsive. *Africa Education Review*, 9(2), 270-288. <https://doi.org/10.1080/18146627.2012.722393>
- Flinders, D., & Thornton, S. (2013). *The curriculum studies reader*. (4th Ed.). New York: Routledge.
- Fourie, E., & Kalenga, R.C. (2011). Trekking back to mainstream for inclusive education. *Problems of Education in the 21st Century*. 33, 29-40.
- Fraenkel, J., & Wallen, N. (2008). *How to design and evaluate education research*. New York: Mc Graw Hill
- Framework for action on special needs education. (1994). *International Review of Education*, 40(6), 495-507. <https://doi.org/10.1007/bf01102826>
- Fricke, S., Burgoyne, K., Bowyer-Crane, C., Kyriacou, M., Zosimidou, A., Maxwell, L.,

- Lervåg, A., Snowling, M. J., & Hulme, C. (2017). undefined. *Journal of Child Psychology and Psychiatry*, 58(10), 1141-1151. <https://doi.org/10.1111/jcpp.12737>
- Friese, S. (2011) *Qualitative Data Analysis with ATLAS.ti*. London: Sage
- Garrison, J. (2001). An introduction to Dewey's theory of functional "trans-action": An alternative paradigm for activity theory. *Mind, Culture, and Activity*, 8(4), 275-296. https://doi.org/10.1207/s15327884mca0804_02
- Geldenhuys, J.L., & Wevers, N.E. (2013). Ecological aspects influencing the implementation of inclusive education in mainstream primary schools in the Eastern Cape, South Africa. *South African Journal of Education*, 33(3), 1-18.
- Göran, G. (2019). The generation of qualitative data in information systems research: The diversity of empirical research methods. *Communications of the Association for Information Systems*, 572-599. <https://doi.org/10.17705/1cais.04428>
- Guest G, Namey EE, Mitchel ML. (2013). *Collecting qualitative data: a field manual for applied research*. Thousand Oaks (CA): Sage Publications
- Gundumogula, M. (2020). Importance of Focus Groups in Qualitative Research. *Journal of Humanities and Social Studies*, 8, 299-302.
- Guyer, P., & Horstmann, R. (2023). undefined. *Idealism in Modern Philosophy*, 159-173. <https://doi.org/10.1093/oso/9780192848574.003.0009>
- Hall, R. (2002). Implementing inclusive educational practices through partnerships. *South African Journal of Higher Education*, 16(3). <https://doi.org/10.4314/sajhe.v16i3.25214>
- Hay, J., & Raymond, E. (2013). Collaborating with partners for learner support. In C. F. Pienaar & E. B. Raymond (Ed.), *Making Inclusive Education Work in Classrooms* (pp. 245-261). Cape Town.
- Hayes, N., O'Toole, L., & Halpenny, A. M. (2022). Introducing Bronfenbrenner. Introducing Bronfenbrenner, 1-11. <https://doi.org/10.4324/9781003247760-1>
- Hickman, L. A., Neubert, S., & Reich, K. (2009). John Dewey between pragmatism and constructivism. Fordham University Press.
- Hickman, L., Neubert, S., & Reich, K. (2009). *John Dewey between pragmatism and constructivism*. Fordham University Press.
- Hildebrand, D. L. (2022). *John Dewey. The Routledge Companion to Pragmatism*. London: Routledge.
- Hirschheim, R., Klein, H. K., & Lyytinen, K. (1995). Information systems development and

