UNIVERSITY OF KWAZULU-NATAL

AN EXPLORATION OF TEACHERS EXPERIENCES OF TEACHING SPECIAL NEEDS LEARNERS IN PRE-VOCATIONAL SCHOOL

By

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Declaration

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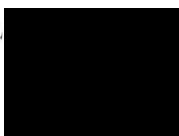
Dedication

This dissertation is dedicated to my husband Nhlanhla Goodman Hlophe, my children Nhlalo and Zenda who kept the fire burning whilst I was busy with my studies. To my father Simon-Petro Shinga, my brother Phumlani Shinga who was my anchor when I felt like giving up, my friends Ray and Dolly Buthelezi, Sphelele Mlaba and BJ Hadebe thank you for inspiring me whilst I was busy with this study.

Acknowledgement

ABSTRACT

This study focuses on the exploration of teachers' experiences in the teaching and learning of special needs learners in a special needs school. The aim of the study is to explore teachers' experiences in the teaching of special needs learners in special needs school. This study also acquires teachers' perspectives, beliefs and attitudes towards their special needs learners and how these influence their teaching in special needs schools. The study further examines the variety of teaching methods teachers use in teaching special needs learners and how these contribute towards the performance of special needs learners in schools. The study also sought out innovative methods of assessments teachers employ in assessing their learners and what impact these have towards the teaching and learning of special needs learners. As the South African government join global countries in promoting education for all, through the establishment of an Inclusive Education policy, which embraces the diverse needs of all learners irrespective of their disabilities or abilities, little developments have been noted in the implementation and practice of Inclusive Education. Despite a number of global and national conferences and debates taking place by different organisations on matters around Inclusive Education, minor upgrades have been made towards the practice and implementation of Inclusive Education in special needs schools for special needs learners, due to a number of reasons that affect it. The literature in this study indicates that teachers' beliefs and attitudes play a major role in effective teaching and learning of special needs learners in special needs schools. The literature further suggests that appropriate teaching and learning resources, curriculum, parental support, teaching methods and approaches also influence the teaching and learning of special needs learners in special needs schools. This study uses the shape of a qualitative case study approach which is interpretive in nature. The data was collected from ten teacher participants using semi-structured interviews and observations. The collected data was analysed, interpreted and generated into themes. The themes develop the findings of this study. The study findings revealed that various reasons, such as teacher training; lack of resources, lack of relevant curriculum, to mention a few, hinders the implementation and practising of Inclusive Education in schools. The study recommends that the national Basic Education Department needs to work with various stakeholders in special needs education, conducting a comprehensive review which includes implementation and practise of Inclusive Education in special needs schools.

Contents

LIST OF ACRONYMS AND ABBREVIATIONS

I.E: Inclusive Education.

DBE: Department of basic education.

DCAPS: Differentiated caps.

DOE: Department of education.

DHE: Department of higher education.

UNESCO: United Nations educational scientific and cultural organisation.

U.N: United Nations.

CAPS: Curriculum and assessment policy statement.

UNICEF: United Nations international children's emergency funds.

LSEN: Learners with special education needs.

UDL: Universal design for learning.

SIAS: Screening identification assessment and support.

CAST: Centre for applied special technology.

ISP: Individual support plan.

NGO: Non-governmental organisation.

SNL: Special needs learners.

IEP: Individual education plan.

ILP: Individual learning programme.

WP6:   White Paper 6.

Zim: Zimbabwe.

EPSEN: Education for persons with special educational needs.

WHO: World health organisation.

UKZN: University of KwaZulu Natal.

SMT: School management team.

SGB: School governing body.

CPD: Continuing professional development.

OECD: Organisation for economic Co-operation and development.

EU: European Union.

CHAPTER ONE: INTRODUCTION AND BACKGROUND

1.1 Background and Introduction

In the mid-1990s the South African education system was distinguished by elaborative and continuous changes. These changes in the education system included the provision of special schools for a segment of the population with special needs. Special needs education has been the subject of scholarly enquiry in South Africa for a long time. This is because owing to its history, the country has been grappling with the question of providing inclusive and quality education.

This study explores teacher experiences in the teaching of special needs learners in special needs schools. The aim of the study is to explore teachers' experiences in the teaching of special needs learners. In this chapter the study objectives are presented and further discuss the research questions that underpin the study. The study limitation is also outlined along with a concise section dedicated to an overview of public discourse on special needs education in the country. The school's problem statement and rationale of the study are also discussed along with an outline of the study location. The chapter concludes by summarising the key terms and concepts used in this study.

Integral to teacher experience, is the question of whether they are provided with adequate opportunities and support to be able to teach kids with special needs and provide them with the required opportunities that will benefit them for their future. This study is located within the context of Inclusive Education which is an important global ideal recognised by the United Nations (Hardy & Woodcock, 2015). It is with this backdrop that the research for this study has been pursued, with the hope that exploring teacher experiences will provide us with answers to the many questions posed in this introduction.

1.2 Discourse of Special Needs Education

Since the advent of democracy in South Africa (S.A), S.A has broadened its access to education for children with special needs; this was affirmed by the Inclusive Education status report, Department of Basic Education (DBE, 2019). According to Charles (2017), there were approximately 464 special needs schools in the country, catering for 240 000 learners in special education and by 2019 the numbers of special schools had increased to 501, 447 public schools and 54 independent schools (DBE, 2019). Further 715 full-service schools have been established

(DBE, 2019). However, despite these significant figures, there are 11 461 children awaiting placement to special schools (Charles, 2017). Donohue and Bornman (2014), concur by stating that 70% of appropriate school going age children with disabilities are out of school, with conservative estimates there are about 300 000. The Department of Education (DOE) has approximately 8 400 teachers employed as special needs teachers, and has since managed to train 4 999 officials from the district on new Inclusive Education strategy called Screening, Identification, Assessment and Support (SIAS), with the objective of improving the standard of education for learners with special needs (DOE, 2008). DBE, (2019) affirmed that 95 089 teachers from about 25 000 schools were also trained for SIAS.

In spite of all commitments made by the DOE to take responsibility in generating equal opportunities for all learners, the gap between reality and ideal Inclusive Education still exists (Engelbrecht, Nel, Smit & Van Deventer, 2016). Dreyer (2017) postulated that S.A cannot affirm that all learners benefit from quality education and service supplied contrary to the vision of the government to correct imbalances. With government policies in place, a lot still needs to be done to develop Inclusive Education in this country. Most teachers teaching in special schools still need appropriate training in order to meet the diverse needs of learners, and the curriculum offered in these schools needs to be updated and embrace the diverse needs of learners (Engelbrecht et al., 2016).

However, it must be noted that in 2015 the DBE (2015) directorate of Inclusive Education put together a task team under the leadership of Professor Jeffry to develop a national curriculum for learners with special educational needs. In 2018 the new draft LSPID (Learners with severe and profound intellectual disabilities, DCAPS (differentiated CAPS) and TO (Technical Occupational) learning programmes were introduced. Some schools in SA were chosen as pilot projects. The challenges thus far are a slow implementation of these learning programmes.

1.3 The Purpose of the Study
The purpose of this study is to explore teachers' experiences in the teaching of special needs learners in special needs schools. The study strives to focus on teachers' experiences.

1.4 Problem Statement

Teachers in special needs schools are confronted by unique challenges of delivering subject matter to special needs learners with minimal training in special needs education (Zwane & Malale, 2018). Motitswe (2012:39) further stated that teachers are expected to embrace individual learner's diverse needs and have the task of adapting to the curriculum that meets the diverse needs of the specific individual learner and a changing environment. Previous research has shown that most teachers teaching special needs learners did not receive any training on special needs education, the majority of them were only trained in general education (Engelbrecht, 2016). Roger (2014) noted that with minimal support offered to special needs teachers by the department of education, teachers are expected to adapt to the curriculum as they teach special needs learners. Ramrathan and Ngubane (2013) attest to this by mentioning that the Department of Basic Education has insufficient support for teachers.

 Zimba, (2011:52) proposed that compounded with insufficient training for special needs teachers, the demands of learners in special schools are diverse and evolving. The problem therefore, relates to what kinds of training do special needs teachers need to be effective in their teaching practices, noting that most were trained as general teachers. In this regard exploring special needs teachers' experience would be a useful way of establishing what kind of training and support they need in order to be effective special needs teachers. The effective teachings of special needs learners are important as this assist them to overcome classroom challenges together with personal struggles (Bridge school, 2019). Previous research revealed that teachers are decisive elements in ensuring the effectiveness of the inclusion of special needs learners in a special needs school (Ahmmed, Sharma, & Deppeler, 2012) and (De Boer, Pijl, & Minnaert, 2011). De Boer et al. (2011: 331) attest to this by proposing that teachers are perceived as major role players in the implementation of Inclusive Education.

Previous studies by Borko (2004) confirmed that teachers are the major role players in the whole formal teaching and learning that takes place in the classroom. Teachers are therefore considered as the foundation or the most commanding factor in educational transformation and development and contribute a pastoral role in the implementation of Inclusive Education (Alquraini & Gut, 2012). As teachers are given an important role in the teaching of special needs children, this study also concentrated on understanding the beliefs and views teachers have about their own teaching experience and about how teaching impacts and influences   learner performance, if there is a

mutual understanding and healthy relationship between teacher beliefs about teaching and the knowledge held by the teachers. The knowledge teachers' hold is the centre of their belief about teaching. This knowledge includes content knowledge, teaching and learning knowledge, curriculum knowledge, together with pedagogical content knowledge and pedagogical knowledge of context (Preethlall, 2015).

1.5   The Rationale for the Study

The researcher is a teacher in a special needs school and has encountered several challenges in teaching special needs learners. During teaching time, the researcher is exposed to lack or minimal provision of resources, such as learner support material, lack of discipline, abscondment of classes by learners and the absence of a structured curriculum. Another challenge is the stigmatisation and discriminatory attitude among learners themselves, emotional trauma, personal frustration, which is all harmful to special needs learners 'self-esteem and is linked to exclusion from class or group of other learners.

The interest in this study emanates from the researcher's role as a teacher at a special needs school, namely Westwood Pre vocational school (pseudonym). The challenges and realities, such as inadequate support, lack of parental enthusiasm in the education of their children with special needs, prompted the investigator to pursue this research study. This study will provide pre-vocational teachers with some insight into what teachers experience in the teaching of special needs learners and the context that influences the way in which learners perform at special needs schools.Therefore, this study has aided the investigator's capacity development as a teacher, teaching special needs learners. Furthermore, this study has enabled the researcher to gain a deeper understanding about the challenges that special needs teachers face and the responses to these challenges, with a view on improving their teaching practices within the special needs school. This study therefore contributes towards the discourse on the special needs education system.

1.6   Objectives

The specific study objectives are as follows:

- Examine the teaching methods adopted by teachers in special needs schools.
- Establish the challenges faced by teachers in providing education for the special needs learners.

- Determine how special needs teachers manage the challenges that they face in teaching special needs learners.

1.7 Research Questions

- How do special needs teachers adopt teaching methods that will benefit their learners in understanding the world differently?
- What strategies do special needs teachers use to mitigate against their challenges?
- How do special needs teachers address barriers to teaching and learning that hinders the facilitating of learning progress in special needs schools?

1.8 Definition of Key Terms

Inclusive Education

Engelbrecht et al., (2015) stated that the Inclusive Education system is an education system that embraces and accommodates the diverse needs of all learners regardless of their disabilities, capabilities, culture, gender or language. Swart and Pettipher, (2016) concur that Inclusive Education acknowledges the importance of an equitable and quality education system accessible to all and promote that the regular schools accommodate all learners regardless of their disabilities.

Inclusive Education is an exercise that was endorsed by the Salamanca statement UNESCO, (1994) that expands access and participation of all children in education and decreases exclusion in all aspects of school life. The execution of Inclusive Education will assist South Africa as a country in recognising and realising their constitutional values from stigmatisation. David, Sandy, and Peliwe, (2010) suggest that the Inclusive Education policy ensures optimal accommodation and inclusion of a full variety of educational needs in a single education system. They argued that the basis of Inclusive Education is to develop education that is suitable to the needs of all children irrespective of their disabilities.

Experience

Oxford dictionary, (2017) defines experience as a knowledge or practical wisdom from what one has observed, encountered or undergone. The term experience is derived from the German verb erfahren, which means acquiring knowledge, getting to know, becoming aware of something.

Teachers are the ones with direct and indirect contact with learners during the process of teaching and learning, therefore they encounter personal experience in teaching under the context of Inclusive Education. This personal experience has an impact on both teacher and the learner and can affect these partners positively or negatively.

Burns and Grove, (2009:9) stated that experience is the knowledge that comes from being personally involved in an event, situation, or circumstances. In this study, experience relates to the personal knowledge that an educator possesses in teaching special needs learners in a Pre-Vocational school.

Learning Disabilities

The policy on special and Inclusive Education, (2016) describes learning disabilities as a situation whereby the brain has difficulties in receiving, comprehending, remembering, co coordinating, using verbal and non – verbal information, which may result in having a negative influence in listening, thinking, speaking, writing, spelling or mathematical calculation.

Special Needs Education

The policy on special and Inclusive Education, (2016) perceives special needs education as an education system that is directed to persons with disabilities and addresses each and everyone's diverse needs and differences in a designed environment, such as a special needs school.

Disability

 "Developmental disability is a term where there is a permanent cognitive and or physical impairment. This includes conditions, such as intellectual disability, cerebral palsy, autistic spectrum disorder, learning disability epilepsy and many more" (Sharma, Ganjiwale, Ganjiwale, &Mishra, 2016).

Differentiation

Differentiation is a form of instruction that gives various instructions for diverse learners in the same class, as it acknowledges the diverse needs of learners and attempts to build on their background (Tomlinson, 2015). Ober (2016) further stated that differentiation is a successful method that makes it feasible to reach all learners and motivate them to intensify their learning.

Diverse Learners

Diverse learners are learners of different cultures, race, ethnicities, religion, personality, gender, sexual orientation, natural aptitude and experiences and previous training (Harvard University, 2017).

1.10 The Research Design and Methodology

This study employed a qualitative research method which Bhat (2018) defined as a process that is based on inquiry. The researcher chose to use a qualitative methodology to assist with better understanding of teacher experiences and provide an in-depth understanding of how their experiences impact on their teaching. This is because qualitative research methodology, as a method of enquiry, allows for examining and comprehending the influence of people or gathering credit to social or human issues (Creswell & Clark, 2017). This study is located within an interpretivism school of thought. Neuman, (2013) teaches us that the interpretivist approach is an approach that expects to comprehend individuals' views, background and experiences. It is also referred to as the phenomenological approach since it outlined the meanings of a lived experience (Neumann, 2013). The sampling method for this study is the purposeful sampling method. This method allowed the investigator to purposefully select study participants for this study. The participants were chosen randomly based on their willingness to participate in the study. The most suitable participants for this study were teachers who are at the frontline in teaching special needs learners. Creswell et al., (2017) outlined that using interviews allows for leeway of controlling the study from crashing the motivation behind the study and giving an opportunity for testing what institutions inquire about. The collected data was analysed using the thematic content analysis method. Data analysis is the central part in qualitative research since analysis produces the results of the research. Sunday (2013) opined that the thematic data analysis methods involve making sense of the data generated from the interviews and thus developing themes that inform the findings.

1.11 Theoretical Framework

In this study the researcher made use of two theoretical approaches. The theories that will inform this study are the Ecological Systems Theory and Social Constructivism Theory. The rationale of choosing these two theories is because they are adequate in providing the research with a

theoretical lens to gain deeper understanding of the research area. Bronfenbrenner's Ecological Systems Theory informs this study, since it is a well-developed theory that intensifies the relationship between human beings and the reciprocities between groups of people within the environment. This relationship is considered as a whole, since it emphasises an understanding of the relationship and interdependency among systems. The Ecological Systems Theory is applicable to this study as it emphasises the notion of collaborative education between all stakeholders involved in the education of a special needs child. Educators, as they are the closest people to the learners, form part of the micro-system and directly influence learners the most.

This study has also adopted the Social Constructivism Theory to help in understanding challenges teachers' experience when teaching learners in special needs schools. Social Constructivism is a theory of knowledge in sociology and the communication theory that examines the knowledge of the understandings of the world that are developed jointly by individuals (Roth, 2001). This theory explains how knowledge is built from experience and modified through experiences and interactions that takes place through what an individual experiences, from his or her own environment in a way of absorbing information. In the study by Woolfolk (2007), learning is meaningful when an individual's experiences co-relate with the existing information. When new information is connected to the old knowledge it results in meaningful learning. The existing knowledge learners have assisted them in understanding and interpreting new information and constructing new knowledge.

1.12   Location of the Study

This study was conducted at a pre-vocational school within the KwaZulu-Natal Department of education in the Umlazi district. The school is built in the urban area suburb of Durban, 5 km away from the west Central Business District (CBD). The school was built in 1969 and has been in existence for the past 50 years. The school has been chosen based on their historic importance amongst other special schools in South Africa. The school is one of the biggest and advanced pre-vocational schools in Durban. It has transformed over a period of years to meet the needs of its learners and to be in line with changing times. The school is Co-Ed and has an enrolment of 720 learners, consisting of boys and girls. Learners enrolled in the school are largely learners from middle class to the lower socio- economic groups. The school admits both male and female

students with learning difficulties and behavioural challenges. Due to a high learner population in these schools in the Umlazi district, the teacher ratio is 1:20.

1.13 Significance of Special Needs Education

This study is of significance to teachers of special needs learners as they are the ones who play a major role in the teaching of these learners. Teachers would benefit from this study as it would identify challenges they face in special needs schools and how they have resolved and addressed those challenges. This study will expose teachers to various teaching methods as the majority of them do not have an appropriate training to teach in special schools. They therefore struggle in delivering subject matter. This was supported by Skinner, (2016) who mentioned that teachers in special needs schools are faced with a challenge of coping with diverse needs of learners, insufficient training, lack of funding, shortage of time, heavy workload, as well as lack of parental support. Engelbrecht et al., (2016) attest to this by stating that Inclusive Education in Africa is faced with a huge number of under qualified teachers, insufficient resources, poverty and shortage of human and material resources.

This study is also significant to principals, as the managers of the schools; as they have the responsibility of supporting teachers with their work in the teaching of special needs learners (Sider, Maich, & Morvan, 2017). As school managers they must give assurance that the school is conducive for teaching special needs learners. Sider et al., (2017) mentioned that principals must ensure that they assist teachers in establishing strategies that will help to support special needs learners with their learning. They need to organise teacher developmental workshops, which will help teachers to develop skills that will help to support students with special needs in their classrooms.

Higher education systems in their programmes must become inclusive in order to meet international commitment and international frameworks (Thompson, 2020). These education programmes must adapt in-training teachers for special needs learners. Inclusive programmes that embrace people living with disabilities will build a better world for people and our planet by 2030. These inclusive programmes of Disability- inclusive higher education can play a major role in addressing societal imbalances and finding solutions to global challenges.

1.14 Limitations of the Study

This study had a few limitations. The first one was that some teachers were not willing to participate in the study due to reasons unbeknown to the researcher. Even when some had been influenced to engage, some ended up pulling out and this caused challenges in the data gathering phase. It was not easy for the researcher to access information from participants.

The second limitation of this study was that it is only focused on one school with all study participants coming from one school. This makes the findings very limited in terms of representativeness of the population of special needs teachers in Kwa Zulu Natal (KZN) and Durban, in particular. Therefore, the generalisation of the findings would be restricted, as frequently occurs in studies that undertake a more qualitative approach. However, some other readers and researchers would accept this investigation that explored case studies that had a strategic relevance to general problems in education (Govender, 2015) and (Jon & Greene, 2003).

1.15 Sequencing and Delineation of Chapters

This section of the dissertation delivers the succession of chapters. The dissertation is therefore diverged into five chapters and is outlined as follows:

Chapter One: Introduction and Background of the study

Chapter one provides a summary of the study. It sets the scene and the tone by introducing and giving background to the study and insight into the intentions of the research. Chapter one further explains the focus of the study, which is focusing on teacher Inclusive Education, and teacher beliefs in the teaching and learning of pre-vocational learners. Subsequent sections deal with the statement of the problem, the rationale, the research questions, and the significance of the study. The conclusion of this chapter offers a brief synopsis of the research design and methodology explored in this study and lastly the limitations of the study.

Chapter Two: Literature Review and Theoretical and Conceptual Frameworks

This chapter begins by delivering an idea of Inclusive Education and as it is explained by various scholars who have studied this subject area before. The aforementioned discussed, forms the basis and context so as to comprehend teacher experiences and beliefs. It then discusses teacher experiences and beliefs about teaching, teacher beliefs about learning, about student learning as well as teacher beliefs about learner performance. This chapter presents a brief comparison of the

application of special needs education in three countries, namely, South Africa, Zimbabwe and Canada. The chapter concludes by reviewing studies conducted by different researchers in the field of special needs education and the findings that emerged from such studies. This chapter also introduced a review of the theoretical framework of this study.

Chapter Three: Research Design and Methodology

Chapter Three explains the research design and methodology of this qualitative study, which is situated within the interpretive paradigm. The study was an exploratory study that looked into special needs education and teacher experiences and beliefs about teaching and learning, in a selected special needs school in Durban, KwaZulu-Natal, in the Umlazi district.

The research further discusses the data collection procedures that were followed when collecting data, as well as data analysis procedures followed when analysing data. The researcher concluded the chapter by explaining the issues of validity, reliability, as well as ethical considerations made when this study was conducted.

Chapter Four: Data Presentation and Analysis

This chapter outlines the data collected during the interview process outlined in Chapter Three. This chapter pays attention to data analysis, dealing with the exploration of teacher beliefs and teaching and learning of special needs learners. Four themes emerged from the data relating to the above focus area. The data based on the four themes is presented and the findings that emanated from that process are discussed.

Chapter Five: Conclusion and Future Trajectories

Chapter Five concludes the study by reflecting back to the questions and objectives which underpin the study as outlined in Chapter One. The chapter brings the report to a close with a summary of the main findings, relative to the research questions posed at the beginning of the study. This chapter also presents the study recommendations and future areas of research to be considered.

