



Principals' Meaning of and Practices for Supporting Teachers in Promoting Inclusive Classrooms

By

Thulile Sarah Zuma

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University of KwaZulu-Natal**

College of Humanities

School of Education

Pietermaritzburg Campus

Supervisor: Prof P.E. Myende

February 2024

DECLARATION

I, **Zuma Thulile Sarah** declare that:

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Date: 13/02/2024

STATEMENT BY THE SUPERVISOR

I declare that this dissertation is submitted with/ without my approval.



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13/02/2024

Date

ETHICAL CLEARANCE CERTIFICATE



30 August 2022

Thulile Sarah Zuma (201509732)
School Of Education
Pietermaritzburg Campus

Dear TS Zuma,

Protocol reference number: HSSREC/00004582/2022

Project title: Principal's meanings of and practices for supporting teachers in promoting inclusive classroom: A case study of three primary schools in the uMgungundlovu District
Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 10 August 2022 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

This approval is valid until 30 August 2023.

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

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

Yours sincerely,



Professor Dipane Hlalele (Chair)

/dd

Humanities and Social Sciences Research Ethics Committee

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

Telephone: +27 (0)31 260 8350/4557/3587 Email: hssrec@ukzn.ac.za Website: <http://research.ukzn.ac.za/Research-Ethics>

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INSPIRING GREATNESS

DEDICATION

This dissertation is dedicated to my late parents William Mandlenkosi and Marittah Zuma. You really deserve to be honoured as the founders of my formal education from primary school to tertiary level. You played your role as parents and I am privileged to have been raised by you. I am a postgraduate today because you have sacrificed the little that you had for me to be a graduate.

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ABSTRACT

The purpose of the study was to explore principals' meanings of and practices for supporting teachers in promoting inclusive classroom in primary schools of the uMgungundlovu District. The duty of the principal is to provide every learner in the school with access to education and to develop the learners' leadership potential. It is therefore vital to find out how principals understand the inclusive classroom in supporting teachers to promote the inclusive classroom in the selected primary schools, to find out the roles that principals play in the child's life and in the teachers' life in terms of support and also the difficulties they (principals) experience in the process of promoting an inclusive environment in the classroom. The study was theoretically underpinned in transformational leadership and Bronfenbrenner's ecological system theories, in order to explore the leadership practices of the principals. The study used a qualitative case study design within the interpretive paradigm. Qualitative research seeks to explain and understand social phenomena in its natural settings. It concentrates on the meaning people have built concerning their world and the researcher is viewed as the primary tool for data generation and analysis. Face to face semi-structured interviews were employed to generate data. A sample of four participants from the four selected primary schools was purposefully chosen, which constituted the research participants. Ethical considerations, including confidentiality and anonymity, were maintained throughout the research study. The study reviewed related literature from national and international perspectives on leadership practices, in order to understand how principals support teachers in promoting inclusive classroom. The research findings have revealed that principals play an important role in transforming their respective schools into learning environments that are conducive for teaching and learning through their leadership. The principals considered leadership as a collective effort and practiced collaborative decision-making. Furthermore, the principals' understanding, and experience enabled them to build good interpersonal relationships with teachers, learners, and other stakeholders. The study has also identified several challenges pertaining to leadership in the inclusive classroom, lack of resources and limited official visits. This study presented the recommendations for practice and for further research.

LIST OF ABBREVIATIONS AND ACRONYMS

CSTL	Care and Support for Learning and Teaching
DBE	Department of Basic Education
DoE	Department of Education
IE	Inclusive Education
NCESS	National Committee on Educational Support Services
NCSNET	National Commission on Special Needs on Education and Training
PLC's	Professional Learning Communities
SADC	Southern African Development Community
SASA	South African Schools Act
SMT	School Management Team
UKZN	University of KwaZulu-Natal

TABLE OF CONTENT	
DECLARATION.....	ii
STATEMENT BY THE SUPERVISOR.....	iii
ETHICAL CLEARANCE CERTIFICATE.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENTS	vi
ABSTRACT.....	vii
LIST OF ABBREVIATIONS AND ACRONYMS.....	viii
CHAPTER 1: THE ORIENTATION TO THE STUDY.....	1
1.1 Introduction.....	1
1.2 Background to the study.....	2
1.3 Statement of the problem	4
1.4 Significance of the study	5
1.5 Rationale to the study	7
1.6 Main aim/objective of the research	8
1.6.1 Objectives of the study	9
1.7 Research questions.....	9
1.8 Clarification of concepts.....	9
1.8.1 Mainstream school (classroom)	9
1.8.2 Full-service school	10
1.8.3 Special school.....	10
1.8.4 Barriers to learning.....	10
1.8.5 Leadership.....	11
1.8.6 Inclusive school leadership	11
1.9 Limitations	11
1.10 Delimitations	11
1.11 Organisation of the dissertation	12
1.12 Chapter summary	13
CHAPTER 2: REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK.....	14
2.1. Introduction.....	14
2.2. The shift towards Inclusive Education in South Africa.....	14
2.3. Defining inclusive education	15
2.4. The shift towards inclusive education: global perspective	16

2.5.	Inclusive education in South Africa	17
2.6.	School leadership for inclusive education	18
	2.6.1. Creates a collaboration culture for teachers 'work	18
	2.6.2. Provides opportunities for professional learning and teacher feedback	19
	2.6.3. Other significant factors	21
2.7.	Support measures by school principal for promoting inclusive classrooms.....	22
	2.7.1. Professional development	22
	2.7.2. An Inclusive vision	23
	2.7.3. The Hiring system	23
	2.7.4. Principals and inclusion	24
	2.7.4.1. Build a vision if inclusive education	24
	2.7.4.2. Develop teachers' skills and confidence in being an inclusive educator.....	25
	2.7.4.3. Principal Training programmes.....	25
	2.7.4.4. Support a system for progress monitoring	26
	2.7.4.5. Organising working condition for instructional effectiveness and retention... ..	27
2.8.	Barriers to attaining inclusive classroom-Despite the numerous support measures.....	29
	2.8.1. Implementation of Inclusion in learning	29
	2.8.2. Advances in Technology	29
	2.8.3. Curriculum based versus an assessment led paradigm	30
	2.8.4. Lack of Resources	30
	2.8.5. Slow implementation of Inclusive Education in South Africa	31
	2.8.6. Teacher Attitude	32
	2.8.7. Teacher Training	33
	2.8.8. Builds a shared vision for inclusive schools	34
	2.8.9. Redesigns schools for inclusive education	36
	2.8.10 Lack of accommodations as per SIAS (2014)	37
	2.8.11 Large class size and teacher's workload	38
	2.8.12 The effect of poverty in rural communities	39
	2.8.13 Lack of parental recognition and involvement	39
	2.8.14 Inaccessibility and unsafe built environment	41
2.9.	Theoretical Framework	42
	2.9.1. Bronfenbrenner's Ecological System Theory.....	42
	2.9.2. Transformational Leadership theory	43
	2.9.2.1. Components of Bass's 1985 Theory of Transformational Leadership.....	45
2.10.	Chapter summary	47

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY	49
3.1 Introduction	49
3.2 Interpretive paradigm	49
3.3 Research design	51
3.4 Research methodology	53
3.5 Sampling	54
3.6 Data generation	55
3.7 Data analysis	56
3.8 Trustworthiness of the study	57
3.8.1 Credibility	57
3.8.2 Transferability	57
3.8.3 Dependability	58
3.8.4 Confirmability	58
3.9 Ethical considerations	58
3.9.1 Participant consent	59
3.9.2 No harm.....	59
3.9.3 Confidentiality and anonymity.....	59
3.9.4 Ensuring that permission is obtained..	60
3.10 Limitations	60
3.11 Chapter summary	61
CHAPTER 4: DATA PRESENTATION AND DISCUSSION OF FINDINGS	62
4.1 Introduction	62
4.2 Profiling The Research Site, and The Participants	62
4.2.1 Profiling of school A	63
4.2.2 Profiling of school B.	64
4.2.3 Profiling of school C.	64
4.2.4 Profiling of School D.	65
4.2.5 Background information of the participants.	65
4.3 Findings and Discussions	65
4.3.1 Principals’ Understanding of Inclusive Classroom	66
4.3.2 Principals Leadership for Supporting teachers in inclusive classroom	68
4.3.2.1. Support given by the principal to teachers towards inclusive classroom..	70
4.3.2.2. Support received from other stakeholders in supporting teachers to promote inclusive classroom.....	73

4.3.2 Difficulties faced by principals in supporting teachers towards promoting inclusive classroom	76
4.3.3.1. Inadequate provision of infrastructure	76
4.3.3.2. Inadequate provision of human resource	81
CHAPTER 5: SUMMARY OF FINDINGS AND RECOMMENDATIONS.....	85
5.1 Introduction.....	85
5.2 Aim and purpose of the study	85
5.3 Summary of the study.....	85
5.4 Conclusions drawn from findings.....	86
5.5 Recommendations	88
5.6 Recommendation for further research	89
5.7 Final word.....	89
REFERENCES.....	90
APPENDICES	96
APPENDIX A: Letter Of Request To The Department Of Education.	96
APPENDIX B: Permission To Conduct Research From Department Of Education.	98
APPENDIX C: Letter To Participants.....	99
APPENDIX D: Declaration Ny Participants	101
APPENDIX E: Informed Consent Letter To Participants	105
APPENDIX F: Data Generation Tool	106
APPENDIX G: Certificate From Language Editor	108
APPENDIX H: Turnitin Certificate	110

CHAPTER 1: THE ORIENTATION TO THE STUDY

1.1 Introduction

Scholarly literature define a school principal as a primary figure that is in charge of successfully managing and overseeing all administrative tasks in schools (Leithwood and Jantzi, 2008). Of duties assigned to school principals is upkeep of the efficient internal operations of school systems, community representation, and accurate execution of educational policies. Also, school principals ought to serve as role models to teachers, which can boost their professional development and ethical behaviour. Together with administrators, school principals should ensure that every classroom accept students with various needs and talents and they do this by enacting laws and developing inclusive school systems and policies (Leithwood & Jantzi, 2008). This is an indirect but substantial impact.

According to Dyal et al. (2016), the role of a school principal is crucial in that they ought to create an educational atmosphere that offer possibilities for all learners, including those with disabilities. The authors add that a school administrator such as a principal should strive to build a schooling environment that bridges the gap between communities, students, and teachers as well as one in which stakeholders are free to operate independently. Lastly, the authors mentioned that the attitudes, roles, connections, and visions of school principals are important components of an inclusive learning environment. According to Cohen's (2015) theory, a school principal plays a pivotal role in bringing about change inside the institution (school) by spearheading the development and advancement of effective inclusion initiatives. For example, they should realise that children with special needs ought to be accommodated in regular classes in inclusive schools where they may engage in socialization and interaction with their classmates (Jackson et al., 2000; Hussain, 2017).

In order to guarantee that their institutions can provide the professional assistance that teachers need, a school principal should assume many responsibilities (Hoppey & McLeskey, 2013). Principals that lead inclusive schools ought to possess the abilities, know-how, and character traits necessary for providing effective leadership. This is emphasised by Hoppey and McLeskey (2013) who assert that schools find it difficult to fulfil the demanding criteria of offering a variety of services that satisfy the needs of various learner groups without the

guidance and assistance of a principal. In order to help teachers and the greater school community, inclusive schools must meet certain standards, which administrators need to be aware of and work effectively towards developing. Ultimately, in order to improve the culture of schools they manage, principals are required to take inclusive practices and tactics into account.

The purpose of this study was to ascertain how administrators, particularly principals, help teachers to create inclusive classroom environments and what such practices include. Included in this chapter is the rationale, problem statement, research questions, and objectives. Lastly, a summary of each sub-section within the chapter, is provided.

1.2 Background to the study

According to Chapter 2 of the South African Constitution, the Bill of Rights, every child, adolescent, and adult has the right to receive education that satisfies their fundamental learning requirements in the widest possible meaning (RSA, 1996a). In recent times, a number of prominent international projects and proponents of inclusiveness in society have brought to the public's notice the predicament of millions of individuals, particularly children, who have endured decades of social marginalization within their own communities (UNESCO, 2003). Such occurrences remind us that education policies need to be properly diverse and planned to avoid becoming yet another source of social exclusion is the worldwide Commission on Education for the 21st Century (UNESCO, 2003).

It seems unbelievable that the very marginalised children likely become professionals, including being teachers who teach learners with different abilities, in an instant. Therefore, it is essential that teachers possess the necessary training and motivation, supported by the leadership and stakeholders. In order to address the requirements of teachers, school leaders and managers must put in place a range of internal and external support structures. In particular, assistance from the school has an impact on how decisions are made. Support for teachers in inclusive classrooms, according to Glatter (1997) and Ferguson (2013), has, for far too long, been disregarded, despite the fact that it affects learners' comprehension of internal school management processes.

Usman (2011) emphasizes how critical it is to comprehend how school principals may foster inclusivity and establish a positive school atmosphere. Teachers find it difficult to fulfil the demanding criteria of offering a variety of services that satisfy the needs of various learner groups without the guidance and assistance of the school principal. In a similar vein, Hoppey and McLeskey (2013) contend that principals ought to encourage inclusive learning for learners with a range of needs in addition to overseeing and organizing their schools. In order to make sure that their schools are able to provide the professional assistance that teachers need, school principals must also assume many tasks. Consequently, school principals need to understand the demands and necessities of an inclusive classroom, which has to be set up efficiently to support teachers and the larger school community (McLeskey, 2013).

According to Engelbrecht (2016), before 1994, or during South Africa's apartheid era, learners were taught in separate classrooms based on their race and the system involved a segregated special education system for learners who had learning challenges or disabilities. In order to align South African education practices with global trends that emphasize the inclusion of learners with special education needs in regular classrooms, it was necessary to address this separate perspective on education inside the system (Engelbrecht, 2016). This indicate that previous curriculum and educational systems had not been able to address the diverse curricular demands of learners adequately. Learners made little progress as a result, which contributed to their failure. In response to this pressing issue, reports by the National Commission on Special Needs on Education and Training (NCSNET) made recommendations to the Department of Education (1996), and the National Committee on Education Support Services (NCESS) created Education White Paper 6 on Special Needs Education, a new policy, in 2001. Building a Training and Education System that is inclusive.

In order to ensure that all learners have equitable access to education, the new Education White Paper 6 policy set forth rules for the new South African educational system. The goal of the policy is to support inclusive classroom development and education for every learner. Put another way, learners who previously received education in a different educational system because of learning obstacles they encountered, are, today, be taught in regular classrooms, with the requirement that help be provided to enable each one of them to succeed. In order to accomplish this goal and realize the vision of social justice and IE in South Africa, the Department of Education (DoE, 2001) reviewed regulations and implemented changes that would ensure everyone would have fair and non-discriminatory access to education.

According to Lomofsky and Lazarus (2014), a fundamental component of the 1996 South African Schools Act (SASA) is ensuring that every learner, regardless of background, has equitable access to high-quality basic education.

1.3 Statement of the problem

In 2001, the Department of Education in South Africa made a commitment to guarantee all learners, regardless of their disability, access to school. The goal of South Africa's inclusive education strategy has been to implement the aforesaid commitment (Engelbrecht, 2004; Essex, 2006; Dalton, 2013). Mpya (2014) contends that it is crucial to look at every element that is essential to ensuring that every school-going learner has access to education. This covers principals' assistance to teachers in fostering inclusive classroom environments such as special education, full service, and mainstream schools.

According to Weeks and Erradu (2013), in order to provide high-quality support for especially learners who encounter learning challenges, it is vital that assistance is equally afforded to the teachers. In addition, schools must develop and enforce a curriculum that meet the demands of the varied learners (Kalenga et al., 2014). In general, mainstream schools currently use a standardized curriculum, and learners are only considered successful if they meet the minimal performance requirements. Therefore, regardless of difficulties that may affect their performance and without taking into account any other skills that such learners may possess, those who lack the capacity and capability to participate in the standardized curriculum successfully, are regarded as failures (Kalenga et al., 2014). It is the responsibility of school administrators to ensure that all needs of learners are met.

The World Declaration on Education for All (UNESCO, 1990) states that inclusive education (IE), an inclusive and fair education system, has a duty to advance social justice by ensuring that all children get high-quality education in an equitable manner. There are signs that many learners, including those who face learning obstacles, are still denied full access to high-quality and equitable educational opportunities in mainstream schools, even in the face of global efforts to guarantee high-quality education for all learners through inclusive education (Ladbrook, 2014).

It is therefore to be expected that even in South Africa, there are learners who might not receive the attention they need when taught in regular classrooms, despite efforts by the Department of Basic Education (DoE) to guarantee equitable, accessible, and high-quality learning opportunities for all students (ibid). Despite the fact that inclusive education is based on human rights and upholds the principles of justice, dignity, and non-discrimination, its application in South Africa has been patchy and challenging (Engelbrecht & Van Deventer, 2013; Schafer & Wilmot, 2012).

1.4. Significance of the study

According to Engelbrecht et al. (2016), there is a disconnect between the intentions behind legislative requirements and the actual execution in many schools, where instructors' efforts are insufficient to address students' varied learning needs. It is claimed that a rigid curriculum that emphasizes subject material, unbending time constraints, dependence on outside evaluation, and prescriptive design are factors that impede the adoption of inclusive teaching (Geldenuys et al., 2016). A second aspect is the dearth of resources in public schools and socioeconomic problems like those mentioned by Soudien and Sayed (2004) as well as Wildeman and Nomdo (2018).

Thirdly, inclusive teaching is seen hampered by unfavourable attitudes of parents, low teacher self-efficacy, and negative teacher attitudes (Ekins, Savolainen & Engelbrecht, 2016; Engelbrecht et al., 2005). Similar to this, Geldenuys and Wevers (2013) confirm that leaders involved in the education sector are under pressure to enforce inclusive education. In the main, their struggles can be explained by the fact that prior 1994, South African educators were trained to teach in settings that offer mainstream education. Unfortunately, mainstream education was not designed to accommodate diversity and therefore does not meet the needs and abilities of each individual student. As a result, school principals face a difficulty in making sure that the objectives of social justice and equality are realized for each and every learner (Vlachou, 2013).

According to Walther-Thomas et al. (2013), school principals play a critical role in improving educational opportunities for all learners, particularly those with unique learning needs. Additionally, Sage and Burrello (2016) assert that school principals who sincerely feel that the mission of a school is to achieve academic success for all learners, communicate this value to

their internal and external audiences. In essence, school principals who have the best interests of schools employ a variety of strategies including working with other stakeholders to form effective learning communities, making sure that among other tools, staff members have: common planning time, manageable teaching schedules, heterogeneous classroom rosters, and that teachers are afforded opportunities to develop professionally (Sage & Burrello, 1994; Walther-Thomas et al., 2017). Principals of schools play a crucial part in making sure that tasks are completed (Sage et al., 2017).

Therefore, the purpose of this study was to clarify what a principal consider when they talk about supporting teachers in promoting inclusive classrooms and how they go about doing so. The number of learners who need special education in South Africa is increasing. It is therefore to be expected that there is a need for training of more teachers who specialise in the area, as well as building and capacitation of schools that can serve learners with these needs. Importantly, given the increasing demand, it is crucial to have research-based information on how such teachers can be supported particularly by among others, school principals.

At this time, there is rarely sufficient published information on responses of principals, who lead schools with inclusive education, on their understanding of the meaning and practice concerning supporting teachers involved in inclusive education. While teachers teaching the same grade can support each other, however, support offered by the principal to their staff members, especially in inclusive schools enhance the climate of teaching and learning. In essence, principal-led support enhance well-rounded teaching and learning in schools.

Besides our lack of knowledge on principals' meaning and practice related to supporting teachers involved in inclusive education in South Africa, there is also dearth of knowledge on how principals in the uMgungundlovu District support teachers involved in inclusive education. The district boast schools that host classrooms that accommodate learners and teachers involved in inclusive education. Therefore, there is a need for educational studies whose focus is assessing the meaning and practice that principals who lead some of these schools in the uMgungundlovu District associate with assisting teachers involved in inclusive classrooms. Unfortunately, inclusive classrooms experience myriad challenges including understaffing, classrooms that are under-resourced, and schools that are underfunded and neglected. Therefore, this gap in knowledge indicates a need of investigation supported by

empirical results showing responses and meaning that school principals associate to supporting teachers involved in inclusive classrooms.

At this time, there exist fewer published studies, whose findings are from studies conducted in South Africa, in fact, there is a dearth of information on inclusive education in uMgungundlovu. Findings of this study will most likely increase knowledge in the subject of inclusive education, not only in South Africa, but the African continent and other village-based schools that offer inclusive education, across the world.

Also, the research's emphasis on principals' meanings and practices in inclusive classrooms in schools based in the rural area of uMgungundlovu is an attempt to assess previously unreported information. Lastly, this educational study will contribute significant knowledge on the role that principals in the selected schools in uMgungundlovu, play to support teachers involved in inclusive classrooms.

1.5 Rationale to the study

In the main, research studies on inclusive classrooms have largely focussed on the attitude of teachers and principals towards it as well as steps that can be taken to embrace it (Boyle et al., 2013; Winter, 2006). There is rarely focus, especially in rural schools, on the meaning and practice that principals associated with supporting teachers involved in inclusive classrooms. Clearly, there exist a gap in knowledge in this subject particularly that on how principals in village-located and under-resourced schools understand their roles and well as what they do to support teachers involved in inclusive classrooms.

The study's motivation emanates from the personal and professional experiences of the researcher. In my professional life of this researcher, she is a principal of a primary school in KwaZulu-Natal's uMgungundlovu District. After working for many years as a primary school teacher, she noticed that learners in some of the classrooms she taught in, exhibited varying learning capacities and accelerated rates of learning. Intriguingly the variability shown by learners has led to some members of communities occasionally label them as having learning difficulties when, in reality, not much is understood about their abilities. She has frequently concluded that teachers lack the resources necessary to recognize challenges that their learners face and do not receive the necessary assistance. For example, some teachers claim that learners

have mastered the material covered in a certain grade, only to discover afterwards that the learners actually face significant obstacles that are rarely identified.

