An Interpretation of disability in Grade 10 Business Studies Textbooks in South Africa

by

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Declaration

I, Taskeen Cassim, declare that this thesis is my own work. I also declare that it has not been submitted for degree purposes at any other Higher Education Institution. I have indicated and acknowledged all the sources used accordingly.

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ABSTRACT

In South Africa, the textbook is considered a crucial pedagogical tool used in the classroom, particularly in the subject of Business Studies. Textbooks are also a means of passing on societal values to learners. From this perspective, there is a need to understand the concept of disability as it is presented in textbooks, as well as the values passed down to learners regarding people with disabilities. The purpose of this study is to interpret the portrayal of disability in Grade 10 Business Studies textbooks within the South African context. This qualitative study is situated in the interpretive paradigm and draws on critical theory as the theoretical framework of the study. The research employs Critical Discourse Analysis (CDA) as the analytical tool for this study to probe the texts for any hidden ideologies in relation to disability that may have been present. A purposive sample of eight Grade 10 Business Studies was selected to explore the phenomenon of disability as it is presented in the textbooks. The findings of the study were discussed according to the following themes that emerged from the texts: workplace discrimination among previously disadvantaged groups, such as people of colour, women and people with disabilities, where people with disabilities are professionally discriminated against; exclusion of people with disabilities from the world of work due to negative stereotypes of being incapable and incompetent, as well as due to the added cost of making appropriate accommodations for them at work; legislation enacted to facilitate the inclusion of people with disabilities into society and the workplace, as well as legislation directed at the eradication of discrimination against people with disabilities, is unsuccessful due to a lack of proper implementation. Textbooks also contained subliminal messaging, with the implementers of legislation exerting power and control over the disabled; and implications for inclusivity in businesses revealed underlying authoritative tones on the part of the state when addressing businesses with regards to practicing inclusivity. In conclusion, the textbooks under study were found to reinforce negative stereotypic notions of people with disabilities as victims of discrimination facing exclusion from society, specifically in the context of the workplace. From the findings, a recommendation that cognisance be paid to the negative societal values contained in these textbooks.

Dedication

This thesis is dedicated to my dearest parents Shamshudeen and Sajida Cassim. Your constant love and support has allowed me to persevere in achieving this accomplishment. Thank you for your endless encouragement and prayers.

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Acronyms

CDA   Critical Discourse Analysis

CAPS   Curriculum Assessment Policy Statements

FET   Further Education and Training

WPRPD   White Paper on the Rights for People with Disabilities

UNESCO   United Nations Educational, Scientific and Cultural Organization

EEA   Employment Equity Act No.55 of 1998

BBEEE   Broad-Based Black Economic Empowerment

DOE   Department of Education

WHO   World Health Organisation

COVID-19   Corona Virus Disease 2019

LTSM   Learner Teacher Support Material

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CHAPTER ONE: OVERVIEW OF STUDY

1.1 Introduction

Textbooks play a key role in education. They are a medium through which the goals of education are realised. In addition to being a vital part of the classroom in all grades, they are regarded as the most common educational resource used by both teachers and learners. In the South African classroom "the textbook serves as an indispensable trustworthy source of disciplinary content knowledge" (Maistry and David, 2018, p.33). Although textbooks play a dominant role in education, they are considered an important socialising agent that conveys hidden messages to learners on how social relations in society are organised (Taboas-Pais and Rey-Cao, 2012). Textbooks further communicate the knowledge, values and ideas that influential institutions in society expect learners to know and embrace (Apple, 1992). Textbooks are thus seen as a vehicle that schools use to pass on societal values to children. These values can leave a positive or a negative impression on learner's young minds which are carried with them throughout their lives (Donie, 2006). In addition to the discussion surrounding the socialising characteristic of the textbook, they are also seen as having the ability to shape the minds and attitudes of learners (Tsuey-Ling, 2011). From this perspective, the manner in which disability is presented in school textbooks influences how learners perceive the concept of disability and further shapes their attitudes towards people with disabilities (Tsuey-Ling, 2011). The messages that are transmitted in textbooks can either influence the reinforcement or the transformation of traditional roles and stereotypes related to disability. In this light, textbooks are viewed as an aid of social and cultural reproduction (McKinney, 2005).

Studies of this nature into the connotations of selected content in textbooks that relate to the intrinsic value systems and worldviews that they present is not given much attention (Maistry and David, 2018, p.33). Furthermore, even though textbook publishers adhere to strict guidelines to eradicate hidden discrimination from school textbooks, many oversights still occur (Adonis, 2015). To this end, it is of great importance that textbook research such as this be conducted so as to reveal any messages on the content of disability that textbooks may convey in relation to specific value systems and worldviews. The purpose of this study was thus to critically analyse the phenomenon of disability as it is presented in Grade 10 Business Studies textbooks in South Africa.