1.16 Conclusion

This chapter outlines the background and introduction of the study, and key aspects including the purpose of the study, the problem statement and rationale of the study, study objectives and

research questions are discussed. The aim of the study is to explore teachers' experiences in the teaching of special needs learners. The study scrutinises various teaching methods teachers used in teaching special need learners in a special needs school and how these influenced the learners' performance.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

In this section of the study the researcher will explore literature related to the study, conducted elsewhere by various scholars. The first part of the chapter introduces the idea and notion of special needs education. It then goes on to discuss and unpack the concept of Inclusive Education which is different to special needs education. The literature also put more emphasis on teachers' experiences in providing education for special needs learners in pre-vocational schools. The research will also explore various challenges confronting all stakeholders within Inclusive Education and also examine teaching methods teachers use in teaching special needs learners in pre-vocational schools. The literature review will finally explore how Inclusive Education is conducted in different countries using South Africa, Zimbabwe and Canada as case studies. Lastly, the chapter will present a theoretical framework of the study.

2.2 The Concept of Special Needs and Special Needs Education

Prior to 1994, 80% of children with disabilities were not enrolled in mainstream schools (DOE, 2001). South Africa had a divided education system for its segregated racial groups. For each education system there was a dual system. There were special schools education which catered for learners with special needs, as well as mainstream schools with special classes within the schools for learners with special needs. The only beneficiaries of that special education were the minority group of white learners since other races did not have such privileges within their schools and communities. The special needs education system was designed for children who needed a high level of support and intervention that was provided in a special school setting. Hussein and Maarol (2017), noted that special needs education was an unstable and variable domain and constantly evolving as it was intended to provide for the needs of special children.

Special needs education has its roots based on oppression, discrimination, and inequalities in terms of resources, funding, and quality education for all (Smyth, Down& Mclnerney, 2014) as cited in (Engelbrecht et al., 2016). Kamga (2016) supported this by stating that special schools were segregated along racial lines of minority white learners with disabilities, receiving special preference, while other races of challenged learners were dumped into segregated, under resourced education centres and forgotten because of their condition of having special needs. Nobody took

the initiative of embracing and accommodating them into a mainstream school. Policies of special needs education hampered special needs learners in attending mainstream schools and these learners were placed in a separate environment, as their education was mainly based on a medical model of diagnosis and treatment of learner deficits (Engelbrecht et al., 2016). Special needs education is dated back to the South African Human Rights Constitution of 1996, which legally adopted basic human rights for all, that included children with diverse needs and abilities and those that were excluded in terms of race, language or culture in the past (South African school act 84 1996, DOE, 2001, Dreyer 2017).

Based on previous experiences countries like South Africa and other African countries have their special needs education provided to neglected education centres, which were perceived as the dumping sites for learners who have diverse disabilities and have difficulties in learning. In these special schools no one took into consideration the diverse needs of these learners, and their academic progress was not a priority to their teachers or government. Engelbrecht and Muthikrishna (2018), attest to this by stating that in these special schools challenged learners were judged for having an individual deficit, and it was believed that special needs learners were incompetent in achieving from an education system that existed. Few exclusionary offensive terms have been used to describe special needs education or special needs learners. Engelbrecht et al., (2018) list some of these discriminatory concepts as follows: special needs learners, learners with learning difficulties, learners with psychological barriers, remedial learners, disabled learners, learners with learning barriers and many more.

Terzi (2008) cited Engelbrecht et al., (2018) stated that philanthropists and other religious bodies took action for people with disabilities by organising charity foundations that were assisting them. Even though there was support from philanthropists and charity organisations that support children with diverse disabilities, the previous government of South Africa mistreated these learners. These learners were vulnerable to societal discrimination by their families as well as their society members, who misjudged them as being unfit and unable to do things that can be done by people without disabilities. Therefore, special needs people were not given respect and equal attention as their counterparts without disabilities (Thomas, Gradwell, & Markham 2012) cited (Oyintongo, Robert& Uzobo 2018). This was supported by Chimedza and Peters, (2008) as cited Oyintongo et al., (2018) who proposed that special needs children were badly treated and less appreciated by

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their own families and communities, who traditionally viewed disability as a sin, a spell or displeasured by ancestors. In countries like Zimbabwe all children born with impairments were perceived as a bad omen from the ancestors and women were blamed and judged for giving birth to such children.

Winter and Raw (2010:5) as cited Magumise and Sefotho, (2018), stated that special needs education was an education system that was provided in a segregated environment for children with disabilities. In support of this Reynolds and Ainscow (1994) as cited (Magumise et al., 2016) stated that special needs children were placed in divided specialised centres for their education. Kamenopoulou and Dukpa, (2018) further postulated that special needs children were marginalised and discriminated against and they were not provided with a chance to fulfil their desired goals in a mainstream school environment. Tyobeka, (2016) a former deputy director general of education in South Africa concurs with this, by stating that special needs education centres exposed the damages of apartheid. Srivastava, De Boer, Jan Pijl, (2013) as cited by Wapling, (2016) suggests that special needs learners have never been the main concern to the previous government. Kalenga & Fourie, (2012) as cited Wapling, (2016) stated that the past education system of South Africa poorly served children with disabilities. Wang, (2009) as cited in Chitiyo, Hughes, Changara, Chitiyo, and Montgomery, (2016) supported this by stating that special needs children received their education in a separate environment from other children without disabilities. Florian, (2008) as cited Chitiyo et al., (2016) concurs with this by stating that special needs education was one system where children experiencing difficulties in learning were excluded from the type of schooling that was available to their peers of the same age.

 Majoka (2005), Mpofu et al., (2007), Mutepfa, as cited Majoka (2007) described special needs learners as individuals having visual impairments, mental retardation, emotional disorders, orthopaedic impairment, autism spectrum disorder, brain injuries, learning disabilities and many other health disorders related to impairments. These disabilities according to Kamga, (2016), hampered the daily functioning of these learners which resulted in learning disabilities. To accommodate these learners, special needs schools were designed to cater for their needs since mainstream school education was assumed to be a challenge for them. Thomas, Walker and Webb (1998) as cited in Magumiseand Sefotho, (2018) stated that special needs children were perceived as individuals who were not capable of benefiting anything from the mainstream education.

UNICEF-Bhutan's latest annual report (2015), noted that before a period of active disability movement, disability was perceived as emerging from the restrictions of an individual. Kamenopoulou et al. (2018) stated that teachers perceived these learners as being different and unable to carry out duties like other people.

With the aforementioned arguments by different scholars, it is noted that special needs learners with their special education was not the primary goal, since some of these learners did not even attend schools and they lived in isolation as they were stigmatised by both teachers; families and their peers. De Boer et al. (2012) cited Wapling (2016) postulated that there was a lack of social acceptance directed at these learners which impacted negatively in the provision of their education. Ajuwon (2012), Campbell, Gilmore and Cuskelly (2003) Parasulam (2006) as cited in Chitiyo et al.(2016) postulated that special needs learners have the right to benefit full experience; with needed modifications and support, alongside their peers without disabilities who receive general education in a mainstream school setting. These children have similar needs to their peers and deserve education that is in line with their capabilities and disabilities, in order for them to contribute to their communities and personal growth.

This approach of dividing an education system that places children with disabilities in separate teaching and learning environments away from their peers, was deemed inadequate and narrow by scholars such as (Engelbrecht et al., 2016). This approach restricted learners from engaging in certain activities as their inabilities were perceived as human normality (Terzi, 2010) as cited in (Engelbrecht et al., 2016).

2.3 The Concept of Inclusive Education

 In this section of the chapter the concept of Inclusive Education will be introduced, which is based on the constitution of the Republic of South Africa Act 108 of 1996 (RSA, 1996b), which protects the values of justice, democracy and human rights for all citizens and allows them to have full participation in a broader inclusive society. Kamga, (2016) further stated that this includes the adoption of legislative and policy framework and the Bill of Rights, which is a cornerstone in the rights of all children to benefit equally in education regardless of their individual diverse needs or disability, strengths and weaknesses. Children must have access to education at all institutions (South African School Act 84, of 1996). Inclusive Education is rooted back to the debate on

disability and the justification for adding challenged learners in a mainstream education (Dreyer, 2017).

Engelbrecht et al., (2016) describe Inclusive Education as a global movement that emerged in the past 30 years in response to exclusionary policies towards learners who were perceived as different by an education system of the past. White Paper 1, (1995) and South African School Act, (1996) develop a foundation to ease a paradigm shift with regards to differences in learning needs in classes from a medical deficit model to a social model (Muthikrishna et al., 2000) as cited in (Engelbrecht et al., 2016). These two educational documents were given directives to begin and perform Inclusive Education on White Paper 6 of education and training (DOE, 2001), which stresses the inclusion of all learners in mainstream schools irrespective of their diverse needs. This document White Paper 6, (2001) awarded equal opportunities to all learners regardless of their diverse needs and disabilities to learn alongside their peers who do not have disabilities. This was an excellent paradigm shift as it gained visibility to the rights of people and learners with or without disabilities.

The Global World Education forum (2015) that gathered at Incheon, in the Republic of Korea, approved and adopted an Incheon Declaration for education 2030, which set a new dream for education that will steer towards equal, quality Inclusive Education, with lifelong effective learning outcomes for all, United Nation Educational Scientific and Cultural Organisation (UNESCO, 2016). With democracy in place, education for all was a buzz word and became a rallying call for the new democratic government of South Africa. Unfortunately, this quality education was threatened by insufficient teacher training and impoverished condition of schools, United Nation Educational Scientific and Cultural Organisation (UNESCO, 2016). The democratic government of South Africa had the intention of democratising all important fields of the country and recognised education as a priority area that needs an urgent transformation. With all the commitment from the government, and all other stakeholders, education has been proven to be unattainable for many sections of the South African population, especially the many who live with disabilities.

The socio-political and historical contextual factors of the apartheid political dispensation are the major issues in the practicing and implementation of Inclusive Education in schools (Mfuthwana, & Dreyer, 2018). As South Africa forms part of the global world they commit themselves to move

away from an education system that was based on socio-political and historical contextual factors of apartheid. A socio political dispensation that divides learners on the basis of race, ethnicity, class and language, into Inclusive Education, which is now the foundation of the education policy that favours learning for the diverse needs of learners and the main focus of policy makers throughout the world (Ferri, Florian, Kershner, Kozleski, Artiles, & Waitoller 2014). This coalition of the South African education system constitutionalised the passing of the South African Act of (1996) (Republic of South Africa RSA, 1996). This study reviews inclusive education within South Africa, in comparison to one African country and one international country.

In South Africa Inclusive Education is in line with the introduction of the democratic government based on social justice, which has an intention of disassembling division in the education system. The establishment of Inclusive Education has its foundation on embracing and accommodating all children with diverse needs and who were prohibited in receiving education in a mainstream school (Dreyer, 2017). This includes learners that were excluded because of their race, language or culture (DOE, 2001). This paradigm shift in the education system is in line with UNESCO, (2008), which outlines that Inclusive Education is a process that is aimed at providing quality education for all and involves changes and modification in content, approaches, structures and strategies, with a common vision of teaching all learners.

Inclusion is an expression of the individual human rights and social justice and its origin is based on the human rights movement. It is a reflection of the development of changes at all levels starting from gender, race, language, sex, religion, conscience, beliefs, colour, sexual orientation, socio-economic background, cultural origin, level of educational achievement and disability (Republic of South Africa, 1996a). Parkash and Hooda (2016) expressed that, Inclusive Education has evolved as a movement to challenge exclusionary policies and practices and has gained momentum over the past decade. Dreyer (2017) further stated that Inclusive Education forms a central part of democratisation and change of the education system.

Furthermore, Inclusive Education has become the most effective approach to address the learning needs of all students in a regular school and classroom. This implies that inclusive schools educate all children in a learning environment that put more emphasis on equity-based on inclusion of all children, where each student is viewed as a valued member of his or her neighbouring school and

is offered the support needed to fulfil social and academic goals (Gross, Haines, Hill, Francis, Blue-Banning & Turnbull, 2015).

From the aforementioned explanations, it emerges that Inclusive Education is a process that involves different stages and not an event. This literature suggests that Inclusive Education is about creating an enabling conducive environment for all learners to learn, irrespective of their diverse needs. It can also be deduced that Inclusive Education enables education structures, systems and methodologies to change, so as to accommodate the diverse needs of all learners. Dreyer (2017) stated that one of the popular views about Inclusive Education is that it's about integrating learners with special needs into a mainstream learning environment, together with learners without special needs, just admitting learners with disabilities in the mainstream school. Incognisance with this Nyarai (2016) argued that Inclusive Education is more than increasing the favourable school climate, curriculum, infrastructure and support, to address the learning deficiencies presented by learners living with disabilities. Engelbrecht et al., (2015) suggests that the Inclusive Education system is an education system that embraces and accommodates the diverse needs of all learners regardless of their disabilities, capabilities, culture, gender or language.

Makoelle (2016) perceived Inclusive Education as a vehicle that will bring transformation in the South African education system. However, it is important to note that it is the experience of those involved in it that will give it meaning and purpose. Walton (2016) concurs with this by emphasising that Inclusive Education is viewed as a radical change in the whole of the education system. For the purposes of this study, the meaning will be determined by the schools to be studied.

2.4 The Development of Inclusive Education in South Africa

South Africa as part of the global world followed international countries by shifting away from special schools education that segregates learners into the Inclusive Education system; hence South Africa differs in the extent of political and philosophical influence (Swart & Pettipher, 2016). With democracy in place Inclusive Education was the priority and became included in South African education politics, which resulted in the establishment of inclusive policies and guidelines (Engelbrecht et al., 2016).

Education for all was the main concern for a democratic government of South Africa. The National Committee on Education Support and a National Commission on Special Needs in Education and

Training were submerged in (1996) to explore conditions with regards to education and the support of learners with special needs (DOE, 1997). Engelbrecht et al. (2017) concurs with the above by stating that two major events, which were the development of the democratic society and the rise of the global movement towards Inclusive Education, led to the development of a transformed education system in South Africa that favoured inclusion, and allowed all learners to have access to education regardless of their disabilities.

Swart et al., (2016) suggested that South Africa has a main focal point of recognising human rights; equal opportunities for all that will favour strategies and policies that highlight an education system that responds to the diverse needs of all children to achieve their full possibilities. This transformation in the education system led to the development of EWP, 6on Special Needs Education building an Inclusive Education and Training system (South Africa, 2001). The basic foundation of the education EWP, 6 was to move away from a medical model approach and stigmatised terminology, such as special needs, to a more socio ecological model, which creates more awareness of diversity of intrinsic and extrinsic barriers to learning that could prevent learners with the unique South African context. Draft documents and policies were drawn with an intention of implementing Inclusive Education into practice. One national Department of Education which is the Department of Basic Education, replaced the nineteen (19) previously distinguished departments with an intention of equalising education into a new system.

Since schools were not funded equally, low income schools were offered a high proportion of government subsidy (Lam, Ardington & Leibbrant, 2008). The DOE (2005), DBE, (2010a), (2010b), (2014) established policies that supported well-resourced mainstream schools to special schools as resource centres, National strategy on Screening Identification, Assessment and Support and guideline programmes for a more inclusive curriculum. Stofile and Green (2007), Walton and Rusznyak (2014), Wilderman and Nomdo, (2007) as cited in Engelbrecht et al., (2016) suggested that teacher-education programmes that prepared teachers for inclusion were to be in place by having additional modules on disabilities and specialist support strategy. An education system that supports integration for all and demolishes exclusion in all aspects of life, known as Inclusive Education, was approved by the Salamanca statement (UNESCO, 1994).

The Salamanca Statement and Framework for Action was signed by 92 participating countries who agreed that it was the most influential document in recent times in Inclusive Education (Ainscow

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1999). The Statement paid more attention to the progression of Inclusion in schools in connection with the global goal of achieving education for all. Through the Salamanca conference, schools were able to accommodate all children irrespective of their social, intellectual, physical, language, mental or any other condition. Inclusive Education was an international interest and challenge to fulfil equity, values of the rights to education and freedom from discrimination (RSA, 1996a).

Developing African countries have made a variety of efforts to fulfil their commitments of Inclusive Education, as it was stipulated by the Salamanca Declaration of 1994 (UNESCO, 1994). South Africa, as part of the global community, dismantled segregation in its education system and engaged in an education system that aims to achieve and deliver education for all children, irrespective of their disabilities. In South Africa Inclusive Education has its origin from a rights perspective that was enlightened by liberal, critical and progressively democratic thinking. It emerged as part of an exercise of changing South African education to be more democratic and inclusive.

Inclusive Education has its deep roots based in parental activism in the 1960s and 1970s, where parents of disabled children were not happy with the division in the education system. Dyson and Forlin, (1999) as cited Walton, (2018) noted that children received education in a separate environment compared to their peers without disabilities. Parents and other human rights activists claimed the inclusion of all children in the mainstream school settings irrespective of their disabilities, for them to enjoy equal benefits in education (Walton, 2018).

Before the election of the democratic government, the education of South Africa was characterised by inequalities and discrimination until the recent years, where the democratically elected government introduced the new education system that catered for all South Africans on an equitable basis. South Africa moved away from the segregated education system of an apartheid period which only provided special education and support to the minority group of children of this country, towards a diverse, economically and socially empowered society.

The new education system accommodates and respects all children regardless of what challenge or disability they may be facing; they are treated similar to their counterparts without disabilities and have access to equal education. The Constitution of the Republic of South Africa, Act No. 108, (1996) emphasises and stipulates the provision of education for learners with disabilities. The

new education system was drawn and highlighted in Education White Paper 6: Special needs Education (DOE, 2001). With the new education system policies, barriers and exclusion to learning will be addressed and catered for. The policy of Inclusive Education is in line with Section 9 of the Constitution of the Republic of South Africa, which grants equality to all citizens of South Africa.

South Africa like many other global countries chooses to move away from an education that discriminates against learners according to their disabilities, into Inclusive Education. Those who favoured transformation and want to see equity in the South African education system were engaged in many discussions to ensure that there was reformation and inclusion in the South African education system. Swart et al., (2016) perceive Inclusive Education as an education system that allows equitable and quality accessible education for all learners with special needs to a mainstream classroom, regardless of their race, ethnicity, language, socio-economic status or disability.

Inclusive Education policies are part of the global strategy that aimed to transform the past education system that had so many inequalities. Engelbrecht et al., (2015), Srivastava, de Boer, and Pijl (2013) concur with this statement by stating that Inclusive Education is viewed as being not only accessing education but also acceptance, participation, and promise of quality education for all. This suggests that inclusive schools and classrooms must be places that integrate and maintain learning for a diverse range of learners. This suggestion relates to what the teachers are doing in their daily teaching, where various learning needs for diverse learners are put into practice.

 A treaty that globally expands Inclusive Education was signed and adopted by the Salamanca statement (UNESCO, 1994). South Africa, as part of the global world, commits itself to this treaty as it was required by the UNESCO, Salamanca statement and framework for action on special education. This extends the access and participation of all children in education and decreases exclusion in education. This explained that inclusion should mean that everyone is respected, accommodated and valued. With Inclusive Education the delivery of education for challenged learners will be based on the level of assistance, that learners' needs are received to address their shortcomings.

The DBE (2009) set up a division of inclusive schools into mainstream schools, which aimed to provide education for all learners who are in need of a low level of support. These learners would be placed in their neighbouring schools with educators who will meet and fulfil their diverse needs, while learners that require average support would attend full service schools and those learners that need high or in-depth assistance would be placed at special schools, which will also serve as the resource centre for ordinary mainstream schools and full service schools. Resource centres would have Inclusive Education outreach teams, which will render services to schools by responding to teachers' contextual needs.

Restructuring of South African education was established nationally, provincially, at a district level as well as at the school level. Thembeka, (2016) stated that within the schools individual learner support teams (ILST) were introduced with the intention of equipping teachers with skills on how to assist learners who experience barriers to learning. Buyisani, (2016) attests to this by stating that these teams were to restructure education programmes, in such a way that strengthens a full comprehension of inclusion. Teachers' collaboration was emphasised to all schools and this was perceived as a way of exchanging ideas among teachers which would benefit learners with barriers to learning (Mclesky,et. al, 2015).Oludare, Bosede, Alade, and Abiodun, (2018), further postulate that for effective and positive results schools need to work in collaboration with communities and societies so as to strengthen learning. Lawal, Oduwaiye and Murtala, (2015) concurs with this by stating that schools cannot function independently within society as these stakeholders both play an important role in educating children.

This above information concurs with the study by Taylor and Francis, (2012) citing Dyson, Farrell, Polat, Hutcheson and Gallannaugh. (2004), who argues that Inclusive Education practice should be developed as close as possible to local communities, and learners who require a low level of support should attend schools in their neighbourhood, assisted by teachers who will meet and fulfil their diverse needs. Teachers as protagonists of education in South African schools should perform their day to day duty of responding to national and global interest for the improvement of Inclusive Education, by accepting and engaging all learners in quality education for all, as it was stipulated in EWP, 6 (DOE, 2001) and they are expected to execute Inclusive Education by showing their preparedness to teach in the context of Inclusive Education.

2.5 Inclusive Education in the Context of Zimbabwe

Comparison with Zimbabwe is because they have an outstanding basic education system with a higher literacy rate of 99% for their young people, aging from 15-34 years (Zimbabwe National Statistics Agency, 2016b). This exceptional level of literacy is accredited to the post-independence policies that stress education for all and introduce training opportunities for all citizens (Zimbabwe National Statistics Agency, 2016b). Zimbabwe is also one of the very few countries on the African continent where over 90% of schoolteachers have a college degree in education (Mutepfa et al., 2007 as cited Chitiyo et al., 2019).According to the Zimbabwe National Statistics Agency, (2016) 95% of males ranging from 6 years and older attended school in comparison to 91% females. Zimbabwe is one of our neighbouring countries located in the Southern region and a member of the Southern African Development Community [SADC] and also there is both formal and informal cross-border movement of teachers within SADC (Ranga, 2013). As tertiary institutions, such as universities, in different countries reserve 5% of students admission from other SADC nations and there is an agreement to promote exchange of expertise in areas such as teacher training (Southern African Region Universities Association, 2009, p. 10).