Furthermore, of conversations that the researcher has with colleagues who teach inclusive classrooms, they frequently lament their lack of experience and expertise that would enable them to work with learners that require special education. In addition, other challenges pertain to insufficient backing from the school management, which mostly arises from a lack of availability of suitable resources needed to support settings on inclusive education. Teachers utilize a method they use to teach and evaluate students in order to finish the syllabus, including placing learners with varying learning skills in the same classroom and as a result, their progress between those who are quick and those that are sluggish (White, 2015). In addition, several obstacles such as absentee parents and cultural, societal, and economic variables exacerbate the difficulty of teaching, particularly when the learners' mother language is not used for teaching and learning (Walton et al., 2013).

Furthermore, the obstacles to learning that a great deal of learners face have made support tools necessary. These tools range from screening of school-going children for these kinds of obstacles to identifying the particulars of each case in order to develop assessment plans that can unambiguously offer recommendations for support tailored to learners' individual needs. The National Strategy on Screening, Identify action, Assessment and Support is the technique used to identify the learners (SIAS, 2014).

With the goal of improving learner involvement and inclusion in a classroom, this tool aims to standardize the processes for identifying, evaluating, and offering programs to all learners who need extra help. The DBE acknowledges the importance of inter-sectoral support through this strategy, for instance, by partnering with departments that provide health and therapy services to learners who are facing barriers to learning. The study is grounded in the theoretical framework of Bronfenbrenner's Ecological System Theory (1979) and transformational leadership theory.

1.6. Main Aim / objectives of the research

Through conducting this research, I intend to generate findings that will advance an understanding on principals' meanings of and practices for Supporting Teachers in Promoting Inclusive Classroom.

1.6.1 Objectives of the study

1.6.1.1 To assess meanings that principals attach to their role of supporting teachers towards promoting inclusive classrooms.

1.6.1.2 To evaluate approaches used by principals to enact their roles for supporting teachers towards promoting inclusive classrooms.

1.6.1.3 To explore challenges that principals face when supporting teachers who promote inclusive classrooms.

1.7. Research Questions

The study was guided by the following questions:

1. What meanings do principals attach to their role of supporting teachers towards promoting inclusive classrooms?
2. How do principals enact their roles for supporting teachers towards promoting inclusive classrooms?
3. What challenges do principals encounter in supporting teachers towards promoting inclusive classrooms?

1.8. Clarification of concepts

The key concepts of this study included mainstream schools, full-services school, and special schools' inclusive classroom, barriers to learning, leadership and leadership for inclusivity. To make sense of how these terms were used in this study, their definitions are provided below.

1.8.1 Mainstream school (classroom)

As per the Education White Paper 6, mainstreaming in the context of developing an Inclusive Education and Training System (DoE, 2001) refers to the process of integrating or moulding learners to fit into a specific type of system. In other words, mainstreaming presupposes that a learner must prove they are capable of keeping up with the work in order to be given the chance to enrol in a mainstream class. But, according to Swart and Phettipher (2013), a mainstream

school aims to integrate students who face obstacles back into the educational system as much as possible.

1.8.2 Full-service school

Full-service schools are defined by the Department of Education (DoE, 2001) as those that are expected to receive assistance and guidance in order to expand their capacity to meet a wide range of needs in order to address social, health, and mental health issues that impede learners' ability to succeed and advance in their studies. According to Dryfoos (2015), full-service schools are seen as a component of a larger system of educational assistance, particularly for learners who face mild learning obstacles. Therefore, a full-service school is seen in this study as one that all learners, regardless of hurdles, may attend (Dryfoos, 2015). Full-service schools are meant to be inclusive since they are intended to serve students with intermediate cognitive functioning as well (DBE, 2014).

1.8.3 Special schools

According to DBE (2016), these schools are designed to serve learners that need a lot of assistance. Students who are referred to these programs typically have substantial and severe intellectual disabilities.

1.8.4 Barriers to learning

Visser (2013) states that anything that keeps a learner from reaping the benefits of education is a barrier to learning. It may exist inside the learner, in the learning environment (such a school), in the education system itself, or even in the larger social, political, and economic framework. Additionally, Burden (2015) and the Department of Education (2002) expand on the problem by characterizing learning barriers as elements that result in the system's incapacity to handle diversity, that cause learning to break down, or that keep learners from having access to educational resources.

According to the Department of Education (2005), learning obstacles are the cultural, pedagogical, structural, and internal elements that prevent people from learning and growing. Different characteristics of the curriculum, such as language, classroom organization, teaching

strategies, pace of teaching and time allotted to finish the curriculum, assessment, and resource allocation, might create barriers to learning in the educational system (DoE, 2005). Bennet (2014) defines a barrier to learning as a breakdown of intellectual functioning in addition to the characteristics given above. In this study, difficulties with learning were understood to be the absence of assistance given to learners who find it difficult to learn and who require social support and educational resources in order to continue their education.

1.8.5 Leadership

According to Lumby and Coleman (2016), leadership is perceived as a process that involves exerting influence and giving direction. It entails firmly directing people's feelings, ideas, and behaviours with the ultimate objective of persuading them in a desired direction (Diamond & Spillane, 2016). The part that follows goes into additional detail about inclusive school leadership.

1.8.6. Inclusive school leadership

Addressing inequality is a special goal of inclusive school leadership, which aims to foster community and ensure that all s participate fully. According to research, inclusive schools need to successfully carry out three primary leadership responsibilities (Billingsley et al., 2017; McLeskey & Waldron, 2015; Skoglund & Stäcker, 2016). "All learners of any age" should get "meaningful, high-quality" education" in their local community, alongside their friends and peers", according to the vision of inclusive school leaders (European Agency, 2015a, p. 1).

1.9. Limitations

The researcher in this study acknowledges that it encompassed flaws which largely emanated from the approach she used to guide sampling of the participant principals (see section 3.5 Chapter 3).

1.10. Delimitations

For this educational research study, there were delimitations and these were meant to limit the scope. While the delimitations may have hindered some aspects of the conclusions, the

researcher deemed them necessary partly because they helped her concentrate on the most relevant aspects of the study. In particular, the delimitations involved that this study focused on selected participants namely principals, who managed four schools within the uMgungundlovu District, in the KwaZulu-Natal Province of South Africa. Clearly, the participant principals were selected purposively, therefore, findings from them did not reveal a global picture on the meanings and practices that principals used to support teachers involved in inclusive classrooms, in KwaZulu-Natal and South Africa. Therefore, as a result of this delimitation, it is not feasible to generalise the findings of this study.

1.11. Organisation of the Report

The study is divided into five chapters, outlined as follows:

Chapter one

This chapter provides the orientation of the study. It sets off with the background to the study, which is followed by a discussion stating the research problem. The chapter also tables significance of the study, the rationale to the study, the research questions, the sub-questions, clarification of concepts, and concludes with the outline of the study and the chapter's summary.

Chapter Two

I present the theoretical framework and review relevant literature. Using the findings of continental and international studies on principals' practices in assisting teachers in promoting inclusive classrooms, the study review the literature in an effort to comprehend the meanings that principals attach to leadership for inclusive schools and classrooms. The chapter also points out gaps and silences in the literature.

Chapter Three

I outline the study's methodology and research strategy in this chapter. This chapter discusses the research paradigm, design, and methods that were used in the investigation. The chapter

also address the study's limitations, ethical issues, sampling strategy, data generating process, and data analysis.

Chapter Four

The presentation of data and discussion of the findings take place in this chapter. The chapter makes use of both deductively and inductively established ideas.

Chapter Five

The study's summary, findings summary, conclusions, and suggestions are presented in this chapter. The chapter begins with an overview of the whole investigation and ends with recommendations based on the results and implications for more research.

1.12 Chapter summary

This chapter introduced the study and gave background information on the issue. It was argued that in order for teaching and learning to be effective, school leadership need to help teachers create inclusive classroom environments. This was done by outlining the background of the problem and the purpose of the study. An allegation has been made regarding teachers' lack training to provide the specialized instruction needed by learners with special education requirements. Further readings on the subject are covered in the upcoming chapter. The literature on the topic is the focus of the next chapter.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

2.1 Introduction

The previous chapter highlighted introduction, background, statement of the problem, rationale to the study, objectives of the study, followed by the research questions, clarification of concepts, significance of the study and the outline of the study. This chapter discuss literature that is relevant to the study. It covers the shift towards Inclusive Education in South Africa, defines inclusive education, the shift towards inclusive education: global perspective, Inclusive education in South Africa, School leadership for inclusive education, Support measures by school principals for promoting inclusive classrooms (strategies), barriers to attaining inclusive classrooms -Despite the numerous support measures

2.2. The shift towards Inclusive Education in South Africa

When learners with disabilities were assigned to racially segregated special schools during the apartheid era, they experienced social marginalization (DBE, 2014). Through the introduction of inclusive education by the post-apartheid government, the approach changed and embraced all varied learners (DBE, 2014). The rights of learners studying in South Africa to an inclusive education are supported by the current policy framework (DBE, 2014). Following the Salamanca Statement and Framework for Action on Special Needs Education, South African policy acknowledges that inclusive education in public schools is the best cost-effective way to address discriminatory attitudes and achieve education for all (DBE, 2014). An inclusive education strategy is promoted in the Education White Paper 6 (Special Needs Education, Building an Inclusive Education and Training System, 2001). This involves the creation of full-service educational institutions and the availability of educators with requisite training to meet the requirements of every learner in a classroom (DBE, 2014). Additionally, the National Development Plan 2030 emphasizes the education sector's contribution to fostering societal inclusion, a matter that South Africa recognizes as crucial to address (DBE, 2014).

According to the World Health Organization (2017), people with specialized and varied requirements are frequently the most disadvantaged. Learners who struggle with physical or mental disabilities frequently encounter barriers that prevent them from gaining information,

engaging in social relationships, or developing a vision of themselves as contributing members of society in the future (Donohue & Bornman, 2014). In South Africa, a significant percentage of learners are not included in the educational system, even in the face of The Education White Paper 6 (2001) policy framework supporting an education system that meets the requirements of all students (Dalton et al. 2012). However, according to Dalton et al. (2012), a culture that affirms and celebrates variety is necessary for the effective implementation of inclusive education.

To guarantee that all learners particularly those who have historically been marginalized receive a high-quality education, it is necessary for teachers and other stakeholders to exhibit positive attitudes toward inclusion and collaboration (Donohue & Bornman, 2014). To enable teachers to adapt to diversity in the classroom, it is also critical to create inclusive, needs-based programs, and to give them continual training as well as support (DOE, 2014).

2.3. Defining inclusive education

The debate on human rights has given rise to several conceptions of inclusive education (World Health Organization, 2017). According to the World Health Organisation (2017), some inclusive education encompasses a broad range of tactics, initiatives, and procedures aimed at realizing everyone's fundamental right to high-quality, developmentally appropriate education (World Health Organization, 2017). Such an inclusive definition makes it possible to see every effort, no matter how small, as an expression of inclusion (Phasha & Condy, 2017). Phasha and Condy (2017) assert that other definitions are more focused on a particular group of people. For instance, a disability-engaged inclusion might be defined as granting disabled people regular access to schools; a gender-driven inclusion would be defined as defending and upholding a girl child's right to an education; or a religion-conscious inclusion would be defined as respecting the various religious beliefs of all members of society.

According to Phasha and Condy (2017), inclusion is increasingly recognized as a social justice-focused educational strategy that works to fulfil each child's fundamental human right to a personalized, culturally, and developmentally appropriate education. In his discussion of this change, Ryan (2006) points out that in recent years, academics have broadened the concept of exclusion and inclusion to include axes of disadvantage and advantage such as age, colour, class, and gender in addition to the differently abled (Ryan, 2006). The fundamental idea

behind them is that due to factors including ability, age, colour, class, gender, and sexual orientation, children may be denied access to certain schools and/or learning activities (Ryan, 2006). Data generated through scholarly research is significant because it highlights topics on exclusion and inclusion in education and contribute to our comprehension of the processes involved in exclusion of learners, the advantages of inclusion, and the sorts of situations in which it occurs. Academics argue that if students and their parents are not included in important educational procedures, social justice can never be realized.

Understanding the significance of equality is especially crucial especially when looking at inclusive education (Republic of South Africa, 1996). In terms of participation, access, and learning outcomes, equity and equality are distinct concepts with very diverse implications (World Health Organization, 2017). While equity demands that each child be afforded the necessary support to develop and learn, equality refers to treating everyone in exactly the same way (World Health Organization, 2017). According to Ryan (2006), leaders in the field of equity in education must comprehend the particular difficulties and obstacles that face individuals and families, importantly, they ought to devise strategies to get over them.

2.4. The shift towards inclusive education: global perspective

Thanks to the United Nations' (UN) work, to date, inclusive education and inclusion have international recognition. UN declarations on diverse human rights issues that serve as a model for all inclusion-related issues fall under this category (UNESCO, 2017). These instruments include, for instance: (i) the 1948 Universal Declaration of Human Rights; (ii) The 1965 International Convention to Eliminate All Forms of Racial Discrimination; (iii) Convention on the Rights of the Child (1990); (iv) International Covenant on Economic, Social and Cultural Rights (1976); (v) Convention on the Elimination of All Forms of Discrimination against Women (1981); (vi) The Salamanca Statement and Framework for Action on Special Needs Education (1994); (vii) Convention on the Rights of People with Disabilities (2006), and (viii) The Sustainable Development Goals (2015).

Education is acknowledged as a fundamental human right as a result of several UN-led initiatives (UNESCO, 2017). In accordance with the UN Convention on the Rights of the Child, parties must oversee and uphold every child's right to free and basic education,

irrespective of identification restrictions related to gender, citizenship, language, culture, ability, or economic situation (UNESCO, 2017). The main goal of the Education for All conference held in Salamanca, Spain in 1994 was to convince Member States to develop policies that would enable inclusive education for all learners to be realised (UNESCO, 2017). Therefore, UN instruments serve as global benchmarks that nations may use to plan and track their efforts to develop inclusive practices in education and other fields (UNESCO, 2017).

Rights are largely political rhetoric and sometimes even the unfulfilled ideal of an ideology. The discrepancies found in these international human rights agreements exacerbate the problem (UNESCO, 2017). Due to its embeddedness in conflicting discourses, inclusion can be interpreted differently in different instruments and presented as either a privilege or a fundamental right (UNESCO, 2017).

2.5. Inclusive education in South Africa

The South African Constitution, which protects every child's right to an education, free from prejudice and discrimination of any type, establishes the groundwork for an inclusive approach to education (Constitution of the Republic of South Africa, 1996). The idea that every child can learn and succeed is implicit in this approach (Republic of South Africa, 1996 Constitution). An inclusive approach assists us understand that allowing misconceptions about learners' own capabilities limit our perception of what is achievable and such is essential to establish an environment that is ideal for every child to learn, be it in their local communities, at home or at school (Department of Education, 2001). Since learning is a social process, many of the obstacles learners face throughout their educational journey can be attributed to emotions such as fear, isolation, discomfort, distrust, and low expectations. Such occurrences may be traced back to inclusive schools, which can also contribute to low performance, a sense of failure, risk-taking, absenteeism, and dropout rates (Department of Education, 2001).

Connectivity among learners, teachers, and learning communities fosters inclusive education by creating a positive atmosphere that enhances success, self-worth, and self-belief (Phasha & Condy, 2017). Phasha and Condy (2017) assert that these support networks are essential to learning. This is what "ubuntu" is all about. This phenomenon describes how we are entangled in a fine web of mutual dependency and interconnectedness (Phasha & Condy, 2017). I am because we are. I treat myself the same way I treat others, that is, I denigrate, insult, or abuse

them. Thus, mutual respect and support are necessary for inclusive education (Phasha, and Condy, 2017).

The creation of an inclusive education system where all learners have equal access to high-quality educational opportunities is the main goal of Education White Paper 6. In order to fulfil the demands of every learner, it seeks to alter the following:

- Curriculum
- Teaching strategies
- Behaviour
- Attitudes
- Environment

The fundamental tenet of the policy is that it presumes deficiencies and shortcomings in systems rather than in individuals (DBE, 2014). Therefore, it is recommended that significant institutional and systemic changes be made to the procedures and structures that would enable access, especially for students who were not previously accommodated in mainstream schools (DBE, 2014). The main emphasis is on learners who were formerly thought to be impaired, defective, or lacking in some other way (cognitively, sensually, etc.), but who are now known to have a variety of learning requirements (DBE, 2014).

Despite lacking a clear inclusion pathway, the policy offers a solid framework for "how to" follow-up policies that specify conceptual and practical guidelines for implementing inclusive education in settings like full-service schools, resource centres for special education, and district-based support teams (DBE, 2014).

2.6. School leadership for inclusive education

2.6.1. Creates a collaborative culture for teachers' work

Building teacher capacity is facilitated by a professional community of teachers who collaborate, solve practice-related issues, and exchange resources to improve learners learning (Hitt & Tucker, 2016; Pugach et al., 2009). While working with general and special teachers to set clear expectations for cooperation and supporting teacher leadership and experimentation within these teams, school leaders foster these connections (Brownell et al., 2012; Causton-Theoharis et al., 2014). Special education teachers collaborate with general teachers, EL

teachers, reading specialists, and speech therapists on grade-level teams to plan, prepare, and teach learners at certain schools that have implemented professional learning communities (PLCs) (Fisher et al., 2014; Pugach et al., 2009).

The extent to which learners who have disabilities make progress towards short-term curriculum goals and long-term achievement standards, must be monitored by collaborative teams through ongoing progress monitoring. To this end, leaders must set up timetables and structures that allow staff members to plan for the needs of learners with disabilities and participate in collaborative instruction such as co-teaching (Brownell et al., 2012; Burstein et al., 2004; Causton-Theoharis et al., 2011; McLeskey et al., 2014; Pierson & Howell, 2013). For instance, Pierson and Howell (2013) explained how principals assisted in the creation of schedules that allowed general education and special education teachers to collaborate on weekly planning and co-teach in order to adapt curriculum, common assessments, and subject-specific pacing guides to meet the needs of learners with disabilities.

2.6.2 Provides opportunities for professional learning and teacher feedback

High-performing schools' principals regularly support initiatives aimed at fostering teacher learning. Leader participation in teacher instruction is a leadership characteristic most closely associated with learner accomplishment (Robinson et al., 2018). Continuous learning is necessary for instructional growth. In addition to setting an example for others to follow, principals must foster an environment that values education as a communal as well as an individual endeavour (Elmore, 2014). Even after adjusting for learner background, learners' results are greater when school principals and school managers actively engage in teacher learning and are regarded as competent about education and a source of guidance (Robinson et al., 2018).

School leaders should strive to comprehend how professional development such as instructional coaching, can improve teachers' knowledge and abilities (Deshler & Cornett, 2013). These days, as school leaders use learner performance data analysis to assist set the scene for professional development about practice-related challenges, embedded forms of learning are drawing more attention. Effective teaching techniques may be studied through group lesson study, teacher study groups, coaching, mentoring, and peer coaching (Brownell et al., 2012; Deshler & Cornett, 2012; Desimone, 2009; Elmore, 2004; Neumerski, 2013). Collective attempts to enhance education through critique and professional learning integrated

into the school culture are the focus of these embedded types of professional learning (Elmore, 2014).

As they strive to increase teachers' ability to deliver high-quality teaching in inclusive settings, school leaders need to be aware of the aspects of professional learning that have been demonstrated to enhance teachers' knowledge and abilities. Desimone (2019) distinguished five elements that are critical to raising the level of expertise and proficiency among teachers: (a) a content focus, encompassing information about the subject matter being taught and the manner in which learners acquire it; (b) active learning, encompassing expert observation, interactive feedback, work evaluation, and conversation facilitation; (c) coherence, or the degree to which the content being taught is in line with the knowledge and beliefs of the teachers; (d) sufficient duration for the amount of time allotted to learning; and (e) collective participation, which involves teachers from school learning teams discussing new information and improving their methods with one another.

Research show that special education teachers learn best when: (i) they comprehend the conceptual underpinnings of an instructional strategy; (ii) the professional development content is in line with the requirements of instruction; (iii) they actively participate in learning opportunities with observations and feedback from coaches and mentors; (iv) they have chances to discuss the instructional strategy and assess its impact on students' learning; and (v) the context, Supportive measures include giving the required supplies and administrative help (Brownell et al., 2012; Klingner, 2004; Pugach et al., 2019). Furthermore, a review by Brownell (2012) concluded that general and special education teachers use professional development (PD) strategies when they possess: (i) a strong understanding of teaching content and/or how to provide direct, explicit instruction to learners with disabilities; (ii) beliefs about instruction that are consistent with the strategies they are learning; (iii) motivation to learn new strategies; and (iv) the capacity to evaluate the effectiveness of their instruction and its effects on both individual and populations of learners.

Formative teacher evaluation systems need to be centred around high-quality instructional practices and those who watch and provide feedback to teachers—such as principals, staff members in central offices, mentors, and peer evaluators—should support and encourage the application of successful practices (Deshler & Cornett, 2012; Johnson et al., 2015). According to Robinson and colleagues (2016), high-performing schools are more likely than low-performing schools to have leaders participate more in classroom observation and feedback, and teachers were more likely to find these assessments helpful. Sadly, there is not much to

help principals evaluate special educators (Holdheide et al., 2015). Additionally, teachers of learners with disabilities may not be a good fit for packaged systems that serve as the foundation for district teacher evaluation (Danielson, 2017; Pianta & Hamre, 2009).

If principals have little knowledge about the work of special educators and the type of teaching, they offer, it may be difficult to provide meaningful formative assessments of special education teachers (Blanton et al., 2006; Holdheide et al., 2010; Steinbrecher et al., 2013). To support principals in their efforts to assist special educators in improving their practices, a dispersed approach to evaluation (such as special education coaches and central office staff) may be required in some circumstances. For instance, local directors of special education and principals may watch special education teachers separately before working together to create a final report (Holdheide et al., 2013).

2.6.3. Other significant factors

Ryan (2006) focuses attention to the following important details: (i) Visible commitment: leaders that make diversity and inclusion a personal priority, question the status quo, hold others responsible, and communicate a sincere commitment to diversity. (ii) Humility: Effective leaders own their own shortcomings, show humility, and make room for others to participate. (iii) Bias awareness: Leaders strive to uphold meritocracy, or the worth of people based on their own merits, by being conscious of their own blind spots and systemic shortcomings. (iv) Deep curiosity about others: Leaders listen to people without passing judgment, show empathy for those around them, and exhibit an open mind. (v) Cultural intelligence: Leaders are aware of the cultures of those around them and adjust as needed. (vi) Successful cooperation: Team cohesiveness, psychological safety, and variety of thought are prioritized by leaders, who also give others authority.