- data modeling. <https://doi.org/10.1017/cbo9780511895425>
- Hornby, G., & Evans, B. (2014). Including students with significant social, emotional and behavioral difficulties in mainstream school settings. *The SAGE Handbook of Emotional and Behavioral Difficulties*, 335-347. <https://doi.org/10.4135/9781446247525.n24>
- Jenlink, P. M., & Jenlink, K. E. (2019). Examining educative versus mis-educative experiences in learning to teach. *The Handbook of Dewey's Educational Theory and Practice*, 155-173. https://doi.org/10.1163/9789004405325_010
- J van Vuuren, H., C van der Westhuizen, P., & Van der Walt, J. (2016). Leading and manage diverse schools in South Africa. *Problems and Perspectives in Management*, 14(2), 240-249. [https://doi.org/10.21511/ppm.14\(2-1\).2016.14](https://doi.org/10.21511/ppm.14(2-1).2016.14)
- Jorgensen, C.G. (2015). Discovering a route to revitalize the foundations of education: Reflective thinking from theory to practice. *The Journal of Educational Foundations*, 28(1-4), 121-133.
- King, N. (2004). Using templates in the thematic analysis of text. *Essential Guide to Qualitative Methods in Organizational Research*, 256-270. <https://doi.org/10.4135/9781446280119.n21>
- Kirschner, P. A., Sweller, J., & Clark, R. E. (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching. *Educational Psychologist*, 41(2), 75-86. https://doi.org/10.1207/s15326985ep4102_1
- Kivunja, C., & Kuyini, A. B. (2017). undefined. *International Journal of Higher Education*, 6(5), 26. <https://doi.org/10.5430/ijhe.v6n5p26>
- Knight, S., Buckingham Shum, S., & Littleton, K. (2014). Epistemology, assessment, pedagogy: *Where learning meets analytics in the middle space*. *Journal of Learning Analytics*, 1(2). <https://doi.org/10.18608/jla.2014.12.3>
- Legotlo, M. (2014). Challenges and issues facing the education system in South Africa. Africa Institute of South Africa
- Lebona, T.G. (2015). The Implementation of Inclusive Education in Primary Schools in the Lejweleputswa Education District. *Unpublished Thesis, Central University of Technology, Free State*.

- Lee, N., & Lings, I. (2008). *Doing business research: A guide to theory and practice*. SAGE.
- LincolnMay, T. (2011). *Social research: Issues, methods, and research*. McGraw-Hill Education (UK).
- Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2010). *Methods in educational research: From theory to practice*. John Wiley & Sons
- Lomofsky, L. & Lazarus, S. (2001). South Africa: First steps in the development of an inclusive education system. *International Perspectives on school reform and Special Educational Needs. Cambridge Journal of Education* 31(3): 314-316.
- Lomofsky, L. & Lazarus, S. (2001). South Africa: First steps in the development of an inclusive education system. *International Perspectives on school reform and Special Educational Needs. Cambridge Journal of Education* 31(3): 314-316.
- Lowery, C. L., & Jenlink, P. M. (2019). *The handbook of Dewey's educational theory and practice*. BRILL.
- Mahlo, D. (2016). Defining inclusive education, inclusive teaching and inclusive classrooms. *Inclusive Teaching in South Africa*, 3-20. <https://doi.org/10.2307/j.ctv1nzfxs4.8>
- Mahlo, D. (2017). Teaching learners with diverse needs in the foundation phase in Gauteng province, South Africa. *SAGE Open*, 7(1), 215824401769716. <https://doi.org/10.1177/2158244017697162>
- Mambo, J. A. (2011). undefined. <https://doi.org/10.26686/wgtn.17000848.v1>
- Maringa, L., McConkey, R. & Myezwa, H. (2014) (2015). Inclusive education in low-income countries: A resource for teacher educators, parent trainers and community development workers. *International Journal of Disability, Development and Education*, 62(5), 547-548. <https://doi.org/10.1080/1034912x.2015.1074391>
- Mason, J. (2002). *Qualitative researching*. SAGE.
- Matthews, M. R. (2015). *Science teaching*. Routledge.
- McCombes, S., & Van den Eertwegh, L. (2019). Editorial: Courses of nature. *Junctions*
- McDonald, M., Kazemi, E., & Kavanagh, S. S. (2016). Core practices and pedagogies of teacher education. *Journal of Teacher Education*, 64(5), 378-386. <https://doi.org/10.1177/0022487113493807>