The researcher wanted to see if Zimbabwe uses a similar Inclusive Education style, where students with disabilities were added into the general classroom, and a sequence of placements is kept for students who may require such arrangements (Mutepfa, Mpofu, &Chaitaka, 2007) and (Chitiyo et al., 2019). The objective is to highlight whether or not the quality of their education system extends to Inclusive Education. Another reason was to identify important professional developments rendered by the government to all teachers for effective Inclusive Education in schools. The researcher attempted to identify the teachers' challenges and their specific needs for effective implementation of Inclusive Education for both countries, South Africa and Zimbabwe.

Zimbabwe as part of the global world bind themselves to various Inclusive Education charters, as it was stipulated by UNESCO Salamanca Statement and framework for action on special education (UNESCO 1994), as well as other international charters, conventions, statements and agreements (Chakuchichi 2013, Chireshe 2013, Deluca, Tramonta, and Kett, 2013,Majoka 2005) as cited (Majoka 2016). To follow the example of other international and African countries, Zimbabwe re-organised their education system to the inclusion of many children with special needs into mainstream schools (Magumise & Sefotho, 2018). Children with severe disabilities, autism,

spectrum disorders are placed in a special school environment (Chireshe et al., 2012) as cited (Majoka2016). Statistically Zimbabwe's rate of literacy is more than 90% and is perceived as one of the highest regionally and internationally (UNICEF 2006). UNESCO (2014) attests to this by stating that Zimbabwe has been applauded for the greatest rate of literacy compared to all other countries in Africa, after gaining their freedom from Great Britain in 1980. Education management information systems (2004) proposed that 3million of the Zimbabwean children are in school including a considerable portion of learners having disabilities (Magumise et al., 2018). Having said this Magumise et al., (2018) stated that Zimbabwe is not well prepared for Inclusive Education.

Comparing the two countries, South Africa (SA) and Zimbabwe, South Africa has White Paper 6 (2001) which guides and directs the Inclusive Education of the country. EWP, 6 (2001) gives an overall survey on what Inclusive Education entails, and on what is expected from all stakeholders in education. EWP, 6 (2001) explains how to do screening, identification and assessment of learners with the diverse needs and how to admit them into full service schools, special schools and regular schools. The South African EWP, 6 (2001) indicates all plans and mediation programmes that can help educators in managing and dealing with the diverse needs of learners. EWP, 6 (2001) clarifies how the curriculum will be administered, and how the human resources will be established. This policy also gives more details on the position of special schools in an inclusive environment.

Buyisani (2016) stated that unlike S.A, Zimbabwe does not have a specified policy on Inclusive Education. Zimbabwe has related acts that align them to Inclusive Education, such as the Education Act of 1996, Education secretary's policy No. P36 of 1990 and the Zimbabwe Disabled Person Act of 1996, which advocates non-discrimination of people with disabilities in terms of accessing education, employment, recreational equipment, community and social services (Chireshe 2013) as cited (Chitiyo et al., 2016).

An educational placement of children with disabilities in Zimbabwe is guided by policies, such as the 1987 policy of integration policy circular 36/ 1990, and circular No. 3/ 89 (Chitiyo, 2008) as cited (Chitiyo, 2016). To promote an Inclusive Education system, Zimbabwe abides by the acts that align with civil rights of persons with disabilities (Majoka 2016, United Nations 2006). Inclusive Education in Zimbabwe is provided under the umbrella of the 1994 Salamanca and

framework for action on special needs education. Mutepfa, Mpofu, and Chaitaka (2007) as cited by Chitiyo (2018) perceived that inclusion as an instrument of terminating barriers that might stop students from engaging in a mainstream school, community and work settings.

With the lack of a policy on Inclusive Education (Buyisani, 2016) postulated that Zimbabwe as a country is experiencing many challenges when it comes to implementing Inclusive Education. The lack of knowledge with regards to the policy on Inclusive Education has created a situation where the execution of Inclusive Education is unsuccessful in schools. Teachers as major role players in education and other stakeholders have negative attitudes towards Inclusive Education and this impedes its progress in schools as well as within communities. Engelbrecht et al., (2016) revealed that across all African countries the challenge that hinders the implementation of Inclusive Education is the lack of trained teachers, poverty, insufficient human resources and material resources as well as overcrowded classes.

This literature suggests that across the two African countries of South Africa and Zimbabwe, they both face similar challenges in practicing and implementing Inclusive Education in their schools. Both countries have insufficient trained staff equipped with skills to teach learners with diverse needs; teachers do not have adequate skills of managing their classrooms and do scaffolding strategies for assisting challenged learners. Schools do not have appropriate resources suitable for teaching and learning of special needs learners (Majoka et al., 2016). Few existing resources available in schools are only appropriate for teaching children without disabilities (Majoka, 2016). Education for all stated that special schools are located far away from children's place of residence therefore parents are required to organise and pay for transport that will transport their children to schools.

To be parallel to other world countries, Zimbabwe executes a number of policies and legislation on Inclusive Education, such as the Zimbabwe constitution amendment number 20 of 2013 section 75, The secretary's circular number 7 of 2005, and The principal director's circular number 20 of 2011 (Chireshe et al., 2013) as cited (Majoka, 2018). All of these policies emphasised and authorised an inclusion of all learners with disabilities in general school education from pre-school education (Education for all, 2015). To spread these policies of Inclusive Education, Zimbabwe abides in accordance with the civil rights of a person with disabilities (Majoka 2016; United Nations, 2006).

These scholars also report that Zimbabwe experiences a deficit of lack of adequate human and physical resources, which in turn contributes adversely to attitudes among the teachers towards the implementation of inclusion (Mandina, 2012). This can be located within the broad context of a struggling Zimbabwean economy, which does little to develop Inclusive Education for the country.

2.6 Inclusive Education in the Context of Canada

Comparing the Canadian Inclusive Education system with Zimbabwe was based on the fact that Canada is a well-developed country with a better education system and well-resourced schools compared to the Zimbabwean education system. Unlike Zimbabwe, Canada has a mandatory policy that ensures that all provinces have equal access to education for all learners irrespective of their disabilities (Lyons, Thompson& Timmons, 2016). Grynova, and Kalinichenko, (2018) concur with this by stating that Canadian provinces have a freedom to administer their own affairs which make it easier for each province to control its education system. The education system in Canada is decentralised and is controlled by the Canadian charter of Rights and freedom 1982. This education system is spread throughout 13 provinces and administered by a territorial legislation policy (Lyons, 2016). Territorial authorities in Canada strongly support inclusion to be a delivery model in schools. Bunch, G (2015) noted that Canada is a well leading nation in the field of Inclusive Education and disability.

The Canadian Charter of the Rights and Freedom of Canadian Human Rights Act (2017) were the legislative foundation for the beginning of inclusion in Canada. These documents affirmed that learners of different cultural backgrounds, race, and diverse disabilities have the same rights in the education system of Canada. These learners, according to these documents, have equal privileges of gaining equal security without prejudice (Sokal and Katz, 2015). To attest to this Inclusion Bc,(2015) proposed that students with diverse needs should attend mainstream schools in their home communities where they will be rendered with the appropriate support in their learning.

Lattanzio, Andrews, and Wilson, (2015) further elaborated that Article 24 of the convention on the Rights of Persons with disabilities on Inclusive Education has a foundation that emphasises that all children regardless of their abilities need to learn under the same roof in their home surroundings where they will be rendered with appropriate support in their teaching and learning. This literature suggests that across three countries' case studies they all used a similar approach to

introduce Inclusive Education, and it is deduced that the background of Inclusive Education is based on special needs education which separates learners with disabilities to learn in special segregated learning environments.

In comparison to two African countries, South Africa and Zimbabwe, Canada as a well-developed country has a smaller percentage of learners with special needs. The Canadian council on learning, (2009) postulated that 9% to 15% of learners in Canada are estimated to have special needs. The Canadian council further elaborated that 80% of students with diverse needs are in mainstream schools and spend at least 50% of their time there (Specht 2016, Miesera & Gebhardt, 2017). While countries like South Africa and Zimbabwe have a centralised locus of approach to Inclusive Education, hence Canada does not control its education federally (Specht , McGhie- Richmond, Loreman, Mirenda, Bennet, Gallagher, Young, Metsala, Aylward, Katz, Lyons, Thopmson& Clotier, 2016). The current mandate for all Canadian provinces and territories is to ensure an equitable access to education, to educate all students irrespective of their capabilities. Education in Canada relies on provincial law; therefore, it is the responsibility of the province that education is carried out successfully (Miesera et al., 2017). Sokal and Katz,(2015) proposed that the implementation of Inclusive Education varies from province to province unlike South Africa, where education policies are administered by the national government and directed down to the nine provinces of S.A by the government of the state.

In Canada some provinces, like Manitoba province, has an education system that embraces both academic and vocational programmes where students receive a high level of skills in special courses at Tech-vocational High schools. These educational programmes assist students in gaining work experience, opportunities in employment and apprenticeship programmes are received at High schools (Gebhardt et al., 2011) as cited (Miesera eta al., 2017). These programmes of education differ to South Africa where technical subjects are offered at Technical Colleges and students receive their apprenticeship after attending Technical College.

In the province of Manitoba, Inclusive Education is more important in their education system, therefore teachers are forced to do courses on Inclusive Education and there is existence of full inclusion, therefore all teachers have to deal with students experiencing diverse needs and they are required to embark on 60 contact hours of course work on the diverse needs education (Sokal et al., 2015). This arrangement of Manitoba province prepares the teachers for their future careers of

teaching students with diverse needs in a regular class. This plan of enforcing teachers to do courses on Inclusive Education is also different to S.A and Zimbabwe, where teachers are not forced to study courses that cover Inclusive Education; they only do this out of their own will. What is similar across these three countries is that they all offer courses on Inclusive Education at the university level (Sokal et al., 2015, Specht et al., 2016) Since education is the responsibility of the provincial government in Canada, there is no complete national programme that is utilised to carry out a firm consistent transformation policy nationally.

Although there are no special schools in Canada, Inclusive practice is on their legislation. Grynova and Kalinichenko, (2018) further stated that Canadian school boards are responsible for planning and scrutinising policies that carry out effective practices in education including Inclusive Education. About 38% of teachers in the teaching field are unhappy about their own teaching skills (Sokal et al., 2014) as cited (Miesera et al., 2017).McCrimmon, (2015) proposed that Canadian universities do not provide Inclusive Education programmes for their teachers and the (B.Ed) Bachelor in Education programmes in Canada do not include Inclusive Education. McCrimmon, (2015) further stated that only one university in Canada offers programmes that concentrate on an Inclusive Postgraduate Certificate. Teachers in Canada are trained in general education and they are mandated to develop their education by doing a certificate in order to become special education teachers (Specht et al., 2016). This literature indicates that across three case study countries teachers' attitudes are the main reason why the implementation and practice of Inclusive Education is progressing so slowly. Teachers doubt themselves and are not proud of their skills in practicing and implementing Inclusive Education in classrooms, due to the lack of training, they therefore find themselves not as yet ready to teach learners with diverse needs (Lysons & Timmons 2015).

Specht et al., (2016) proposed that teachers' education needs to be enhanced by training in different approaches and strategies of inclusion towards pre-service teachers. This training will benefit the teachers in gaining skills, knowledge, and attitudes in their practising and implementation of Inclusive Education. Viewing the experiences and challenges across three countries, it is noted that Inclusive Education has similarities hence, each country has its own policy on Inclusive Education. Sharma and Nuttal (2016) noted that teachers have insufficient skills inInclusive Education, and have negative attitudes towards it, they fail to control inclusive classrooms and

there is a lack of support from relevant stakeholders, which is the biggest challenge teachers faced. This literature indicates that across three case study countries teachers have similar experiences which are the main reasons why the implementation and practice of Inclusive Education is progressing so slow.

2.7 How Teachers are developed to Cater for Teaching in Special Needs Schools

Dreyer (2017) noted that South African teachers are faced with difficulties in practicing and implementing Inclusive Education, as they are not clear about inclusive policy and are not well trained on how to cope in an inclusive and diversified environment. To ensure progress in the implementation and practice of Inclusive Education, teacher development modules on Inclusive Education have been introduced by different Universities for teachers to further their education on special needs education, as well as qualifications and knowledge on Inclusive Education, which strengthen their practice in teaching and learning in an inclusive environment (Dreyer, 2017).

Mentor teachers boost new teachers' confidence; enhance alternative approach in their practice (Weber et al, 2013). Supportive teachers also play an important role in supporting and developing teachers, in teaching special needs learners in special school. Poni, M (2017) noted that these expert teachers shared their experiences, train other teachers, assist them in creating and monitoring an Individual Education Plan [IEP], direct the workshops on IEP and guide its implementation. These professionals escalate their knowledge with other teachers on how to reflect on what children have learnt and how children learn and put the values of Inclusive Education at heart (Poni M, 2017). World development report, (2018) noted that children learn and benefit anything valuable when school teachers work cooperatively with one another, use various learning strategies among learners as a tool to improve classroom learning and engage all stakeholders to bring systemic transformation in education systems.

Teachers, as important engineers in the curriculum development, were not given an opportunity to have input in designing, developing strategies and approach of the curriculum content, therefore they are not clear of the policy itself (RSA DOE, 2002). Teachers are developed by participating in high quality professional development programmes, which equip them with technique and strategies of dealing with the needs of an individual child in an inclusive classroom (Smit & Mpya, 2011). Curriculum development in South Africa was placed in the hands of a group of

specialistswho worked together and compiled the curriculum for teachers (Makoelle & Van Der Merwe, 2016). Teachers, as the navigators in formal teaching, develop themselves by doing team teaching, attending developmental workshops, which boost teachers in facing challenges regarding the diverse needs of their learners, assist them in comprehending the policy, implementing and practicing Inclusive Education (Makoelle et al., 2016)

With little or no training of teaching in special needs schools, teachers as the heart of the progressive process of educational matters, used their personal life experiences and learnt from one another in understanding new content knowledge (Fry, Ketteridge & Marshall, Kolb & Kolb, 2009). Nicholas and Williams (2009) stated that the content knowledge teachers gained over their years of teaching experiences assist them in engaging learners in their teaching and learning and treat them in a friendly manner. For teaching and learning to progress effectively, active learning and self-reflection are important factors of professional development (Clarke & Hollingsworth, 2002, Desimone, 2011, as cited Girvan et al., 2016). Teachers are required to reflect on their daily teaching and experiences in learning, share information within professional communities and use their personal experiences to learn.

 Teachers control their own professional and personal development by engaging on experiential learning, doing professional activities, such as teaching, research or sharing information with their colleagues. To ensure that communities have competent,skilful and expert teachers in areas around problem solving, education should be transformed from teacher centred into learner centred. This transformation will motivate teachers to serve various roles and develop professionally in their new role as information facilitators (Ifanti & Vassiliki, 2011) as cited by (Suryani& Widyastuti, 2015). Teachers provide themselves with more content knowledge, but also knowledge of controlling classrooms, generating materials and assessment, methods of teaching, directing their students' behaviour and self-development. Teachers then share information and learn from each other (Florian & Rouse, 2009) as cited in (Mintz et al., 2015).

Nicholas and Williams, (2009) stated that the content knowledge teachers gained over their years of teaching experiences assist them in engaging learners in their teaching and learning and treat them in a friendly manner. For teaching and learning to progress effectively, active learning and self-reflection are important factors of professional development (Clarke & Hollingsworth, 2002, Desimone, 2011, as cited Girvan et al., 2016). Teachers are required to reflect their daily teaching

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2.8 How South Africa is Poised to Provide Inclusive Education

Great effort has been put into place to prepare and equip teachers with relevant skills for Inclusive Education in South Africa (SA). Professional teacher development is important in order to keep a high standard of learning among students. South Africa developed a unitary education system, localised training for teachers in local institutions of higher training and changed curriculum to cater for the diverse needs of teachers (Makoelle et al., 2016). The execution of Inclusive Education assists South Africa in recognising and realising the constitutional values of the rights of education, equality, and freedom from discrimination and adoption of section 29 (1) 1996 of the constitution of South Africa, which states that everyone has the right to basic education. To ensure that Inclusive Education is executed effectively, South Africa developed and approved good policies for the education system which ensure that all children have equal access to education irrespective of their disabilities that they may face in learning (Nel, 2015). These policies also highlight a socio-ecological community-based partnership proposed to learning support in which contextual factors and influences are probed and taken into consideration with learners encountering difficulties in learning (DoE, 2001, 2005, DBE, 2010)

To develop teachers in their teaching, two policies (SIAS) Screening, Identification, Assessment and Support and (DBST) District Based Support Team were established (DoE, 2014). These two teams SIAS and DBST were created with the aim of steering an effective implementation and

practice of Inclusive Education matters. The SIAS team aims at providing quality education, give training towards Inclusive Policy, and provide any necessary support towards curriculum knowledge and differentiation, and made it an integral part to the national policies on teacher education and continual professional development in training teachers. SIAS are school based teams formed by school management, teachers, parents, care givers and community members.

Through SIAS policy document DBE, (2014) teachers had to decide on how the curriculum can be made available in their daily teaching practice. SIAS policy also allows teachers to screen, identify, assess and support all learners facing barriers to learning. School Based Support Teams, [SBST] DoE, (2014) was also established to frame the implementation of the assessment policy in schools. This policy also plays an important role in developing teachers with their teaching, especially those teaching in special need schools. Makoelle, (2014) further stated that the main aim of SBST is to capacitate teachers in creating helpful strategies that develop skills to address the diverse needs of learners experiencing difficulties in learning. A school-based support team is placed in schools and is used as a tool towards the establishment of inclusive culture, implementing and practicing policies through intermingling and the problem-solving approach. This team also provide support to learners, offer training programmes to teachers, identify and address learner support programmes and also liaise with District Based Support Teams (DOE, 2001).

To ensure an effective implementation of Inclusive Education in schools, the Department of Education also established DBST which comprises of officials from Special Schools Resource Centres (SSRC's) as well as officials from the District offices (DOE, 2001).The main function of this team is to ensure that education institutions, such as early childhood centres, colleges for further education, schools and adult education centres, received necessary assistance in addressing learning barriers and promote successful teaching and learning (DOE, 2005). This team also ensures that Inclusive Education is implemented effectively to all schools within various circuits (DOE, 2001). The DBST teams were appointed in all districts of education centres and their main task is to assist and build up skills required by teachers through support systems (Donohue & Borman, 2014). DBST DOE, (2014) also assist in developing teachers with their teaching skills and level of competence at the pre-service and in-service, in all spheres of Inclusive Education, such as pedagogy, classroom administration, curriculum differentiation, alternative assessment strategies, the use of technology devices and aspects regarding learner diversity in the class

(Donohue & Borman, 2014). Furthermore, Lebanon, Elsaheli-Elsage and Sawilowsky, (2016) noted that teachers struggle to manage diversity in classrooms and they therefore need development in this aspect. DBST ensures that schools within the district receive sufficient support across all areas pertaining to Inclusive Education. Teachers also network and form collaborations with trained professionals, gained knowledge from well experienced teachers, community-based workers and school management teams. Antinluoma, Ilomaki, and Lahti-Nuutila, (2018) proposed that collaboration as a characteristic of Inclusive School communities, should be intentionally refined across schools.

2.9 Criticism levelled against Inclusive Education

Although Inclusive Education has been globally accepted and has so many promises, it is not without criticism or limitations. Criticism levelled against Inclusive Education is that it is not rooted in Africa. It is perceived as a scheme based on colonialism, dominated by the philosophies from the Western countries' forms of wisdom and discourse, and forced upon global Southern countries (Walton, 2018). Therefore, the majority of people questioned its practicality and success for all students, especially of African countries.

Fanu, (2013), MacDonald and Dolgoy, (2013), Mukhopadyay, (2015) as cited Sharma, Forlin, Marella, and Jitoka (2017) attest to this by stating that Inclusive Education is a Western idea which is not easy to translate to non-Western communities. They further explained that Inclusive Education emanates from developed countries with rich resources and has been imposed on the countries of the South. Engelbrecht et al., (2018) suggested that implementing Inclusive Education to countries that had a traditionally marginalised education system is unfair since those countries have a history of insufficient funding, lack of resources, shortage of highly qualified professionals to support teachers, lack of trained teachers and many more hindrances.

Mahon et al., (2017) attest to this by further stating that it is not possible to implement Inclusive Education judging on the backlog of economic material arrangements of a country like South Africa and many under developed countries, which had so many imbalances, lack of resources and physical structures that may prevent the practice and implementation of Inclusive Education. Badat and Sayed, (2014) as cited Engelbrecht,(2016) postulated that there are still divisions in the access of schooling, children from middle to high income socio-economic backgrounds attend schools

that used to be reserved for only white children, hence the directing concept of Inclusive Education is to provide equal and quality education for all regardless of their diverse disabilities.

Children of the lower working class and poor rural environment attended poor, under-developed and under-resourced schools. Badat et al., (2014) as cited Engelbrecht et al., (2016) stated that social class and geographic location in contrast to racial discrimination, judged fair and equal chances of equal education and poor quality of teaching and learning still exist in those poor equipped schools.

This literature suggests that socio-economic imbalances hampered and create division in the provision of equal education for all in South Africa and the main obstacles towards the development, implementation and practicing of inclusive quality education for all. The scarcity of learning materials, insufficient technical equipment and overcrowded classes led to disciplinary issues, which also add a lot of high stress levels among teachers who have received little or no training in dealing with learning barriers (IE, Yeo, Chong, Niehart& Huan, 2014), (Hummel et al., 2018). Engelbrecht et al., (2016) contended that the above criticism levelled against Inclusive Education created a gap between visionary policy decree and its implementation in South Africa. Mahon et al., (2017) postulated that the prior arrangement of the economy may hinder the implementation and practice of Inclusive Education, arrangement of materials such as physical structures, and many more resources teachers need to utilise during teaching and learning time.