In order to be an effective and inclusive leader in the area of education, one must possess the necessary knowledge and intelligence to scrutinize attitudes and systems that exist within an educational system and to question policies and practices to make sure that they are not detrimental, prejudiced, or exclusive to children (Ryan, 2006). Such leadership has an influence on teachers' morale and effectiveness, learners' results, and school culture. Building an inclusive environment for leaders entails considering, implementing, and analysing every facet of the educational system, including the regulations, classroom curriculum, and inclusive learning environment design (Ryan, 2006). According to DBE (2014), in order to connect the

vision and the practice of inclusion, leaders must also comprehend how purpose and actions are interconnected. Also, their document reveal a process that propose the best teaching practices and approaches to address the variety of learners and their learning environment.

A school leadership team's strategy ought to detail how they intend to meet communities' evolving needs while communicating the significance of inclusion to stakeholders and members of the community (Ryan, 2006). Reminding staff members that inclusion is a continuous and fundamental goal that ought to be emphasized in all facets of a school is crucial (Donohue & Bornman, 2014). Donohue and Bornman (2014) also emphasize the need for professional development opportunities that are tailored to helping staff members converse and gain knowledge on how to make schools more inclusive.

2.7. Support measures by school principals for promoting inclusive classrooms (strategies)

2.7.1. Professional Development

In the education sector, professional development is aimed at helping staff members and teachers to have a deeper understanding of who they are (Dalton, Mckenzie & Kahonde, 2012). Additionally, professional development can offer the resources required to create more inclusive practices, policies, curricula, and general learning environments that meet the requirements of every child in terms of learning (Pantic & Florian, 2015). Training on how to include more inclusive practices into curricula and teaching methods is necessary for both novice and seasoned educators (Pantic & Florian, 2015).

Giving teachers and staff the support systems and training they need to handle these changes is crucial, as education is changing all the time and there is a growing need to modify learning settings to best fit learners (Dalton et al., 2012). Apart from providing assistance to staff members, school leaders face other difficulties including sourcing funding for the school, securing and/or improving the physical and technological infrastructure, ensuring standardized testing, teacher quality, and associated community issues like healthcare (Ryan, 2006). A learners' capacity to learn and develop is greatly impacted by their health and well-being. Leaders of schools including principals ought to find creative and collaborative thinking to be useful skills as they brainstorm solutions to problems and more fairly allocate resources that

are already available (Ryan, 2006). Some of these costs could be lessened by community collaborations with other groups (Dalton et al., 2012).

2.7.2. An Inclusive vision

Creating an inclusive vision is essential for guiding educational practices, giving moral direction, and inspiring educators who respect this work and share the vision (Fullan, 2007; Ingram, 1996; Leithwood et al., 2018). Crafting and updating a school's direction is a crucial part of establishing direction for inclusive schools. This ensures that ownership of the direction is widely shared, firmly held, and comparatively impervious to the whims of upcoming leadership transition (Leithwood et al., 2018). Studies show numerous descriptions of inclusive schools and offer conceptual frameworks for defining inclusion.

According to Hitt and Tucker (2016), communities benefit from diversity in inclusive schools because each student can feel "known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community" (NPBEA, 2015, p. 13).

According to Shogren (2015), principals and teachers can establish an atmosphere at model inclusive schools where learners with disabilities feel appreciated and included in the same activities as their counterparts without impairments. Everyone at a school with inclusive learning settings should strive to promote friendships and a feeling of belonging (Billingsley, 2012; Burstein et al., 2014). In order to enhance learning and increase results for students with disabilities, teachers must first establish a welcoming and valued environment for disabled students (Hattie, 2014; Mihalas, 2015).

2.7.3. The Hiring system

Hiring teachers who can promote an inclusive vision, have high standards for learners with disabilities. School principals should believe that teamwork is essential to learner achievement and should be a priority. In order to create a school community and uphold the mission and core values of a school, Capper et al. (2013) discovered that inclusive school principals chose or hired personnel that fit well with the school. Another crucial duty for principals is to select employees who share their commitment to inclusivity (Ryan, 2012). Effective inclusive school principals demonstrate visibility, approachability, and accessibility (Capper et al., 2013).

According to Capper et al. (2013), these leaders also try to comprehend what occurs in each classroom and grade level. Effective inclusive classroom principals also assist the faculty and staff at the school (Capper et al., 2015).

School principals need to collaborate with personnel in schools as such create a collaborative culture, foster commitment to an inclusive vision, and offer professional development opportunities for the use of successful teaching practices. The key elements of principal leadership in relation to inclusive schools are covered in this section. These elements include (i) creating a common vision and commitment, (ii) creating a professional community that is accountable for every student's learning, (iii) redesigning the school, and (iv) sharing accountability for inclusive education.

2.7.4. Principals and inclusion

Principals may assist and promote an inclusive learning environment in a variety of ways. According to Villa and Thousand (2017), one such way involve principals focussing on five essential factors in order to encourage transformation towards establishing an inclusive learning environment:

2.7.4.1. Build a vision of inclusive education

Fisher et al. (2016) interviewed participant teachers in high schools whose leaders were effective in fostering an inclusive atmosphere and discovered that decisions about inclusive education started with the administrator's vision. According to Villa and Thousand (2017), inclusive school principals emphasized the value of developing and communicating a vision. To encourage and support the inclusion of everyone, leaders must also establish a common set of values via effective communication and trust (Carter & Abawi, 2018).

In order for inclusive practices to be effective, a school's principal should make sure that the teaching methodologies, curriculum material, and classroom and school settings all support the school's vision and the underlying principles of inclusion (Delaney, 2014). Principals that are effective in establishing inclusive schools also support the use of innovative teaching techniques, according to research by Capper et al. (2019). Examining the physical layout of the school to make sure that the classrooms and buildings are suitable for organizing, promoting,

and putting inclusion into practice, is one method to assist all learners in public schools (Theoharis & Causton-Theoharis, 2013).

2.7.4.2. Develop teachers' skills and confidence in being an inclusive educator

It is crucial to establish policies that support a professional learning community and to create a regular building schedule that gives teachers a common time for preparation (Theoharis and Causton-Theoharis, 2013). In addition, principals play a critical role in establishing high standards for everyone's learning, establishing the tone for a school's inclusive and equitable policies, and guaranteeing that everyone is responsible for their own learning (Burrello & Zadnik, 1986; Capper et al., 2010; Ross & Berger, 2014). According to Poon-McBrayer and Wong (2013), principals think that the success of inclusive education depends on having a strong working relationship with teachers and a common goal.

A survey conducted by Capper et al. (2015) highlighted four categories of help: general, ongoing support; staff development; resources and materials; and time and schedule support. Goor et al. (2017) advised principals to create a common language, monitor education, offer prompt feedback, exchange resources and knowledge, and present and debate novel teaching strategies and resources in faculty meetings and in-service training, among other professional development venues. According to Carter and Abawi (2018), a school principal can establish certain meeting arrangements to help with capacity building while developing the vision of a school and pedagogical framework (Carter & Abawi, 2018). Creating a pleasant and inviting school environment for learners and staff rank among the most crucial aspects that help all pupils (Theoharis & Causton-Theoharis, 2014).

2.7.4.3. Principal Training programmes

Schools and principals must include the whole school community and make inclusion a regular and essential aspect of the educational process in order to guarantee long-term success (Carter & Abawi, 2018). Forlin (2014) notes that while inclusion for all is becoming a more extensively studied topic in the US, further research would greatly benefit from examining a broader range of approaches that take equity, diversity, culture, and ethnicity into account as fundamentally important components of inclusion.

The perspective on and use of inclusive educational methods by a future principal might be influenced by training programs they would have been through. Three experts who taught inclusive leadership to educators were interviewed in a study by Theoharis and Causton-Theoharis (2015), and all stated that social justice and inclusion were the cornerstones of building inclusive schools that welcome diversity and involve children of all ability levels. According to one expert, leaders need to realize that despite the fact that inclusive education originated in the field of special education, inclusion is really about achieving equity for every learner (Theoharis & Causton-Theoharis, 2013).

According to Theoharis and Causton-Theoharis (2016), another leader maintained the opinion that a person is not a leader if they do not take action to abolish exclusion and distinct programs. According to the same expert, in order to be successful inclusive leaders, people must perceive inclusion as desired, have a vision of inclusion, think it is attainable, and feel like they have agency (Theoharis & Causton-Theoharis, 2016).

2.7.4.4. Support a system for progress monitoring

While schools in South Africa use state-wide accountability measures to assess learner outcomes and gauge how well schools are performing, these external measures only offer summative, or outcome, data about learners' performances, which is frequently insufficient to inform decisions about learner placement, instructional strategies, and other crucial aspects of education. Principals oversee the implementation of mechanisms for tracking learners' achievement and make sure the information is valuable to teachers and helpful in enhancing instruction in successful schools (Robinson et al., 2013). Monitoring systems are used to connect data on a learner performance to instructional modifications that improve learning.

An internal accountability strategy that is implemented in schools is the continuous progress monitoring component of MTSS. Principals collaborate with educators and other school personnel in MTSS to create a common vocabulary around progress monitoring and to build the ability to gather, analyse, and use data from this system to guide instructional decisions. In order to use MTSS and modify lesson plans to enhance performance, teachers must also possess the knowledge and expertise to use data to assess the effectiveness of their interventions or instruction (Batsche, 2014). Clear systems for monitoring learner progress ought to be in place in case studies of high-performing inclusive schools. Teachers used this data to ascertain how

learners responded to instruction and what adjustments to instructional methods were required to improve learner outcomes (Dyson et al., 2004; Hehir & Katzman, 2012; Waldron et al., 2016). In this vein, Hehir and Katzman (2013) noted that "ongoing assessment is part of the school culture" in their case studies of three successful inclusive schools.

The data were used to inform a variety of significant instructional decisions made by the schools, including that on students who did not progress at a sufficient rate and required more intensive instruction, and adjustments to the way core content areas (e.g., literacy, mathematics) were taught (Hehir & Katzman, 2013).

Waldron and colleagues (2014) described how data systems were made to be meaningful and relevant to teachers, connected to the curriculum, and helpful in lesson preparation in a case study of a very successful inclusive primary school. The outcomes of data monitoring at the participant school influenced choices on where professional development should be held as well as how to distribute resources (such as technology, paraeducators, and co-teachers inside the classroom).

The principal in this setting pointedly noted why she needed these data when she said, "How can I have conversations with teachers about their students, how they're progressing, how well they're teaching without individual data about learners" (Waldron et al., 2011, pp. 57-58). According to Waldron et al., (2013), teachers and principal agreed that having a system for monitoring student progress was indispensable, and school improvement was simply impossible without such a data system (Waldron et al., 2013).

2.7.4.5. Organising working conditions for instructional effectiveness and retention

Hiring teachers who are dedicated to and skilled in teaching learners with disabilities aids in the collective effort to increase learning opportunities for these learners. According to Hitt and Tucker (2016), recruiting and hiring strong and effective teachers is a critical part of supporting learners' learning because teachers are the single largest resource for maximizing learner achievement. Maintaining competent educators is also very crucial, particularly in special education where there is a persistent shortage of teachers (Billingsley, 2014). Because working conditions affect teachers' opportunities to teach, their effectiveness, and their retention, hiring the best teachers possible is important, but it is not sufficient for learner learning (Bettini et al., 2016; Billingsley et al., 2014; Hirsch et al., 2007; Johnson et al., 2012).

It is reasonable to think of good working circumstances as characteristics that enable successful teaching (Johnson et al., 2012). Bettini (2016) synthesized published information and concluded that certain working conditions have an impact on teachers' quality of teaching and learners' academic performance. These conditions include: (i) a school culture that fosters high standards and shared accountability for learner achievement; (ii) administrative and collegial support that offers chances to collaborate with knowledgeable colleagues to improve instruction; (iii) appropriate and useful instructional materials; (iv) appropriate instructional groupings; (v) adequate time for instruction; and (vi) planning time to support improved practice (Bettini 2016).

In particular, role problems like excessive caseloads and difficult teaching schedules present significant challenges to special educators in their day-to-day work. These issues have been connected to lower special education teacher effectiveness and turnover (e.g., Bettini et al., 2016; Billingsley, 2004). Of much concern as raised by special education instructors is: over excessive caseloads, insufficient teaching time and insufficient chances for peer collaboration (Billingsley, 2004; Loeb et al., 2004). The importance of teaching time for learner accomplishment is evident since it has a direct effect to better learner outcomes in a variety of disciplines and grade levels (Deshler & Cornett, 2012; Harn et al., 2008; Hattie, 2019). Vannest and Hagan-Burke (2013) observed that there exist highly fragmented duties of special educators, which are partly brought on by paperwork, meetings, compliance procedures, and such limit teachers' possibilities for instructional activities.

Role ambiguity and conflict are other sources of difficulty for teachers in special education as they attempt to manage unclear and contradictory roles. Largely, the lack of clarity on their roles hinder educators from allocating their time in meaningful ways and may be a factor in their decision to resign (Billingsley, 2014). To guarantee that special educators have enough time to teach, principals need to set appropriate expectations for instructional practice and cut back on non-instructional duties (Vannest & Hagan-Burke, 2015). Evidence shows that teachers who believe that their principals are helpful, are more likely to stay longer in the school. New teachers are especially sensitive to unfavourable working circumstances and a lack of support (Billingsley & Bettini, 2017).

School principals can support newly recruited teachers by demonstrating support for inclusion, fostering collaborative cultures, providing adequate instructional resources, and maintaining

regular communication with them and taken together, these are beneficial along the support offered during the induction period through mentor and new teacher meetings. (Billingsley et al., 2009; Bishop et al., 2010; Gehrke & Murri, 2016). Principals may inadvertently hinder teachers' attempts to provide high-quality support services for students with disabilities and raise the risk of teacher attrition if they are unaware of special educators' needs for a variety of forms of assistance (DiPaola & Walther-Thomas, 2013; Billingsley et al., 2014).

2.8. Barriers to attaining inclusive classrooms -Despite the numerous support measures

2.8.1. Implementation of Inclusion in learning

Sub-Saharan African nations, including South Africa, have, like their northern counterparts, adopted policies aimed at addressing various obstacles that hinder inclusion in response to the global call for inclusive education (World Health Organization, 2017). Promoting the inclusion of individuals with disabilities is the focus of continental organizations like the Africa Alliance and Disability Rights Programme, Communities of Practice in Disability Advocacy for Mainstreaming, and the Secretariat of the African Decade of Persons with Disabilities (World Health Organization, 2017). According to Friend and Bursuck (2012), inclusive education in South African schools does not always equate to inclusion in the classroom. Accordingly, among other things, concerns include support, involvement, and accomplishment (Friend & Bursuck, 2012).

Numerous organisations that focus on inclusive education have flagged the dearth of assistance provided to individuals who face obstacles in their educational journey (Greenstein, 2014). Different contributors to learning barriers such as poverty; hunger; poor health; lack of access to services like water, sanitation, and energy; gender bias; parental illiteracy; orphaning; and rural residency, remain barriers to education for thousands of vulnerable children and youth (Greenstein, 2014), as the Southern African Development Community (SADC) Care and Support for Learning and Teaching (CSTL) framework (2014) report.

2.8.2. Advances in Technology

Offering education that is relevant in the twenty-first century is another challenge facing delivering inclusive education (Donohue & Bornman, 2014). The global economy, politics, and technological advancements are just a few of the variables that change the nature of the

knowledge, skills, and talents that are required in the workplace (Donohue & Bornman, 2014). As a result, "how to design schools and learners learning for the future, how learners with disabilities would fit into this future, and how to make inclusive practices available to everybody and everywhere" constitute the present challenges facing education (Slee, 2013). It is feasible to encourage learning that serve all levels of need by creating a system that adjusts to learners of all abilities and needs. This assists in the establishment of a society where all young people feel respected and empowered (Slee, 2013).

Responding to concerns like legislative gaps, the disconnect between policy and practice, and difficulties pertaining to teacher training and the classroom environment are all necessary to realize such a vision (Slee, 2013). Critics posit that the education system in South Africa is ineffective, unfair, and perform far worse compared to that in other nations (Donohue & Bornman, 2014). It can be argued that the South African educational system is primarily exclusive in nature because it is delivered in a language that is not native to majority of the learners (with the switch from mother tongue occurring pre-literacy for many).

2.8.3. Curriculum based versus an assessment led paradigm

The approach used in the basic education level in South Africa involve curriculum-based and assessment-led learning (DBE, 2012). As a result, the system does not allow sufficient teacher-learner time. For a learner who struggle to grasp concepts, they have break time as the sole opportunity to have a sit down session with a teacher so as to establish a personal relationship (Slee, 2013).

2.8.4. Lack of Resources

According to White (2015), in order to help students with learning difficulties reach their full potential, teachers must provide them with specialized tools in the classroom. Unfortunately, most public schools that use inclusive education to support learners with a range of learning disabilities in South Africa are underequipped. Lambert et al (2014) discuss other reasons why teachers who offer general education in inclusive classrooms require assistance. In the main, Lambet et al. (2014) note that in public schools, teachers teach a diverse group of learners in one classroom and they lack the necessary training to teach learners with a range of educational requirements.

The main worry of educators from inclusive education-practicing schools is their academic standing in the event that they take on students with intellectual disability. Teachers that portray a negative attitude towards inclusive education do so out of fear of these classes, a lack of information about inclusive techniques, and a lack of comprehension of learner impairments. According to Roeher (2016), school's stance on welcoming students with special needs rank among obstacles to teaching inclusive classes.

2.8.5. Slow implementation of Inclusive Education in South Africa

The principle's requirement that all learners get a high-quality education is crucial, and public schools should be able to advance an institution's goals by providing high-quality instruction (DoE, 1996). In response to the wide variety of learner diversity in the classroom, the Curriculum and Assessment Policy Statements (2011) offer principals and teachers a useful manual for lesson design and instruction (CAPS, 2012). This indicates that the Policy Statements for Curriculum and Assessment (CAPS, 2012) is in favour of meeting the various needs of learners in a classroom or educational setting that is inclusive. The curricular and Assessment Policy Statement's curricular revisions were taken into account when this policy was updated (CAPS, 2012). The adoption of Internet Explorer in South Africa is proceeding slowly, even with the above-mentioned streamlined or enabling policies (Wildeman & Nomdo, 2017).

Numerous factors, including the status of special schools, various support systems, and poor circumstances, are among factors that have an impact on the educational system (Stofile & Green, 2006; Engelbrecht, 2016). The most authoritative inclusive education policy created by the Department of Education in recent years include the Guidelines for Inclusive Education (2010), which aims to protect the rights and equality of all learners as outlined in the South African Constitution. By facilitating learners' full and maximum involvement in the educational system, this strategy seeks to replace the classification that divides learners based on their learning disabilities (DoE, 2005).

The goal of the policy is to provide for each learner's unique requirements within a single and comprehensive educational system. Unfortunately, as stated by Ladbrook (2019), Full-service schools were developed because, despite all the efforts made by the Department of Education to provide fair, manageable, and high-quality learning opportunities for every learner, certain learners might not receive the support they need in traditional classrooms. According to Rossi

and Stuart (2017), learners with learning disabilities are frequently denied access and/or put in special education, which has led to a high school dropout rate and a lack of confidence when other interventions could have been used.

2.8.6. Teacher Attitude

According to Boer et al. (2012), a teacher's attitude may be defined as their sentiments, cognitive beliefs, and propensity to behave toward a certain issue. The way a general education teacher approaches pupils who belong to a specific group may have a significant influence on the classroom environment and the individual learners. Studies reporting on attitudes of general education teachers include that by Sharma et al. (2013), Doyle (2012), and Berry (2010), however, such studies have either been conducted in other countries other than South Africa or only assessed attitudes of teachers towards inclusion of learners with identified disabilities who have an Individualized Education Plan (Florian & Black-Hawkins, 2011; Savolainen et al., 2012).

Karabenick and Noda (2014) found that 70% of general education teachers said they would welcome ESOL learners in their classes, despite the fact that a rising number of ESOL learners are receiving their instruction in general education classrooms. According to Brooks et al. (2013), studies make different conclusions on the perception that ESOL teachers in many schools are primarily responsible for teaching ESOL learners. Worryingly, a large percentage, in some studies it is reported as 66%, of general education instructors feel that ESOL learners use more time than other learners (Karabenick & Clemens Noda, 2014).

About 45% of general education teachers posit that school programs provided ESOL learners with tools and materials that they could utilize in regular education classes (Karabenick & Noda, 2015). Interestingly, Karabenick and Noda (2015) also discovered that general education teachers were less likely to believe that learners of ESOL needed more resources than their counterparts who solely spoke English if they had more positive opinions about these learners in general. According to Berry (2012), general education teachers felt that included learners with disabilities in their classes hindered the learning of other learners. Berry (2012) also discovered that general education teachers did not think that teaching strategies that worked well with children with disabilities would work well with learners in general education.

According to Ainscow (2015), the finest pedagogical strategies were useless when general education teachers believed that learners with varying needs and talents were lacking. A study by Cook (2014), among other studies, sought to establish a connection between a general education teacher's attitude toward inclusion and a variety of criteria, including the socioeconomic state of the school and their degree of teaching experience. According to Berry (2012), pre-service general education teachers had good attitudes toward working with children who have impairments, but they also thought they had the necessary expertise to effectively address their needs in the classroom. In a similar vein, Kaikkonen (2014) discovered that general education teachers with more favourable views toward inclusion are also more confident in their professional competence with inclusive educational approaches. Florian and Linklater (2012), however, discovered that while general education teachers may not feel confident in their ability to adjust or adaptations or uncertain about how to respond to learning difficulties, this does not always imply that they are insufficiently knowledgeable, skilled, or capable educators. Another challenge that general education instructors face is striking a balance between the needs of each individual learner and the ever-increasing requirements of local and national curriculum (Kaikkonen, 2014).