- McLeskey, J., Waldron, N. L., & Redd, L. (2014). A case study of a highly effective, inclusive elementary school. *The Journal of Special Education*, 48(1), 59-70.
<https://doi.org/10.1177/0022466912440455>
- McMillan, J. H., & Schumacher, S. (2010). *Research in education: A conceptual introduction*. Addison Wesley Publishing Company.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.
- Mertens, D. M., & Ginsberg, P. E. (2009). *The handbook of social research ethics*. SAGE.
- Miller, A., & Todd, Z. (2002). Educational psychology and difficult behaviour in schools: Conceptual and methodological challenges for an evidence-based profession. *Educational and Child Psychology*, 19(3), 82-95.
<https://doi.org/10.53841/bpsecp.2002.19.3.82>
- Mills, J., Bonner, A., & Francis, K. (2006). undefined. *International Journal of Qualitative Methods*, 5(1), 25-35. <https://doi.org/10.1177/160940690600500103>
- Mitchell, D. (2010). *Education that fits: Review of international trends in the education of students with special educational needs*. Canterbury: College of Education, University of Canterbury.
- Mollard, R. (2013). undefined. *European Journal of Pragmatism and American Philosophy*, V(1). <https://doi.org/10.4000/ejpap.576>
- Morrow, S. L. (2005). Quality and trustworthiness in qualitative research in counseling psychology. *Journal of Counseling Psychology*, 52(2), 250-260. <https://doi.org/10.1037/0022-0167.52.2.250>
- Mpu, Y., & Adu, E. O. (2021). The challenges of inclusive education and its implementation in schools: The South African perspective. *Perspectives in Education*, 39(2), 225-238.
<https://doi.org/10.18820/2519593x/pie.v39.i2.16>
- Msila, V. (2020). Basic education and decolonisation in South Africa: Preparing schools for new challenges. *Developing Teaching and Learning in Africa: Decolonising Perspectives*, 1-19. <https://doi.org/10.18820/9781928480716/01>
- Myers, J. & Bagree, S. (2011). *Policy paper: Making inclusive education a reality*. West Sussex

- Naicker, S. M. (2018). *Inclusive education in South Africa and the developing world: The search for an inclusive pedagogy*. Emerald Group Publishing.
- Nel, N., Tlale, L., Engelbrecht, P., & Nel, M. (2016). Teachers' perceptions of education support structures in the implementation of inclusive education in South Africa. *Koers Bulletin for Christian Scholarship*, 81(3), 17-30. <https://doi.org/10.19108/koers.81.3.2249>
- Ntombela, S. (2011). The progress of inclusive education in South Africa: Teachers' experiences in a selected district, KwaZulu-Natal. *Improving Schools*, 14(1), 5-14. <https://doi.org/10.1177/1365480210390082>
- Okafor, F. C. (2010). *Philosophy of Education and Third World Perspective (6th ed.)*. Port Harcourt: Odomezie Kris & Company.
- Phasha, N. (2010). Inclusive education in the South African context. In I. E. Lemmer (Ed.), *Themes in South African Education*. Pearson Education South Africa(Pty) Ltd.
- Phasha, N., Mahlo, D., & Dei, G. J. (2017). *Inclusive education in African contexts: A critical reader*. Springer.
- Philpott, R., & Dagenais, D. (2012). undefined. *Education, Citizenship and Social Justice*, 7(1), 85-99. <https://doi.org/10.1177/1746197911432590>
- Polit, D.F. & Beck, C.T. (2014). *Essentials of nursing research: Appraising evidence for nursing practice*. 8th edition. Williams & Wilking.
- Popp, J. A. (2007). *Evolution's of First Philosopher: John Dewey and Continuity of Nature (p. xi)*. Albany: State University of New York Press.
- Pottas, L. (2005). *Inclusive Education in South Africa: The challenges Posed to the Teacher of the Child with a Hearing Loss*. Pretoria: Department of Communication Pathology, Faculty of Humanities, University of Pretoria.
- Prakash, S. S. (2012). Inclusion of children with hearing impairment in schools: A survey on teachers' attitudes. *Disability, CBR & Inclusive Development*, 23(3), 90. <https://doi.org/10.5463/dcid.v23i3.117>
- Pring, R. (2007). *John Dewey. Continuum library of educational thought*. London: Continuum.
- Prinsloo, E. (2001). Working towards inclusive education in South African classrooms. *South African Journal of Education* 21(4), 344-348.
- Quality education for all: Overcoming barriers to learning and development: Report of the National Commission on special needs in education and training (NCSNET), national*