1.2 Background of Study

Disability is a diverse and complex phenomenon that can be interpreted and understood in various ways. It is a concept that has been widely defined in different contexts and from various theoretical perspectives by activists and scholars of disability and is constantly evolving (Karmakar and Saxena, 2015). Disability is defined by different models, but there are two main models that govern the theoretical debates on understanding the concept of disability (Darcy, Taylor and Green, 2016). Traditionally, disability is conceptualised according to the medical model. The medical model regards disability as a trait of the person, either caused by disease, trauma or other health conditions. In this model, the impairment or disability is explained in medical terms, and calls on medicine to treat individuals (McEwan and Butler, 2007). This model has since been out-dated. In the 1960s, disability movements across the globe have advocated for the repositioning of disability as a human rights issue. The result is the social model of disability.

This model of disability was first introduced in the 1972 in the United Kingdom by a 'disabled' lecturer Mike Oliver, who was regarded as the father of the social model. The Social Model argued that while the 'impairments' of people with disabilities were physical, their 'disability' was a social phenomenon – the product of environmental, economic and cultural barriers erected by oppressive society (Tugli, Klu and Morwe, p.331).

A democratic South Africa embraces the social model of disability as well. The government has committed itself to changing the historical exclusion of marginalised groups, including people with disabilities. People with disabilities have been marginalised, historically facing discrimination, exclusion, and segregation (Majola and Dhunpath, 2016). The South African Constitution (1996) extends basic human rights to all its citizens. It outlaws discrimination against any person on a number of grounds. One of these grounds is that of disability. The Constitution acknowledges that people with disabilities have been victims of systematic discrimination in South Africa and advocates for all people with disabilities to be treated equally. The Constitution further translates into legislation and policy that has been implemented to protect the rights of people with disabilities who were regarded as previously a disadvantaged group in society.

The most recent policy on disability in the country was adopted by the Department of Social Development in December 2015. The White Paper on the Rights of Persons with Disabilities (WPRPD) is a "policy through which the government intends to turn its political vision into a

programme and action the right to equality and dignity for persons with disabilities" (Kamga, 2016, p.570). The vision of the WPRPD is to create a "free and just society inclusive of all persons with disabilities as equal citizens" by escalating the "transformation and redress with regard to full inclusion, integration and equality for persons with disabilities" (WPRPD, p. 8). The implementation of the paper offers all stakeholders in the public, private, and civil society sectors a platform to hasten the process of improving the quality of life of persons with disabilities and their families.

Inclusion in society means providing an opportunity to live a dignified, meaningful life, free of all forms of oppression and exclusion in all facets of life. It is well documented that during the apartheid era, people with disabilities were given limited access and participation in socio-economic dimensions such as education, employment, healthcare as well as welfare services (Mitra, 2008, p.2). Policies and legislation implemented in South Africa post-apartheid, promote the full participation of people with disabilities within society. This section discusses the inclusion of persons with disabilities in the sectors of employment and education.

Before 1994, South African education was characterised by separation and segregation, where learners were taught separately on the basis not only of race, but also of disability during the apartheid era (Walton and Lloyd, 2011). Post-1994, the formally democratic government has "called on education to address and respond to the needs of all citizens" (Sayed and Badat, 2014, p.127) in building a new democracy by "eradicating exclusionism in education" (Mfuthwana and Dreyer, 2018, p.1). During the transition of the education system from an apartheid framework to an equitable one, an educational framework called 'Inclusive education' was implemented for learners with disabilities facing barriers to learning (Dalton, Mckenzie and Kahonde, 2012). An inclusive educational system, which gives learners with disabilities and barriers to learning the same rights as learners in the mainstream classroom without them, was thus established in South Africa.

The concept of 'inclusive education' is adopted globally, with many countries putting in place legislation that protect the rights of children that are challenged by disabilities in schools (Pather, 2011). An inclusive education system is seen "as the process by which learners who previously might have been taught in a separate special education system, because of the barriers to learning they experience, would now be taught in regular schools that have taken the responsibility of changing and improving to provide the support necessary

to facilitate access and participation" (Walton, Nel, Hugo & Muller, 2009, p. 105). According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), inclusive education is seen, more broadly, as a reform that supports and welcomes diversity amongst all learners (UNESCO, 2001).

An inclusive education system in South Africa allows for quality education for all learners with different kind of diversities, including those learners with disabilities in the mainstream classroom (Prinsloo, 2006). Inclusive education was implemented in South Africa amid curricular changes instituted by the ANC government after the 1994 elections (Naicker, 2006). Since the elections, the South African education system has been through a series of developments in curriculum reform and implementation, in an attempt to "democratise education and eliminate inequalities in the post-apartheid education system" (Jansen, 1998, p. 1). South Africa's inclusive education system is supported by Government legislation in the form of *Education White Paper 6- Special Needs Education: Building an inclusive education and training system*, implemented in July 2001 (Department of Education, 2001). This White Paper is viewed "as central to the construction of (dis)ability and inclusion/exclusion in education in South Africa today" (Rooyen and Le Grange, 2003, p.152). Education White Paper 6 was designed to transform the South African educational system by building an integrated system for all learners. It constitutes a curriculum that is more flexible and suitable to the needs and abilities of all learners. In addition, district-based support teams were developed to provide systemic support for any and all teachers who need it, and to strengthen the skills of teachers to cope with more diverse classes (Muthukrishna & Schoeman, 2000).