2.8.7. Teacher Training

It is crucial to assess concepts covered by teacher training programs since they undoubtedly influence the mindset that aspiring general education teachers would likely adopt in their work environments. Carroll et al. (2013) and other studies have concentrated on pre-service preparation for aspiring general education teachers. Boling (2017) and other researchers have examined how teacher candidates' ideas of inclusive teaching have changed over time. These kinds of studies define inclusion narrowly, limiting it to the inclusion of learners with disabilities.

According to Oswald and de Villiers (2013), teachers in South Africa do not think that they are adequately trained to address the needs of all learners. Teachers stated that their training prepared them to address the needs of difficult pupils, but not the requirements of very talented learners (Oswald & de Villiers, 2013). According to Theoharis et al. (2016), in order to satisfy the requirements of every learner in their classroom, general education teachers must possess the abilities and attitudes to work together with other adults.

2.8.8. Builds a shared vision for inclusive schools

According to Zollers et al. (2019), inclusive leadership, shared values, and a school community vision are the three elements that go into creating an inclusive culture at a school. Principals are required to communicate and be models to their staff members especially concerning how staff members are expected to work and interact with children who have different learning requirements. Principals need to see inclusion as attainable and have a vision for it in order for it to succeed (Theoharis & Causton-Theoharis, 2014). According to Capper et al. (2000), principals need to explicitly state that all pupils are part of their vision in addition to talking about it.

In addition, Capper et al. (2013) asserts that for the principal's vision to be successful, it must be portrayed as non-negotiable. Effective school administrators, according to Goor et al. (2012), think that all kids can learn, that teachers can work with a variety of learners, and that all children can be a member of the school community. These ideas are in line with inclusive practice principles. According to Bays and Crockett (2013), a principal's instructional leadership approach should include developing a collaborative and trusting environment, supporting teachers in their monitoring of instruction, and establishing a vision for successful instruction that incorporates children with disabilities. According to Capper et al. (2016), the principal should also set an example for all learners by modelling inclusion of them across the school.

According to research by Blase and Blase (2014), effective instructional leaders view using collaborative networks as essential to effecting effective teaching and learning. Common planning periods, grade-level meetings, the principal modelling a cooperation ethic, inter- and intra-departmental meeting times, and additional unofficial collaborative opportunities accessible throughout the week all helped to foster these networks (Blase & Blase, 2014). According to Blase and Blase (2012), when collaborative work is given time, it promote cooperation and taken together, these are necessary for successful teaching and learning. Moreover, good inclusive principals provide teachers additional support, resources, and personnel so they may take in-service training (2015, Ryan).

Teachers can help the implementation of inclusion in inclusive educational environments (Zollers et al., 2013). According to Goor et al. (2017), cooperation between parents, teachers, and learners is a necessary component of good leadership. Collaborating with peers in specialized areas can enhance teaching and learning in general education classrooms (Florian

& Linklater, 2013). The influence of interdisciplinary collaboration on inclusive education and practice has not been formally researched. According to Brooks et al. (2012), in order to help ESOL learners, general education teachers and school leaders must work together. Teachers may view these chances as a support system to enhance inclusive education methods, but formal research on this connection has not yet been conducted. Increased teacher reflection, feeling of effectiveness, creativity, instructional focus, motivation, and self-esteem are results of principal use of instructional leadership practices (Blase & Blase, 2014).

In order to establish an inclusive atmosphere and expectations that affect teacher perceptions of their education for every learner, a leader's vision is equally crucial. Cobb's (2015) conducted a meta-analysis whose results revealed further proof of how crucial it is for a principal to establish and uphold an inclusive practice vision. Also, results of the meta-analysis show several methods in which a principal can develop and carry out a vision, caution though is, the applicability of some of the approaches to special education is restricted, and they cannot be applied to inclusion for all special populations.

Eight of the 19 papers reviewed in Cobb's (2015) meta-analysis discussed how principals assist inclusive program delivery in a visionary manner, and 14 of the 19 articles discussed how principals encourage staff cooperation in their efforts to promote special education inclusion. Research on how leaders establish these expectations and settings, as well as how they form special groups, are integrated into this administrative vision. It is crucial, particularly in light of the current shifts in population dynamics and the kinds of learners enrolling in educational institutions. School principals report that they have little knowledge of the state standards for learners with disabilities or of how to create programs and curricula for learners with disabilities, in spite of laws and standards and the ensuing impacts and implications (Frost & Kersten, 2014).

In a similar vein, Wakeman et al. (2016) found that 30% of principals in secondary schools said they knew very little about or were unfamiliar with classes that were generically planned. Eight states intended to revise their school leadership standards in order to provide a more distinct understanding of the principal's role as an instructional leader, according to New Leaders Inc. (2018). Numerous additional states also added methods for allocating funds to support school leaders that provide settings that enable fair access to capable teachers and leaders for high-need student groups, such learner of colour (New Leaders Inc., 2018). Given

the disparities in state requirements, further data is required to better understand the sources of principals' expertise in fostering inclusive learning environments.

2.8.9. Redesigns schools for inclusive education

By altering and fostering collaborative settings to enhance a school's overall culture, an organization ought to be redesigned with the intention of supporting and maintaining the performance of stakeholders (Leithwood et al., 2014; Louis et al., 2010b). Building relationships and reorganizing the organization are common tasks (Louis et al., 2010b). Since the organizational environment in which individuals work determines a large portion of what they accomplish, Louis et al. (2010b) assert that this area of instructional leadership is very important. District leaders may restructure the organization in the most unique way possible by influencing school cultures and climates. Principals who are effective in creating positive school climates have the biggest influence on the calibre of instruction in the institution (Sebastian & Allensworth, 2012). Researchers also suggest that teachers who typically work in environments with better instructional quality think the school atmosphere is positive (Sebastian & Allensworth, 2012).

Furthermore, certain improvements in learner success were indirectly explained by aspects of the school atmosphere through the actions and dependability of the leaders (Tschannen-Moran & Gareis, 2015). Responses sourced from 78% of high school teachers, it is critical that a principal establish the framework and opportunity necessary for teachers to work together (Louis et al., 2014). Although there are several methods for collaboration to happen, it is considerably simpler when there is a professional community. One method instructional leader may raise the achievement of learners is via nurturing and creating professional communities. It has been demonstrated that strong leadership not only benefits the professional community, but that community also serves as a predictor of instructional practices that have a major impact on how learners learn (Louis et al., 2010a).

A professional community is multifaceted and comprises thoughtful conversations, a shared goal, a collective duty for learning, and shared ideals, according to Leithwood et al. (2012). When educators and administrators agree that the main objective of professional communities is learner growth and accomplishment, professional communities function at their best (Carpenter, 2015). The association between learner success and the professional community

may be explained by a school atmosphere that encourages effort beyond what is expected in a general education classroom (Louis et al., 2010b).

2.8.10. Lack of accommodations as per SIAS (2014)

The Department of Education (DoE, 2007) states that the supply of more resources and the efficient use of already-existing resources are among essential elements of IE. Learning outcomes for learners with special needs are typically negatively impacted by a lack of resources. According to the Department of Education (2007), two more goals of the Inclusive Education Field Test, which took place between 2004 and 2009, were to create one full-service school per district and supply these schools with the tools they need to meet a wide range of learning needs, as well as to enhance education support services so that all schools receive coordinated assistance and direction. Nel (2014) contends that these goals have not been fully met in South Africa, nevertheless. Due to inadequate training, many teachers who are trained in South Africa are ill-equipped to address the varied needs of every learner, and as a result, they get disenchanted with inclusion. Nel (2014) adds that the absence of teacher assistance measures makes this worse.

Additionally, according to Oswald and Swart (2016), new inclusive policies have required educators to reevaluate their preconceived notions about how to teach learners who have barriers. In certain situations, this has resulted in unfavourable attitudes, cynicism, hopelessness, and resistance to changing the policies. Thus, ensuring that teachers are not just in favour of IE policies but also prepared to confront antiquated ideas and customs remains a significant obstacle to IE. If their fundamental needs are met, teachers may adopt a more favourable attitude toward inclusion. Specialized tools, educational resources including extra time for exams and assessments, and a teaching assistant to help with one-on-one training are a few examples of the arrangements that could be made. Regrettably, an investigation by Nel, Muller and Rheeders (2013) involving school principals in Gauteng, the wealthiest and most resource-rich province in South Africa, found that the majority of learners with hurdles got specialized support services either infrequently or never.

According to Polat (2012), one of the key elements of ensuring that IE succeeds in low-income nations is for teachers to change their attitudes both in the classroom and in the larger society. Resources and improved organization are vital, but they are not sufficient for inclusion. The attitudes and beliefs of the local population have an impact on the meaningful

engagement of adults and learners' with learning difficulties in the community and at school. Prejudice and disdain for those with disabilities will persist in a community, and discriminatory actions will never disappear. According to Bornman and Rose (2014), one of the main reasons why the system has not been able to be effectively implemented in South Africa is the overall lack of resources and support, together with the unfavourable views of teachers about learner obstacles.

2.8.11. Large class size and teacher's workload

A classroom is considered to be overcrowded when the number of learners is higher than ideal and interferes with the teaching and learning process. Shah and Inamullah (2012) reported that crammed classrooms may directly affect the curriculum or the timetables of learners. Not only can they affect the performance of learners, but they also cause stress for teachers due to a variety of issues including behavioural issues, discipline issues, and ill health. According to Caputo and Langher (2014), special education teachers likely encounter difficult circumstances when implementing IE, including excessive direct contact with learners, a sense of job defeat, work overload from program structures, limited opportunities for colleague collaboration, and a lack of administrative and parental support.

Teaching learners with special needs in a classroom takes a great deal of dedication, planning, and preparation. Thus, a number of useful ideas or procedures that might support learners' individualized education programs may be hampered by big class numbers. According to Jimenez and Graf (2014), teachers were not paying enough attention to or concentrating on the poorer learners in the classroom. One of the most significant spaces in a school is seen to be the classroom. When at school, learners spend much of their time in a settings that should support learning. When teachers take the effort to establish a classroom environment where learners feel at ease with their teachers and classmates, learner behaviour can be improved. Carlson (2016) emphasizes how having a large number of learners in tiny classes makes it impossible to provide high-quality instruction.

Teachers need more time to identify and respond to the diverse needs of learners, accommodate varying learning styles and rates, and ensure quality education through the use of appropriate curricula, organisational structures, teaching strategies, and resources (UNESCO, 1994). Some learners need one-on-one assistance, while others require modifications to the curriculum or learning schedule. According to the United States

Department of Education, overcrowding in classrooms not only makes it difficult for learners to focus, but it also reduces the amount of time teachers can dedicate to effective teaching strategies like cooperative learning and group projects or teaching anything more than the bare minimum of materials. Additionally, there is a greater chance that teachers may experience burnout early since they have to fight continuously to keep discipline concerns in an overcrowded classroom under control.

2.8.12. The effect of poverty in rural communities

According to Donald (2016), the availability of resources to satisfy societal requirements essentially determines learning; socioeconomic disadvantages have little impact on the educational system. As to be expected, when essential services are not available or provided, especially to poor rural schools, such rank among significant contributors to learning disabilities. When basic services are few or non-existent, or when learners especially those with learning disabilities cannot access learning centres because of a lack of transportation, accessing basic services becomes extremely challenging. Living situations characterized by poverty such as inadequate food, inadequate housing, and unemployment, these have an adverse effect on all learners. Learning obstacles and the creation of new learning obstacles are inextricably related to poverty (Donald, 2021). Based on my personal observations, socioeconomic hurdles remain prevalent in most regions, particularly in South Africa's rural communities.

2.8.13. Lack of parental recognition and involvement

Since parents are learners' primary guardians, managing an inclusive classroom without parental engagement and support is almost difficult. Effective learning is endangered and hampered when parents neglect the education of their children. The Department of Education (2002) made a valid prediction when it said that parents would not be motivated to help teachers accomplish their objectives if they were not empowered to get involved in their children's education and not informed about what was expected of them. A different perspective on parental involvement was offered by Engelbrecht et al. (2013) who claimed that low parental involvement is frequently associated with social problems, such as parents who are illiterate, suffer from HIV/AIDS, abuse alcohol, are poor and jobless, or feel ashamed

of their disabled children. Without a doubt, all of these issues rank among obstacles that can hinder learning and growth.

According to Engelbrecht et al. (2017), new laws and policies in South Africa encourage parents to be as involved as possible in their children's education. These policies also emphasize the need for parents to be involved in the process of identifying obstacles and ways to get around them. Moreover, they contend that parents have a significant role to play in lending a helping hand when teachers in the school or classroom require extra assistance. In order to make aid the functioning of schools, communities and especially parents need to take charge and partake in the creation of local school policies and running the institution. According to the Department of Education (2002), parents and the community at large would become fully responsible for their children's assistance if they were made aware of how important they are to this course of action.

The Department of Education (2010) states that parents are aware of their rights as well as their children's rights, that they must communicate with teachers and support the learners they teach, that they should hold their children to high standards and encourage their independence regardless of their abilities or disabilities, that they cannot be expected to pay for a classroom assistant to help them in the classroom, and that they must contact health services in order to obtain assistive devices like wheelchairs or hearing aids. The essential role that parents play in making decisions about their children and in securing their future by means of education is implicit in the IE concept (Engelbrecht, 2016). An essential component of inclusive schools is shared responsibility among educators, administrators, parents, and learners for fostering the growth of all learners and ensuring that their needs are satisfied.

According to the Department of Education's White Paper 6 (2001), parents' active participation in the teaching and learning process is essential for successful learning and development. Parents are a valuable resource since they are their children's primary caretakers within the educational system. In order to ensure that children receive a relevant education, parents should be considered as partners in education alongside educators (Engelbrecht, 2016). According to the South African Schools Act (DoE, 1996), parents' rights and preferences take precedence over the admissions policy of any school's governing body, allowing parents to choose where to put their children. Engelbrecht (2015) claims that the Act reflects a recognition that rights are entitlements rather than favours by including the fundamental rights to equal access and parental choice.

These ideals support parents' hopes that IE can better address the needs of their children and that they would be treated as equal partners with experts in making sure children with disabilities or learning obstacles receive an appropriate education. According to Engelbrecht (2015), parents have a wide range of interpretations and varying levels of participation with teachers and educational institutions. Positive engagement has frequently made a child with hurdles more able to learn via equality, communication, dedication, and respect for healthy relationships in a school that is inclusive. Most experienced teachers know that often, parents are unable or unwilling to assist their children in their educational endeavours. As a result, learners lag behind, and teachers are eventually recommended to the district for placement. Consequently, it is critical that educators, parents, and learners to have a shared concept of inclusive education.

Many parents in South Africa lack the information and perspective necessary to actively participate in their children's education. Teachers lament a culture of parental disengagement in many households with working parents or single parents, where there is very little time to devote to their children's educational requirements. While some educators make innovative use of parent assistance, schools still struggle to truly experience good parental participation. Some parents still believe that teachers should be the ones to handle IE.

2.8.14. Inaccessibility and unsafe built environment

Given that in some instances, some physical infrastructure were not designed to accommodate learners who have physical disabilities, the majority of South African learning canter are not physically accessible to everyone. According to the Department of Education (2002), certain learners require ramps rather than stairs because they use wheelchairs and other mobility equipment. This is discriminatory since it means that these learners do not reach some learning centres that are for example, in upper floors and without ramps. All classrooms should be built such that such forms of discrimination are addressed. In general, a physical infrastructure should take into account the sizes of the desks that would be utilized and that it is made up of adequate rooms that can accommodate learners who use wheelchairs or crutches in addition to computers as learning tools. Due to a lack of sufficient funding, several structures especially in schools in rural areas, remain in poor condition. The lives of children who learn in such schools can possibly be at danger because of this.

2.9. Theoretical Framework

According to Kivunja and Kuyini (2017), a theory is a body of thought that aims to explain a certain phenomenon. The goal of this study was to comprehend principals' definitions and methods for assisting teachers involved in fostering inclusive classroom environments in elementary schools. The study was grounded in two theoretical frameworks: Bronfenbrenner's Ecological System Theory (1979) and Transformational Leadership Theory.

2.9.1 Bronfenbrenner's Ecological System Theory

Urie Bronfenbrenner promoted the ecological systems theory that was developed by Bronfenbrenner. American psychologist Bronfenbrenner describes how a learner's innate qualities evolve over time. With the use of Bronfenbrenner's theory, which highlights the significance of examining a learner within the context of several environments also referred to as an ecological system, it is possible to comprehend every learner's distinct developmental trajectory. Because it emphasizes the relationship between a person's growth and the social context's systems, this theory is significant to this research study.

One example of a multidimensional model of human development is Bronfenbrenner's theory which holds that interacting systems have layers that are coated in many ways, leading to growth and development. It follows that human behaviour, feelings, and actions cannot be understood in isolation from the environments in which they occur. What occurs in one system has an impact on other systems (Swart & Pettipher, 2015). The ecological systems theory developed by Bronfenbrenner serve as a helpful framework that help people understand the different interactions that cause learning challenges among people who interact in classrooms, educational institutions, and schools. According to Landsberg and Swart (2013), Bronfenbrenner's biological model of human development identifies four interconnected system levels and among them is the Ecological System. This system's viewpoint classifies development situations into five interconnected tiers of external effects. In other words, how can social interactions and the environment surrounding a learner impact their development? (Bronfenbrenner, 1979).

One way to address the impact of environment on learners' and/or subordinates' performances is through using the perspective of ecological systems theory. According to Bronfenbrenner, everything has an impact on a person's developmental stages, and elements functioning at

different levels of a large ecological framework can also have an impact on how a person develops. These several layers influence each other in different ways. The ecological perspective is demonstrated by how a micro-system such as a home, is interwoven with the meso-system such as a school and the larger society, to determine the degree of contentment and relaxation people experience as they go about in their daily lives. The variations in an individual's knowledge, skills, capacities as well as the function of a support system in directing and organizing them, are also covered by Bronfenbrenner's theory. Because Bronfenbrenner's theory emphasizes the relationship between child growth and the systems inside the broader social environment, it is pertinent to our topic at hand.

An excellent illustration of a multi-dimensional model of human development is Bronfenbrenner's theory, which holds that many interacting systems such as the physical, biological, psychological, social, and cultural ones, arise at different stages of change, growth, and development. The ecological systems theory of Bronfenbrenner explains the direct and indirect effects on a child's life in relation to the many levels of environment or contexts that directly effect on an individual's development. Understanding the intricacy of the impacts, interactions, and interrelationships between the learner and various systems to which he or she is connected is a significant challenge to the current educational system (Landsberg, 2015). This suggests that a child is not an isolated entity from the systems in which they live, but rather that they are a part of the systems that determine how well they perform academically, the education system, teachers, the school, and the curriculum. All learners who face obstacles should benefit if all systems in schools function expertly together. People are viewed as components of society's smaller, interconnected subsystems.

The research deemed this theory useful for use in this study because it stress that the development of a child is influenced by an interplay between the learner's immediate family or school environment as well as society. In the case of this study, the support provided by the principal, motivation by teachers, would motivate learners involved in inclusive education. Therefore, the network created through the interlink between the stakeholders would improve inclusive education.

2.9.2 Transformational Leadership theory

Bailey and Axelrod (2014) state that James MacGregor Burns, who was born in Mellis, Massachusetts, on August 3, 1918, is credited with founding transformational leadership theory. His desire to study political science and political leaders was motivated by his sense of

leadership that he gained from his military duty. He taught at Williams College after serving in the armed forces. After that, he wrote two books about his hero, Franklin D. Roosevelt. He helped to develop a course on leadership as was used to teach undergraduate students and was a major at the University of Virginia's Jepson School. He was engaged in the development of the University of Maryland's Centre for the Study of Leadership. His book "Leadership" was released in 1978.

Transactional leadership was defined by Bass and Riggio (2013) as the trade-off of one thing for another. Transformational leaders, on the other hand, put more emphasis on motivating and inspiring people who follow them to accomplish the leader's goals. The two aspects enable followers, who rarely imagine that they can lead, recognize their own leadership potential. By doing this, the followers are enabled to develop to new heights as people, the group, and an organization, beyond their own expectations (Bass, 1985).

According to Barnette (2012), transformational leadership is a style involving collaboration between leaders and subordinates and such ensures that higher-level objectives are achieved. According to Botha (2013), a leader is someone who works to foster unity among people who follow them by providing a clear vision, goal, and purpose. In addition to serving as role models, leaders inspire and encourage their followers. As a consequence, followers get encouraged to use their imaginations to make the organization better. Burn's (1978) idea of transformational leadership has given rise to several variations of the practice. Other academics and theorists, including Bass (1985) offered their own conceptualizations of transformational theory. The most widely accepted version was the hypothesis put forward by Bass (1985), and it was selected to serve as the theoretical foundation for this educational research as well.

In this study, the transformational leadership theory was used to highlight what the study principals did to support teachers involved in inclusive classrooms. This theory was deemed relevant by the researcher because it concern establishment of collaboration between staff within a school, enforcing a professional school environment, and encouraging the development of teachers while being enable to address challenges (Volante, 2012). In fact, Burns (1978) posit that the theory encourage a school environment where principals guide teachers about goals and values as well as resources meant to help the latter. Therefore, this theory was chosen because it is relevant for this study given that it is intended to build a relationship in a work environment, between a leader, in the case of this study, a principal, and subordinates, referred to this study as teachers, in order to achieve goals.

2.9.2.1 Components of Bass's 1985 Theory of Transformational Leadership

Bass (1985) identified four elements of transformational leadership that concern behaviour that leaders ought to portray. These include personalized attention, intellectual stimulation, motivating inspiration, and idealized influence.

Idealised influence

The concept of idealised influence, in the main, addresses transformative leaders' role modelling for their subordinates or followers. In general, leaders are liked, trusted, and respected by their subordinates or followers who also relate to and typically model themselves after their leaders. According to Bass and Riggio (2012), they identify leaders as people who possess exceptional ability, perseverance, and resolve. Regarding idealized influence, there are two components: the actions of the leader and the characteristics that the leader's colleagues and followers ascribe to them.

The Multifactor Leadership Questionnaire (MLQ), developed by Bass and Avolio (2013) may be used to assess both elements, although through distinct subfactors. Adopting a communal mission is a crucial component of idealized influence in that subordinates or followers believe that they are taken into account whenever their leaders initiate objectives. According to Bass and Riggio (2008), the ascribed factor occurs when the leader reassures others that obstacles will be addressed. Leaders are thought to be risk-takers who exhibit consistency in their actions. They behave in a morally and ethically admirable manner.