It emerges from Wapling (2016) that scholars have not found a uniform understanding of what Inclusive Education is or should be and this creates a situation where Inclusive Education is perceived as a concept that is simple in principles, whereas teachers find it practically difficult to implement and put into practice. Teachers as providers of education are faced with challenges of how Inclusive Policy should be implemented with reference specifically to children with special needs. There is also no fixed curriculum that caters for special needs learners in mainstream schools, as these learners receive planned work different to their peers without disabilities and therefore their standard of learning is not the same (Human Rights Watch, 2015), (The rights of children with disabilities alliance 2017). This may potentially threaten the right to education of others, by prioritising that of learners with special needs. The ambiguity ofthe Inclusive Policy impacts negatively towards teachers who have a responsibility of practicing and implementing Inclusive Education, as teachers are seen as custodians of education and are expected to have full

understanding of the policy. Teachers sometimes view Inclusive Education as the duty of specialistsand not theirs as they are sometimes not well prepared to teach learners with barriers to learning. Armstrong andSpandagou (2011) as cited Walton (2018) concurs with this by stating that Inclusive Education has an insufficient source of knowledge and is theoretically poor.

Makoelle (2016) stated that the mystery around Inclusive Education in South Africa revolves around teachers who are not sure as to what forms Inclusive Education, in a country with diverse ethnic groups of people. Another challenge teachers face is that Inclusive Education is planned in a way that classroom teachers are no longer on their own in handling learners, there are other para-professionals who work hand in hand with teachers and if a learner has a barrier that a teacher cannot handle, a specialist needs to be contacted to come and assist that learner. Badat et al., (2014) as cited Engelbrecht et al., (2018) stated that division still exists in the access of Inclusive Education, children from middle to high class income bracket normally go to former model C schools which have all resources.

They further postulated that children from a poor rural background and lower income class attended poor under resourced schools with no facilities to meet the diverse needs of learners. Badat et al., (2014) perceived social class and geographic location as other aspects that have a negative impact in an effective implementation and practicing of Inclusive Education in contrast to the racial segregation of the past. Donohue and Bornman (2014) as cited Engelbrecht et al., (2018) stated that schools were not clear on how to meet the proposed goals and how the policy should be advocated to all the stakeholders involved. This lack of advocacy led to lack of action by relevant stakeholders involved in the teaching and learning of children. While Inclusive Education is practised widely it is not without criticism or limitations, which have been ventilated in this section.

2.10 Positive Reports about Inclusive Education

The positive side of Inclusive Education is that it allows for fair and equal opportunities for all learners especially those who were placed in a segregated environment due to various disabilities. Yeo, Chong, Neihart, Vivian and Huan, (2016) concur with this by stating that teaching of special needs can provide teachers with an opportunity to have positive as well as rewarding experiences.

European agency (2016) postulated that teaching special needs learners can also provide teachers with an opportunity of witnessing a positive side of these learners who were stigmatised and marginalised by the majority of people in their communities as well as in mainstream schools. Inclusive Education fulfils the needs of all learners, who become positive and benefit more when they learn in their neighbouring schools, they develop socially and academically in an inclusive atmosphere. Villa and Thousand, (2016) postulated that educators, parents and community members all gain social cohesion, social tolerance and embrace their delivery. McCarthy (2006) concurs with this by stating that special needs learners perform academically better in a mainstream inclusive class in comparison to a student in a non-inclusive environment.

Anastasiou, Kauffman, and Nuovo, (2015) attest to this by suggesting that Inclusive Education brings equal benefits to learners where they ingress to differentiated support, individual assistance, assessment programmes and obtain teaching of learning that correlates to their capabilities and interests. Hehir, Grindal, Freeman, Lamoreu, Borquaye and Burke, (2016) attest to this by mentioning that learners with disabilities progress in their skills of reading and mathematics and have a great chance of finishing their secondary schooling. Villa and Thousand (2016) concurred to this by proposing that an inclusive classroom creates a friendly environment where learners academically support each other, appreciate one another and share one common goal of completing their education. This unity among learners produced a more relaxed and equitable environment for all of them. Engelbrecht et al., (2016) attest to this by suggesting that learners become part of the larger social fabric and networks that go along with school. Avramis, Bayliss, and Burden 2000, Thomazet 2009 as cited in Yeo, et al., (2016) highlighted that the transformation in teachers' attitude towards inclusion and embracing the values of non- discrimination and fairness granted to special needs learners is a joyful experience. The change, support and acceptance learners give to each other fulfil their teachers' wishes of teaching a unified class. Engelbrecht et al., (2016) suggested that learners develop friendships and they are protective of each other especially during break times, and they report to the teacher if one of them is badly treated during break time.

Dakada, Abongdia and Foncha (2014) as cited in Makoelle (2016) suggested that Inclusive Education requires teachers to change their mind set and adjust to new methods that embrace and accommodate the learners' diverse needs. Teachers noted that the one size fits all approach which they normally use, was not appropriate for teaching learners with diverse needs since it is an

approach that does not accommodate the diverse needs of learners in a diverse class (Westwood, 2013, Fox & Hoffman 2011). Makoelle (2016) proposed that the basic education right embraced in Inclusive Education is for learners to receive good education and not just focus on learners living with disabilities, therefore the definition should certainly explain a programme that offers and assists in receiving quality education for all learners regardless of their characteristics or background. Makoelle (2016) highlighted that if the focus is only on learners with disabilities, then Inclusive Education might be seen to be undermining the rights of other learners without disabilities.

Makoelle(2016) further contends that the inclusion of learners with special needs in the mainstream school has the potential of transforming the pace at which teaching and learning takes place. Learners can assist one another through peer mentoring. This peer mentoring can have a positive effect on their friends who are academically struggling. Peer mentoring can also boost their confidence and friendship. Inclusive Education is a socially just and more effective tool in both academic and social spheres for learners who are shy. After gaining confidence, special needs learners can engage with others, socialise more, exchange ideas and manage to solve problems with their fellow learners. Learners become more open in taking part in most activities that generally take place at the school, as it is stated by the government policy (DOE, 2010).

Organisation for Economic Co-operation and Development (OECD), (2016) further suggested that inclusion creates positive relationships between teachers and their learners especially in the social and emotional well-being of learners with diverse needs. Ebersold, (2017) further stated that Inclusive Education expands employment opportunities, social, community involvement, life happiness and decreases the level of subjection to drugs, crime and poverty. Schwab (2015) attest to this by stating that inclusion assists learners with disabilities to develop social skills. Hehir, Grindal, Freeman, Lamoreau, Borquaye and Burke, (2016) further stated that inclusion develops less undermining ideas, creates love and acceptance from learners without disabilities towards their peers with disabilities. Inclusive Education also allows teachers to work together, share ideas on matters regarding Inclusive Education, network and form collaborations with trained professionals, gained knowledge from well experienced teachers, community-based workers and the school management team. Antinluoma, Ilomaki, and Lahti-Nuutila, (2018) supported this by

proposing that collaboration as a characteristic of Inclusive School communities should be intentionally refined across all schools.

Engelbrecht et al., (2016) suggest that Inclusive Education increases awareness to parents and create mutual understanding between schools and communities, since it is a buzz word to all stakeholders and forms part of the national policy. Sharma al., (2016) perceive Inclusive Education as an approach that makes parents more cooperative in the teaching and learning of their children as they meet with teachers and share ideas with regards to their children with diverse needs. Sharma et al., (2016) further postulated that some schools create inclusive curriculums and establish other options or approaches, such as pictures, videos and internet, so as to embrace the diverse needs of their learners.

2.11 Challenges Confronting Inclusive Education Stakeholders in South Africa

In this section I have unpacked some challenges confronting important stakeholders in the practice and implementation of Inclusive Education, as these are highlighted in various studies conducted by various scholars. Stakeholderism is the engagement of all parties concerned so as to execute the policy and fulfil its goal. Wellstead and Steadman (2015) further suggested that the development of any institution is possible only if all stakeholders involved are effective and work together as one. In the school environment teachers, parents and learners need to work together and play their role as important stakeholders in the education system. Engelbrecht et al., (2015) stated that teachers frequently mentioned the lack of parental support as well as teacher training in Inclusive Education, as their main core challenges.

2.11.1 Teacher Experiences

Regardless of the development and drawing up of equity policies that embrace and favour Inclusive Education, which accommodate all barriers, teachers in schools are still facing and experiencing a lot of challenges in delivering subject matter that will meet and fulfil the needs of the diverse learners in an inclusive school environment. Yeo, Chong, Neihart and Haun, (2016) attest to this by stating that administrative issues is one of the challenges influencing teacher experiences, as well as a number of reasons relate to this problem, which impact negatively on the education system as a whole.

Moreover, Sharma et al., (2017) stated that teachers experience difficulties in practicing and implementing Inclusive Education in their classrooms as the majority of teachers were only trained in general education but not in special needs education and individual approach. Most teachers have no idea how to deal with and handle special needs learners. Another challenge is that the majority of teachers finished their training without having close contact with children who experience challenges to learning, especially those with disabilitiesthat results in shortcomings on what they have observed and learnt in the mainstream classroom (Engelbrecht et al., 2014).

Further, Sharma et al., (2006) as cited by Yeo et al., (2016) noted that teachers have personal concerns about their professional knowledge, competence and level of training in special needs. Dreyer (2017) concurs with this by stating that 65% of teachers in mainstream primary school did not receive a formal qualification that would guide and help them in managing learners with various barriers, therefore they are not competent enough in supporting learners in their classes. Makoelle (2016) concurs with this by stating that if a teacher fails to deal with learners who experience barriers he or she has to contact a specialist for rescue.

Sharma et al., (2017) alluded to the fact that there is a need for educating teachers, principals and government officials in the education sectors, with regards to Inclusive Education, for it to be implemented successfully. There is a lot of ambiguity in the policy itself which makes it difficult for teachers to understand it and creates challenges in practicing and implementing Inclusive Education in their classes. Stofile (2008) as cited Makoelle (2016) stated that Inclusive Education sounds simple in principles. However, it practically places a great challenge on teachers as providers of pedagogy.

Schools do not have an appropriate and flexible curriculum that meets and accommodates the diverse needs of learners; hence there is no uniformity or fixed curriculum designed by the Department of education to accommodate inclusion. Teachers are therefore faced with a challenge of designing a suitable curriculum and books that will embrace the diverse needs of all children in the class. Teachers are faced with a challenge of understanding whether the teaching methods, assessment, pace of teaching and teaching materials suffice the diverse needs of special needs learners (DOE, 2001). Hummel, Werning, Engelbrecht and Merz-Atalik, (2018) attest to this by stating that schools have a scarcity of resources that can assist teachers in providing quality education for all learners. Mahon, Kemmis, Francisco and Lloyd, (2017) stated that with Inclusive

Education in place, schools have insufficient learning resources, physical structures as well as technical equipment that can assist teachers during teaching and learning time. Pather and Nxumalo, (2013) as cited by Sharma et al., (2016) stated that countries like Swaziland and South Africa require a more comprehensive understanding of Inclusive Education with the use of resources within the local community to aid the process of inclusion.

The Department of education does not provide teachers with enough developmental workshops to guide and assist them in teaching special needs learners; as a result, teachers are not comfortable with teaching methods they are using during teaching and learning time. Majoka, (2016) concurs with this by stating that schools do not have resources appropriate for learners with disabilities and this hinders the practice and implementation of Inclusive Education. Makhalamele and Nel, (2016) reiterate by stating that most of teachers in South African schools have tried by all means to teach with very limited human resources and material resources available to them.

Schools as education centres are not conducive enough to implement and practice Inclusive Education in classrooms. Teachers are faced with a challenge of overcrowded classrooms which make things difficult for them to control a large number of learners with diverse needs, as this drains and increasestheir stress levels. Due to a high number of learners in a class, teachers fail to render individual support especially to special needs learners who are more challenged and require a high level of support (Dreyer, 2017). Moreover, Sharma et al., (2017) reiterated on the issue of lack of support from various stakeholders, especially from the Department of education, as a stumbling block to the education sector and hence a dark cloud on service delivery in the teaching and learning of learners with the diverse needs (Donohue et al., 2014). Makhalamele and Nel, (2016) attest to this by stating that the present failure, in the implementation of Inclusive Education is in relation to poor support services, overcrowded classrooms and poor teacher training, especially in the field of special needs education.

Another big challenge is the advocacy of the Inclusive Education policy and its goals to all relevant stakeholders of education in South Africa, for them to give necessary support to their children with diverse needs. Engelbrecht et al., (2016) further stated that ambiguity of the Inclusive Education policy goals; insufficient human resources as well as distribution of financial resources have resulted in huge gaps between the declaration policy beliefs and its practice in South Africa.

Teachers have negative attitudes towards Inclusive Education which creates poor performance. Hussein, Alfauzan, Abduljabbar and Abdullah, (2017) reiterate to this by stating that teachers are always expected to have a positive attitude and be competent in their profession, as they are the important primary source in the education system, therefore they need to do their work in a way that would create a positive impact on the performance of their learners and in the school as a whole. Villa et al., (2016)concurs with this by stating that teachers are required to make the commitment and ensure that all learners are not excluded and that they belong to the inclusive classroom.

2.11.2 Parents Experiences

Parental involvement plays a crucial role in the upliftment of Inclusive Education throughout the world. EWP, 6 (2001) took recognition of parents as people who have to play a major role and have rights of commenting in the policy making with regards to the education of their children. Active parental involvement in the teaching and learning process is a central point towards the progressive and effective learning and development of Inclusive Education (DOE, 2001). Parents play a major role in advocating Inclusive Education within their communities and families although they experience Inclusive Education as a dynamic process that affects families, schools and communities, as well as children with diverse needs. The South African school policy (1996) stipulated that the success and effectiveness of Inclusive Education lies in the involvement and partnership with parents, therefore parents have the right to overrule their wishes over the admission policy of any school. The South African Schools Act, (1996) provides for the school governing bodies to be part of the formulation of an admission policy for their schools.

Shanda, Kelly, and McKenzie (2018) stated that parents felt that they do not receive sufficient support from teachers with regards to their challenged children; therefore they perceived schools as the dumping sites for their children, who have negative attitude and unreasonable expectations and very low expectations from children with diverse needs. Parents are concerned that they find it hard to have conversations with their children as the schools often use language that is different to their mother tongue when conducting lessons, therefore it is difficult for parents to communicate and assist their children with school work at home. Some parents are worried that they cannot read or write therefore they find it hard to assist their own children with schoolwork.

Parents experience behavioural problems with their children which they feel impact negatively and affect their schoolwork. The parents' main worry is that teachers do not have sufficient skills to guide learners with disabilities and this distresses parents as they do not know how to cope with disabilities.This worriesthem as they do not know how to deal with these children at home, as they feel that whatever is done at school should form a connection with what will be done at home. Since special schools are scarce in South Africa parents experience a challenge when they try to place their children in schools (Shanda et al., 2018).

Parents find out that the schools are expensive and built far away from their neighbourhood and they need transport, which costs a lot of money when taking their children to these schools. Parents feel that children with disabilities are stigmatised and treated unfairly when they looked at the terms and conditions of accessing education, as well as the quality of education they receive. Parents are more concerned about the disability of their children and want to keep it a secret from other people and are also not comfortable in accepting that their children have a disability. They feel that at school there are times when teachers are not visible in the playground during recess times and see this as dangerous to challenged learners as they are being bullied and sometimes get hurt on the field during break times (Shanda et al., 2018).

2.11. 3 Learners' Experiences

Shanda et al., (2018) noted that learners are also frustrated to learn in an environment that is unfriendly and hostile towards their disabilities. Learners are concerned that teachers do not understand their diverse needs, and certain teachers are not easily approachable, lack patience and commitment and are not supportive towards them. (Shanda et al., 2018). Engelbrecht et al., (2016) stated that learners with special needs feel that they are being rejected and stigmatised by their peers, therefore it is not easy for them to build a relationship with those peers without disabilities. Walton, (2018) concurs with this by stating that children with disabilities sometimes feel inferior and less accepted in schools, as well as within their communities. Engelbrecht et al., (2016) further noted that learners with diverse needs sometimes receive negative remarks and de-motivating comments from their own teachers, who are not willing to help them and lack appropriate skills on special needs education, and they are also being bullied by their peers either in the class or during break times. Nkomfa and Hay, (2017) concur with this by stating that classrooms lack social inclusion where learners feel left out, not being cared for by their teachers and peers.

Ndlovu and Walton, (2016) suggested that there is a shortage of professional skills amongst people with diverse needs which is deduced to be caused by the results of a number of hindrances experienced by special needs persons especially in South Africa. Mokiwa and Khoza (2016) noted that students with diverse needs lack technological support with regards to their learning, resources and teaching approaches. Hummel et al., (2018) attest to this by stating that there is a shortage of technical equipment and overall insufficient resources.

This literature suggests that stakeholderism and change of teacher attitude play a major role in the prosperity of Inclusive Education. Changing teachers' attitudes and involving all important stakeholders in the Inclusive Education system is an important, continuous challenge that needs to be addressed. Some schools are still very reluctant to apply policies of Inclusive Education because of teachers who have a negative attitude towards the policy and other education stakeholders who do not want to participate in the teaching and learning of children. Undem and Akubue (2016) proposed that the success and failure of any school curriculum depends on the teacher as the curriculum implanter,and therefore to ensure that Inclusive Education is implemented with success, the teacher should adopt appropriate teaching methods suitable for the learning area.

This makes teachers the focal point in the implementation of Inclusive Education. With the engagement of all relevant stakeholders, education can transform and accommodate the diverse needs of all learners within communities.

2.12 Theoretical Framework

For the research study to be effective it requires theoretical frameworks in order for assumptions and concepts to be made clear. This chapter submits different literature reviews that correlate to the study. The intention of this study is to explore challenges and experiences, teachers' experiences, in the teaching of special needs learners in a special need school. The theories that will inform this study are the Ecological Systems Theory and Social Constructivism Theory. In this section of the chapter the researcher will compare and contrast these two theories of education.

2.12.1 Ecological Systems Theory

Bronfenbrenner's Ecological Systems Theory informs this study since it is a well-developed theory that intensifies the relationship between human beings and cooperation between groups of people, within the environment. This relationship is considered as a whole as it emphasises an

understanding of the relationship and interdependency among systems within the environment. This relationship according to Bronfenbrenner (1995: 599-618) is seen as the deepest bifacial, meaning and a great adult influence on learner development. This literature suggests that systems such as families, parents, teachers, school principals, and other Para-professionals need to work together with schools for the better implementation and practice of Inclusive Education. Chitereka, (2010) concurs with this by stating that the Ecological Systems Theory explains human development as a product of interactions and experiences of individuals and institutions that form systems in a society.

The literature suggests that all systems need to work together with schools for the benefit of a child to do better in his or her own education. As schools are situated within communities they should not operate in a vacuum, schools should have a continuous connection with all systems within the environment. This will assist schools in grasping different societal beliefs and values which can bring a great prospect of influence in teaching and learning, the practice and implementation of Inclusive Education (Oludare et al., 2018). This collaboration and inter-relationship among various systems will generate and explain human behaviour, which will create mutual trust and acceptance. This constant contact among various systems will improve implementation and proper practice of Inclusive Education.

Bronfenbrenner, (1979: 3) established this theory into five nested levels,as their functioning is interactional to one another. These five levels are as follows: Micro-system, Meso-systems, Exo-systems, Macro systems and Chrono systems, which all influenced the success of a learner.

2.12.2 Micro-systems
Berns, (2012: 18) describes micro-system as the organised central construction where the prior results of interaction between learners, peers and school takes place. This is a level where learners have direct contact with family and school, which includes daily activities that mould features such as reasoning, emotional, social, morals and spiritual development.

2.12.3 Meso-system
The central connection of school, home, family, siblings and learner improvement are the characteristics of meso-system (Berns, 2012: 20). Collaboration of micro-systems and meso-systems are important as it improves the learning ability of learners. Both micro- and meso-systems

contain important role players such as parents, extended family, neighbourhood, mass media and work environments (Berns, 2012: 22)

2.12. 4 Exo-system

Exo-system is the third level in Bronfenbrenner's ecological system. This system includes a link between environments in which a child does not have an active role but external forces affect his or her growth. Parent's workplace, extended family and neighbourhood are the perfect examples of Exo-system.

2.12.5 Macro-system

Macro-system is an outer structure with cultural values, ideological, and institutional contexts in which all laws and policies are embedded (Swart, & Pettipher, 2005). In the South African context this system refers to the level at which decisions about policies that guide education are made, such as EWP6, DOE, (2001).

2.12.6 Chrono-system

Berns, (2012: 26) noted that in this level a learner experienced a temporal change which produced new conditions affecting development. The chid responds in a different manner to ecological systems, therefore it is essential that structures that render support consider learners and teacher's needs.

Brock, Michalak and Brownlee, (2011) outline that when schools adopt pedagogy of collaborative education, learners, professionals and parents benefit optimally. This interaction of systems has a positive influence and provides learners with an opportunity to prosper positive self- concepts, more socialising and feelinghappier and at ease.

This theory claims the existence of interdependence and a relationship between different organisms and their physical environment, which Willems and Gonzalez-DeHass, (2012) detailed school-community partnerships as significant connections with community members, organisations and businesses that are obliged to work together to advance the development of the students' intellectual, social and emotional wellbeing. It encourages the spirit of togetherness among all stakeholders to ensure the survival of a whole. A part of the system includes the individual which in this case is a pre-vocational learner, the community, the schools with their teachers and government policies.

In this regard, Pre-vocational Schools with their teachers, learners, parents, policy makers and health practitioners form part of the system that contributes to the skills development of a Pre-vocational child. Looking at the ecological concepts I can take this concept and apply it in teaching and learning situations and argue that there is a dire need for every individual and institution that forms part of systems, to work together in order to give outstanding results and influence one another. Where there is a balanced mutual relationship between all systems, good working relationships can be sustained. Auerbach, (2010) concurs with this by stating that genuine partnership among educators, families and community is pertinent to the establishment of effective school and student achievement. Anderson, Houser and Howland, (2010) Bryk, (2010), McAlister and Sanders, (2006) stated that the involvement of the community in schools is a critical component for student achievement.

Utilising the systems theory which applied the ecological concepts by viewing various levels and groups of people as interactive systems, where the holistically functioning relies on the interaction between all parts, such as teachers, students, curriculum, the policy makers, families as well as the community at large. To have a better understanding of the whole system it was pertinent to examine the relationship between its different five levels of Bronfenbrenner's ecological systems theory. The systems theory is applicable to this study as it emphasises the notion of collaborative education between all stakeholders in the education of a special needs child. Collaborative education is a critical component of inclusive education and can be argued as a basic tenet for the success of inclusive education. Having said that, it is evident that schools cannot function as separate bodies within their societies, since each of these groups play a major role in the development of their children's education (Lawal, Oduwaiye & Murtala, 2015).