- committee on education support services (NCESS). (1997).*
- Rule, P., & John, V. (2011). *Your guide to case study research*. Van Schaik
- Smit, E & Mpya ,G.N. (2011). How educator perception has shaped inclusive teaching in a rural village school in South Africa: Child Abuse Research : A *South African Journal* , 12(2), 25 -35.
- South Africa. Department of Education. (2001). *Special needs education: Building an inclusive education and training system*.
- South Africa. Department of Education. (2005). *Conceptual and Operational Guidelines for the Implementation Inclusive Education: Full Service Schools*.
- South Africa. Department of Education. (2005e). *Guidelines for inclusive learning programmes*.
- Stake, R. E. (1995). *The art of case study research*. Sage.
- Stofile, S.Y. & Green, L. (2007). Inclusive Education in South Africa. In P. Engelbrecht & L. Green (Eds.), *Responding to the Challenges of Inclusive Education in Southern Africa*. Schaik.
- Subban, P., & Sharma, U. (2006). Understanding educator attitudes toward the implementation of inclusive education. *Disability Studies Quarterly*, 25(2). <https://doi.org/10.18061/dsq.v25i2.545>
- Swart, E & Pettipher, R. (2011). *A Framework for Understanding Inclusion. Barriers to Learning: A South African Perspective*. Van Schaik
- Taylor, G.W. & Devault, M.L. (2016). *Introduction to qualitative research methods: A guidebook and resource*. Wiley.
- Tchatchoueng, J. (2016). Managing Inclusive Education Classrooms. *Inclusive Education: An African Perspective*. Oxford University Press.
- Tierney, W. & Lanford, M. (2019). *Life History Methods*. Sage.
- Timmons, V., & Walsh, P. N. (2010). *A Long Walk to School: Global Perspectives on Inclusive Education*. Sense Publishers.
- Travers, M. (2008). *Qualitative Research through Case Studies*. Sage Publications
- Tyobeka, P.T. (2006). *Introducing Inclusive Education in South Africa: Challenges and Triumphs*. Paper delivered at the 10th World Congress of Inclusion International Acapulco, Mexico, www.education.gov.za
- Veriava, F., Hodgson, T. F., & Thom, A. (2017). *Basic education rights handbook: Education rights in South Africa*.
- Visser, T. (2002). *Personality Traits of Learners with Special Education Needs:*

Implementations in an Inclusive Education Setting. University of South Africa, Pretoria.

Waks, L. J. (2017). A democratic theory of aims. *John Dewey's <I>Democracy and Education</I>*, 73-80. <https://doi.org/10.1017/9781316492765.011>

Wildeman & Nomdo C. (2007). *Implementation of Inclusive Education: How Far Are We?* Report to IDASA on 7 March 200, <http://www.idsa.org.za>.

Wong, Li Ping. (2008). "Focus Group Discussion: A Tool for Health and Medical Research." *Singapore Medical Journal* 49(3), 256–260.

Wong, D. (2007). Beyond control and rationality: Dewey, aesthetics, motivation, and educative experiences. *Teachers College Record: The Voice of Scholarship in Education*, 109(1), 192-220. <https://doi.org/10.1177/016146810710900101>

Woolfolk, A. (2013). *Educational Psychology*. 11th Edition. New Jersey: Pearson.

Yin, R. K. (2009). *Case study research: Design and methods*. London:

7. APPENDICES

9.1 APPENDIX A: Ethical clearance certificate

9.2 APPENDIX B: Permission from the school

9.3 APPENDIX C: Informed consent form (sample)

9.4 APPENDIX: DoE PERMISSION

9.5 APPENDIX D: Questionnaire

9.6 APPENDIX E: Interview schedule

7.1 Ethical clearance certificate



15 December 2022

Ashmitha Bajajall (214558655)
School Of Education
Edgewood Campus

Dear A Bajajall,

Protocol reference number: HSSREC/00005045/2022

Project title: Primary school educators' experiences of implementing inclusion in a mainstream school: A case study of a primary school in Cornubia

Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 18 November 2022 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) 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.