Inspirational motivation

Generally speaking, people who idealise or follow transformational leaders tend to be inspired and motivated. By showing followers a sense of direction and challenge in their job, inspirational motivation is accomplished (Bass & Riggio, 2012). Leaders ought to foster a sense of unity, zeal, and optimism, in general. They are expected to be a sense of hope to their followers which can result in the latter achieving bright futures. In order to eliminate uncertainty, leaders should make sure that their expectations are stated properly (Bass & Riggio, 2012). In addition to their dedication to goal achievement, transformational leaders also demonstrate their commitment to the shared vision and their ability to articulate a compelling future vision (Bass & Riggio, 2013). One element that might be considered is idealized influence and inspiring motivation; another is charismatic-inspirational leadership, which is similar to the ideas proposed by House (1977) and Bass and Avolio (1993).

Intellectual stimulation

The focus of this aspect of transformational leadership is on leaders who encourage followers to make efforts. In particular, the effort involve being creative and inventive. Leaders accomplish this by encouraging followers to think more critically about what they are doing a particular activity or task at a work environment. Such encouragement provide followers a different viewpoint, their presumptions are questioned, and issues are reframed. Also, it stimulate their intellect, which push them to think creatively and innovatively about prior circumstances. One noteworthy feature is that a transformational leader consistently promotes new ideas while refraining from embarrassing or criticizing their supporters in public. Even if their thoughts and opinions may occasionally diverge from that of their leaders, followers are given the chance to participate in the problem-solving process and are not subjected to criticism (Bass & Riggio, 2012). It is implied that the leader makes a deliberate effort to help the followers see issues and obstacles from all angles.

Individualised consideration

Transformative leaders are acknowledged as coaches and mentors, according to Bass and Riggio (2012). As a result, a leader is expected to provide for each follower's unique requirements in order for them to grow and develop. In an environment that is helpful and encouraging, leader tend to show care and help subordinates or followers reach their full potential. Importantly, in a work environment, it is crucial that colleagues acknowledge and accepts their distinct differences. Equally important is ensuring that there is clear and regular communication between leaders and their subordinates. There are two channels of communication: follower-led and follower-initiated communication. In the context of an in-person learning school environment, principals or leaders can ensure the success and advancement of the school through walking about and making specific inspections (Riggio, 2014).

Through making inspections, a leader gain a great understanding of how each person functions and how to therefore understand how they can provide them a chance to realize their full potential. When followers notice that they are considered, they typically do their jobs in a personalized manner that makes them feel valued and appreciated. Among qualities of a transformational leader is being an active listener and being able to provide tasks aimed at helping their followers grow. Even though a leader assigns tasks, they ought to follow-up and monitor to ensure that, if needed, further guidance and help are provided. That way, followers

would not feel uncertain or in danger. Furthermore, the transformational leadership theory's hallmark for this component is the leader's mentoring and teaching (Bass & Riggio, 2012). Transformational leaders are essentially those that take into account every element of their followers while making decisions.

This theory was selected for this study because the research viewed it useful given that it focus on how leaders that are regarded as transformational strive to improve the motivation of and commitment of subordinates, so that the collective can attain an end that both parties envisage. If the principals in this study were able to motivate teachers to perform and attain a truly and conducive inclusive classroom, this would be an indicator that the teachers view the efforts of the principal as promoting team work and would therefore be motivated to achieve their best. In the context of a school, this theory place emphasis on the ability of a principal to motivate teachers.

Because followers are inspired to perform to the best of their abilities and feel appreciated by transformational leaders, this can lead to an increase in productivity. Overall, a leader ought to have a good impact on their followers and work to attain his or her goals while giving the followers a sense of success.

2.10. Chapter Summary

Notwithstanding the challenges that inclusive classrooms face currently, school administrators must make sure that their institutions serve all students. Also, they must adopt inclusive mindsets, which include inclusive classroom and school visions. In order to create a school that admit, teach, and meet the needs of all learners, school administrators must also exercise leadership in implementing inclusive reforms that would impact teaching methods. Thus, school administrators play a crucial role in encouraging teachers to create inclusive classroom environments.

All stakeholder involved in education should be adequately informed of the policy's objectives in order to achieve inclusive classrooms. In order to assist teachers in inclusive classrooms so that they can translate and put into practice an inclusive education policy that supports excellence in teaching and learning, educational leaders, staff members in schools, and the Department of Education must play a crucial role. In addition to the aforesaid suggestions, the

school staff and other stakeholders need to change attitudes toward learners who have various needs.

In essence, school staff should agree on: assistance that teachers require in order to teach inclusive classrooms, structures that ought to be implemented, roles that members of the established structure should play, and training that ought to be given to all teachers to enable them to carry out these roles. The research strategy and methodology used in this study are presented in the upcoming chapter.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The theoretical framework and literature review that supported this investigation were described in the preceding chapter. The methodology and research design used in the study are presented in this chapter. Research design, research technique, and research paradigm are presented, as a starting point. The methods used to gather data, including plans used prior to sampling, and data analysis techniques, are described. The study's shortcomings, ethical concerns, and reliability are covered in the latter portion of this chapter. The chapter summary is provided at the end of the chapter.

3.2 Interpretive paradigm

According to Thomas (2010), an interpretative paradigm presents the fact that people's subjective interpretations of their experiences in relation to their social environment, contribute to the advancement of knowledge. Interpretive researchers work on the assumption that knowledge and pathways to knowledge enhancement are diverse and relative, rather than that there is a singular path to knowing. The interpretative paradigm was employed in this study because among other advantages, it advances knowledge of social interaction and the ways in which individuals create meaning in their natural environments (Ponelis, 2015). Furthermore, the interpretative paradigm acknowledges that social interactions within groups and between individuals and their surroundings are essential for advancing our understanding of a subject (Creswell, 2014). According to McMillan and Schumacher (2010), the interpretative paradigm is in favour of the idea that there are many realities and truths that are perceived by various individuals in social settings.

According to Schwandt (2011), the interpretative paradigm is better compatible with worldview studies since it emphasizes a holistic perspective of the self and environment. Additionally, this paradigm works well when used to analyse and interpret qualitative data by drawing on two noteworthy ideas: hermeneutic phenomenalism and symbolic interactionism (Leitch et al., 2010). The interpretive paradigm is suitable as it has a working assumption that subjective experiences are real no matter how divergent from the norm and deserve to be taken

seriously for a comprehensive understanding of social concepts as they are too complex and dynamic to be rigidly defined (ontology), and understanding social experiences is a function of interacting and listening to the social experiences (epistemology). Additionally, the requirement of the interpretive paradigm is that a researcher ought to be immersed in the research, and that way, they have the added advantage of providing a better perspective as there is rapport on the social concept being investigated.

In part, this study sought to explore principals' meanings of and practices for supporting teachers in promoting inclusive classroom. Anthropology has a significant impact on the interpretive paradigm. According to Mitchell et al. (2017), its goal is to comprehend and characterize significant social behaviours or cultures from the inside out. This approach enabled the researcher of this study to establish a trustworthy rapport with the participants that is, the principals of the participating schools. Participants were able to openly express themselves and generously share their perspectives, techniques, and experiences concerning assisting teachers in fostering inclusivity in their particular schools as a result of this trusting connection. Within this paradigm, researchers make the following assumptions: (i) people's subjective experiences are real and should be taken seriously; (ii) we can best understand other people's experiences by interacting with them and listening to what they have to say; and (iii) qualitative research techniques are most appropriate for this kind of work.

According to Willis (2007), different ontological viewpoints reflect distinct prescriptions of what can be real and what cannot. Ontology is concerned with the nature of reality (or being or existence). Interpretivists contend that a researchers' preexisting ideologies and worldviews form and impact all of their findings. Furthermore, research is a socially created activity, and as a result, the "reality" it provides us with is likewise socially built (Willis, 2007). What and how we can know about reality are the topics of epistemology. Interpretivists typically produce more in-depth reports and employ more qualitative techniques like case studies and ethnography (Willis, 2007).

According to Esterberg (2002), traditionally, paradigm mandates that a researcher fully immerse themselves in the environment that the subjects of their study call home. Denzin and Lincoln (2000) contend that interpretivists assert that one may comprehend an action's subjective meaning while still doing it objectively. Participating in others' lives may be necessary for the researcher to comprehend the intersubjective implications of human

behaviour. Thus, it is clear that the goal of interpretative research is to gain knowledge about the phenomena being studied (Denzin & Lincoln, 2000).

According to Kivunja and Kuyini (2017), the interpretative paradigm seek to understand the intimate realm of human experiences. Using this perspective as a starting point, I refer to the interpretative paradigm as a worldview that takes human behaviour into account. The purpose of this study was to comprehend how principals define and assist teachers in fostering inclusivity. In order to assist successful learning and teaching, the study aimed to comprehend how they employed support in creating inclusive classrooms. As an interpretative researcher, the interpretive paradigm enabled me to get a deeper comprehension of the principals' perspectives and strategies for assisting teachers in fostering inclusive classrooms within the uMgungundlovu District. According to Kivunja and Kuyini (2017), an interpretivist researcher endeavours to get an understanding of the phenomenon under investigation by delving into an individual's mind.

This is accomplished by first gaining an awareness of how each person interprets the world around them (Kivunja & Kuyini, 2017). Participants were afforded time to discuss their personal practices and experiences regarding how they assist teachers in fostering an inclusive classroom by utilizing the interpretative paradigm. In my role as an interpretative researcher, I encountered a variety of participant practices, realities, and truths on how they handled learner discipline. With the help of this paradigm, I was able to get to know the participants well and learnt about their perspectives on and methods for helping teachers in their individual schools to promote inclusive classrooms (Mabaso, 2019). The study's findings, however, are purely subjective and unprovable by science (Eyisi, 2016). As a researcher, I depended on the data that had been provided by the participants.

3.3 Research design

A research design, according to Bertram and Christiansen (2014), is a method that a researcher uses to collect and process the data needed to address the study questions. Furthermore, according to McMillan and Schumacher (2010), a research design reveals the overall strategy for the study's organization, data production methods, and topic matter. Three sorts of designs are used by researchers: mixed techniques, qualitative methods, and quantitative approaches, according to Creswell (2009). This investigation used a qualitative approach to its design.

According to Creswell (2009), one of the characteristics of qualitative research is the utilization of participant viewpoints that are verbally recorded from persons. Furthermore, Du Plooy-Cilliers, Davis, and Bezuidenhout (2014) state that qualitative research enables a thorough understanding of the individual behaviours and experiences of study participants.

According to Maree (2012), the goal of qualitative research is to understand human behaviour in its natural environments. McMillan and Schumacher (2010) corroborate this claim by stating that a qualitative research design examines behaviour in its natural environment. Interviews will be used to gather data for this (Creswell, 2009). In order to understand administrators' definitions of inclusive classrooms and strategies for assisting teachers in implementing them, this study depended on their opinions. Additionally, the study's goal, sequential organisation, and underlying paradigm were appropriate for the qualitative research design (Cohen, Manion, & Morrison, 2011).

The goal of qualitative research is to learn about individuals through seeing them in their natural settings. It is centred on how phenomena are understood and described in their natural environments and how they are interpreted in relation to a given context (Flick, 2014). According to Maxwell (2013), qualitative research is based on broad meanings, motivations, goals, beliefs, values, and attitudes that are associated with significant interactions, processes, and occurrences that are too complex to be reduced to the operationalization of variables. The data was reported verbally rather than numerically. It is possible to view qualitative research as subjective, prejudiced, and loaded with values since it uses a small sample to examine diverse realities (Maarouf, 2019). Furthermore, according to Hennink et al. (2020), the techniques employed by qualitative researchers are a prime example of the widespread conviction that they may offer a "deeper understanding" of social phenomena than can be discovered via the use of just quantitative data.

A limited number of participants who offer detailed information based on their thoughts and perceptions are the emphasis of the qualitative method (Basit, 2010). Furthermore, rather than a statistical report, the outcome of qualitative research is a narrative report with rich descriptions (Johnson & Christensen, 2012). Kalpokaite and Radivojevic (2019) contend that the greatest ways to learn qualitative research are through experience, decision-making, patience, and the ability to interpret data and correct errors over time.

3.4 Research methodology

Methodology describes the strategies a researcher use for data gathering, documentation, analysis, and sampling (Maree, 2012; Eyisi, 2016). Additionally, questionnaires, case studies, ethnography, action research, and other approaches are only a few of the techniques that qualitative researchers employ, according to Cohen, Manion, and Morrison (2011) and Kivunja and Kuyini (2017). A case study technique was used in this investigation. A case study is defined as a thorough and in-depth assessment of a single occurrence in its context to develop information (Rule & John (2011); Rashid et al. 2019). In a similar vein, McMillan and Schumacher (2010); Mitchell et al. (2017) assert that a case study employs several sources of contextual data to thoroughly examine a case or constrained system over an extended period of time. The "fit for purpose" principle proposed by Rule and John (2011) and Rashid et al. (2019) served as my guide when selecting this technique.

According to Cohen et al. (2011) and Kivunja and Kuyini (2017), case studies acknowledge the multiple variables at play in a single case. This implies that there might be several realities or truths in a single instance. This research is suited for the case study technique as it falls within the interpretative paradigm, which holds that there is no one true social reality. I was able to gather the many realities and truths that school administrators have about what inclusive classroom promotion means to them and how they assist teachers in doing so by using a case study technique. Because of the case study's adaptability, depth, versatility, and manageability, I decided to employ it (Rule & John, 2011; Rashid et al., 2019). As stated by Cohen et al. (2011) and Kivunja and Kuyini (2017), the goal of a case study is to use comprehensible descriptions to analyse and evaluate the distinctiveness of actual people and circumstances. Given that it focuses on interviewing participants from three primary schools in a district to elicit detailed definitions and practices of principals' support for teachers in building inclusive classrooms, a case study approach was pertinent for this type of research.

According to Rule and John (2011) and Rashid et al. (2019), a case study can produce or validate theory. The idea supporting this study can be confirmed by this case study. Because the case study addresses both "why" and "how" issues, selecting it also encourages awareness of all research topics to be addressed (Rule & John, 2011; Rashid et al., 2019). This reassured this researcher that the research questions she had for the study on principals' definitions and strategies for helping teachers promote inclusive classrooms are sound.

3.5 Sampling

The sample is a subgroup of the population that participate in a study (Boddy, 2016). Sampling can be categorized as non-probability or probability (Scholtz, 2021). For this study, the researcher utilised non-probability purposive sampling. Convenience and purposeful sampling were combined to choose research participants. Purposive sampling is a method by which an investigator selects individuals based on his or her own discretion and expertise in the topic under study (Rahi, 2017). Purposive sampling, according to Kumar (2014), is the process of selecting individuals who can offer pertinent data to address questions of a study. Purposive sampling involves the deliberate selection of individuals who meet the predetermined criteria for inclusion in the research (Polit & Beck, 2017a). Non-probability sampling was deemed ideal for use in this study because it involved including principals through using a criteria that they ought to have served in the position for a minimum period of three years and such an approach rendered probability sampling not applicable as it gives an equal chance to all in the population set.

Purposive sampling enable the selection of a sample with the required inclusion characteristics. A purposive sample include picking participants with a specific goal in mind, such as their unique personal circumstances or life experiences. Purposive sampling was used in this investigation since the goal was to choose collect data that would enable in-depth analysis and produce insight and comprehension of the phenomena (Polit & Beck, 2017). This is consistent with the views expressed by Creswell (2014), who is in favour of using the purposive sampling approach in qualitative research. Instead of focusing on generalization, qualitative researchers choose participants based on how well they match the study's objectives (Harding, 2013). A total of four principals from three different schools were included in the study's overall sample size.

Convenience sampling was used to choose the participants for this research. Etikan et al. (2016) define convenience sampling as a non-random sampling technique where the sample is composed of members of the target population who satisfy a particular practical criterion. These criteria may include geographic proximity, ease of accessibility, availability at a specific time, and willingness to participate in the study. Because it draws from the researcher's reachable community, it is sometimes referred to as accessible sampling. I adopted this selection as I could interact and have in-person meeting with the participants at their respective colleges with only a short travel time. The proximity of the workplace of the participants was

helpful to the researcher. Kivunja and Kuyini (2017) and Cohen et al. (2011) state that convenience sampling can be employed in a case study as sample approach.

3.6 Data generation

A researcher has the freedom to use multiple strategies to generate data to provide convincing qualitative study findings (Busetto et al., 2020). These may include interviews, questionnaires, and observations, all methods that are used widely in educational research. In this study, semi-structured interviews were used. Semi-structured interviews, according to DeJonckheere and Vaughn (2019), are the ideal technique to include pre-determined questions as well as supplementary questioning, examining participants' logic and interpretations. Interviews allow researchers to delve deeper into concerns, such as how principals can incorporate inclusive practices in the classroom (De Jonckheere and Vaughn, 2019).

In a semi-structured interview, the interviewer uses questions to try and elicit information from the interviewee within a verbal interaction (Longhurst, 2010a). This approach of doing qualitative research involves conscious spoken conversation with participants based on a somewhat defined methodological course (Longhurst, 2010b). Semi-structured interviews are seen to be a popular method in qualitative research, according to William and Finley (2015), even if the interviewer makes sure to ask about the important aspects of the phenomena being examined. Using open-ended questions is a hallmark of semi-structured interviews (Galletta, 2013a). Furthermore, it offers a range of options and gives participants room to contribute fresh concepts (Galletta, 2013b). Using data production tools (or a tool) to elicit data that answer the research questions is an important requirement. As a result, one-on-one interviews with the participants will be performed.

Furthermore, the use of open-ended questions allow participants a chance to provide thorough responses and experiences, therefore, the approach assure the development of data that is rich and thick (Tenny et al., 2017). Semi-structured one-on-one interviews were conducted with the selected four participants. The open-ended interview questions were partially organised. A semi-structured interview is considered a potent technique for gathering data because it allows the researcher to engage with the data source to validate, clarify, and expand on the information gathered (Creswell, 2013). This allows a researcher assurance that the data gathered is relevant to the study while also allowing for flexibility (Stuckey, 2013). Additionally, it is said that

semi-structured interviews are an empowering tool that help people express their ideas and experiences (Rabienet, 2011). To phrase it another approach, it gives people a chance to share their experiences by giving them a voice (Adams, 2010).

3.7 Data analysis

Kivunja and Kuyini (2017) state that interpreting data in terms of participant descriptions of the circumstance, themes, categories, and regularities, as well as identifying patterns, constitutes qualitative data analysis. Using different analytical techniques, data analysis is the process of drawing conclusions from data (Kivunja & Kuyini, 2017). Thematic, content, narrative, and analytical induction data analysis are crucial components of qualitative semi-structured interview research (Bazeley, 2021). According to Ncamphalala (2019), the interpretivist paradigm often uses inductive analysis of qualitative data.

According to Ncamphalala (2019), inductive data analysis enables important themes that are inherent in the raw data to emerge as study results. This research employed theme analysis. Thematic analysis is a methodical process that identifies and condenses the substance of messages (Ncamphalala, 2019). Kivunja and Kuyini (2017) state that theme analysis may be used to any type of written material, including transcripts from interviews and documents. A thematic approach is appropriate since it generates high-quality information from raw data (Braun & Clarke, 2021).

In using thematic data analysis, I followed these steps: data were ordered and organised for the analysis (Creswell & Creswell, 2017). First, I verbatim transcribed the information gathered from semi-structured interviews with specific school principals. Second, the verbatim transcriptions of the interviews were read aloud several times and separated into analytical sections (Buthelezi, 2021). The act of converting answer to questions into discrete sets for analysis is called coding (Kivunja & Kuyini, 2017). The researcher can find relevant material by using coding. Thematic (content) analysis was used to examine the transcriptions. Following coding, themes were created by grouping relevant codes together (Buthelezi, 2021). Babbie (2020) and Rule and John (2011) state that when data is coded, it is subjected to a thematic analysis. Additionally, using codes to find patterns and organize them into themes is a component of thematic analysis (Babbie, 2020). The results was analysed using theme analysis sequences.

3.8 Trustworthiness of the study

The level of confidence in the procedures employed to assure the quality of the study and the interpretation of the findings is known as trustworthiness (Polit & Beck, 2014). In qualitative research, credibility, according to Lincoln and Guba (1985), is intended to bolster the claim that the findings are focused on. By focusing on a qualitative study's credibility, transferability, dependability, and confirmability, its credibility is built (Lincoln & Guba, 1985; Selvi, 2019). It might be difficult to evaluate the quality of qualitative research since they are vulnerable to prejudice and non-scientific methods (Elo et al., 2014; Selvi, 2019). Danial (2019) and Guba (1981) state that most educational researchers agree that trustworthiness should utilise credibility, transferability, dependability, and confirmability. Kivunja and Kuyini (2017) imply that in order to improve the dependability of the interviews, it is critical that each interviewee comprehend the questions in the same manner. Before the planned interview, the researcher gave each participant a copy of the interview guide. During the conversation, I also encouraged the participants to feel free to add or offer any other pertinent information. Participants were given the freedom to talk as a result.

3.8.1 Credibility

Stewart et al. (2017) defines credibility as the degree of trustworthiness attributed to the veracity of the study results. To make sure the approaches are reliable, validated, and approved in accordance with Tracy and Hinrichs' (2017) advice, the researcher of this study used cues from other peer-reviewed earlier research in the same field while selecting techniques. For the purpose of finding and fixing any errors, the study was also put through peer review. Also, because they are more likely to be really enthusiastic to participate and willing to share open data, only willing individuals were included in the study.

3.8.2 Transferability

Transferability, the interpretive equivalent of generalisability, describes how well the results of qualitative research may be used in various contexts with different participants (Hayashi et al., 2019). According to Johnson et al. (2020), a study's report include a thorough review of the investigation to guarantee that any subsequent investigations carried out under comparable research settings would yield outcomes that are comparable, if not identical. Simply put,

transferability refers to how well the results apply outside of the context of the study (Marshall & Rossman, 2014; Noble & Smith, 2015).

However, the focus is on the data's depth and richness as well as making sure that the conclusions are applicable to other circumstances, locations, or people (Houghton et al., 2013). Consequently, in order to gain a thorough grasp of a phenomena under study, generalization might be achieved at many levels. For example, a researcher can use analytical generalization to compare the validity of the study findings to the theories surrounding the phenomena and the research questions (Yin, 2015).