2.13 Constructivism Theory

The study also adopted the constructivism theory to assist in highlighting and understanding challenges that teachers experience in the teaching of special needs learners in a special needs school. Algahtani, (2017) stated that constructivism is a theory of knowledge that merges new ideas by interpreting new experiences in line with previous knowledge, so that learners can reflect on new concepts out of their experiences. Constructivism binds to inclusion as it implies that the learner has a connection with his or her social context. This connection plays a crucial role during

the process of learning and growing as the child acquires knowledge through interacting with others and this results in cognitive development.

This interaction of a child with his or her social context, facilitates learning in comparison to what a child can achieve as an individual without the help of his or her peers, teachers and other people (Kim, 2001) as cited in (Lit, & Lang, 2015). Patton, Parker, and Tannehill (2015) supported this by stating that constructivism learning gives meaning to life challenges as the knowledge produced is based on one's previous experiences. This literature implies that the society at large plays an important role in the development of a child and assists the child in acquiring skills of analysing, synthesising and make use of information to direct their own learning and understanding. Therefore, communities and societies are expected to work in collaboration with educational institutions for effective upbringing, socialising and educating ofthe children (Oludare et al., 2018).

This theory encourages learners to be active participants in social activities and they learn through networking, and learning can be successful if teachers take into consideration the student's existing knowledge and give them an opportunity to apply their knowledge before imparting new knowledge, therefore, teachers according to the constructivism theory, are motivated to ensure that their instruction begins from the known to the unknown before moving to new concepts (Algahtani, 2017). This suggests that children come to schools with primary education from their home environment, which prepares them for school and teachers need to give them an opportunity to apply what they have learnt from their home environment before imparting new knowledge.

Constructivism theory assumes that the foundation of mental growth is in societies where children interact with other people and mental maturity later occursin an individualchild (Vygotsky, 1978) as cited (Sci, et al., 2015). This suggests that interaction with the social environment plays an important role in a child's developmentand learning. This theory suggests that for successful teaching and learning of any child, collaboration within societies needs to take place and this networking will also ensure that inclusive education is provided and implemented with the support of all stakeholders within societies.

 This theory explains how knowledge is built and information is absorbed from experience and modified through experiences and interactions that take place through what an individual

experiences from his or her own environment.Paju,Raty, Pirttimaa and Kontu (2016) suggested that learning based on one's previous knowledge developsself-confidence, since learners with intellectual disabilities have low-confidence and repetition of learning also plays a role in mastering and making sense out of the curriculum.   In the study by Woolfolk (2007) learning is meaningful when individuals' experiences co-relate with the existing information. When new information is connected to the old knowledge it results in meaningful learning. The existing knowledge guides learners in understanding and interpreting new information and the construction of new knowledge.

Taking this learning theory and applying it tothe classroom situation during the teaching and learning time, learning can be a central influence in theway that learners experience from their social interactions, hence leading to a mental and attitude change for all stakeholders. This according to Oludare et al., (2018) implies that what is done within the society forms a connection with what is taught at school, and this will assist the school in understanding and grasping the beliefs and values of the society, which brings positive influence into teaching and learning. This will contribute to the development of learning and implementation of inclusive education, which gives positive outcomes to learning that benefits the learner. Pearce, (2009) places emphasis on the importance of having a positive attitude towards Inclusive Education that outweighs the possession of knowledge and skills for the successful execution of Inclusive Education. Savolainen et al., (2012) argued that teachers' attitude towards Inclusive Education is viewed as a relatively well constructed set up, including cognitive, affective and behavioural elements.

Teachers as custodians of education and catalysts of change in learning havethe responsibility of assisting their students and ensuring that instructions given to learners are learner centred, especially for challenged learners with intellectual disabilities (Akpan & Beard, 2016). As the learning process develops in the social context, cooperation and interaction of student to student is unavoidable and this motivates each learner to reflect and establish meaning and make connections with existing knowledge (Akpan et al., 2016). This social interaction can be attained through active networking, which can result in a child making sense of and putting into context life problems, out of experiences and creating new meanings and knowledge (Parker et al., 2015).

 Constructivism learning theory presumes that the mental growth firstly takes place at a social level and later occurs on an individual level and stresses the role of zone proximal developments

(Vygotsky,1978) as cited (Sci, et al., 2015). This theory places the centrality of society in the successful implementation and practice of Inclusive Education. It denotes that while the idea of inclusivity is noble, without tinkering with the structure of social dynamics, requires societal effort.

2.14 Conclusion

Both the ecological systems theory and the constructivism theory highlight the necessity of the collaboration of systems and social connections based on existing knowledge which will give meaning, improve and develop our education system and the implementation and practice of Inclusive Education in our schools. Vygotsky, (1978) emphasised that children learn better when they interact with their environment and participate in meaningful activities. This helps the teachers to make a connection between new knowledge and prior knowledge that the child has acquired from his or her own environment, and the child reflects his or her own knowledge through real experiences. It is evident that learners need support from their teachers, parents and other systems within their environment, at an early stage of their life before they even attend school. This support from all systems from the environment impact positively towards the development of a child and such a child tends to excel at school in his or her learning. Berns (2012: 20) attest to this by stating that the cooperation of elements of Microsystems, such as peers, home, schools and family are influential in the capability of learners to achieve in their learning.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 INTRODUCTION

Chapter Two of the study has discussed the significant secondary data of special needs schools. Chapter Two further explored an education system of South Africa focusing on Inclusive Education which embraces the diverse needs of all learners. The chapter also critically looked at the challenges and experiences teachers faced in providing education for a special needs learner in a special needs school.

Therefore, this chapter seeks to discuss the approach and techniques employed to gather data necessary for the study. In this chapter the research approach employed for this study is explained in detail together with the research design, research strategy, population which is targeted for the study and the technique used to get a sample. Lastly, the chapter also discusses how the data is going to be collected and the techniques which are going to be used. Once data is collected it is very critical to ensure that the data is valid and reliable hence the chapter also discusses issues of validity, reliability and ethics.

3.2 Research Design

A research design is defined as a process for gathering, scrutinising, clarifying and announcing data in research studies (Creswell & Clark, 2007, p. 58) as cited (Boru, 2018). Grey, (2014) further stated that the research design laid down the strategy on the needed data, the methods to be used to gather and analyse data, and how all of the researched questioned are going to be answered. This study employed an exploratory design in exploring the experiences of special needs teachers teaching in special needs schools. The intention of employing exploratory design is to tackle the problem whilst it is still at a primary stage in order to find a new perceptionof the problem to outline an accurate problem.Therefore,since this study is qualitative in nature the researcher has perceived a phenomenological approach as an appropriate research strategy employed for this research study, as it works at explaining an individual's life experience within a certain group (Neubauer, Witkop& Varpio 2019). This phenomenological approach aligns with this study as it seeks to explore teachers' experiences in the teaching of special needs learners.

In research there are different types of research designs that are utilised in different research methods, and as indicated earlier, this study by its very nature is a qualitative approach. A descriptive study was utilised as a research design for this study. Descriptive studies have a purpose of precisely describing the phenomenon through use of numerous data collection tools (Terre-Blanche, 2016:93). As eluded in Chapter One, the main aim of the study is to explore teachers' experiences in the teaching of special needs learners. To fulfil this, the research has used observations, and semi-structured interviews in gathering data from the participants of this study and this will assist in exploring the phenomenon as they occur in the natural environment.

3.3 Research paradigm

A research paradigm is a core belief system and theoretical framework with supposition about epistemology, ontology, methods and methodology. It is a way to comprehend the real life of the world and studying it (Rehman & Alharthi, 2016).

The study is located within an interpretivism school of thought which is built on a realistic approach of data gathering, such as interviews and observations. As indicated by Neuman, (2013) the interpretive approach is a view that expects to comprehend individuals' views, background and experiences. This approach is otherwise called the phenomenological approach since it outlines the meanings of a lived experience. Cohen et al., (2007) as cited Rehman et al., (2016) supported this by proposing that interpretivism needs that communal phenomena be comprehended through the eyes of the respondents rather than the researcher. Yanow and Schwartz-Shea, (2015) concur with Creswell and Clark, (2017) that interpretive worldwide empowered the study to take a glimpse at the world through the observations and encounters of the member's perspective and foundation. Interpretivism is seen as a worldview that is considerably more comprehensive since it permits and acknowledges the blended perspectives of different people from the assortment of gatherings. Willis, (2017) affirms that the main perspective of every country, area or ethnic gathering is regularly established in various experiences and opinions of the people. Interpretivist paradigm school is descriptive in nature thus is fitting for this study. Interpretivism is a pattern of research approach that wants to employ qualitative techniques for the gathering of data (Ser, Roberts, & Sheikh, 2014).

3.4 Qualitative ResearchApproach to the Study

This study employed qualitative methodology which Radu, (2019) defines as a method that involves collecting data through open-ended and colloquial communication. Neuman, (2011) further discusses that in research a qualitative research focuses on experiences, events,and occurrences with disregard or minimum regard to the external and physical reality hence the main aim of this study is to explore teachers' experiences in the teaching of special needs learners. On the other hand, Jameel etal. (2018) further suggested that the qualitative research approach also scrutinises individual and communities' experiences and perceptions.

Qualitative research methodology also exposes the behaviour and perception of targeted groups with regards to certain topics(Radu, 2019), an inside and out depiction of life occasions and encounters of the respondents, hence, Bryman, (2013:240) also states that a qualitative research generates a rich amount of data by means of induction and human interest. Since the study seeks to comprehend the experiences and challenges confronting special needs educators in special needs schools, a qualitative methodology is the right approach to be used for this research becauseit's an approach which is normally used in research to get an in-depth understanding about certain experiences and processes (Neuman, 2011:340). According to Taylor, Bogdan, and DeVault, (2015) a qualitative research methodology is a fundamental approach used to portray educational encounters and give importance and its primary objectives are to pick up understanding, investigate the profundity, abundance, and multifaceted nature in alienable in the wonder (Maxwell, 2013). This study used phenomenology, qualitative research methodology which is closely linked to qualitative research. Mohajan, (2018) stated that phenomenology is an approach to investigate experiences of people in their everyday life. This phenomenological approach aligns with the aim of this study, as this study explores experiences of teachers teaching special needs learners in special needs schools.

3.5 Sampling Method

Welman and Kruger, (2015: 43) defines sampling as a system used in the research space to set aside the targeted individuals from the general public.They further indicated that having theright individuals participating in any study enables the study to reach an informed conclusion about the topic. Sekaran and Bougie, (2010:51) on the other hand discusses sampling as a process of selecting the right individuals, or events from the population. Through the sample the researcher can be in a better position to draw a conclusion about the population of the study(Sekaran

&Bougie, 2010:340). Sampling also increasesthe reliability of the study because it enables the study to choose the right participants whilst being in a better position to identify the ones that are not relevant to the study(Sekaran & Bougie,2010:310).

Wegner, (2012:73) indicated that in research there are two broader forms of sampling, namely probability and non-probability. Nevertheless, probability and non-probability are forms of sampling that are used separately because each of them talks to the approach that is employed by the study. However, for the sake of this study the non-probability sampling was employed because it is defined as a sampling design in which elements in the population do not have known or predetermined chances of being selected as a sample (Sekaran & Bougie, 2013:09). Harper and Thompson, (2012:413) defines a purposive sampling as a sample whereby the researcher chooses a sample based on their knowledge about the population and the study itself, therefore, the study participants are chosen based on the purpose of the study, hence, a purposive sampling was then employed for this study as a sampling technique.

3.6 Data Generation Process

3.6.1 Primary Data

The primary data for this study was collected through the use of semi-structured interviews and observation. Primary data is the data a researcher gathered from firsthand sources,the use of surveys, observations, interviews and experiments (Driscoll &Brizee, 2017). Primary data is an authentic source derived by the researcher for the first time.

3.6.1.1 Interviews

Data from teacher participants was collected through the use of semi- structured interviews. Semi-structured interviews, according to Creswell et, al (2017), are interviews where predetermined questions have been developed to initiate engagement with the participants and includes opportunities to ask further probing questions based on the response of the participants. Probing questions are usually questions that seek clarity from the participants, obtain more information from the participants on what they have said or seek new lines of engagement based on their responses. In this study each participant interviewed comments with a brief introduction to the study, confirmation that the participants understood the nature of the study and his/her role and

rights to participating in the study, and whether he/she is willing to proceed with the interviews. The participants were, once again asked if the interview could be recorded. Having completed the introductory phase of the interview, the researcher used pre-determined questions to initiate the interview process and based on what they said, were asked further questions to get deeper insight into the teaching experiences or to seek clarity, through examples, of what they meant. The interviews with the participants range from 30minutes to 50minutes in length. The interviews were conducted after a few classroom observations. This sequence of data collection allowed the researcher to get the participants to reflect on some of the observations during interview process. The face- to- face interviews with participants were a once off.

Every member was met through an iterative procedure using a semi- structured interview plan. Semi- structured interviews are an arrangement of questions that are asked to an interviewee while the researcher records the reactions to encourage study (Cohen et al., 2015). The interview timetable had driving questions to start the commitment with the member as the focal point of the study. The idea of interviews will give the study a chance to gather data exchanged by the educators and grow new lines of requests in resulting interviews.

3.6.1.2. Observation

According to Gupta and Gupta, (2012: 171), qualitative research at its most simple can take the form of observation. Observation research is a qualitative method where the researcher observes participants' continuous behaviour in ordinary circumstances. Busetto, Wick, and Gumbinger, (2020) stated that observation is predominantly useful to gain perception into a definite environment and real behaviour. Busetto, et al., (2020) further stated that qualitative observation can either be participant or non-participant in nature. With this study the observer is part of the observed set up and her presence might influence the response of a participants,therefore the observer must try to apply the mitigating techniques to minimise being influential to the participants i.e. by probing the participants to elaborate further on their responses. This observation is planned for 30 to 50 minutes per day and the observer noted everything that happened around her.

 In this study the researcher observed the research matter, similarly to how a teacher would observe a learner in a classroom setting. This method is frequently used when the researcher wants to

examine a subject in its natural environment or study naturally occurring behaviours. In this method, as with other forms of qualitative research, the researcher must be very careful to not introduce personal bias into his/her observations (Blackstone, 2013:33). McKechnie, (2008: 573) as cited in Smit and Onwuegbuzie, (2018) stated that observation is an approach that includes the gathering of data, utilising one's perception in an organised and meaningful way. Observation is similarly used as a part of the overview research, test and different methods of perception (Silverman, 2016). The research questions are solidly developed to get answers identified with the chosen factors for study.

Observation forms part of primary data, and it is a system for collecting data, crucial for measuring variables under investigation (Ajayi, 2017). Observation may also be conducted on stationary objects, such as artefacts. For example, when an anthropologist or archaeologist looks at an artefact and draws conclusions about the way a people lived, and therefore performing a type of qualitative research (Easterby-Smith et al.,2014:320), similarly when a researcher reads historical documents, histories and diaries to draw conclusions about an era, that is also performing qualitative research. However, personal bias can be an issue (Kothari, 2013: 39).

3.7. Data analysis Method

Data analysis entails a close examination of data collected to deduce a sense out of patterns and behaviour (Creswell, 2015). Data analysis for this research was done using content thematic analysis approach which categorised data into meaningful themes (Newman, 2011).Thematic content analysis is an approach used in analysing qualitative data. This approach normally uses a set of texts, such as interview transcripts. Thematic content analysis is the best method to research where one tries to find out peoples' points of view, thinking, understanding, experiences or values from a set of qualitative data. Leedy and Omand, (2014) stated that data analysis in a qualitative research involves five steps:

➢ Organisation of case details: The particular facts about the case were logistically arranged to follow a certain order.

➢ Data categorisation: Categorisation was identified to assist in clustering the data into groups that have meaning.

- ➢ Interpretation of single instances: All information, happenings, notes, and all pieces of data are relevant to the data analysis and were therefore examined.
- ➢ Identification of patterns: Data is further scrutinised for the basis or explanation of themes and other patterns that form the case in a broader manner.
- ➢ Synthesis and generalisation: Conclusions and recommendations about the case study were formed and the whole comprehensive picture of the study was discerned.

3.8. Ethical Consideration

It is of paramount importance that ethical issues are considered during the formulation of the research plan. The business ethics for research refer to the code of conduct or the expected social norms of behaviour, when conducting a research (Sekaran & Bougie, 2014). Ethics begins with the person instituting the research and should be done in good faith paying attention to the results.

The researcher took into consideration the following ethical considerations during research which were informed consents, voluntary participation, no harm to participants, confidentiality and anonymity. For this study the following considerations were taken to ensure the researcher was ethical during the interview schedules: answering of the questions with objectivity, justice, beneficence and morals. The appropriate method of questioning was used and participants were assured that none of their personal data would be revealed in the study.

3.8.1.Bias

Bias can occur in the planning, data collection, analysis and publication phases of research (Dubey,Gunasekaran & Ali, 2014). The authors also indicated that understanding research bias allows research undertakings to critically and independently review the proceedings and avoid treatments which are suboptimal or potentially harmful. To ensure elimination of bias and constant objectivity throughout the research, the researcher kept focus on, non-use of gender aligned words, avoidance of identifying people by race or ethnic group, refraining from language that suggests evaluation or reinforcing stereotype, abstinence from making assumptions about various age groups.

3.8.2 Validity

To address data quality control issues in the instrument used, the researcher utilised an informed consent letter, deception, privacy (confidentiality and anonymity), and physical or mental distress,as a form of ensuring that participants provided reliable information. For this study validity was tested using face and content validity. Content validity was achieved through constructive feedback that was received from the pilot test study. According to Dross,(2015) each question or item on the research instrument must have a logical link with an objective; the establishment of this link is called face validity.

According to Sekaran and Bougie (2014) reliability is defined as a test that ensures that the measuring instrument produces stable and consistent results. For this study inter-raterreliability was used because two or more respondents evaluating the same job description, gave identical judgements. Due to the study being qualitative the following also had to be taken into consideration for trustworthiness of the study, credibility, dependability, transferability and confirmation.

3.8.3Trustworthiness and Credibility

In a research design, credibility is constructed on the assumption that there is one reality and that studying it frequently bringsabout similar outcomes. Lewis, (2015) stated that credibility is the closeness to reality and concerns the consistency of a measure. As researchers pursue to outline and describe the world as those in the world experience it (Merriam, 2009). Therefore, there are many explanations of what is happening, hence, there is no quality means by which to start reality in the customary sense. Credibility is the propensity to get critics of qualitative same results if the measure is to be rehashed by using similar subjects under a similar domain.

 Creswell et al., (2017) affirms that reliability takes a glimpse at whether a procedure connected over and again to a similar element would yield similar outcomes each time used. Research often laments that qualitative research lacks structure and system as well as an inability to verify for validity of the findings (Henn, Weinstein &Foard, 2009: 15). Furthermore, "this has always posed a challenge for researchers using this approach to generalise beyond a small number of cases" (Henn et al., 2009:35).

3.9 Limitations of the study

This section outlines the challengesthe researcher experienced in the design aspects of the study.Some of the major limitations includesthe following:

➢ Due to the lack of trust of the researcher's intentions, there was less than maximum cooperation from some educators

➢ The study could not cover all special schools in KwaZulu Natal due to prohibitive research cost.

3.10 Conclusion

The chapter starts by summarising research, aimed and offered a theoretical place of qualitative research as an explanation of the research design. This chapter outlined research methodology and the research design of this study. The study allured the shape of the qualitative approach which is naturally interpretive. An interpreting feature of case study research is the capability to utilise an amalgamation of methods to gather data, therefore   the qualitative data gathering approach was employed, document analysis and semi-structured interviews. The chapter further outlined how the data would be conferred and analysed. Trustworthiness and credibility, as they are related to the research design, were discussed and scrutinised. Finally, all ethics of the study were attended to and put into consideration. In the next chapter the study findings and themes that emanate from the interviews will be discussed.

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 Introduction

In the last chapter, the researcher presented a detailed account of how the data was produced for the study. This chapter presents findings and themes that emerged from the interviews and observation process conducted by the researcher during data collection. The interviews were conducted in accordance with objectives set in Chapter One. The research was aimed at exploring experiences of teachers who teach children with special needs in pre-vocational schools. The data was largely produced through interviews with teachers at a selected school for children with special needs. When analysing data the investigator identified themes which served as a base for engaging with the primary data of the study. The chapter is structured in this form: section one details a framework to analyse data, section two presents biographic details of a sampled school, the third section presents the description of learners, describe participants and their biographical profile, the fourth section presents priority themes that emerged from the study and the last section describes the summary of the chapter. Chapter Five will present the conclusion followed by the summary and recommendations for the study.

4.2 Developing an Analytical Framing for the Data Presentation and Analysis

Data analysis involves a process of working with the information collected from the participants in a way that one can identify patterns or groups of information that one can categorise (Neumann, 2011). Taking this cue for data analysis, the researcher engaged in the following process to work with the information provided by the participants of the study. Having been guided by the literature on teaching special needs learners and the research questions that the study sought to respond to, four themes were identified and used as priority themes. These themes were used to guide the data collection processes that included observations and semi-structured interviews. The interviews were transcribed, and transcribed interviews were read several times, individually and collectively, with the observation schedule. Through this deep reading, sub-themes emerged which were then noted and given a colour code. Taking each subtheme and its associated colour, the related information in the transcripts and the observation schedules were highlighted. Each colour coded, highlighted information was brought together and saved in a word file. Each word

file was given an appropriate name. The next process of working with the data was to take each word file and review it to develop ideas and lines of thought. These lines of thought then formed the framework within which the researcher presented the data, an engagement of the respective data and leading to findings of the study. This systematic process formed the analytical framing of the study.

4.3 Biographical Details of the Sampled School

The school is built in the urban area suburb of Durban, 5 km away from the western Central Business District (CBD). The school was built in 1969 and has been in existence for the past 50 years. The school has transformed over a period of years to meet the needs of its learners and to be in line with changing times. The school is Co-Ed and has an enrolment of 720 learners, consisting of boys and girls. The school is neatly fenced with both concrete and wire fencing that is regularly maintained. When you enter the school there is a remote-controlled gate and a few metres away from the front gate is a school car park, which can accommodate 55 cars. The car park is situated right in front of the administration block, which is well secured with controlled access. One striking feature of the administration block are the colourful, attractive flower beds. There is also a beautiful reading garden with a braai area and a smoking zone for teachers. There are three security guards on site, one at the front gate which is remote controlled and two on the fields. There are three sports fields, a boy's practical field, a boy's academic field and a girl's field. These sport fields have neat green grass that is cut regularly and there are refuse bins in the corners of each field.