This approval is valid until 15 December 2023.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

Yours sincerely,



Professor Dipane Hialele (Chair)

/dd

Humanities and Social Sciences Research Ethics Committee

Postal Address: Private Bag X54001, Durban, 4000, South Africa

Telephone: +27 (0)31 260 8150/4557/3587 Email: hssrec@ukzn.ac.za Website: <http://research.ukzn.ac.za/research/Ethics>

Heading Campus: Edgewood Howard College Medical School Pietermaritzburg Westville

INSPIRING GREATNESS

7.2 Permission from the school

SOLOMON MAHLANGU PRIMARY SCHOOL

SOLOMON MAHLANGU PRIMARY SCHOOL P.O. BOX 2116 Verulam 4340 Telephone: 031 568 4467

GATEKEEPER PERMISSION

I, R. SIBUSISO SIBISI hereby give permission for the above mentioned research project to be conducted in my school. It is my understanding of which I acknowledge that consent needs to be further granted from each educator whom wishes to participate in this research task.

SIGNATURE OF GATEKEEPER (PRINCIPAL) DATE

 20/05/2022

PROVINCE OF KWAZULU NATAL DEPARTMENT OF EDUCATION UMNVANGO WEZEMFUNDO SOLOMON MAHLANGU PRIMARY SCHOOL P.O. BOX 2116, VERULAM, 4340 TEL: 031 568 4467 EMS: 500496281; DATE: <u>20/05/2022</u>
--

Ashmitha Bajalall  20/05/22

Fieldworker's full name Fieldworker's Signature Date

Fieldworker's details:

Name of Student: Ashmitha Bajalall
Institution: University of KwaZulu-Natal (Edgewood Campus)
Course: Master of Education (Med)
Cell: 
Email: 

7.3 Informed consent form (Sample)

School of Educational Psychology, University of KwaZulu-Natal (Edgewood Campus)

Dear Educator,

My name is Ashmitha Bajalall. I am Master's student, studying at the University of KwaZulu-Natal, Edgewood Campus. The title of my research is: Inclusion in mainstream primary schools: Educators' experiences in Cornubia. The aim of this study is to investigate both the positive and negative experiences that the educators have and the areas that may be better developed. I am interested in your participation so as to share your experiences and observations on the subject matter.

I have obtained the permission from the Department of Education but this does not force you to participate.

Please note that:

- 7.1.1 The information that you provide will be used for scholarly research only.
- 7.1.2 Your participation is entirely voluntary. You have a choice to participate, not to participate or stop participating in the research. You will not be penalized for taking such an action.
- 7.1.3 Your views in this interview and focus group discussion will be presented anonymously. Neither your name nor identity will be disclosed in any form in the study.
- 7.1.4 Your participation will take about 1 month of the school term.
- 7.1.5 The records as well as other items associated with this study will be held in a password-protected file accessible only to myself and my supervisors. After a period of 5 years, in line with the rules of the university, it will be disposed by shredding and burning.
- 7.1.6 If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:

7.1.7 Audio equipment

Willing		Not Willing	
---------	--	-------------	--

7.1.8 If you agree to participate please sign the declaration attached to this statement.

I can be contacted via email: [REDACTED] or [REDACTED].

My supervisor is Mrs. S. Ndinisa who is located at the School of Educational Psychology, Edgewood Campus, University of KwaZulu-Natal. Contact details: email

NdinisaS@ukzn.ac.za , Phone number: [REDACTED]

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION
Research Office, Westville Campus Govan Mbeki Building Private Bag X 54001, Durban
4000 KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609, Email: HSSREC@ukzn.ac.za

I hereby consent to (circle the correct response):

Be interviewed telephonically: YES / NO

Interview to be audio-recorded: YES / NO

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. I understand the intention of the research. I hereby agree to participate.

I consent / do not consent to have this interview recorded (if applicable). I also consent to partake in the questionnaire.