3.8.3 Dependability

Dependability, according to Spiers et al. (2018), is the ability of results to hold up over time. All research components ought to be subjected to peer review, and data analysis cross-checked, in order to guarantee reliability (Anderson, 2017). To guarantee that readers have a thorough understanding, a study's report should contain the following: a) the research design and implementation, outlining the strategic planning and execution; b) the operational data generating detail, outlining the fieldwork conducted; and c) reflective assessment.

3.8.4 Confirmability

Confirmability, often known as integrity, is the process of making sure the data is accurate (Kivunja & Kuyini, 2017). A crucial need for confirmability, according to Cuervo-Cazurra et al. (2020), is the extent to which the researcher acknowledges their own biases. The study report assessed the underlying presumptions that guided the choices and approaches adopted in order to achieve this goal, clarified the rationale for the choice of one solution over another, and pointed out shortcomings in the practical procedures employed. As such, it is imperative to address theoretical conjectures that were later refuted by the facts in terms of outcomes. A large portion of the material in these sections comes from the "reflective commentary".

3.9 Ethical considerations

According to Shamoo and Resnik (2015), ethics play a crucial role in research and are involved at every stage of the process, from choosing a topic to gathering and analysing data to sharing study findings. Because there are moral concerns with the impartial and fair selection of sources

and analysis, ethical considerations are crucial not just while doing primary research but also when employing secondary data sets (Farrimond, 2013).

The right of remaining anonymous or to have their real identities and locations disclosed, for example, it was explained to the participants. According to Edwards and Weller (2016), social research participants are typically assured anonymity in order to safeguard their identity for a variety of reasons, such as excessive social pressure. For this study, anonymity was assured for anyone who chose to proceed in this manner.

3.9.1 Participant consent

Informed permission forms were given to participants, who signed them to confirm that they understood the purpose of the study, the methods employed, and how the findings were presented (Edwards & Weller, 2016). In order to enable them to make an informed consent decision, all study participants were informed about the research, including its purpose and goals, and were also reminded that participation in the study was completely voluntary and that they were free to withdraw at any time.

3.9.2 No harm

I honoured each participant's freedom to leave the research whenever they wanted to. I took care to avoid stepping over any boundaries or delving further into matters in order to respect the participants. In order to make sure that the participants' culture was respected throughout the data production process, I learnt about their culture (Moser & Kalton, 2017). The responders were shielded from damage, both psychological and bodily. A voice recorder was used for the interviews. In order to prevent participants from being offended or suffering emotional injury, the questions were also gender, race, ethnicity, and nationality neutral. In addition, I created a calm environment for data collection so that participants felt more at ease during conversations (Nunan & Ntombela, 2019; Singh, 2012).

3.9.3 Confidentiality and anonymity

Participants received assurances that the data collected for the study would be kept private and that neither their names nor the names of their schools would be disclosed (Nunan & Ntombela, 2019). Since the respondent's information about inclusive classrooms was based solely on their

perception, it is crucial to guarantee confidentiality and the inability to link the responses to a specific participant in order to prevent the respondent from suffering harm as a result of their participation in this study. Following identity concealing coding, all data were made accessible to any third party. The individual schools' names were going to be made public.

3.9.4 Ensuring that permission is obtained

I had to think about ethical concerns and if the study methods would likely result in any bodily or psychological harm as I expanded the data production process (Creswell & Poth, 2016). A letter was sent to the Department of Education (DoE) asking for authorization to carry out the research. After confirmation of permission, I sent the aforementioned approval to the UKZN Ethics Committee. To make sure that all components of the research were ethical, and that authorization was obtained, the University of KwaZulu-Natal and the representatives of the school were consulted at every stage of the study. Prior to commencing the research, permission from the University and other relevant parties shall be acquired.

3.10 Limitations

Buthelezi (2021) claims that obstacles the researcher faced during the collection and analysis of the data might lead to restrictions. Additionally, Buthelezi (2021) asserts that in order for the reader to understand how the result was reached, it is critical that the researcher disclose the constraints. There are no perfect study designs, according to Marshall and Rossman (2016), because every suggested research topic has limits. Moreover, research is limited when it is framed inside a certain intellectual and research tradition (Creswell & Poth, 2016).

The study was limited to primary schools in the uMgungundlovu District; hence the research was restricted to its elementary schools. There were just four principals who partook. Due to its limited scope, this research was only able to highlight concerns and suggestions raised by a small number of administrators, as well as their interpretations of and approaches to helping teachers embrace inclusive classroom initiatives. I am quite aware that the actions of the principals do not necessarily reflect the practices of other principals in general. The study's restriction is that there was not be enough time to spend with participants because they were full-time workers.

3.11 Chapter summary

This chapter presents the research design and technique used in the study as well as the methods used to carry out the investigation, are described in this chapter. It was noted that the study is situated within the interpretivist paradigm. The utilization of case studies as a methodology and the nature of qualitative research designs were explored. It was revealed that the sample techniques employed in the study were convenience sampling and purposeful sampling. The study underlined that semi-structured interviews were the form of data generation used. There was discussion on the procedure used for data analysis. A summary of the topic, ethical concerns, trustworthiness, and limits were also covered in this chapter. The discussion and reporting of the results will be the main focus of the upcoming chapter.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

The preceding chapter provided an overview of the research design, research methodology, sampling technique, methods for data generation, and procedures for data analysis. Comprehensive information regarding the researcher's adherence to ethical considerations and limitations of the study was also included. This chapter provides an overview and analysis of the findings. The objective of this study, as outlined in Chapter One, was to gain insight into the perspectives and approaches of principals in supporting teachers to foster inclusive classrooms. In order to preserve the integrity of the participants' perspectives, direct quotations are utilised in the presentation and discussion of data. Furthermore, the responses were thoroughly examined, analysed, and assessed within the framework of the literature reviewed and theoretical framework outlined in Chapter Two. Prior to presenting the findings, it is essential to provide an overview of the participating schools and introduce the participants. This will help establish the necessary context for understanding the study's results.

The study was conducted with the aim of addressing the following three research questions:

- i. What meanings do principals attach to their role in supporting teachers in the promotion of inclusive classrooms?
- ii. How do principals enact their roles for supporting teachers towards promoting inclusive classrooms?
- iii. What are the challenges do principals encounter in supporting teachers towards promoting inclusive classroom?

4.2 Profiling the research sites and the participants

The purpose of this profiling is to emphasise the characteristics of the sites in order to provide context for data presentation and discussion. The research sites were located within a township in the uMgungundlovu District. The schools in the township had a significant student population, primarily consisting of learners from the surrounding 48 informal settlements and other rural areas. Similar to the residents of the township, a significant portion of the

neighbouring residents were marked by elevated levels of unemployment linked to poverty, drug abuse, crime, and a challenging lack of stable family structures. These various challenges presented comparable risks to the well-being of young individuals, as well as the overall achievement of both educational institutions. The residents of this township were primarily made up of African, particularly Zulu descent, encompassing a diverse range of low-income and middle-income working-class individuals. There were three schools that operated on a fee-paying basis and were classified as public schools. These schools exhibited a comparable demographic makeup in terms of both staff and learners, particularly in relation to racial diversity. Additionally, there was one full-service school that stood out as the sole institution that did not charge any fees. In this regard, a total of four schools were selected as study sites for the purpose of this study. The subsequent paragraphs provide a comprehensive overview of each site's profile.

4.2.1 Profiling of school A

This institution was specifically designed to accommodate learners with special educational needs arising from severe learning difficulties, physical disabilities, or behavioural challenges. Boston Primary was a public primary school classified as Quintile 4, operating under the governance of Section 21. As per Section 39(7) of the Schools Act (1996), it was mandated that the Minister annually determines the national quintiles for public schools. These quintiles serve as a basis for the MECs to ascertain which schools are prohibited from levying tuition fees. Consequently, educational institutions are classified into five distinct categories, commencing with the lowest tier (Quintile 1) and culminating with the highest performing tier. Quintiles are utilised for the equitable distribution of funds to schools, with Quintile 1 receiving the highest per-learner allocation and Quintile 5 receiving the lowest allocation. The Schools Act of 1996 establishes a clear distinction between two categories of schools: those falling under the purview of Section 20 and those falling under the purview of Section 21. As per Section 21, the agency is responsible for the allocation of funds to schools. These funds are utilised for the procurement of stationery and textbooks, payment of water and electricity bills, and any other associated expenses incurred by the schools. In addition, the school administration has the authority to determine the curriculum offered, including the selection of courses, as well as the extracurricular sports and activities available for student engagement. The school's total staff comprised sixty-five individuals, with twenty-six serving as teaching staff and thirty-nine as non-teaching staff. Additionally, there were twenty-one individuals who

fell under another category. Enrolment for the 2024 academic year at the school was 560 learners. There were twenty-nine classrooms that were available for use by learners. On average, each class accommodated nineteen learners. The school provided education for learners in grades R to 7.

4.2.2 Profiling of School B (special school)

This school was recognised as a specialised institution for special needs education and referred to as a Special Needs Education Centre, as indicated by the Provincial Departments Performance Indicators (PED). The school operated as a publicly funded educational facility that focused on providing education specifically tailored to individuals with intellectual disabilities. School B was classified within Quintile 4 and exclusively catered to African learners who enrolled under Section 21. The school's favourable geographical location provided teachers and students with convenient access to transportation. As stated in the preceding paragraph, pseudonyms were employed in this study, as shown in the next table. The educational institution comprised of nine (9) teachers at the Post Level One, in addition to a principal, a deputy principal, and two (2) Departmental Heads (DH). There were 28 non-teaching staff members, which encompassed various roles such as administration clerk, security personnel, and other staff members within the organisation. This year (2023), the school has a total enrolment of 330 learners. The educational institution possessed 18 classrooms, all which, at the time of study, accommodated a substantial number of learners, with an average of 18 learners per class. The learners at the school span from grade R to grade 7.

4.2.3 Profiling of School C (full service school)

Located in Pietermaritzburg, this was a Full-Service School, categorised as a public elementary school under Section 21 in the uMgungundlovu District and classified in Quintile 4 and taught grades R to 7. African, Indian, and Coloured learners from both affluent and low-income backgrounds attended this school. It had three department heads, a principal, one deputy principal, and 15 teachers (PL1) working at the school. The school had 55 non-teaching staff members, of which three (the administration clerk, security, and cleaner) were unrelated to teaching. The school had 920 learners enrolled, 33 classes with an average of 28 learners per class. It had food and sick facilities as well as a large outside play area, although these were insufficient.

4.2.4 Profiling of School D (full-service school)

This school, in Pietermaritzburg, was a public elementary institution and a regular elementary school that served learners in grades R through 7. The uMgungundlovu District's Section 20 included this no-cost school, which categorised as Quintile 3. There were three departmental heads, a principal, two deputy principals, and 21 PL1 teachers. There were 29 non-teaching staff members at the school, including admin clerk, cleaners, and security guards. There were 987 learners enrolled at this school, and each of the 47 classrooms has an average of 35 learners.

4.2.5 Background information of the participants

The participants in this study were principals of four primary schools in the uMgungundlovu District. All participants' background and academic information is listed in the table below. Participants' requests for complete anonymity and confidentiality were considered in the decision to utilise pseudonyms.

Participant	Highest Qualification	Years of experience
Mr Williams	Bed Honours	17
Mr Ntuli	Bed Honours	23
Mr Peterson	Master's degree	15
Mr Naicker	Bed honours	18

4.3 Findings and Discussion

As alluded to in chapter 3, the research questions and semi-structured interview questions served as guides for the presentation and discussion of data in this study. Thus, the following themes can be identified:

4.3.1 Principals' understanding of an inclusive classroom.

4.3.2 Principals' leadership for supporting teachers in establishing inclusive classrooms.

4.3.3 Difficulties faced by principals in supporting teachers towards promoting inclusive classrooms.

4.3.1 Principals' Understanding of Inclusive Classroom

This research question was dual purposed. First, it sought to acquire principals' understanding of an inclusive classroom. Secondly, through this question, I intended to find out whether principals as leaders of schools perceived themselves as people who needed to provide support to teachers in ensuring that their classrooms were inclusive. The findings revealed that all participants had some comprehension of what an inclusive classroom denoted. This was evident in their responses, which were expressed in multiple yet similar ways. The findings revealed that the participants understood an inclusive classroom as something they acknowledged, accommodated and that they embraced learners with different learning abilities. Mr. Williams for instance, stated:

An inclusive classroom is where we are talking of a classroom whereby, we have learners with different learning abilities, so we are talking of a classroom where we've got learners with different learning abilities some learners are good, they are of high calibre some learners in the classroom are average, and some are below average.

Mr Ntuli held views similar to that by Mr Williams, albeit in a somewhat different way. When asked to define an inclusive classroom, he said, "My understanding of inclusive classroom in theory is a classroom where everyone's strength is regarded as important regardless of whatever barrier you could be facing, so inside the inclusive classroom, we accommodate every single person, and they are able to showcase of who they are, and we focus on whatever barrier they have." Peterson and Naicker, in agreement with their co-workers, said:

learners of varying cognitive and academic abilities are often co-taught in the same classroom at a traditional school. You'll have students at all levels, from those who are excelling to those who are struggling to keep up (Mr Peterson's words).

In an inclusive classroom, we are actually talking about a classroom that is within the mainstream school, but it includes all the learners and even those learners that have learning challenges, they are also included in that class. Therefore, all learners in the same building must be enrolled in the same course and are entitled to the same resources as students in other buildings (Mr Naicker).

Mr. Ntuli expressed that:

Based on the aforementioned findings, it is evident that principals exhibit a similar

level of comprehension regarding an inclusive classroom. An inclusive classroom is defined as a learning environment that accommodates learners with diverse learning abilities, providing them with the opportunity to develop cognitively at their own individual pace.

As stated in the introduction of this topic, the objective was to gather insights from participants regarding their comprehension of an inclusive classroom. Additionally, the aim was to assess whether principals, in their capacity as school leaders, recognised the significance of supporting teachers in promoting inclusivity within their classrooms. During the discussion, it became evident that all participants acknowledged the importance of their role in supporting teachers to achieve successful inclusive classrooms. The consensus among the four participant principals regarding inclusive classrooms was that their understanding was similar, albeit with different explanations. During the discussion, Mr. Naicker emphasised the importance of treating all learners equally, regardless of any barriers they may face. This statement indicates that the participants had a clear understanding of the concept of an inclusive classroom, as described in the literature. In summary, the principals perceived an inclusive classroom as a learning environment that accommodated learners with diverse learning difficulties and cognitive levels. Teachers recognise and leverage the unique strengths of each learner. Additionally, the classroom consists of a mix of low-, moderate-, and high-achieving learners, ensuring equal attention and educational opportunities for all. Academic research supports the perspectives of the four participants regarding inclusive classrooms.

For instance, Mbua (2023) concur that within an inclusive educational environment, such as a classroom, it is imperative for principals to attend to the needs of all learners. Additionally, it is imperative for principals in an inclusive learning setting to recognise and address the diverse challenges and individual needs of a learner. The latter aspect is of utmost importance as it greatly enhances the focus and engagement of the learners, consequently reducing any instances or sensations of exclusion. Finally, DeMatthews, Billingsley, McLeskey, and Sharma (2020) provide support for the participants' perspective regarding the importance of addressing the diverse needs of learners, particularly in the realm of education. It can be stated that by facilitating the aforementioned interaction in an inclusive educational setting, both learners with disabilities and learners without disabilities experience a sense of inclusion within the same classroom.

4.3.2 Principals' Leadership for Supporting Teachers in inclusive classrooms

As indicated by the study in section 4.3, the second theme emerged from the second research question, which pertains to principals' role in facilitating teachers' efforts to establish inclusive classroom environments. This inquiry holds significant importance and relevance as scholarly researchers have demonstrated that a considerable number of educators engaged in inclusive classrooms perceive a lack of essential support from their principals (Boitumelo, Kuyini, & Major, 2020). According to DeMatthews et al. (2020), principal participants in a study done in Australia expressed their perception of providing support to teachers in inclusive classrooms. They predominantly identified themselves as instructional leaders in terms of the support they offered. Additionally, they engaged in negotiations with the employer to help the implementation of professional development programmes aimed at enhancing the knowledge and skills of teachers.

In general, the responses provided by the participants were largely consistent, with the exception of one individual whose response diverged from those of their peers. This is the statement provided by Mr. Williams:

As a leader, I consistently prioritise leading by example. I prioritise providing assistance, support, and attentive listening to teachers when they report concerns or express distress. As a leader, it is my responsibility to ensure equality among educators and learners. In the context of an inclusive classroom, it is important to acknowledge that these learners possess diverse challenges and abilities. It is crucial to provide them with the necessary support and foster an environment of care and acceptance. As a leader, my role involves conducting workshops for educators on effective strategies for managing learners.

Mr. Naicker also articulated his perspectives and primarily discussed his leadership role in providing support to teachers engaged in inclusive classrooms. He recognised the importance of fulfilling his responsibilities and ensured that the teachers had access to the necessary resources consistently. In addition, he emphasised the importance of regularly visiting inclusive classrooms. Based on his responses, it can be inferred that the principal demonstrated leadership by setting an example for his teachers, with the intention of empathising with their experiences. He stated:

The role of principals in supporting teachers is to provide comprehensive assistance

and resources. As a leader, my primary objective is to ensure that teachers receive the necessary tools and materials to effectively facilitate their classroom instruction. Teachers require support as they engage with diverse learners. As a principal, it is imperative that I provide this support and periodically visit classrooms to observe the teaching and learning process. This allows me to gain a deeper understanding of the challenges teachers encounter within their instructional environments.

The views of Mr Ntuli, as quoted below, varied to that shown above, of Mr Naicker and Mr Williams. While his views seem to differ to that mentioned above, they were similar to that by the other principals, shown above. His responses are as follows:

Absolutely, well we need to ensure that your educators are well trained, with the diverse and with barriers. So, as a principal obviously support must be given to teachers. As a leader and an SMT we created a one-on-one combination tool that the DH's are using when they are having a conversation with educators and teachers feels comfortable in telling us where their falls are and then it is my role to be involved and to help.

Mr. Williams primarily emphasised his commitment to addressing the challenges raised by teachers by providing them with the necessary knowledge and skills. This was achieved through their participation in workshops, which enable them to effectively manage and cater to the diverse needs and abilities of their learners. These findings align with the research conducted by DeMatthews et al. (2020) in that, principals perceive their involvement in inclusive education as partially centred around facilitating the training of teachers involved in the educational setting. Mr. Naicker ensured that the teachers were provided with all necessary resources for their classrooms. Additionally, he regularly visited the inclusive classrooms to gain first-hand knowledge of the specific needs, particularly those of the teachers. “As a leader, it is my responsibility to ensure equality among educators and learners. In the context of an inclusive classroom, it is important to recognise that these learners possess diverse challenges and abilities. It is imperative that they receive the necessary support and care. As a leader, I conduct workshops for educators on effective strategies for managing learners”. In an inclusive classroom, principals play a crucial role as mediators, coaches, cheerleaders, and emotional supporters for all individuals involved in the change process. This is because creating an inclusive environment requires a collaborative team effort (Makhalemele & Tlale, 2021). This finding agrees with Bass’s theory of transformational leadership in that, the participant principals, as leaders of the selected schools, encouraged the teachers involved in inclusive

classrooms to improve their approaches, partly through attending workshops. In the end, such approaches improved how teachers managed learners.

4.3.2.1 Support given by the principal to teachers towards inclusive classroom

The findings from the semi-structured interviews revealed that in an inclusive educational environment, participants in leadership positions, such as school principals, provide support and guidance to teachers. This support and guidance are essential for the professional growth of teachers within the field of education. An example of this can be seen in the study conducted by (Makoelle, 2020) who discovered that teachers who receive support from their principals demonstrate a higher level of commitment to their profession. Additionally, such teachers are more inclined to take collective responsibility for learners learning. The participant principals in this study provided the following responses regarding their support for teachers who taught in inclusive classrooms. “Teachers are provided with support through the opportunity to participate in courses or workshops that are specifically focused on teaching learners who face barriers to learning. The principal occasionally engages in communication with the district office unit responsible for addressing the needs of learners facing learning barriers, in order to provide support to teachers involved in inclusive education”.

The aforementioned statement represents Mr. Naicker's perspective, which align closely with that of Mr. Ntuli, as depicted below. Fundamentally, their viewpoints did not contradict each other. In his statements, Mr. Ntuli provided the following responses:

Teachers who are responsible for teaching inclusive education are provided with a reduced workload in order to allocate additional support to learners with diverse learning needs. However, it is important to acknowledge that implementing this practise can present challenges. As a principal, I occasionally contact the parents of these learners to inform them about the challenges the teacher is encountering. If the circumstances necessitate the placement of a child in a specialised educational institution due to barriers to learning, we proceed with the referral process.

The above-mentioned perspectives, expressed by Mr. Naicker and Mr. Ntuli, contrast with that of Mr. Peterson. He expressed his support for teachers by advocating for the personal development of their skills and providing financial support through funds obtained from the school governing body. He stated:

As a principal, I also strongly encourage teachers who are involved in inclusive education to consider enrolling in short courses that are financially supported by the School Governing Body (SGB). Upon the conclusion of the course, the principal will oversee the monitoring of progress by assessing any changes in the learning barrier, whether it be a reduction or an increase. If the barrier is diminished, it will serve as an indication of progress. Conversely, if the barrier persists, it will suggest that there are challenges in effectively addressing the problem. Specialists are subsequently engaged to provide support to the teacher.

Mr. Williams expressed opinions that aligned with that articulated by Mr. Naicker, as previously cited in earlier sections. He mentioned that a method they employed to provide assistance to teachers involved coordinating workshops designed to enhance the skills of educators involved in inclusive classrooms. However, he acknowledged that this endeavour was challenging, yet they made diligent efforts to overcome obstacles. Mr. Williams stated:

Based on my observations, it appears that the majority of educators in my school have limited experience in inclusive classrooms. Consequently, they may encounter difficulties in adapting to inclusive education. However, our Senior Management Team (SMT) is making concerted efforts to address this issue. We are committed to organising regular workshops aimed at equipping teachers with diverse teaching strategies that will effectively support their instruction in inclusive classrooms. Additionally, we are striving to cultivate a motivated teaching staff.