The school has two streams: an academic stream for academic subjects and a practical stream which offers practical subjects that equip learners with basic skills. The practical stream has workshops which are well equipped with tools and machinery and managed by teachers who are specialists in the field and qualified artisans. The school curriculum offers the following programmes for boys:

- Building
- Do It Yourself (DIY)
- Art and craft
- Motor repairs

- Panel beating

- Metal Work

And for girls practical, the school curriculum offers the following programmes:

- Needlework

- Cookery

- Cosmetology

- Hairdressing

- Office practice

The description includes a biographical picture of the school covering its learner population, the teaching staff, the school leadership and infrastructure. The description extends to include the curriculum offered in the school and the facilities that support the teaching and learning process**.**

4.4 Biographical Description of Learners

The majority of learners do not stay near the school but they are transported from different areas which causes some challenges to teaching and learning, which will unfold later in the study.

The age range for learners starts from 14-17 years and classes range from level one to level four. Levels one and twoare the juniors of the school that equates to the intermediate phase classes of a mainstream school. Levels three and four are senior classes and they are similar to the senior phase of a mainstream school. 60% of the learners are boys and 40% are girls. Statistically 50% of these learners come from a middle-class environment, 30% from a low socio-economic class background, 10% from a children's home and 10% from an upper class background. The female learners wear school uniform, navy skirts and white shirts and the boys wear long grey pants, a white shirt and a striped tie.

4.5 Biographical Description of the Participants

The school staff members consist of a principal, two deputy principals and five heads of department. There are three heads of department for the practical side and two for the academic side. The school has 65 teaching staff and all teachers at this school are employed by the state.

Some of them are qualified artisans who teach practical subjects that equip learners with basic skills, while others teach academic subjects.

Below shows the distribution pattern of the study participants based on their level of education and teaching experience.

Table 4.1 Summary of the participants' biographical profile

Name	Age	Grade Level teaching	Teaching Experience (years)	Qualification
Miss G[1]	27	1-4	5years	M.Ed
Mr SI[2]	46	1-4	14years	B.Tech
Mr BE[3]	45	1-4	20years	SPTD
Miss BAR[4]	64	1-4	38years	M.Ed
Mrs KAN[5]	51	1-4	26years	B.Ed
Mr MONY[6]	41	1-4	11years	B.Tech
Mrs SHO[7]	48	1-4	23years	B.Ed. Hons.

Mrs SLABB[8]	64	2-4	33years	M.Ed
Mrs LEM	55	1-4	9years	HDE
Mrs DEJ	55	1-4	34years	HDE

Gleaning from the summary table, the participants range from relatively novice teachers to teachers who are about to retire. All, except for one teacher have taught in classes across the school grades. Most of the participants have substantive teaching experience in the researched school. Most teachers are qualified as teachers, some with post-graduate qualifications up to Masters Level. There are some teachers who do not have a formal teaching qualification but do have post-school education.

Teacher Participant G

Teacher G. during her interview, described herself as a young, dynamic, vibrant teacher. She was the youngest of the participants but does have experience of teaching special needs learners in the school. She has been teaching for the past 5years and has a MastersDegree in school management. She is an English teacher who describes herself as being passionate about her teaching and having good communication skills.

Teacher Participant SI

Teacher SI described himself as a 47-year-old gentleman with almost 14 years teaching experience in this case study school. He further stated that he has a good working relationship with his learners as well as with his colleagues. He teaches boys' practical subjects since he is one of the specialists in the field of Art and Craft. He described himself as an individual very passionate about his schoolwork, caring and loving towards his learners. He has a B. Tech Degree in Fine Art which gives him a deep understanding of his subject field. He is constantly researching the latest trends in Art teaching.

Teacher Participant BE

Teacher BE is a teacher of 45 years of age who has been in the teaching field for the past 20 years. He defines himself as a very strict and inspiring gentleman who always does things according to the book. He further postulated that he adheres to the policies of the Department of Education. While doing this, he also uses innovative teaching methods to enhance teaching and learning in his classroom. He is a social science teacher and has a teaching Diploma. His colleagues further state that he is dedicated to his work and he excels in providing educational guidance. His learners like to spend time with him doing their work.

Teacher Participant BAR

Teacher BAR: described herself as a hard worker who loves to teach, an individual that perceived herself as caring, honest andtrustworthy, who loves both teachers and learners. Learners enjoy spending time with her even during break times. She is patient, committed to her work and is an expert in dealing with special need learners. She is good at creating an interesting and positive learning environment. She has been in the teaching field for the past 38 years and has a vast experience in teaching and dealing with challenged learners. Teacher BAR has a Masters Degree in psychology and has a respectable work ethic.

Teacher Participant KAN

Teacher KAN is an individual who is described by her fellow teachers as a devoted worker or individual who remains behind after school; does her marking and daily planning. She is friendly, adores her learners, passionate about her work and does not mind sacrificing her break times helping learners with their work. She has been a teacher for the past 26 years and was trained as a special needs teacher. She is calm, patient and is capable of dealing with all kinds of behaviour.

Teacher Participant MONY

Teacher MONY has been in the teaching field for the past 11years. He is described by his colleagues as an active individual who loves his teaching and likes to take part in extra mural activities that take place at a school. He is a coach for the school soccer and volleyball teams. He is friendly towards his fellow teachers and learners and shows dedication to his work. He likes to

share jokes with his colleagues. He has a B. Tech Degree in Fine Art which is a great benefit to his art students.

Teacher Participant SHO

Teacher SHO is a lady of 48 years who described herself as an active individual who is passionate about her work. She ensures that everyone is happy. This enhances the smooth running of the school. She is a good listener to both teachers and learners. She shows a very caring and compassionate attitude to all her learners and staff members. She has been in the teaching field for the past 23 years and has been a principal for almost 18 years. She has a B.Ed. Honours Degree in Management which adds value to her career as the school manager and head of the institute.

Teacher Participant SLAB

Teacher SLAB: described herself as very strict, loving and a hard worker who spends most of her time with her class of girls trying to discuss all difficult parts of their work. She is a cookery teacher who has been in the teaching field for the past 33 years. She has spent all these years in the case study school which makes her understand special needs learners. She is empathetic towards vulnerable learners and helps them wherever possible. She places great emphasis on learners having manners and does not accept rudeness.

Teacher Participant LEM

She is described by her fellow teachers as a loving soft-spoken individual who is passionate about her work. She enjoys spending time with her class, gives them advice and guides them to be responsible future adults. She has been in the teaching field for many years but has only spent the last 9 years at a special needs school teaching Natural Science.

Teacher Participant DEJ

Fellow teachers described her as a hard worker, a disciplinarian of the school who is passionate about her work, loves her learners, is approachable and a good listener who knows most learners by name. She pays attention to each and every learner. She enjoys spending time at school doing her administrative work and does her daily lesson planning. She has been a teacher for the past 34

years at the case study school which makes her understand special needs learners and their challenges.

4.6 Themes within which the Data Presentation and Analysis Emerged

Drawing from the purpose, objectives and research questions of this study, the following themes were developed and frame the data analysis. Hence, this process of developing themes forms the framework within which the data is organised and engaged with leading to the findings of the study.

4.4.1 Who are learners in special needs school?

4.4.2 Teachers perspectives on special needs learners

4.4.3 Teaching methods adopted by teachers

4.6.1 Challenges teachers faced in providing education

Theme 1: Who are special needs learners?

Special needs learners are the diverse group of learners with diverse needs; multiple disabilities such as learning disabilities; physical impairment; developmental disabilities; behavioural; emotional; communication disorder; intellectual; mentally; and sensory impaired (Bryant, Bryant, & Smith, 2017). These learners are considered special needs learners and are not able to partake in basic education at a normal school. By engaging in understanding who the learners are from the perspective of the teachers, one would be able to then understand how teachers engage with their learners in the way they do and in the way they express the concerns, opportunities and challenges in providing quality education for them. Within this theme two sub-themes are identified from the data produced from the teachers. These sub-themes are learners' biographies as conceptualised by the teachers, and learners' physical and mental cognitive levels as described by the teachers. These two sub-themes allow one to contextualise teachers' experiences of teaching learners with special needs

Teacher Sho: pointed out that most learners in pre-vocational schools have an intellectual disability which has a negative influence on their learning, behaviour and social life.

The data from this study suggests that special needs learners are learners with learning, physical, behavioural, emotional and developmental disabilities, communication disorder and learning deficiencies Bryant et al. (2017)

Sub-theme 1 Learners Biographies as Conceptualised by the Teachers

Learner biographies are located within personal histories within a social context and reveal the interplay between collectivises such as race; class and gender, history of the past and present and located in social spaces that characterises an individual (Merrill, 2015). Taking this view of a learner biography, teachers in the case study school described their learners as being highly challenged and difficult to cope with. The teacher participants view their learners as individuals who are withdrawn from their peers and are easily intimidated by everyone. Teachers reveal that these learners lack confidence, fail to perform positively, are poorly motivated and have a tendency of isolating themselves from their peers.

Teacher Slab: attests to this by mentioning thatspecial needs learners have low and poor self-esteem, have no confidence in their schoolwork, and have a tendency of isolating themselves from their peers.

.Bansilal, and Rosenberg (2016) attests to teacher Slab's views about special needs learners by stating that they are demoralised students, and insufficient teaching and learning materials and non-completion of homework have a negative impact on learners' performance which ultimately affects the quality of work in the class. These descriptions of the learners are shared by most respondents of this study and the descriptors used include, highly challenged, difficult to cope with, not interested in learning and low levels of intelligence.

These descriptors of the learners are consistent with that of literature on special needs learners (Brant, et al, 2017; Bansilall & Rosenberg, 2016) and these descriptors have become the reference point for teachers in the way that they interact with learners and which informs their teaching practices. The implications adversely impact on the learners' learning and in their engagement with the learning process. Dandashi (2015) confirms this by arguing that intellectually disabled children have a below average intelligent quotient, challenged speech, concentration disorder, poor memorisation, delayed movement and balance, all of which impacts negatively on their teaching and learning.

4.6.2 Sub-Theme 2: Learners' Physical and Intellectual Needs and the Challenges Experienced in Teaching these Learners

The most common on the cognitive spectrum levels is physical, mental, intellectual or sensory impairments, which Shanda, Kelly, McKenzie and Obremski (2018) describe as a disability that limits the intellectual functioning of the brain, feelings and judgement, which results in requiring high levels of support for an individual to engage in activities, including human functioning. The learners in this school, as experienced by the teachers, include both common descriptors, individually and together, meaning that some learners present with cognitive challenges, some with physical disabilities and some with both cognitive and physical disabilities.

This study reveals that teaching physically and intellectually disabled learners is a major challenge teacher's face in their daily practice. These learners learn best when their teachers employ a variety of teaching methodologies that involve their senses, pictures, sound and clips (Dandashi, Karkar, Saard, Barhoumi, Al-jaam, & El-Saddik, 2015).Teaching special needs learners requires a lot of passion and patience as these learners learn at their own pace and have various ways of comprehending and require an individual learning plan with particular goals and objectives. Adam and Tatnall (2008) as cited in Dandashi (2015) stated that to teach special needs learners successfully, teachers need to utilise a variety of teaching methods.

Teacher Bar: attested to this by mentioning that schools now have another calibre of learners who are not interested in learning, they don't do projects and assignments and while parents expect homework, learners are not interested and expect teachers to spoon-feed them; therefore teachers need to find innovative ways to get learners to participate fully in their own learning.

Antoniou, Polychroni and Vlachakis (2006) as cited by Amstad and Muller (2020) concur with teacher Barr's view by stating that teachers now face various challenges, such as the lack of student's progress or heavy workloads. In the developmental study by Nicholas, Gage, and Nicollette (2018)noted that at a special needs school, 53% of the 321 students displayed a challenging behaviour, by revealing self-violence behaviour followed by hostile destructive behaviour and stereotyped behaviour. Elgie and Hasting (2002) as cited by Amstad et al., (2020)mentioned kicking, biting, pulling others hair, spitting, hitting others, head banging, self-

injurious, stereotypic, class disruption and inactive, as the challenging behaviours that disrupt teaching and learning in special needs schools.

Teacher Bel: mentions that special needs learners are individuals with behavioural problems, lack respect for their teachers and this hampers progress in their academic field, therefore the whole school concept of school norms and values has lost its meaning and learner- teacher relationships have been tarnished, and because of this, the spirit of Ubuntu has lost track.

Being learners with special needs, there is a spectrum of challenges that these learners present with. The spectrum is considered along several descriptors. Incognisance with the above teacher participants, Guptar, Mongia, and Garg (2017) stated that common behavioural problems in school children who scored above cut-off in the Child Behaviour Checklist were found to be argumentative, lack concentration, restless and have hyperactive behaviour.

4.6.3 Theme 2 Teacher's Perspectives on Special Needs

Teachers' perspectives play a vital role in the success of teaching and learning of their special needs learners. It emerged from the above discussed sections of this chapter that teacher beliefs, views and perspectives are important to ascertain and determining the future teaching strategies and policy making for special needs learners' education. Two important perspectives emerged from the data generated from this section, one being positive views and the other one is negative views about special needs learners. These two categories of perspectives informed positive and negative views among the participants of this study. In this section I have contrasted these two views, the negative and positive view. The descriptors of this study mentioned a number of things that affect learners they teach, broadly in special needs learners. It emerged from the data that these descriptors shared different perspectives about their special needs learners. Some have a negative view that special needs learners cannot make it in life while others have the positive view and believe that special needs learners can be somebody in life and they can be employed and become responsible citizens of the country, who also engage in projects within their communities. Engelbrecht et al., (2016) concurs with this by mentioning that special needs learners can get some employment and participate on projects within their communities.

Teacher Dej: supported this by mentioning that some of their special needs learners are hired by bigger companies who provide a trade test and equip them with relevant skills for employment.

4.6.4 Sub- theme 2: Teachers Positive Views and Beliefs on their Learners

In this section the researcher has discussed positive views and beliefs held by teachers about their teaching experiences of special needs learners and education of special needs in general. Education provided to special needs learners can assist them in realising positive views and beliefs or to overcome challenges they experience. The sub-theme therefore explored how the school environment provides these opportunities to special needs learners.

The beliefs and views held by teachers are important because they are largely informed by experience, they therefore become important in so far as developing teaching methods and policy making. This is supported by Mhlongo (2019) who posited that teacher knowledge and beliefs should always be taken into consideration if schools are to improve learner performance. Teachers have a view and belief that with support and motivation from schools, parents and all other relevant stakeholders in the education system, learners can achieve positive results in their education. The research findings reveal that teachers have negative and positive beliefs about special needs learners which are discussed below. It is important to highlight that teachers' beliefs vary on a variety of subjects. However, this section is confined to discussing teachers' positive views and beliefs about teaching their special needs learners and about themselves.

This positive view and beliefs about special needs learners, strengthens learner performance in a positive way. Talis (2009) supported this by stating that through these positive views, special needs learners can perform well and succeed in life. Positive views mould and shape the lives of learners, boost their confidence and develop friendship among themselves. Makoelle (2016) concurs with this by stating that special needs learners can be a great help to each other as they can engage themselves in programmes, such as peer mentoring, which can also boost their confidence and friendship.

Positive views and beliefs on special needs learners create opportunities for them to engage themselves in all educational activities taking place in schools as it is stipulated by White Paper 6 (DOE 2001). With positive views and beliefs from teachers, special needs learners can develop academically as they will have confidence to engage with other learners within their class, under

the guidance of a positive teacher and this will benefit them academically and create more future opportunities of succeeding in life (Ratner, 2016). Engelbrecht et al., (2016) supported this by stating that special needs learners can make it in life through the skills they have acquired from school. Ebersold (2017) concurs with this by suggesting that special needs learners can be employed and engage themselves in community projects.

Teacher Barr: attests to this by mentioning that all learners irrespective of their disabilities can achieve in life, all that is needed is for teachers to develop a good working environment, and use different teaching strategies in delivering subject matter for learners to achieve their specific goals.

Teachers' positive views and beliefs with regards to their teaching and learning of special needs learners impact positively on classroom activities (Khader, 2012). Hismanoglu, (2016) further elaborated that beliefs teachers held about their learners possess a viewpoint about the practice of teaching and learning. Teachers' positive views and beliefs have its roots based on individuals' personal experiences particularly in teaching, school moral culture, knowledge of learners, teachers experience and capabilities. These teachers' positive views and beliefs emanate from the interviews conducted with various teacher participants. Wright et al., (2018) stated that positive teachers' positive views and beliefs, believe that learners with multiple disabilities can make it in life should they be provided with positive and good work attitude, good guidance, encouragement and commitment from teachers, parents, departments of education and community members.

Teacher Mony: concurs with this by mentioning thatspecial needs learners are capable learners who can make it in life should they be equipped with relevant skills, given support, and a chance to display their talents.

Zemaitis (2018) concurs with Wright et.al. (2018) by contending that with suitable instruction, support and services, special needs learners are proficient in receiving high school diplomas. Based on what is cited by Zemaitis et al., (2018) teachers' positive views and beliefs are important in the teaching and learning of special needs learners, since teachers are the focal point of teaching and learning and they therefore insight a positive learner performance. Positive views and beliefs play a major role in learners' performance and it forms a huge connection between the teacher and learners (Milner, Sondergeld, Demir, Johnson & Czeniak, 2012).

Teacher G: attests to this by mentioning that with positive mentorship and guidance special needs learners can achieve in life and can make it through self-actualisation.

The data revealed that teachers with positive perspective about special needs learners were looking at the bigger picture of life, where they believe that all special needs learners are valuable human resources that are capable to learn should they receive proper exposure and direction. This can also mould these special needs learners to be lifetime achievers and champions. Jansen and Blank, (2014) further argued that, teachers are important resources in a school, therefore they need to do their work in a way that would create a positive impact on the performance of a learner. A good teacher looked at a child as an individual with hopes, strengths, and dreams. Good teachers work hard to create positive classroom atmospheres in which every student accepts one another and sees light in each other.

Teacher Dej: supported this by mentioning that special needs learners can make it in life should they be given an opportunity, exposure to skills and activities that align with their career choices.

The data from the interviews revealed that teachers with positive views and beliefs bring success among special needs learners and this can create future employment and make these learners successful, responsible adults. Data generated from interviews indicated that the success of special needs learners relies on the teacher's change of attitude and their preparedness for Inclusive Education, (Forlin et al., 2013, p.5) as cited in (Tlale et al., 2015).

4.6.5 Negative Views and Beliefs held by Teachers on their Special Needs Learners

From data generated it emerged that some teachers have negative views and beliefs about their special needs learners. Teachers with negative views and beliefs believe that special needs learners cannot make it in life. These teachers find it difficult to deal with special needs learners. This was supported by Engelbrecht et al., (2015) who discovered that negative views and beliefs in teachers teaching learners with learning disabilities results in poor results and weak deliverance of subject matter by teachers themselves.

Teachers with negative views and beliefs also believe that special needs learners are failures in life due to their bad behaviour, intellectual disability, lack of interest in learning and lack of morality. Botha and Kourkoutas (2015) concur with this by stating that children with special needs fail to

develop an ability to behave in a proper way, as an active and productive citizen within their families, schools, community and society. Teachers with negative views and beliefs believe that special needs learners cannot make it in life due to their ill behaviour, intellectual disability, lack of interest in learning and lack of morality.

Teacher Bel: mentions that special needs learners have moral breakdowns, low self-esteem, lack respect, are not knowledgeable enough and cannot concentrate or focus on their schoolwork.

Khader (2012) postulated that classroom complications can restrict teachers' capabilities to strengthen their beliefs and provide instruction that will align with their beliefs. This suggests that classroom environment can have an impact on the teachers' views and beliefs and how teaching and learning takes place in the classroom. This was supported by McGhie- Richmond et al., (2013) who stated that some of the teachers believe that special needs learners in their classrooms withdraw from the time they should spend with other students. These scholars claimed that the results of teaching special needs learners are not effective enough compared to their peers without disabilities. Some participants from this study made a clear indication that in pre- vocational schools, special needs learners are facing academic difficulties, disciplinary and behavioural issues associated with them.

Teacher Slab: concurs with this by mentioning thattheyexperience difficulties in delivering subject matter for their special needs learners as they have low, poor self-esteem and have no confidence in tackling their schoolwork.

Vrugte et al., (2015) proposed that learners in pre- vocational schools are under-achievers, hence, teachers have to deal with de-motivated learners who are not willing to participate in their education. This was supported by some of the descriptors of this study, who mentioned that learners with special needs cannot tackle their school work, and they are not knowledgeable enough and they fail to concentrate during teaching and learning time as they lack interest in learning, lack respect and lack morals. Ranjeeta (2018) further stated that special needs learners have a short concentration span which makes it difficult for them to succeed and fulfil their potential goals, therefore teachers with negative views and beliefs perceive special needs learners as incapable learners who cannot succeed in life.

Teacher Lem: concurs with this by mentioning that teaching special needs learners is challenging as they deliver   poor results in their school work, do not concentrate well in the class and have no confidence in dealing with their school work.

Teachers' with negative views and beliefs doubt their capabilities of teaching special needs learners. McKenzie et al., (2018) noted that teachers find it difficult to teach special needs learners and have a negative view and belief that they cannot teach these learners due to the fact that they do not have necessary resources, skills and training to successfully teach special needs learners. Dreyer, (2017) supported this by stating that the majority of teachers in South Africa doubt their skills of teaching special needs learners as they do not have the relevant skills and qualifications to teach in special needs schools, as the majority of them were only trained for general education, which does not include special education. These teachers are, therefore, not proud of their work and are ashamed of their skills and are not ready to teach special needs learners (Lysons & Timmons, 2015).

Teacher Slab: attest to this by mentioning thatthey do not have the relevant qualification for teaching special needs learners therefore they sometimes find it hard to deal with them due to their diverse needs and behaviour, which make things difficult for them to impart knowledge to these learners.