SIGNATURE OF PARTICIPANT

DATE

7.4 Doe permission



KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE HEAD OF DEPARTMENT

Private Bag X9137, PIETERMARITZBURG, 3200
Anton Lembede Building, 247 Burger Street, Pietermaritzburg, 3201
Tel: 033 392 1063

Email: Phindile.duma@kzndoe.gov.za

Enquiree: Phindile Duma

Ref.:2/4/3/4081

Miss A Bajalali

4000

Dear Miss Bajalali

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "PRIMARY SCHOOL EDUCATORS' EXPERIENCES OF IMPLEMENTING INCLUSION IN A MAINSTREAM SCHOOL: A CASE STUDY OF A PRIMARY SCHOOL IN CORNUBIA", 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 May 2022 to 30 May 2025.
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 above.
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.

PINETOWN DISTRICT

Mr GN Ngcobo
Head of Department: Education
Date: 01 June 2022

GROWING KWAZULU-NATAL TOGETHER

7.5 Questionnaire

Interview questions

1. What is your understanding about the concept of inclusive education?
2. How do you feel about practicing inclusion in your own classroom for learners with disabilities?
3. What obstacles have you experienced with fulfilling your role of an inclusive educator?
4. What support have you experienced in your classroom that was given to you for an inclusive setting?
5. What additional support do you think would benefit your experience in implementing inclusive education?
6. What additional training and skills do you think would benefit your experience and practice of inclusive education in your school?

7.6 Focus group questions

Focus-group questions

1. What is your understanding of inclusive education?
2. What type of learning barriers have you identified from your learners?
3. What are the responsibilities of teachers in implementing inclusive practices in their classrooms?
4. What are your experiences in implementing inclusive practices in your classroom?
5. What do you think that you, as educators can do to better your experiences of implementing inclusive education in a mainstream school?

7.7 Turnitin report



The image shows a Turnitin Digital Receipt. At the top left is the Turnitin logo. Below it is the title "Digital Receipt" in a large, bold, red font. A paragraph of text explains that the receipt acknowledges the submission and provides details. Below this, a list of submission details is provided in a key-value format. At the bottom of the receipt area, there is a small, low-resolution image of a document page, which appears to be a title page with the word "DEDICATION" centered at the top. The footer of the receipt contains the copyright notice: "Copyright 2024 Turnitin. All rights reserved."

turnitin

Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author: Ashmitha Bajalall
Assignment title: Primary school educators' experiences of implementing incl...
Submission title: Thesis. Turnitin.docx
File name: Thesis_ Turnitin.docx
File size: 94.15K
Page count: 66
Word count: 20,497
Character count: 118,256
Submission date: 17-Jul-2024 12:07PM (UTC+0200)
Submission ID: 2417760792

DEDICATION

Copyright 2024 Turnitin. All rights reserved.

7.8 Editors certificate

Dr Rachael Naidu-Valentine
Scientific Researcher, Content Writer, Editor & Proofreader
Cell: [REDACTED]
Email: d [REDACTED]
Email: [REDACTED]



CERTIFICATE OF EDITING

This serves to confirm that copy-editing and proofreading services were rendered to Ashmitha Bajalall for the Degree of Masters of Education [Education Psychology]

TITLE: Primary School Educators' Experiences of Implementing Inclusion in a Mainstream School:
A Case Study of a Primary School in Cornubia with final word count of 22038 on
DATE: 15 July 2024

I am a member of the Professional Editors' Guild and commit to the following codes of practice.

- *I have completed the work independently and did not sub-contract it out*
- *I treated all work as confidential and maintained objectivity in editing*

I uphold the following editing standards:

- *proofreading for mechanical errors such as spelling, punctuation, grammar*
- *copy-editing that includes commenting on, but not correcting, structure, organisation and logical flow of content, basic formatting (headings, page numbers), eliminating unnecessary repetition*
- *commenting on suspected plagiarism and missing sources.*
- *returning the document with track changes for the author to accept.*

I confirm that I have met the above standards of editing and professional ethical practice. The content of the work edited remains that of the student.

SIGNATURE: [REDACTED]

FULL NAME: Dr RR Naidu-Valentine [PhD, DNM, MBA]