Mr. Williams also mentioned that their organisation provided support not only through workshops, but also placed emphasis on assisting individual teachers in achieving successful teaching and learning outcomes. According to his statements, he mentioned in his replies:

As previously mentioned, our organisation facilitates workshops and awareness campaigns. Additionally, we extend invitations to esteemed individuals from higher educational institutions or relevant authorities to engage with our schools. We engage in a process of reflection and evaluation to identify areas for improvement. For instance, at the end of each academic year, our Senior Management Team (SMT) convenes to reflect on past events. We then communicate this information to educators and solicit their recommendations. Through collaborative discussions, we have been able to enhance our teaching strategies and methods for learners in inclusive classrooms.

Furthermore, the research findings have revealed that the importance of supporting teachers through outreach programmes and ensuring their participation in workshops, align with the existing literature for the study. According to Hoppey and McLeskey (2020), effective leaders demonstrate the qualities of modelling direction, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. According to Taole (2020) transformational school leadership encompasses the role of mediation, which is instrumental in fostering the vision and efficacy of the school. Transformational school leaders place a strong emphasis on the creation of a shared vision that aligns with the collective interests of the organisation. This approach fosters a sense of teamwork and collaboration among members of the organisation (Boitumelo et al., 2020).

Efforts to ensure that all learners obtain the best results in inclusive schools, principals and teachers have had to reject ineffective techniques including traditional teacher development methods. According to DeMatthews et al. (2020), one of these is including the community and parents in training and education. Teachers' unfavourable attitudes, especially their inability to embrace students with learning needs, contribute to these hurdles to learning and should be addressed if these recommendations are to be taken seriously (Hoppey & McLeskey, 2020). The excerpts from the principals' comments displayed above provide some insight into the many methods in which principals provided assistance to teachers working in inclusive settings. Makoelle (2020) says that in certain nations, the idea of providing assistance to teachers in inclusive classrooms is handled by establishing task teams, conducting long-term studies, providing short-term professional development, and even providing short-term pay incentives.

Taole (2020) agreed with these findings and speculated that teachers would feel at ease with these learners after receiving the proper preparation. Also, when school administrators back their teachers up, supply them with materials, allow them planning time, and keep lines of communication open with parents, instructors feel more at ease in the classroom. The majority of participants who responded said they had held training to help and support teachers felt better prepared to operate in inclusive classrooms. Scholarly research Makhalemele and Tlale (2021), highlights the importance of this method for ensuring that teachers have access to effective mentorship and coaching programmes.

4.3.2.2 Support received from other stakeholders in supporting teachers to promote inclusive classroom

The aim of this subtheme was to learn if and how teachers received any support from various stakeholders. Teachers in South Africa who are committed to creating inclusive classrooms are the intended target teachers for workshops hosted by the Department of Basic Education and Non-Governmental Organisations (NGOs) working on Inclusive Education policy. These courses help advance the field of education by equipping teachers to better comprehend the Inclusive Education policy (Makhalemele & Tlale, 2021). It became clear from the interviews that not all stakeholders in the study schools backed teachers up when it came to establishing an inclusive learning environment. Despite this, participants' comments indicated that the SMT, parents, community, and NGOs played important roles in providing support for teachers.

The following comments indicate what participants answered in response to the question concerning support from various stakeholders. Mr. Ntuli's initial response was as follows:

Non-governmental organisations (NGOs) are extremely important to us, as they consistently lend a hand by donating resources like yarn, needles, and other crafting supplies. The Department's backing is welcome, but our centre, SNARES, is woefully understaffed; we lack the nurses and therapists we so desperately require. Many members of the neighbourhood regularly visit our school to lend a hand. The community heard us out when we complained about the lack of a kitchen at our school, and now we have mobile classrooms, laptops, a skills programme, and food vouchers. That's the backing we're getting from the neighbourhood.

The responses of the principals who took part in the study about the help they received from outside parties were uniform. Another principal said that the school he oversaw also received help from the government's basic education and social development departments, as well as the police force. The principal expressed gratitude and stated the school appreciated the help.

Most of the affected learners, he said, received social assistance like social grants from the Department of Social Development (DSD), medical care from the Department of Health (DOH), and assistance from the Department of Police (SAPS) in the fight against crime. The following was stated by Mr. Peterson:

At our institution, we experiment with several forms of administration. For example,

Subject advisers from the Department of Education (District Office) visit our school and support us in our teaching. Teachers have tools at their disposal to help students who are having difficulty in school. The health department raises students' health awareness and visits schools to vaccinate them. Learners who are orphaned or otherwise vulnerable have the support of non-governmental organisations. They workshop them and have school attire given and some meal parcels. SAPS and our institution have a connection. They attend classes to learn about preventing teen pregnancy, drug misuse, and criminal activity.

Mr. Naicker added to the discussion, although he agreed with his colleagues that the most important factor in creating an inclusive learning environment was the cooperation and support between educators from different backgrounds. He did, however, give praise to the CMC and the councilman for their help in encouraging teachers to foster an inclusive learning environment. In his words:

A few of my coworkers have done research in the field of inclusive education, and as a result, they are organising workshops for the rest of us to attend and share what they've learned. Parents are also on good terms with us because they help out, but not all of them do.

The participants also expressed that, despite the support received by the schools, there was a perceived need for additional support. The researcher inferred that the perception of insufficient support in schools, as indicated by Mr. Williams' response, implied that the support provided to the participants was not deemed satisfactory. This is his statement:

While we do receive some support from various community structures and departments, I must express that it is not entirely sufficient. We also seek additional assistance from other learning resources to enhance our understanding of diverse learning abilities, enabling us to effectively educate our students. Obtaining adequate and pertinent support can be a significant challenge. At times, there may be a considerable wait for a response. However, we make an effort to utilise the resources available to us in the interim. Through multiple meetings with parents, we have observed a notable improvement in the reception of homework assignments for our learners. While we previously encountered challenges, we are now experiencing a more positive response. However, it is important to acknowledge that certain obstacles persist, and we continue to work diligently to address them.

In relation to the inquiry about support received from other stakeholders, Mr. Naicker further elaborated that the school under his management benefited from the presence of a learner support agent. These individuals conducted home visits to assess the living conditions of the learners and ensured their well-being. He explained:

Our school has recently acquired a learner support agent, enabling us to conduct home visits. This allows us to address any learning barriers or challenges that our learners may be facing by visiting their homes. With the assistance of the learner support agent and our school counsellor, we are able to gain insight into their home environment and background. We receive support from our district as well as individuals from SNARS who also provide us with their support. Mr. Mthabela and Mr. Mthembu provide valuable support to our school. Additionally, we offer a specialised course on Saturdays, facilitated by the college in Maritzburg. This course focuses on inclusive education, equipping educators with the necessary knowledge and skills to effectively manage inclusive classrooms.

Based on the preceding discussion, it can be concluded that the successful and positive operation of an inclusive school necessitates the collective support of all stakeholders. This is due to the fact that teachers, principals, and senior management teams do not possess expertise in all areas. The necessity for assistance becomes increasingly evident when encountering issues that cannot be resolved due to a lack of relevant expertise. Consequently, it is imperative for these schools to have access to professionals who possess expertise in inclusive education. Therefore, it is crucial to prioritise collaboration among teachers, principals, and stakeholders. Mbua (2023) emphasises the significance of this interaction in relation to Bronfenbrenner's ecological systems theory. This interaction elucidates the variations in an individual's knowledge, skills, and abilities, as well as the crucial role of a support system in providing guidance and structure to the individual.

Hence, the collaborative efforts of diverse stakeholders play a pivotal role in fostering inclusivity within classroom environments. The principals of the participant schools expressed appreciation for the support provided by various departments and stakeholders, acknowledging its beneficial impact. It is noteworthy that the principal emphasised the significant support from certain parents towards the schools' inclusive classrooms. Parents who demonstrated a genuine interest in the subject matter actively participated in the school community by engaging

themselves in various school activities. According to Boitumelo et al. (2020), schools are integral components of the societies and communities to which they are affiliated. DeMatthews et al. (2020), highlighted the importance of considering the school as a social sub-system that is interconnected with other systems and cannot operate independently. According to Bronfenbrenner's seminal work in 1994, the process of learning is intricately intertwined with social dynamics, influenced by various factors spanning from governmental policies to societal norms.

Bass's Theory of Transformational Leadership: The findings justify the adoption of the Bass's Theory of Transformational Leadership. For example, the admission by the principals that schools comprised of inclusive classrooms received support from NGOs, SAPS, various government departments, communities, parents, and subject advisors. Overall, the support, as posited by the principals, was deemed useful and supported the learners, principals, and teachers. The participant principals played a crucial role in that they established interaction with the experts and other departments, as a result, the contributions by the experts and departments ensured a conducive learning environment, including for inclusive learners. Therefore, the findings of this study show that the researcher was justified in adopting the theory.

4.3.3 Difficulties faced by principals in supporting teachers towards promoting inclusive classrooms

4.3.3.1 Inadequate provision of infrastructure

Based on the findings received, it was revealed that all participants identified the absence of adequate infrastructure as a significant obstacle. The provision of wheelchairs and crutches is essential in ensuring inclusive education for students with special needs. The participants disclosed that the schools examined either lacked or had insufficient access to fundamental but essential equipment. For example, learners with mobility impairments, such as those using wheelchairs, were required to navigate classroom access in a manner identical to their peers without any learning obstacles. The primary duty for the provision of infrastructure to schools in South Africa lies with the Department of Basic Education. Hence, it is imperative that the Department of Basic Education (DBE) takes measures to rectify the insufficiency of appropriate and pertinent infrastructure, particularly within inclusive educational institutions.

Insufficient infrastructure in educational institutions can impede the process of learning and hinder the overall development of learners, since it fails to cater to the particular requirements of learners within the classroom setting (Hoppey & McLeskey, 2020).

Transformational leadership emphasises the importance of allocating resources and asserts that a school's potential for success is constrained when resources are lacking or unsuitable. Mr. Peterson mentioned that he frequently encounters a substantial number of challenges:

The issue of inadequate classroom availability is a challenge. Given the enrolment of over 800 students, there is a shortage of available classrooms. This phenomenon leads to a situation of excessive student enrolment, resulting in a high student-to-teacher ratio inside a single classroom. Individuals who utilise wheelchairs for mobility experience limitations in their ability to move freely, often resulting in confinement to a certain area. I am uncertain as to whether it would be appropriate to classify this situation as a form of covert discrimination.

The participants revealed that the environment within inclusive classrooms were not conducive to meeting the needs of all learners. Certain participants expressed concerns over the issue of inadequate physical infrastructure, specifically pertaining to aged and ill-suited buildings. Additionally, it was noted that although the schools accepted students with various challenges, the classrooms lacked accessibility features such as ramps, making it difficult for students with physical disabilities to navigate. It is evident that the design of the classrooms was intended to cater only to students who did not have physical limitations. This assertion was corroborated by Mr. Ntuli, who expressed that:

The provision of infrastructure is a significant obstacle. The construction of our schools occurred in the distant past. The educational environment mostly caters to students without disabilities. In order to adequately accommodate learners with physical disabilities, significant modifications must be made within educational institutions. It is imperative for the educational institution to implement the installation of ramps to facilitate the seamless mobility of students who utilise wheelchairs, as opposed to the current presence of steps within the school premises.

One of the primary challenges encountered in the schools under investigation was the lack of adequate infrastructure. In addition to limited classroom accessibility, respondents

identified a lack of sufficient classroom space as a contributing factor to overcrowding within educational settings. Overcrowding, particularly in inclusive classrooms, is a significant barrier for physically challenged learners in terms of accessing the entirety of the classroom. The imposition of these restrictions on physically challenged learners is seen unfair, as highlighted by Hoppey and McLeskey (2020). Such discriminatory practises should be prevented in inclusive classrooms, as they constitute unjust treatment of learners. Adequate learning space should be made available to accommodate all learners, including those who rely on crutches, wheelchairs, and assistive technologies such as computers for their educational needs. In order to enhance inclusivity and accommodate the needs of all learners, it is imperative to enhance accessibility to classrooms and the school yard by implementing the installation of ramps. The deteriorated state of buildings poses a potential hazard to the safety and well-being of students (Makoelle, 2020)

Mr. Naicker provided commentary and emphasised that the educational institution under his management encountered a significant obstacle pertaining to its physical infrastructure. Specifically, he expressed dissatisfaction with the insufficiency of classrooms and the inadequate size of the classrooms utilised to accommodate the substantial number of enrolled learners. According to his perspective, the school's physical infrastructure was characterised by antiquated structures that exhibited a high probability of structural instability. This is the statement made by the individual in question:

The issue of infrastructure is a significant challenge. To begin with, there is a shortage of available classrooms. The limited number of available options are not designed with user-friendliness in mind. Insufficient accommodations are provided for individuals with physical disabilities. The educational institution possesses a significant historical legacy due to its considerable age. Certain classrooms have signs of water leakage and significant fissures on their walls. The construction of the school predates the implementation of the policy. The presence of steps between each block can be attributed to the topography of the region upon which the school was constructed. The terrain of the location exhibits irregular topography, nevertheless our educational institution is diligently endeavouring to accommodate and procure philanthropic contributions in order to enhance the quality of our school. However, this endeavour is fraught with challenges and obstacles.

The perspectives articulated by the three principals regarding the inadequate infrastructure that hindered the establishment of an inclusive school align with the sentiments voiced by Taole (2020), states that it is imperative that the structural integrity of a school's buildings be maintained. According to Makhalemele and Tlale (2021), the alignment between a school's architectural design and its educational objectives, particularly in respect to the applied learning theory, contributes to the school's ability to effectively accommodate all learners. The author of this study further underlined the importance of integrating architectural thinking and expertise in engineering sciences with proficiency in the disciplines of education and pedagogics in order to attain the desired outcome (Mbua, 2023). Thus, the objective of multi-professional planning in educational institutions is to establish an optimal learning environment (Taole, 2020). A limited number of educational institutions satisfy this particular requirement.

One of the principals corroborated the perspectives expressed by his three other principals, emphasising the difficulties arising from inadequate infrastructure that hinders schools' ability to provide effective teaching and learning, particularly in inclusive classrooms. One of the educational institutions was constructed in a region characterised by a prevailing sandy soil texture. The sandy composition of the unpaved terrain posed difficulties for wheelchair mobility. Transformational leadership encompasses the process of transforming the physical infrastructure, particularly classrooms that have been in existence for a significant period of time. Typically, individuals with physical disabilities encounter difficulties in accessing standard lavatory facilities that are designed for the general public and do not accommodate the specific needs of learners with physical limitations. The findings also revealed that restrooms are an essential requirement for individuals, and as such, it is imperative that public facilities, such as schools, construct restrooms that are accessible to individuals of all physical abilities, including both those who are physically able and those who are physically challenged. Mr. Williams presented his perspective as follows:

The presence of floor fissures poses challenges for individuals using wheelchairs, impeding their mobility within educational environments. The region lacks adequate bathroom facilities and faces challenges in accessing a reliable water supply. The educational institution is situated inside a region characterised by the presence of sandy terrain. The topography of the location poses challenges for individuals using wheelchairs, impeding their ability to navigate the educational environment with ease.

Certain classrooms were found to have damaged windowpanes, posing a potential hazard to all learners. The learners utilised cardboard material as a means to conceal the damaged windows. The resolution of this issue required the intervention of the educational institution. I am hesitant to address the topic of toilets due to their notably inferior conditions.

Boitumelo et al. (2020) did a research study in Ghana and identified some locations that presented challenges in terms of resources. Taole (2020), similarly posited that the quality of a learning environment is contingent upon the purpose for which certain amenities and space are utilised. The aforementioned findings indicate that it is imperative to tailor the learning environment to accommodate the diverse learning demands of individual learners. This implies that it is imperative for the Department of Basic Education to guarantee that schools are equipped with restrooms that are accessible and appropriate for all learners, including those with physical disabilities. In addition to the provision of appropriate lavatory facilities, it is imperative for educational institutions to also ensure the presence of alternative pathways that are accessible for students utilising wheelchairs. In addition, it is imperative that the physical infrastructure of a classroom is constructed to be impermeable to water and free from leaks since this ensures the safety and well-being of students. According to Makhalemele and Tlale (2021), the idea of transformational leadership posits that leaders who exhibit transformational qualities are anticipated to actively participate in the establishment of goals and objectives, the cultivation of individuals, and the restructuring of the organisation. This statement suggest that it is imperative for mainstream educational institutions to undergo a transformation in order to adopt an inclusive approach. The process of transition necessitates the establishment of a new trajectory for these educational institutions. One illustration of this is the modifications made to infrastructure, such as the implementation of ramps and wheelchair-accessible structures, in order to better cater to students with physical disabilities (Makhalemele & Tlale, 2021).

This finding of the research confirm the view by the researcher that using the Bronfenbrenner's Ecological System Theory was useful. The theory stress the importance of a link between systems, be it at school, in the community, and at home. In this study, it pertain to the school environment and development of especially learners under inclusive system. In the case of this finding, the classrooms in which they were taught were smaller and ill-equipped to can hasten and facilitate effective teaching and learning. Also, accessibility to the inclusive classrooms, the school, and areas that accommodated the particular learners was poor. As to be expected,

these deficiencies and neglect, particular by the Department of Basic Education, contributed negatively to the learners' progress and motivation. In particular, the negative effects were as a direct link with a school environment whose infrastructure was not conducive to ease learning and movement by inclusive learners.

4.3.3.2 Inadequate provision of human resources

The participants expressed that the availability of sufficient human resources was identified as a hindrance to the facilitation of effective teaching and learning. Consequently, this presented a difficulty for administrators in their efforts to provide support to teachers in fostering an inclusive classroom environment. This perspective aligns with the assertion made by (Taole, 2020). According to this expert, the presence of sufficient human resources, including instructors, therapists, nurses, and other professionals, is crucial for facilitating meaningful learning. The participants noted that the schools accepted a significant number of learners as a result of the extensive community surrounding the educational institution. The influx of families originating from distant locations has led to a notable increase in population density within the region, hence resulting in overcrowding. The issue of overcrowding has resulted in a significant increase in the teacher-learner ratio, which has had a detrimental effect on the overall quality of education, among other associated difficulties (Makhalemele & Tlale, 2021).

Significantly, the issue of overcrowding posed challenges for educators in addressing the unique needs of each student. The participants expressed a consensus regarding the necessity of revising the high teacher-learner ratio to enhance the effectiveness of teaching. In addition to a high teacher-learner ratio, the respondents underlined the necessity of having therapists and school-based nurses. The authors suggested that certain instances existed in which instructors may be constrained in their ability to attend to students with significant needs due to a lack of expertise, whereas therapists or school nurses possess the necessary training to fulfil this role. According to this statement, it is imperative for educational institutions to employ therapists to address difficulties that beyond the expertise of teachers. The aforementioned remarks were expressed by Mr. Williams due to that rationale. The following statement was made by the participant:

We encounter challenges in the realm of human resource management. The initiation of the educational process is facilitated by teachers. Insufficient staffing of teachers is

a prevailing issue inside our educational institution. The provision of medical assistance for learners in need, such as nurses for addressing medical issues, as well as access to psychological support from psychologists for counselling purposes, is currently lacking. This deficiency is particularly concerning given that there are instances when learners have disclosed experiences of abuse within their households, including cases of reported sexual assault. Educators lack the necessary training in that area.

The insufficiency of personnel within educational institutions posed challenges for principals in providing adequate support to instructors, particularly in the context of schools that have inclusive classrooms. According to Mbua (2023), a common challenge encountered by inclusive schools is the requirement for supplementary workers due to the varying learning speeds and styles of students with unique educational requirements. Teachers encountered difficulties that surpassed their comprehension in terms of diagnosing learners. The provision of appropriate personnel, including nurses and occasionally psychologists, is necessary to address this matter. It is imperative for educational institutions to establish support centres and allocate personnel to operate within these areas. According to Mr. Ntuli:

Our school has received a donated support centre; however, there is currently a lack of personnel available to help the learners. As a consequence of the constrained teacher-to-student ratio at our educational institution, it is not feasible to allocate a teacher to remain only within the support facility to provide help to learners. The inclusion of assistant teachers is deemed necessary due to the presence of certain learners who are encountering difficulties in their educational progress. The absence of school nurses and therapists at the support centre is of utmost importance, highlighting the necessity for their presence.

This assertion was corroborated by Mr. Naicker, who expressed concerns regarding the adequacy of support personnel, including nurses and therapists. The presence of a support centre at a certain educational institution would not suffice in addressing concerns unless there is a qualified individual who possesses a comprehensive understanding of the support services. Failure to have such expertise would result in unresolved issues persisting. The individual in question expressed the following statement:

The educational institution possesses a support centre due to its designation as a participant in the Inclusive School project. The Department of Education (DoE) is now organising workshops within our educational institution, which serves as a point

of reference for other schools. Assistant instructors are present inside our educational institution; nevertheless, due to the substantial volume of learners requiring support, the current allocation of two teachers is deemed insufficient. Our educational institution lacks the presence of a school nurse and therapist. Educators experience frustration when they encounter situations necessitating the involvement of medical professionals such as nurses and therapists.

The findings revealed that seeking support from assistant teachers is a fundamental requirement within an inclusive educational setting. In a classroom setting comprising a cohort of over thirty learners, it becomes challenging for teachers to offer sufficient individualised attention to each learner. Many individuals have obstacles in their learning process due to the limited amount of time allotted for each course. Hence, it is recommended that the specific educational institution be provided with support centres and personnel, since these resources would serve to assist students who encounter difficulties in their academic pursuits. An assistant teacher would be permitted to provide individualised attention to students facing learning obstacles, allowing them to progress at a more gradual pace, while the teacher would be able to focus on the rest of learners. In agreement with the aforementioned remarks, Mr. Peterson expressed that:

The introduction of assistant teachers in the school would alleviate the workload of class or subject teachers. This is due to the fact that teachers would no longer be impeded by problematic learners, as these learners would be directed to assistant teachers who would provide them with individualised support at a slower pace. This form of assistance effectively mitigates the occurrence of learner attrition.