Teacher SI: concurs with this by mentioning thatthey do not have the relevant qualification for teaching special needs learners or in special needs schools,however, they have recently attended a workshop that was organised by the Department of Basic Education for special schools.

Based on data generated from interviews it can be deduced that certain teachers have developed negative views and beliefs towards teaching special needs learners which culminates in unruly behaviour, insufficient resources, the expansion of workloads due to the inclusion of special needs learners (Haung, 2017). Teachers further mentioned that they are not skilled enough to deal with special needs learners and ensure that these learners received quality education (Ismail, Basheer, & Khan, 2015).

4.6.6 Sub-theme 2. Opportunities provided by the School in teaching Special Needs Learners.

Taking the positive stance on teaching special needs learners, some teachers express their satisfaction, as well as allude to the good learning environment to support their endeavours to make learning happen in these learners. Hence, school opportunities also become a major factor in the teachers' endeavours to get learners to realise their learning potentials. Hence, in this theme the researcher explores what teachers say in providing a positive learning environment for special needs learners to realise their learning potential.

Based on what was picked up during observation, teachers expose their special needs learners to experiential learning by integrating what is learnt in the classroom with what learners experienced from their practical workshops. The data from this observation in the case study school revealed that teachers incorporate experiential learning to school learning by integrating off-site school trips and project-based learning, into the curriculum. Based on theobservation the researcher saw the school open doors for their art students by taking them to art galleries to view and experience what happens there, so that they will come back to school and practice that in their school workshops. Through experiential learning special needs learners have the opportunity to learn and practically do work in their practical workshops. Roodhouse and Mumford, (2010) perceive this type of learning as work-based learning, while Peach and Matthews, (2011) view this learning as Work Integrated Learning (WIL) and Kolb, (2014) refers to it as experiential learning, and Association for Experiential Education, (2013) sees this type of learning as an ideology that notify numerous methodologies, in which teachers deliberately participate with learners in close experience and focused reflection in order to multiply knowledge, grow skills, clarify values, and expand people's capacity to contribute to their comments.

Teacher SI: mentions thatexperiential learning allows learners to start projects from scratch on their own until it becomes a final product, and this brings a smile on their face, makes them proud and believe that their learners have acquired some skills and their future is bright.

This collaboration strengthens and supports special needs learners who are influenced by the philosophy of working hand in glove with private industries of South Africa. Learners can have hands on experience through work related learning, experiencing the reality of the industrial world. Kolb, (2014) concurs with this by stating that children learn in various ways and gain the ideal style of learning that is harmonious to their specific needs of learning. The data from the interview

revealed that teachers also ask for donations from industries for their needy special needs learners, so as to improve their education at school.

Teacher Kan: attests to this by mentioning that as a school they went out of their way and asked for donations from private industries in order to buy resources that would help them to improve their teaching and learning.

Teacher Mony: supported this by mentioning that as a woodwork teacher they go to different industries asking for donations or old material in order to boost their lessons since their school lack resources.

Seeing learners with diverse needs participating in their work enhances their learning and allows them to reflect on what they have experienced during teaching and learning time. The observation from direct teaching reveals that direct practice and engagement of special needs learners to their learning assists them to remember and keep what they have experienced in the class during contact time. Kang and Martin, (2017) further stated that experiential learning assists special needs learners to participate in an activity and generate knowledge regarding that activity and also produce knowledge in connection to the activity by reflecting on their experience. Simons et al., (2012) as cited Austin and Rust(2015)further stated that students gain a thorough understanding of the academic content as they personally practice and experience what they learn and this also improves their confidence, intensifies their ability to establish and fulfil their potential goals.

The data from the observation revealed that as learners reflect on their personal experiencestheir reasoning about practical work is strengthened and transformed into knowledge. The research observation further revealed that the working together of learners creates the spirit of togetherness amongst them as they do projects together and participate in learning through collaboration, discussions, and hands on activities and then reflect upon their experiences. The observation also revealed that this interaction builds up trust, relationships and makes learners realise their potential and understand that they have a lot in common amongst them, which can help them to build respect, accept their individual differences, and prepare them for better and responsible adult life in a varied society that is a fulfilling experience.

This was supported byEngelbrecht et al. (2016) who postulated that learners become part of the larger social fabric and networks that go along with school. The research witnessed this while

doing the observation from direct practice in the case study school and that the change, support and acceptance learners gave to each other fulfilled their teachers' wishes of teaching a unified class. Engelbrecht et al., (2016) attest to this by suggesting that learners develop friendship and they are protective of each other especially during break times.They reported to the teacher if any one of them was badly treated during break time. Data generated from this study suggests that the education system in South Africa is taking a positive step as it impacts the mind sets of other stakeholders to come on board and work with schools.

Teacher Sho: attests to this by mentioning that at their school they affiliate with Non-governmental organisations that support the school, they also work with the Department of Health and Social Development who assist them on health and welfare issues, as well as the South African Police Services, who highlight safety tips to their learners.

Rosa and Tudge, 2013 noted that roles, activities and relationships taking place across settings, open up opportunities for learners in engaging with experiential learning. The data based on the researcher's own direct teacher observation suggests that working hand in hand with private industries allows special needs learners to gain better skills while they are still at school and this plays a major role in the creation of future employment and them beingproductive citizens of this country.

Teacher Dej: noted that with the provision of equal opportunities the learners with special needs were allowed to achieve their goals in life, hence, placing them into private industries to do work experience changed their mind set and made them view life positively.

Bartle, (2015) further stated that exposing learners to experiential learning allows them to practice their ideas in a real industrial world situation, which develops their skills and allows them to reflect on their experiences. Data from the researcher's observation also highlights that experiential learning helps students to be creative thinkers and problem solvers, as they learn that there are numerous solutions to the challenges they face since they learn through experience. Data based on this observation revealed that learners also learn to work cooperatively and support each other.As they have been stigmatised and marginalised in the mainstream environment, they are therefore very sensitive about one of their own. This was supported by Makoelle et al., (2016) who further revealed that special needs learners can stand together work together and support one another.

4.6.7 Theme 3: Teaching Methods adopted by the Teachers

This theme focused on the teaching methods used by teacher participants in imparting knowledge to learners, for them to attain their specific educational goals. Based on the findings from data generated, it emerged that teachers used innovative teaching methods when presenting their lessons, so as to improve education and develop their learners in understanding the content. The data from the interviews revealed that teachers use innovative teaching methods such as demonstration, dramatisation, peer teaching, group work, storytelling, audio- visual teaching, pair work, visual teaching, team teaching and discussion.

Teacher Barr: supported this by mentioningthat, "*I use demonstrations, group work, pair work and the individual work method of teaching in my class. I have found that these work when I want the learners to be engaged fully in the curriculum. I consider these methods innovative as they are divergent from the standard way of teaching in the school".*

Findings from the data gathered from teacher participants also revealed that special needs learners have a low concentration span and they find it hard to concentrate, pay attention and absorb lessons during teaching and learning time, hence teachers try to keep them active during teaching and learning time by engaging them in the lesson through using various teaching methods, such as storytelling, peer teaching, demonstrations, group work, visual aids reading, oral discussion and many more(Shanda et. al., 2016).

Teacher G: supported this by mentioning that *special needs learners do not comprehend work on the same level, as some have a low concentration span and others have a challenge in reading and writing, therefore they use the storytelling method to hold the learners attention, and to improve their concentration and listening skills.*

Shuell, (1996), Komachali and Khodareza, (2012), Clarke, (2013), Govender, (2013), Yangin and Sidekli, (2013) as cited in Makura, (2016) concurs with this by stating that there is no single approach that is best for instruction, therefore some teaching and learning goals are better suited to teacher centred approaches while others required learner centred approaches. Komachali et al. (2012) as cited in Makura, (2016) postulated that learners are unique and they therefore do not learn in the same way. Incognisance with these scholars Adam and Tatnall, (2008) as cited in

Dandashi, (2015) stated that to teach special needs learners successfully, teachers need to utilise a variety of teaching methods.

Teacher Lem: mentions thatthey use personal cell phones as an auditory aid for auditory learners and pictures as visual aids for their visual learners. They then allow their learners to listen to the story, observe pictures and then engage them in discussion.

Ndem and Akubue (2016) noted that, the success or failure of any school curriculum depends on the teacher as the curriculum implementer, who ensures effective teaching and learning. Therefore, teachers should adopt an appropriate teaching method suitable to the learning area in order to improve teaching and learning and for the best progress of all learners. It is also important for teachers to master modern teaching techniques, such as the utilisation of smart boards and computers, which help learners to participate actively in a lesson. These modern teaching techniques include visual images, internet connection, and projectors. The effectiveness of these methods has been observed by the researcherin one of the teaching lessons observed through classroom teaching observation. This was supported by Raja and Nagasubramani(2018), who mentioned that teachers highlighted that the effective use of modern teaching methods make the lesson progress smoothly and learners are more engaging and interested when using technology as their modern way of teaching and learning.

Teacher SI: further stated that*, as they teach learners with diverse needs, they normally group learners into small groups for them to share ideas on the project or task at hand. While learners are in groups the teacher then moves around monitoring progress made as well as identifying any areas of difficulty.*

Taggard et al., (2015) postulated that, grouping of all less engaged learners in one class carries a major risk of reinforcing their lack of engagement, hence the need to group fast learners together with slow learners, so as to curb the issue of lack of concentration, participation and engagement with these teaching methods.Some teachers, in the process, highlighted challenges they encountered during lesson time and how they mitigated those to ensure that the lesson progressed smoothly.

Teacher Dej: attests to this by mentioning that*they use a lot of group work, discussion, explanation, and pair work for their learners to work together and assist one another.*

The data suggests that teachers utilise a variety of teaching methods in order to accommodate the diverse needs of their special needs learners, make their lessons more interesting and effective so learners have an understanding of what they are learning.It also improves education and enables them to be active participants in lessons during teaching and learning time and to embrace each learners' differences with regards to objectives, values and beliefs and motives that impact learning (Nkomfa & Hay, 2018).

Teacher Bar: supports this by mentioning that*they seat their learners in pairs and call them by name just to ensure that they don't lose focus on what they are doing.They then pose questions to raise their interest and ensure that they are following and do not lose focus.*

4.6.8 Sub-theme 1: Differentiated Teaching and Learning

This section analyses sub- theme one that emanated from theme three, which discusses various teaching methods utilised by teachers in the teaching of special needs learners. This includes innovative teaching methods, strategies and approaches that the teacher participants used in the teaching of special needs learners to meet their diverse needs. For effective teaching and learning of special needs learners, teachers need to move away from one size fits all instructions so as to provide their learners with different opportunities to learn (Goddard, & Kim, 2015).

With a growing number of learners with diverse needs in today's classroom, teachers need to devise other strategies and use innovative teaching methods that cater for the diverse needs of all learners in the class.One of these isa differentiated curriculum which provides the best opportunities for all learners with their learning (Coubergs, Struyven, Vanthournount & Engels, 2017). Differentiated curriculum refers to the curriculum where the content is reduced to embrace and accommodate the diverse needs of the learners (DOE, 2011a.). Since learning barriers arise from all angles of the curriculum, such as language, teaching and learning support resources, assessment strategies, content, methods of teaching, pace of teaching and time allowed to complete the curriculum. Teachers therefore deal with this diversity by executing differentiated instruction in addressing diversity in their classrooms (Denessen & Molenaar, 2016). Teachers intensified and sustained this diversity by using differentiation teaching approaches which seems to accommodate and embrace the diverse needs and provide equal chances for all learners (Coubergs, et al., 2017).Teaching and learning perspectives which are adjustable, fair, and brilliant allow learners

of all levels to achieve their full potential (Ainur, 2019). Implementing differentiated instruction focuses on addressing challenges and heterogeneity in the classroom and provides teachers with an opportunity to bring out various activities and different content and incorporate different types of assessments, in order to meet the diverse needs of each learner (West and West, 2016, Thousand, Villa & Nevin, 2007).

Teacher Bel: mentions thatthey differentiate their work by using high order questions to those who are intellectually better and low order questions to those learners with severe intellectual disabilities.

 Differentiated instruction reacts to various learning styles and takes into consideration the needs of special needs learners, pays attention to their differences, cultural background and adjusting instruction, to recognise their strengths and embrace their difficulties (Maeng & Bell, 2015). With the use of differentiation instruction, special needs learners gain their confidence and feel valued and respected within the context of school and their community. Taylor (2015) stated that for successful, effective teaching and learning of special needs learners, teachers need to be highly knowledgeable, committed and have the required skills to assist and support the diverse needs of learners with Inclusive Education practice. To embrace and accommodate the diverse needs of each learner, teachers use differentiated teaching and learning strategies to ensure that all learners received equal opportunities. Acosta-Tello and Shepherd (2014) concur with this by stating that differentiated teaching assists to meet the individual needs of learners.

Teacher Kan: attests to this bystating that when presenting their lessons they differentiate their work by using individual education programmes which helps themto identify learners' strengths and weaknesses and this also assists learners in achieving their specified goals.

Tomlinson (2001) as cited by Makura (2016) proposed that a differentiated approach is crucial to teaching and learning as it offers learners numerous options for making sense of ideas in information. Differentiated instruction needs to identify learners' different background knowledge, preferred language of learning, interests, as well as readiness (Maeng et al., 2015). This will also help the learner to relate to his or her background and it will keep the lessons lively and interesting, as the teacher will be able to interact with all   learners in the class despite their different levels of understanding the concept and an activity, as they will have differentiated

instructions to outline each and every learners' level of development and success, by achieving each learners' individual needs during the learning process.

Teacher Mony: mentions thatthey differentiate their work by always giving their high functioning learners some challenging work to do and then spend more time with their low functioning group of learners doing a lot of demonstrations for them to do the work.

Differentiation improves teaching and learning as the learning styles and activities will be offered in ways that meet the needs of each learner in the class and this will provide all learners with fair opportunities to reflect their learning experiences. Manju, Gera and Singh (2015) suggest that differentiated activities should be planned in a way that they respond to the diverse needs of learners and also cater for their intellectual strengths and interests. The outcomes of activities the teacher has prepared guide them in drawing up remediation programmes and an individual learning plan. It will also assist and direct teachers in choosing the correct assessment activities for the diverse needs of their learners.

4.6.9 Sub-theme 2: Implementing and Managing Differentiated Activities

Differentiated planned activities play a major role in providing lessons for special needs learners as these activities accommodate the diverse needs of all learners in a class. However, teachers teaching special needs learners need to come out with a plan of implementing and managing these differentiated activities. Wjett (2017) suggested that differentiation requires an in-depth and continuous support, manageable class size, teaching and learning resources, planning time and cooperation amongst teachers themselves. Since teachers lack appropriate training on Inclusive Education, they find it hard to deal with diverse needs learners (Dreyer, 2017). Strogilos (2018) stated that teachers need to implement differentiation in their instruction so that they embrace the diverse needs of learners and dismiss myths that flow in the education of special needs learners.

Teacher Lem: supported this by mentioning thatfor active participation of all learners in their classroom they design some activities that will embrace the low functioning learners and work with them while the high functioning group are busy completing their task.

Mest (2016) stated that for successful implementation of differentiated teaching and learning teachers should take into consideration learners' interest, capabilities, motives and styles of

learning. Teachers should take a leading role in choosing relevant interactive way strategy for an effective implementation of differentiated teaching and find features that may develop differentiated instruction (Ismaji, & Imami-Morina, 2018).

Teacher Dej: supported this by mentioningthat when doing reading with their learners theygavetheir high functioning group some newspaper articles to read on their own and they then spent a lot of time with the low functioning group reading with them.They have to do a lot of repetition to strengthen theirmemory as they cannot read on their own.

The data from interviewed participants revealed that implementing differentiated activities embrace and accommodate the diverse needs of all learners in one classroom. This implementation of differentiated activities allows all learners to be effective, active participants in the class during teaching and learning time.

4.6.10 Sub-theme 2: Hindrances in Managing Differentiated Planned Activities

There are many disruptions in the implementation of the differentiated planned activities, such as insufficient training among teachers, inadequate confidence, efficacy and perseverance in tackling differentiation techniques (West, & West, 2016). Other hindrances in controlling differentiation are restless learners who misbehave, seek individual attention and there are a large number of learners with diverse needs in one class. Bansilal et al., (2016) stated that an individual learning plan is doomed to be a failure since some learners failed to do individual work and the large number of learners in one class make teachers' experience difficulties in marking work, therefore paying individual attention to challenged learners is quite a difficult situation since some of special needs learners are failing to follow the continuous assessment necessities. Jager (2017) stated that lack of discipline amongst learners is also another factor that contributes in hindering the success in the implementation of differentiated instruction. Aldossari (2018) further stated that teachers are also facing a difficulty with learners who do not know the significance of differentiated instruction. These learners lack interest in their schoolwork and this leads to behavioural challenges such as serious incidents of fist fights in the class which disrupts the smooth flow of the lesson.

Teacher Lem: supported this bymentioning thatthe behaviour of some learners in their class let them down as they disrupt the lesson by making noise, not settling down on time and others ended up fighting with each other which disturbed the smooth running of the lesson.

This was supported by Bansilal et al., (2016) who stated that some teachers find it hard to manage a classroom with noisy learners, who also fail to complete their work, and are frequently absent from school, undisciplined and absent themselves from classes. Time constraintsare also a serious issue in managing these planned activities. To manage differentiated activities teachers, therefore, need to make alternative arrangements out of the planned school timetable, such as sacrificing their break times for both teachers and learners.

The use of English in teaching and learning also hinders the management of differentiated planned activities. This was supported by Nikolaou, Zafiri, and Pilogou, (2017) who proposed that students may experience negative feelings towards their learning through the difficulties they face when teachers present lessons using second language during teaching time. To overcome this language barrier teachers need to offer students a choice, so that they can use various levels of readiness, learning profile and personal interest (Nikolaou, et al., 2017). Suprayogi, Valcke, & Godwin (2017) further suggested that teachers are required to transform and embrace specific teaching strategies, enforce diversity in learning activities, observe individual student needs and follow appropriate learning outcomes.

Teacher Slab: supported this by mentioning thatthey spend a lot of time explaining activities to their learners and do a lot of repetition since some of the learners do not understand English, as it is a second language to them.Learners are then paired, using fast learners to assist weaker ones in explaining some of the work using their mother tongue, which uses up a lot of time.

4.6.11 Sub-theme 4:Various Assessment Activities

This sub- theme will put more emphasis on the assessment variations the teacher participants used when assessing learners with diverse needs. These study findingshave revealed that the study participants utilised various assessment variations to assess the progress of their learners with diverse needs. Brook, Hart and Lazarus (2017) suggested that teachers need to plan the lesson with a goal and aim of what it is that the students will learn and how they will learn it.

Teacher Slab: mentions that as a cookery teacher they assess their learners using a lot of oral activities where the learners do physical activities, such as cooking or baking, and explain the steps they must follow while they are in action.

Brook,Hart et al., (2017) attests with the above participants by proposing that formative assessment is an appropriate assessment tool that can be used to assess learners, as it guarantees the full participation of all learners and the assessment measures of what it is supposed to measure.

Teachers employ a variety of assessment methods and strategies in assessing differentiated planned activities for special needs learners. With the calibre of learners who are struggling with their learning and behaviour, an individual learner can be given an activity that is photocopied from the remedial education book and the teacher can then give assistance and guidance on problematic areas. Nel et al., (2016) proposed that learners can also work in pairs where fast learners can assist slower learners and this will develop good companionship. Group work can also be utilised where learners can share information amongst themselves.

Teacher Barr: articulates that, they do assessment through written work, dramatisation as well as oral assessment.With such assessment variations they are able to identify challenges faced by learners as well as providing the necessary assistance aimed at improving the learner's capability.

The data suggests that teacher participants preferred to use a number of assessment methods and a variety of teaching approaches and learning styles in assessing learners with diverse needs, so as to boost and empower them. This makes them succeed and achieve their specific goals in the education process. The data also highlights that learners with diverse needs can learn better with differentiated instruction as the work embraces all of their levels and this provides them with an opportunity to co-operate and share ideas on teaching and learning activities that meet their diverse needs, as the lessons are presented in a differentiated style (Ranjeeta, 2018).

4.7 Theme 4: Challenges Teachers Faced in Providing Inclusive Education

 This section of the chapter put more emphasis on the challenges teachers experienced in providing Inclusive Education in special needs schools. The respondents of this study have mentioned a number of challenges which disrupt teaching and learning in schools. What transpires from the data gathered from teacher participants during interviews, was a clear indication that there is insufficient training amongst teachers, insufficient resources, lack of parental support and lack of curriculum. These are the main issues that lead to various challenges teachers face in providing education amongst special needs learners in special needs schools (Engelbrecht et al., 2016). Unruly behaviour was also mentioned as the main hindrance in the smooth running of the school,

which also disrupts the provision of effective teaching and learning. This was supported by Lopes (2017) who argued that discipline in classrooms is a major issue and the main concern for teachers, school administrators, students, as well as parents.

Teacher Bel: attested to this by mentioning that discipline is a serious issue amongst learners in special needs schools which leads to poor performance and lack of participation and parents are also not contributing by reprimanding their children.

Teacher Dej: mentioned that discipline is a major problem they have experienced as a teacher in a pre- vocational school; theyfound out that unruly behaviour disturbs teaching and learning and parents are not co-operating, even if they are called by the school regarding their children's behaviour.

Makoelle (2016) concurs with these teacher participants by stating that teachers are faced with a challenge of unruly behaviour amongst learners in special needs schools and this causes instructional challenges and poor performance amongst learners.

4.7.1 Sub-theme 1:Managing Discipline amongstLearners

This theme focused on the control measures teachers take to discipline special needs learners in a special needs school. The data collected revealed that discipline is a major concern among teachers teaching special needs learners. Findings by Bennet (2018) revealed that managing the class well can assist in avoiding the issues of discipline among learners in pre-vocational schools. When the academic year starts each and every teacher needs to lay out a disciplinary plan that will highlight that classroom as a safe zone, none of the learners will be bullied or made fun of in the class by one another. Since special needs learners have low concentration spans it is important for the teacher to ensure that the class has displayed simple classroom rules and learners adhere to these rules so that they don't lose focus on what transpires in the class during teaching and learning time (Ranjeeta, 2018).