The preceding remarks exhibit a clear divergence from the guidelines outlined in White Paper 6 (Republic of South Africa, 2001), which advocates for the allocation of adequate resources. It can be inferred that while the policy may be documented, its implementation is unfeasible in practise. For instance, many Human Resources Management (HRM) circulars are given to schools where learner-teacher ratio is clearly mentioned, yet one may find that the post provisioning norm (PPN) says something else. Ultimately, the principal's decision-making process would be influenced by the PPN, since it establishes the permissible quantity of teaching personnel for the school. Consequently, the provisions outlined in the White Paper may hold little significance within this particular context.

This observation also suggests that school principals have constraints in their ability to enact changes inside educational institutions. Autonomous decision-making in teacher appointments is not within the purview of schools, particularly when there is a demand for new hires. Taole (2020) draw attention to a significant observation, exemplified by a case study conducted in Bangladesh. In the aforementioned nation, similar to the situation observed in public schools in South Africa, School Management Teams lacked the jurisdiction to engage in teacher recruitment. The process of hiring teachers was carried out by government personnel (Makhalemele & Tlale, 2021).

In this section of the study, the findings reveal that teacher understaffing contributed to factors that hampered inclusive education. However, most of the participant principals countered the negative effects of this challenge through the introduction of assistant teachers. This approach agree with the transformational leadership theory, which was used in this study. Through it using it to discuss these findings, the researcher is of the view that the study principals were able to address a challenge the schools encountered, an important intervention, as posited by Volante (2012). In fact, through addressing the challenge (pertaining to Human Resource) of shortage of teachers involved in inclusive classrooms, the principals aided the teachers and schools achieve goals.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study's findings, which were derived from data gathered through in-person, semi-structured individual interviews, are presented and discussed in Chapter 4 in a thematic manner. This chapter includes the study's goals and objectives, summary, conclusions, and recommendations.

5.2 Aim and purpose of the study

The aim and purpose of the study was to gain insight and understanding on the principals' meaning of and practices for supporting teachers in promoting inclusive classroom. Four schools were used as study sites for the purposed of this study. The study intended to answer the research questions stated below:

- i. What meanings do principals attach to their role of supporting teachers towards promoting inclusive classrooms?
- ii. How do principals enact their roles for supporting teachers towards promoting inclusive classrooms?
- iii. What challenges do principals encounter in supporting teachers towards promoting inclusive classroom?

5.3 Summary of the study

Chapter one provided background information and introduced the study. It was argued that school leaders needed to help teachers create inclusive classroom environments in order to facilitate successful teaching and learning. This was done by outlining the history of the issue and the reasons behind the study. It is said that educators lack the necessary training to provide the specialized instruction that students with special education requirements need. The literature on the subject is the focus of the next chapter.

Chapter two discussed the literature that is relevant to the study. It covered the shift towards Inclusive Education in South Africa, Defining inclusive education, The shift towards inclusive education: global perspective, Inclusive education in South Africa, School leadership for

inclusive education, Support measures by school principals for promoting inclusive classrooms (strategies), Barriers to attaining inclusive classrooms -Despite the numerous support measures.

Chapter three described the steps taken to carry out the study. It was noted that the study is situated within the interpretivist paradigm. The utilization of case studies as a methodology and the nature of qualitative research designs were explored. It was revealed that the sample techniques employed in the study were convenience sampling and purposeful sampling. The study underlined that semi-structured interviews were the form of data generation used. There was discussion of the procedure used for data analysis. A summary of the topic, ethical concerns, trustworthiness, and limits were also covered in this chapter.

Chapter four presented and discussed data that I generated; this chapter presented and discussed the findings gathered from the study participants through face-to-face interviews using semi-structured interview guides. As presented in chapter one, the purpose of this study was to understand principals' meanings of and practices for supporting teachers in promoting inclusive classrooms. Verbatim quotes from the participants were included in the data presentation and discussion to make sure their voices are not forgotten. Furthermore, the answers were examined, analysed, and assessed in light of the theoretical framework and literature review that were covered in Chapter Two.

Chapter five is the study's concluding chapter, which included a summary of the research, conclusions derived from the data, and recommendations for further research.

5.4 Conclusions drawn from findings

The participants had a clear understanding of the concept of an inclusive classroom, as described in the literature. Complementary to that the principals perceive an inclusive classroom as a learning environment that accommodates learners with diverse learning difficulties and cognitive levels. This study's findings revealed that the classroom comprised of a mix of low-, moderate-, and high-achieving learners, ensuring equal attention and educational opportunities for all. The consensus among the four participant principals regarding inclusive classrooms was that their understanding was similar, albeit with different explanations.

The study participants predominantly identified themselves as instructional leaders in terms of the support they offered. The study findings revealed that the study participants had the responsibility to ensure equality among teachers and learners. Data gathered further revealed that in the context of an inclusive classroom, it is important to recognise that these learners possess diverse challenges and abilities. It has been noted from the study findings that it is imperative that teachers and learners receive the necessary support and care. Complementary to that, school principals ought to conduct workshops for teachers on effective strategies for managing learners. In an inclusive classroom, principals play a crucial role as mediators, coaches, cheerleaders, and emotional supporters for all individuals involved in the change process.

The findings, which indicate the importance of supporting teachers through outreach programmes and ensuring their participation in workshops, align with the existing literature on this topic. The principals of the participant schools expressed appreciation for the support provided by various departments and stakeholders, acknowledging its beneficial impact. It is noteworthy that the principal emphasised the significant support from certain parents towards the schools' inclusive classrooms. Based on the preceding discussion, it can be concluded that the successful and positive operation of an inclusive school necessitates the collective support of all stakeholders. This is due to the fact that teachers, principals, and senior management teams do not possess expertise in all areas.

The lack of adequate infrastructure posed a significant challenge in the schools under investigation. The participants expressed that the environment within inclusive classrooms were not conducive to meeting the needs of all learners. In addition to limited classroom accessibility, respondents identified a lack of sufficient classroom space as a contributing factor to the issue of overcrowding within educational settings. Data collected revealed that this study's participants expressed dissatisfaction with the insufficiency of classrooms and the inadequate size of the classrooms utilised to accommodate the substantial number of enrolled students. The study's findings revealed that the schools' physical infrastructure was characterised by antiquated structures that exhibited a high probability of structural instability. The participants expressed a consensus regarding the necessity of revising the high teacher-learner ratio to enhance the effectiveness of teaching. In addition to a high teacher-learner ratio, the respondents underlined the necessity of having therapists and school-based nurses.

The presence of a support centre at a certain educational institution would not suffice in addressing concerns unless there is a qualified individual who possesses a comprehensive understanding of the support services. While it might be contended that schools possess a certain degree of influence in the process of teacher appointment, primarily through the implementation of School Governing Body laws, it is crucial to acknowledge the inherent limitations that constrain their actions. In South African schools, the authority to designate teachers' remains vested in government officials, so reflecting a comparable state of affairs.

In conclusion, the findings made in this study were supported by the theories that were adopted. In this study, the findings show that collaboration between industry, communities, experts and the schools, ensured a conducive learning environment, an aspect of leadership whose importance is described in the Bass's Theory of Transformational Leadership. Similarly, the use of the Bronfenbrenner's Ecological System Theory was useful. For example, the findings of the study revealed the existence of an interaction between systems that involved inclusive classroom. The classrooms were ill-equipped and access to them was not properly conducive for disabled learners. The direct link, poor accessibility and learning environment and the learning environment, shown in the findings of this study, had a negative effect on the inclusive school environment. Lastly, the findings of this study agreed with concepts in the third theory used in this study, the transformational leadership theory. The initiative of introducing the inclusion of assistant teachers, adopted by the principals, as leaders of the school team, addressed one of challenges that the schools faced, shortage of teachers involved in inclusive education. Overall, the researcher is of the view that the theories that were used in this study were useful and supported the findings.

5.5 Recommendations

Drawing from the findings and conclusions made, the following recommendations are made:

- The researcher recommends that, adequate learning space should be made available to accommodate all learners, including those who rely on crutches, wheelchairs, and assistive technologies such as computers for their educational needs.

- The researcher recommends that, in order to enhance inclusivity and accommodate the needs of all learners, it is imperative to enhance accessibility to classrooms and the school yard by implementing the installation of ramps.
- The researcher recommends that, adequate provision of human resources and infrastructure should be a priority for all the stakeholders involved in inclusive education.
- The researcher recommends that capacity-building programmes for principals should be intensified in order to prepare them for the leadership task of facilitating principals' meaning of and practices for supporting teachers in promoting inclusive classroom.

5.6 Recommendation for further research

The study was conducted in the uMgungundlovu district, and participants were only four. Thus, the researcher recommends that a study on the same topic be explored on a larger scale. Based on this study's findings, the researcher recommends that a study be conducted to establish how principals can be better prepared to execute their leadership role, especially in schools that are under resourced or deprived to support inclusive classrooms.

5.7 Final word

Chapter five is the final chapter of this study which presented the study aim and purpose, summary of the study, conclusions drawn from the findings and the study recommendations

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APPENDICES

APPENDIX A: LETTER OF REQUEST TO THE DEPARTMENT OF EDUCATION

[REDACTED]

[REDACTED]

[REDACTED]

23 April 2022

Attention: The Head of Department (Mr GN Ngcobo)

Department of Education

Province of KwaZulu-Natal

Private Bag X9137

Pietermaritzburg

3201

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is **Thulile Sarah Zuma**, a Master of Education student studying at the University of KwaZulu-Natal, School of Education (Pietermaritzburg Campus). As part of my degree requirements, I am required to conduct research. I therefore kindly seek permission to conduct research in three school under your jurisdiction in the uMzinyathi District. The title of my study is: **Principals' meanings of and practices in supporting teachers in the promotion of inclusive classroom.**

This study focuses on exploring the principals' meanings of and practices for supporting teachers in the promoting of inclusive classroom. The planned study will focus on post-level four (Principals) which are in five primary schools. The study will use semi-structured interviews with principals. Participants will be interviewed for approximately 30-45 minutes at the times convenient to them which will not disturb teaching and learning. Each interview will be voice-recorded.

Responses will be treated with confidentiality and pseudonyms will be used instead of the actual names. Participants will be contacted well in advance for interviews, and they will be purposively

selected to participate in the study. Participation will always remain voluntary which means that the participants may withdraw from the study for any reason, anytime if they so wish without incurring any penalties.

You may contact my supervisors, UKZN Research Office or myself should you have any queries or questions.

I (Thulile Sarah Zuma) can be contacted at:

Email: ([REDACTED] m)

Cell: ([REDACTED])

My supervisor is Prof. P.E. Myende, at the School of Education, Edgewood Campus of the University of KwaZulu-Natal.

His contact details: e-mail: myendep@ukzn.ac.za

For additional information, you may also contact the UKZN Research Office through:
HSSREC@ukzn.ac.za

Your anticipated positive response in this regard is highly appreciated.

Yours Sincerely

Miss Thulile Sarah Zuma

APPENDIX B: PERMISSION TO CONDUCT RESEARCH FROM DEPARTMENT OF EDUCATION



KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE HEAD OF DEPARTMENT

Private Bag X9137, PIETERMARITZBURG, 3200
Anton Lembede Building, 247 Burger Street, Pietermaritzburg, 3201
Tel: 033 392 1051

Email: Phindile.duma@kzndoe.gov.za

Enquiries: Mrs B. T. Ntuli

Ref.:2/4/8/7271

Miss Thulile Zuma

Dear Miss Zuma

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"THE PRINCIPAL'S PRACTICES IN SUPPORTING TEACHERS IN THE PROMOTION OF INCLUSIVE CLASSROOM: THE CASE STUDY OF FIVE PRIMARY SCHOOLS IN THE UMGUNGUNDLOVU DISTRICT:"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from **05 April 2022 to 31 March 2025**.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

UMGUNGUNDLOVU DISTRICT


Mr GN Ngcobo
Head of Department: Education
Date: 05 April 2022

GROWING KWAZULU-NATAL TOGETHER

APPENDIX C: LETTER TO PARTICIPANTS

ENQ: ZUMA T

CELL:

STUDENT: 201509732

██████████
██████████
██████████
13/03/2022

THE SCHOOL PRINCIPAL

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL.

My name is Thulile Zuma, and I am currently studying for a master's qualification in education leadership and management policies with the University of the Kwazulu-Natal. As a major aspect of my master's program, I am required to conduct research on an aspect of interest with an aim of contributing to our knowledge and comprehension of the phenomenon under the study. This letter serves as a request to conduct research in schools under your circuit.

The title of my research project is: **Principals' meanings of and practices in supporting teachers in the promotion of inclusive classroom.**

This investigation of principals in supporting teachers in the promotion of inclusive is required as part of development. I will be conducting the research from one viewpoint to comprehend and explore the practices of principals in supporting teachers in the promotion of inclusive classroom.

The purpose for the study is to investigate how principals support teachers in the promotion of inclusive classroom in the uMgungundlovu District. This research will be conducted in five primary schools in the uMgungundlovu district. Numerous explanations made by principals supporting inclusive education concerning their difficulties in instructing inclusive education piqued the researcher's attention in this study. When dealing with students that necessitate special education, teachers in inclusive classes claim that their training and understanding are lacking. Some of the difficulties are caused by a lack of managerial support and inadequate classroom instruction for teaching inclusively. While teachers utilise the same teaching technique with all students, their performance varies from speedy to slow in a classroom full of diverse learners. In addition, cultural, social, and economic considerations, as well as a lack of parental participation, contribute to the difficulty of teaching inclusive education,

particularly when the learners' mother tongue is not used for instruction. Teachers of students with learning difficulties require specialized resources in the classroom to help students reach their full potential (Fakih, 2019). Students with special educational needs are sometimes left out of mainstream classes because their schools do not have the resources to accommodate their demands. Badr (2019) conducted a study to find out why general education instructors require support while teaching inclusive classrooms and found that educators were teaching a wide variety of students in one classroom and that they be short of the abilities to teach students with various educational needs. Boylan et al (2018) states that in schools that practice inclusive education, teachers were mostly worried about their educational achievements if they admitted students with intellectual incapacities as well as learning differences. Teachers who had a negative attitude toward inclusive courses did so because they feared them, did not comprehend learners with impairments, and did not know about inclusion techniques. Another study by Boylan et al (2018) found that the school's attitude toward accepting students with special needs was a barrier to conducting inclusive classes (Boylan et al., 2018).

Should you have questions or problems or need any further information related to the study, please feel free to contact me by email: [REDACTED] and/or my research supervisor by email: MyendeP@ukzn.ac.za and\ research ethics committee by email: HSSREC@ukzn.ac.za. You can also call me on [REDACTED] or my research supervisor on 0839681361 or my research ethics committee on 27312604557.

Hoping for your favourable consideration on this matter.

Yours sincerely

Thulile Zuma. Cell: [REDACTED] (E-mail: [REDACTED])

APPENDIX D: DECLARATION BY PARTICIPANTS

I, _____, the principal of _____ School fully understands that:

- Participating is voluntary and participants can withdraw at any time and there will be no negative consequences for withdrawal.
- Participating in this research offers no financial rewards, however the school will be offered research copy for library keep upon request.
- The interview will be audio-recorded and transcribed for analytic purpose and the interviews are expected to last 45-60 minutes per session. The interview will be based on how Former Model C secondary schools in the Gauteng province manage finances.
- The data collected will be for the partial fulfilment of the masters' degree and the name of the school, the information I give amid the data collection would be kept unknown and confidential by not revealing my real names and the name of the schools. The school and the participant will be provided with pseudonyms in this study.
- The data collected in this research will be kept for five years in safe place at the University of KwaZulu-Natal.

I attach my signature as a symbol of my approval to allow the researcher to conduct this research in my school.

Contact details.....

Principal signature:Date signed:

APPENDIX E: INFORMED CONSENT LETTER TO PARTICIPANTS

██████████

██████████

██████

13 May 2022

Dear Participant

INFORMED CONSENT LETTER

My name is Thulile Zuma, and I am currently studying for a master's qualification in education leadership and management policies with the University of the Kwazulu-Natal in the supervision of Professor Phumlani Myende. As a major aspect of my master's program, I am required to conduct research on an aspect of interest with an aim of contributing to our knowledge and comprehension of the phenomenon under the study. This letter serves as a request to conduct research in schools under your circuit. The title of my research project is; **Principals' meanings of and practices in supporting teachers in the promotion of inclusive classroom.**

This investigation of principals in supporting teachers in the promotion of inclusive is required as part of development. I will be conducting the research from one viewpoint to comprehend and explore the practices of principals in supporting teachers in the promotion of inclusive classroom. The purpose for the study is to investigate how principals support teachers in the promotion of inclusive classroom in the uMgungundlovu District. This research will be conducted in five primary schools in the uMgungundlovu district. Numerous explanations made by principals supporting inclusive education concerning their difficulties in instructing inclusive education piqued the researcher's attention in this study.

When dealing with students that necessitate special education, teachers in inclusive classes claim that their training and understanding are lacking. Some of the difficulties are caused by a lack of managerial support and inadequate classroom instruction for teaching inclusively. While teachers utilise the same teaching technique with all students, their performance varies from speedy to slow in a classroom full of diverse learners. In addition, cultural, social, and economic considerations, as well as a lack of parental participation, contribute to the difficulty

of teaching inclusive education, particularly when the learners' mother tongue is not used for instruction.

Teachers of students with learning difficulties require specialized resources in the classroom to help students reach their full potential (Fakih, 2019). Students with special educational needs are sometimes left out of mainstream classes because their schools do not have the resources to accommodate their demands. Badr (2019) conducted a study to find out why general education instructors require support while teaching inclusive classrooms and found that educators were teaching a wide variety of students in one classroom and that they be short of the abilities to teach students with various educational needs. Boylan et al (2018) states that in schools that practice inclusive education, teachers were mostly worried about their educational achievements if they admitted students with intellectual incapacities as well as learning differences.

PLEASE NOTE THAT:

- Participating is voluntary and participants can withdraw at any time and there will be no negative consequences for withdrawal.
- Participating in this research offers no financial rewards, however the school will be offered research copy for library keep upon request.
- The interview will be audio-recorded and transcribed for analytic purpose and the interviews are expected to last 45-60 minutes per session and may be split depending on your preference.
- The data collected will be for the partial fulfilment of the masters' degree and the name of the school, the information I give amid the data collection would be kept unknown and confidential by not revealing my real names and the name of the schools. The school and the participant will be provided with pseudonyms in this study.
- The data collected in this research will be kept for five years in safe place at the University of KwaZulu-Natal.

Should you have questions or problems or need any further information related to the study, please feel free to contact me by email: thulis.zuma@gmail.com and/or my research supervisor by email: MyendeP@ukzn.ac.za and\ research ethics committee by email:

HSSREC@ukzn.ac.za. You can also call me on 0 [REDACTED] or my research supervisor on 0839681361 or my research ethics committee on 27312604557.

Yours sincerely

Thulile S. Zuma

INFORMED CONSENT FROM PARTICIPANTS

I..... (Participant) voluntarily agree to partake in the research study as highlighted in the letter of request. I attach my signature as a symbol of my approval to partake in the research.

Name of the participant.....

Contact details.....

Participant signature:Date signed:

Permission to Audio Record

My signature below confirms that:

I give the research consent to audio-record my interview.

I do not give the research consent to audio-record my interview.

Signature:Date signed:

APPENDIX F: DATA GENERATION TOOL

INTERVIEW SCHEDULE FOR PRINCIPALS (PL4) IN PRIMARY SCHOOLS

1. What is your understanding of an inclusive classroom? Probe: [Do you think teachers teaching inclusive needs support from leaders? If yes, what support you think they need.]
2. Do you think principals have something to do as leaders in ensuring that classrooms are inclusive? Why? Please elaborate.
3. What does it mean to you as a principal to support teachers in promoting inclusive classrooms? Probe: [Are there specific attitudes and beliefs related to inclusive classroom that help you as the principal to create and maintain effective inclusive classroom? Please elaborate.]
4. You have shared with me what it means to you to support teachers in promoting inclusive classrooms, would share with me different ways you use to support teachers in promoting inclusive classrooms? Probe: [What kind of resources are provided to support teachers in promoting inclusive classroom? Do these resources cater for learners' different abilities? If so, how?]
5. As a principal what do you see to be relevant leadership in supporting teachers in promote inclusive classrooms?
6. Many report that I have read indicate that principals must support teachers teaching inclusive classrooms. What do you say about this view? Probe: [How does the leadership you use makes it easy or difficult?]
7. What has been your experience in supporting teachers in promoting inclusive classrooms? Probe: [Do the way you support teacher teachers in promoting inclusive classrooms help teachers to provide effective teaching and learning? How to teachers respond when you give them support in promoting inclusive classrooms?]

8. What are some of the factors you think impede you in playing your role of supporting teachers in promoting inclusive classrooms? Please elaborate.
9. How do you deal with the factors that makes supporting teachers be difficult?
10. Do you get any support from other stakeholder's in supporting teachers, in promoting inclusive classrooms? Probe: [If so, what support do you get? If not, what support do you think other stakeholders should be supporting you with?]

APPENDIX G: CERTIFICATE FROM LANGUAGE EDITOR



STMbondvo editing services (Pty) Ltd
148 Aramburg (Mpumalanga) Cell: 060 346 7091 email:mhlekazist@gmail.com

Proof of editing


STMbondvo editing services
148 Aramburg
Mpumalanga
South Africa
Cell.: 0603467091

Date: February 2024

This is to certify that I have edited the Master of Education of the following candidate:

Names and Surname: T.S Zuma

Title: Principal's meaning of and practices for supporting teachers in promoting inclusive classroom: a case study of three primary schools in the uMgungundlovu District.


Dr ST Maseko
Director
STMbondvo editing services

Confidentiality: In editing academic documents, I understand that I have access to confidential data, that information contained in documents is confidential and for that, I agree not to divulge, publish, make known to unauthorized persons or to the public the data in documents.

APPENDIX H: TURNITIN CERTIFICATE

Principals' meanings of and practices for Supporting Teachers in Promoting Inclusive Classroom: A Case Study of three primary schools in the uMgungundlovu District

ORIGINALITY REPORT

15%	11%	2%	7%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to University of KwaZulu-Natal Student Paper	3%
2	hdl.handle.net Internet Source	3%
3	cedar.education.ufl.edu Internet Source	2%