Teacher Mony: mentions that discipline is a major problem that they have experienced as a teacher in a pre- vocational school, but they have overcome it by becoming strict, issuing each learner a

copy of the classroom rules and they give their learners more work and let them work in groups while they move around the groups to check their progress.

Special education guide (2018) corroborates with these teacher participants by affirming that to reduce ill-discipline amongst learners, teachers need to organise individual and small group strategies to design appropriate movement and give time to socialise and endorse their own reflections. Bennet (2018) suggested that a teacher needs to include open activities, do routine checks, as well as understanding routine closing activities.

For the discipline to be instilled effectively and managed well, schools need to have knowledge about the child's disabilities. The schools need to work in collaboration with parents and all other relevant stakeholders within theperimeter of the schools (Reichhart, 2016). One of the relevant stakeholders that can play a major role in directing learners towards good behaviour is the school counsellor and schools should also allow the intervention of parents in the teaching and learning of their children. Heezen (2017) attests to this by proposing that schools should create a constructive relationship with parents, so as to establish a positive learning environment for learners. Heezen (2017) further elaborated that schools need to have ongoing communication with parents for them to respond to matters that need their concern. The Education Welfare Act (2000) postulated that schools should provide parents with a copy of the code of behaviour which will keep them well informed on what is expected from their children with regards to behaviour at school.

Teacher Kan: attested to this bystating that the support they received from their colleagues created positive results from the school, reduced unruly behaviour and parents are also supportive in the education of their children, which reduced unruly behaviour in the school and the parents are very supportive in the teaching and learning of their children.

To tackle the issues of discipline, schools are required to have a school code of conduct and ensure that their classrooms are a safe and orderly zone for their learners (Skiba & Losen, 2016). Teachers need to develop classroom rules and have them displayed visibly for all learners in the class and the class is required to have an open discussion about these classroom rules so that all learners can understand what is expected from them (Skiba et al., 2016) It is important for the schools to develop their classroom routines so that learners should be familiar on what to do in their classroom

(Skiba et al., 2016). Heezen (2017) concurs with this by proposing that schools need to set out some ground rules that will respond to the behavioural needs of their learners.

Teacher Sho: highlighted that to maintain discipline amongst learners they engage parents, they write them letters should learners misbehave, call them to school and issue each learner with a school code of conduct in relation to disciplinary matters.

The data suggests that schools must also work collaboratively so as to support each other. To instil effective disciplinary issues schools should have case discussion days whereby they identify a learner and discuss his or her behaviour and share ideas on things they can do to control bad behaviour and instil effective discipline on that particular learner (Skiba et al., 2016). It is also important for teachers to create a healthy relationship with their learners, teach learners about social and emotional learning which will assist learners in understanding the necessity for social interaction with others (Skiba et al., 2016).

4.7.2 Sub-theme 2: Lack of Trained Staff

In this section the sub-themes that emanate from the above themeare discussed. The study revealed that many of the teachers teaching special needs learners did not receive any formal training in dealing with and teaching special needs learners (Dreyer, 2017). These teachers were only trained in general teaching and among the ten sampled teacher participants only one teacher was trained to teach special needs learners. Teachers do not have the required skills and are poorly prepared to embrace the diverse needs of special needs learners. United Nations (2017) stated that Sub-Saharan Africa has a low rate of trained teachers in pre- primary, primary and secondary education which is 44%, 74% and 55% respectively. Donohue and Bornman (2014) revealed that teachers are not clear with specific means to meet in connection with the stated goals of Inclusive Education as cited in Engelbrecht el al., (2015).

Teachers themselves doubt their capabilities of dealing with special needs learners. They feel that they are not skilled enough and have insufficient knowledge on how to teach and discipline learners with diverse needs. Some teachers feel pity for these learners which sometimes leads to unruly behaviour in school, as well as in the classroom. McKenzie et al., (2018) attest to this by stating that teachers perceived themselves as individuals who have inadequate knowledge and

skills of practicing and implementing Inclusive Education but are challenged when they deal with special needs learners**.**

Teacher Go: mentions thatthey never received any training in special needs education but studied a model ofInclusive Education dealing with issues of barriers to learning.They learnt to do work in the field, hence there is great need for curriculum improvement so as to deal with the pressing issues at hand.

Teacher SI: concurs with teacher Go, by highlighting thatthey also did not receive any formal training in InclusiveEducation until recently, where they attended a workshop facilitated by the Department of Basic Education for special needs schools.

With a number of respondents having highlighted that they did not receive meaningful training in pre-vocational learning, Dreyer (2017) concurs with teacher participants by stating that 65% of teachers do not have the necessary skills and qualifications on how to respond to these diverse learning needs.They only have their teaching experiences to draw fromwhen tackling the diverse needs of learners, since the majority of teachers only received their training in general education and their level of support to learners in classes is rated at only 38%.

4.7.3 Sub- theme 3: Lack of Support from Relevant Stakeholders

 Engelbrecht et al., (2003) as cited in McKenzie et al., (2018) perceived Inclusive Education as the worst stress amongst teachers, especially those who teach special needs learners in their classes, as they experience lack of collaboration with parents, administrative issues, insufficient resources, inadequate support from all relevant stakeholders, and teacher's low self-esteem. Teachers believe that support from relevant stakeholders in education plays a major role in the development of Inclusive Education, therefore it is important for all relevant stakeholders to take part and assist in the teaching and learning of children.

Teacher G: revealed thatsome Head of Departments within the institution do provide regular interval support while nothing seems to be coming from the Department of Education side, arguing that maybe they are assessing the whole school. In some case the school administration assists with resource mobilisation but that is not enough as pre-vocational learning has proved to require a lot of learning resources, so as to achieve better results.

Teacher Slab: concurs with teacher G by articulating that, the school management team support teachers with all relevant support and the teacher's union also provides teachers with developmental workshops in their teaching, hence there is little or no support from the Department of Education.

Bansilal et al., (2016) further proposed that family circumstances, such as uneducated parents, single parenting, dysfunctional parents, and domestic duties, may disrupt and discourage a child with his school work and this can also result from the lack of support from relevant stakeholders, which might be a hindrance in the progress of a child.

4.7.4Sub-theme4: Lack of Teaching and Learning Materials

This study also reveals that teachers are not receiving adequate teaching and learning materials in teaching special needs learners due to financial constraints. Walton and Lloyd (2011) as cited in Engelbrecht (2016) stated that the financial crisis in funding education has created a lack of resources and overcrowded classrooms, which also impedes the execution of Inclusive Education,as it is stipulated in EWP6 (2001).

Teacher Mony: noted that, shortage of teaching material is one major challenge they experienced, therefore,they move around communities in search of small pieces of wood, so as to facilitate teaching, since the school has inadequate learning materials.

Teacher Kan: noted that, the greatest challenge was the lack of appropriate resources, therefore they had to rely on fundraisings, so as to mobilise resources to facilitate teaching and learning.

In the developmental study by Stofile (2008) as cited in Engelbrecht (2016), the Department of Education is not dedicated enough to the execution of inclusive policies, teachers do not receive financial assistance from the DOE and this hinders progress in the execution of inclusive policies. This is in cognisance with Forlin and Jobling(2008) as cited in Engelbrecht (2016) who argued that overcrowded classes, behavioural problems, insufficient teaching and learning materials and manpower resources are other challenges teachers experience in schools which affect them in delivering subject matter and leads to disciplinary problems.

The response from participants suggest that teachers are faced with a challenge of teaching with insufficient teaching and learning material and this creates difficulties in providing and

implementing the new policies of Inclusive Education, and they also lack service support from the Department of Education, which make their life difficult in providing effective teaching and learning. In some schools teachers had to handle their special needs learners on their own without the support of a teacher's aide especially during test assessment and during one on one contact time.

4.7.5 Sub-theme 5: Overcrowded Classes

Large numbers of learners with diverse needs in one classroom negatively influence the provision of education in special needs schools. Various behaviours are a hindrance to the provision of effective teaching and learning. Teachers are also faced with a challenge of repeating one and the same thing over and over again, which is time consuming and they fail to render individual attention, which is more important to learners with special needs since some of the special needs learners cannot read or write and require more attention from their teachers.

Teacher Lem: noted during the interview that the classes are overcrowded and the behaviour of learners is an unbearable problem, especially to individuals who have many personal barriers, and hinders service delivery by the teachers during lesson time.

Teacher Slab: attests to this by indicating that a large number of learners in one class result in learners having difficulties in reading; calculating and measuring and this results in major disciplinary problems and class disruptions.

4.7.6 Sub-theme6: Lack of Curriculum

This study revealed that schools also lack an appropriate unified curriculum to accommodate the diverse needs of learners because each school has to draw up its own curriculum to try and meet the diverse needs of their learners, since there is no uniformity or fixed curriculum designed by the Department of Education to accommodate inclusion.Therefore, teachers are faced with challenges in delivering curriculum and find it hard to accommodate struggling learners. Government of South Africa (2017) mentioned the curriculum review in paragraph 217, which has not yet been finalised.

Teacher Barr: mentions that special schools do not have a holistic curriculum designed by the Department of Education, each school has its own, different curriculum plan.

Teacher Kan: concurs with teacher Barr by mentioning thatteachers in special schools plan their own curriculum, do their own books which they believe is at the level of their learners, since the Department of Education has no fixed curriculum for these schools.

Engelbrecht et al., (2016) attest to this by stating that teachers in South Africa received educational programmes that lack in-depth content, which hampers the progress of the learners. Teachers believe that support from relevant stakeholders in education plays a major role in the development of Inclusive Education. Bronfenbrenner noted that environmental components have an impact on how children develop. Engelbrecht et al., (2003) as cited in McKenzie et al., (2018) perceived Inclusive Education as the worst stress among teachers who teach special needs learners in their classes, as they experience lack of collaboration with parents, administrative issues, insufficient resources, inadequate support from all relevant stakeholders, and teacher's low self-esteem

4.7.7 Sub- theme 7: Ways of Addressing Challenges

In response to the question with regards to ways of addressing challenges faced by teachers teaching special needs learners, the respondents mentioned various ways which include, active teacher and parents' relationships and the use of different teaching methods as well as strategies. Also, worth consideration is the issue of curriculum improvement so as to meet the current teaching and learning demands. Disarat (2016) stipulated that teachers need to use various teaching strategies so as to reduce challenges of indiscipline, laziness, as well as low morals.

Teacher SI: mentioned thatthere is a need for improved communication among various educational stakeholders with special mentioning of teacher-parent relations and constant monitoring of the child's education progress by parents

Teacher Go: mentions that, the school has since established a mechanism whereby parents do visit the school on open day to familiarise themselves with their child's academic progress while the school also issue out learners progress reports to the parents.

Education white paper adopted by the DOE, (2001) attest to this by highlighting the recognition of parents as people whose rights and role of commenting on policy making of education issues with regards to their children, were not recognised by the department of national education. The

Department of National Education (1999:1) proposed a partnership between parents and the department of education with an intention of highlighting the role of parents in the education of their children. This partnership authorises parents a right of sharing the platform with professionals, in the decision making of their child's education. In cognisance with the above statement Kalyanpur et. al. (2000) stated that parental involvement and the balance of power between parents and professionals has been tilted in favour of the professionals.

Parents must take an active role in the admission of their children in schools and this is attested by South African School Act, (1996) which demands the rights and wishes of parents to over-rule admission policy of any school governing body. Parents together with other professionals, such as psychologists and nurses, will be considered as equal partners in ensuring an appropriate education for their children and in many other instances. Observation from this data indicated that some teachers had access to parents, hence keeping in touch and updating each other on the learners' progress is a bit of a challenge, since some of them are not active participants in the teaching and learning of their children.

4.8 Conclusion

In this chapter the gathered data secured from the semi-structured interviews and non-participant observation was presented and analysed under appropriate research questions. Themes that emanated during the interview session were discussed and each research question was handled individually. After organising the data to content analysis under each theme, relevant literature was used; the data was presented. In this chapter, it also emerged that Inclusive Education is about creating an enabling environment for all learners to learn, irrespective of their needs and disabilities. It can also be deduced that Inclusive Education allows the education structures, systems and methodologies to change so as to accommodate the diverse needs of all learners.

One of the favoured views about Inclusive Education is that it's about uniting learners with special needs into mainstream learning, with learners without special needs. Moreover Nyarai (2016) proposed that Inclusive Education is far more than just allowing learners with disabilities into the mainstream school, butit involves issues of enlarging the school atmosphere, curriculum, infrastructure and support, to address the learning deficiencies presented by learners living with disabilities. Engelbrecht et al., (2015) concurs by stating that the Inclusive Education system is an

education system that embraces and accommodates the diverse needs of all learners regardless of their disabilities, capabilities, culture, gender or language. The next chapter focuseson the summary, conclusions and recommendations of the study.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Inclusive Education plays a crucial role in different communities within the Republic of South Africa yet it receives minimal attention from different levels of the government, therefore this research will not only assist the government but it will also bring dignity to students who are attending in these schools. This chapter serves as the final part of the study and draws conclusions from key findings revealed in the previous chapter,thereafter, providing recommendations for future research.

In Chapter One of this study the researcher introduced the study by highlighting the objectives and the research questions. Chapter Two of the study discusses secondary data obtained from the extensive literature review conducted on Inclusive Education.The review reveals that Inclusive Education serves as a basic right to education that pursues social justice by opposing exclusion from schools within communities, promoting access, engagement and achievement of all learners, irrespective of their diverse needs (Walton, 2016). Bronfenbrenner's Ecological Systems Theory played a crucial role in understanding findings of this study and also the significance of relationships of systems within an environment, particularly in the education space.

Chapter Three presented different methods that are normally used for research; however, it also discussed the method employed for this study. This study employed a qualitative approach/method as it was discussed in detail in Chapter Three; hence the technique that was used for data collection was interviews & observation. Chapter Four of this study presents and analyses data collected using all techniques mentioned in Chapter Three; hence this Chapter (Five) provides a deductive conclusion and recommendations.

5.2 Key Findings of the Study

The literature review explored a number of researchers that are of relevance to this research study, covering the concept of special needs education, the concept of inclusive education, teacher experiences and criticisms levelled against Inclusive Education, amongst others. The outcome of the literature review revealed special needs education (SNE) as an education system that was

designed for children who needed high levels of support and intervention that was only provided for in a special needs school setting. Dreyer (2017) noted that special needs education is education designed for children with a variety of disabilities, such as health and mental health conditions that require special intervention, services and a high level of support. The literature also revealed the concept of Inclusive Education, which Engelbrecht (2016) perceives to be the system of education that accommodates all barriers regardless of the learners' diverse needs. With the development and the formation of policies that favoured inclusion, there is still more that needs to be done, as schools are still experiencing a lot of challenges in delivering subject matter that will fulfil and accommodate the diverse needs of all learners in an inclusive school environment.

 Through the interviews that were conducted, this study revealed that teachers are faced with multiple challenges in implementing and practicing Inclusive Education in special needs schools. Some study participants revealed that they do not have relevant qualifications that allow them to render their services, in a special school, to special needs learners, which makes them doubt their ability. This was also noted by Dreyer (2017) who stated that the majority of teachers in the teaching field were not trained to teach special education but were only trained for general education. Moreover, the interviews revealed that teachers with positive attitude and beliefs impact positively on the teaching and learning of these special needs learners and this leads to a positive learning output. These positive teachers believe in their learners and the view that learners can achieve their potential goals in life should they be given support and opportunity to engage themselves in activities at school and projects within their environment.

The study also revealed that some teacher participants displayed negative views and beliefs in the teaching and learning of their special needs learners. Such teachers described their learners as highly challenged, lacking confidence, difficultiesin coping, isolate themselves amongst their peers and are easily intimidated by everyone. Therefore, this means that not every teacher in special schools believes in Inclusive Education and this then means if the right educators can be involved in the Inclusive Education system learners can easily reach their full potential. The study also highlighted a link between teacher attitudes and learner behaviour. When teachers display negative attitudes towards their learners, they tend to behave badly and act irresponsiblytowards their schoolwork. The study revealed that learners in a negative environment have a tendency of doubting their abilities and resorting to bad behaviour, and they are also academically demotivated

and fail to perform to the best of their ability.These teachers who have negative views and beliefs further revealed that special needs learners cannot make it in life and it is difficult to provide education to these learners as they cannot concentrate during teaching and learning time.

5.3 Response to the Research Question

Primary data for the research was collected through the use of observations andinterviews conducted on ten teachers using purposive sampling, which is a non-probability sampling method. The subsection presents a detailed summary of the findings from the interviews as per the research questions of the study as follows:

Research Question 1: What are the teaching methods adopted by teachers in pre-vocational schools in teaching pre-vocational learners?

Based on the findings from primary research, various teaching and learning methods have been adopted in teaching and learning in pre-vocational schools. Story-telling, demonstration, group-work, discussion and individual tasks were reported as being effective teaching methods that they adopted in teaching special needs learners. The majority of the teachers of the study, however, revealed that they adopted the demonstration and group tasks approach, so as to enhance learning of learners with diverse needs.

The research findings revealed that the better the application and integration of the demonstration, group task and presentation approach, the greater the competitive advantage that the teaching and learning in pre-vocational schools can be, and this contributes greatly towards improved learner performance. Observations made have revealed that the adopted teaching and learning methods help learners to have an understanding of what they are doing, group work facilitates assistance to slow learners as they will be helped by fast learners and it is of great importance in some learning areas as well. Irrespective of the effectiveness of the various teaching methods adopted in pre-vocational learning, learners still do need more help during their learning era, hence in the previous chapter under analysis it was discussed that there's a strong need for training of teachers who are teaching in Inclusive Education and a curriculum that will holistically address their diverse needs.

Research Question 2: What challenges do teachers face in providing education for the pre-vocational child?

The study found that challenges faced by the teachers in providing education to pre-vocational learners include personal, institutional and contextual challenges. The personal issues include attitudes and beliefs of teachers towards the learning outcomes of learners with special needs, which impact on their teaching practices. The institutional challenges include a lack of teaching and learning support resources for effective teaching, a lack of adequate professional development for teachers and noting that none of the teachers have been formally trained as special needs teachers. The contextual challenges relate to external agents that could assist in the teaching and learning of special needs learners and includes parental support, Department of Basic Education support and community and business support.

The study also identified the issue of learner behaviour as disciplinary issues have always been a concern for teachers in pre-vocational schools. The teachers spend most of their time concentrating on implementing measures associated with disciplinary issues during learning time. Some of the disciplinary issues emanate from home due to parental pressure, physical and mental abuse as well as parental absenteeism in learner education. Learner behaviour is, according to the outcome of the research, a pressing issue with regards to challenges faced by teachers as far as providing education is concerned. Behaviour issues in relation to individuals who have many learning barriers hinder subject delivery by the teachers, during lesson time. Teachers have to deal with these in a way that the learner should not feel unwanted, hence the process requires a lot of patience, sober mindedness, as well as warm parental care.

Lack of teacher training in pre-vocational teaching is worth noting in this study. An overview of the findings highlighted that most teachers in pre-vocational schools did not receive any form of training. They do lack the technical know-how of how to provide education to pre-vocational learners and have to depend on their working experience. Others pointed out that they have been equipped through workshops, hence they have been using that knowledge to provide education to the pre-vocational learners. These findings concur with the study by Chaitaka et al., (2012) who alluded to the fact that, lack of teachers' skills in adapting curriculum hinders progress to meet the diverse needs of learners. Frankel and Ajodhia-Andrews, (2010) attest to the above motion by stating that sufficient teacher training, coupled with adequate support and positive attitude, is required for Inclusive Education to be implemented with success. A redress by the various

stakeholders in the education sector of the pertinent issues is of paramount importance if better results and progress in service delivery by the teachers in pre-vocational schools is to be realised.

Research Question 3: How do these pre-vocational teachers address the challenges they face in their teaching practices?

The study findings accounted for various strategies that teachers can use to address the challenges they face in their teaching practices. Active involvement and participation of various educational stakeholders has been cited as the solution to redress the challenges teachers in pre-vocational schools are facing. Active parental involvement in the teaching and learning process is central to progressive and effective learning and development of the implementation of Inclusive Education, parents should regularly and constantly monitor their child's educational progress by working hand-in-hand with the teachers, who is loco-parents in their absence.

5.4 Recommendations for Further Studies

➢ The study recommends that the Department of Basic Education (DBE) should develop a programme that will provide training that will assist teachers who are teaching special needs learners.

➢ The study also recommends developmental workshops that will equip teachers with relevant skills in the teaching of special needs learners.

➢ The study recommends that adequate resources be allocated into the Inclusive Education space to make it conduciveto attracting the right teachers.

➢ The study also recommends that the DBE needs to work with academics in drawing up a structured curriculum for special schools which will embrace the diverse needs of special needs learners.

5.5 Study Limitations

The study participants were not eager to participate in this study due to unknown reasons to the researcher, even though they were told that their identity would not be disclosed, and this limitedthe researcher from getting more data for the study. The data for this study was collected from a limited number of teachers, since the study was only based in one pre-vocational school,

therefore the study did not represent the majority views of special needs teachers around KwaZulu-Natal and other provinces.

5.6 Conclusion

The research study was conducted with the aim of exploring challenges experienced by teachers teaching special needs learners in pre-vocational schools. This study focused on Pre-vocational Education with specific focus on teachers, seeking to assess the teachers' experiences, challenges, and opportunities in teaching the special needs learner, in a Pre-vocational school. Literature related to the study was revealed so as to support and provide substance to the research. The study employed an exploratory research design to explore genuine occasions in their characteristic settings. The research was qualitative in nature and primary data for the research was gathered through the use of interview guides, conducted by making use of purposive sampling which is a non-probability sampling method. As a result, the research findings revealed the teaching methods adopted by various teachers in pre-vocational teaching and learning. Challenges faced by teachers in providing services in pre-vocational schools were highlighted during the course of the research, so were the solutions to these challenges. It is the hope of the researcher that the research findings will be of great influence on the responsible authorities in educational policy formulation.

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TO WHOM IT MAY CONCERN

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I cannot guarantee that the changes that I have suggested have been implemented nor do I take responsibility for any other changes or additions that may have been made subsequently.

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Signed at Port Elizabeth on 10 December 2020

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