Inclusive education is seen as means to gain greater social acceptance for learners with disabilities in mainstream schools. It is imperative to initiate more 'awareness-raising measures' at mainstream schools, by means of which to ease the transition of learners with disabilities in this process (Cheng and Beigi, 2011). In doing so, school textbooks can play an important role in preparing non-disabled learners' thinking concerning their disabled classmates.

In terms of employment, people with disabilities were previously excluded from employment opportunities due to their disability. They were viewed as objects of pity and needing lots of care and thus were thought of as being unfit to work (Mitra, 2008). In order to rectify the legacy of workplace inequalities, legislation was enacted in South Africa in 1998 in the form of the Employment Equity Act No.55 of 1998 (EEA). The policy promotes equal opportunity

and fair treatment by eliminating unfair discrimination through the implementation of affirmative action measures in order to advance previously disadvantaged groups such as people with disabilities (Thomas, 2003). In addition, *The Code of Good Practice- Key Aspects on the Employment of People with Disabilities* and the *Technical Assistance Guide to the Employment of Persons with Disabilities of 2004* are pieces of legislation that work in conjunction with EEA. They afford employers and employee's recommendations on promoting equality and fair treatment for persons with disabilities in the workplace as stipulated in the Employment Act. For people with disabilities, inclusion in the field of work is seen as essential as it sets the foundation for their economic well-being (Mitra, 2008). In addition, the sense of a career contributes to "positive identity development, feelings of satisfaction and purpose in life" for people with disabilities (Darcy, Taylor and Green, 2016, p. 1243).

For more than 20 years, the education system in South Africa has faced a vast array of "transformational oriented initiatives", which began post-1994 (Badat and Sayed, 2014, p.127). Through these developments and revisions, the current curriculum policy was constructed. The curriculum policy document used in schools in South Africa currently is the Curriculum and Assessment Policy Statements (CAPS), implemented in 2012. The CAPS documents are distributed according to specific subjects and grades and have a comprehensive policy document that provides details on what educators need to teach and assess per subject. Together with the implementation of CAPS came the development of new curriculum compliant learning and teaching materials. Of these educational materials, textbooks were prescribed as the most useful teaching and learning resource in the classroom. Textbooks play an important role in the South African education system as the enacted curriculum in South African classrooms is defined by grade specific textbooks. The CAPS document stipulates that schools use textbooks as a resource in classrooms and specifically if Business studies is to be offered as a subject at the school (Department of Education, 2011).

Business Studies is offered as a subject in schools in South Africa from grades 10 to 12 in the Further Education and Training (FET) phase. It deals with the knowledge, skills, attitudes and values critical for informed, productive, ethical and responsible participation in the formal and informal economic sectors. The subject "encompasses business principles, theory and practice that underpin the development of entrepreneurial initiatives, sustainable enterprises and economic growth' (Department of Education, 2010). It is a theory-based subject and the

educators teaching Business Studies rely heavily on the use of information found in Business Studies textbooks to engage their learners in the Business Studies classroom.

The CAPS document for Business Studies outlines the topics and content to be covered in all three grades 10, 11 and 12, in a term-to-term plan and provides the assessment guidelines for assessing learners' knowledge of the subject accordingly. This document clearly outlines the topic 'Contemporary socio-economic issues' to be covered in Term 2, in which inclusivity is situated. Inclusivity here refers to "diversity in the business such as poverty, in- equality, race, gender, language, age, disability and other factors" (Department of Education, 2011, p.38). According to the CAPS document for Business Studies in the FET phase, inclusivity is a topic that is required to be addressed in the South African classroom at only the grade 10 and 12 levels. For purposes of this study, I will be looking solely on disability as an issue of diversity within the concept of inclusivity at the Grade 10 level.

The CAPS document for Business Studies further stipulates that the textbook to be one of the resources required for teaching the topic of inclusivity at a given grade (Department of Education, 2011). The curriculum document also stipulates that inclusivity in the Business Studies curriculum ought to touch on factors of diversity such as poverty, inequality, race gender language, age, as well as disability as these diversity factors impact directly on the workforce of a business. This study is therefore relevant in engaging and analysing the Grade 10 Business Studies in examining minorities, such as people with disabilities and how they are represented in the textbooks.

1.3 Rationale of the study

Whilst researching the topic using Google Scholar and Ebsco-host, I found that there is paucity of literature conducted on the portrayal of disability in Grade 10 Business Studies textbooks in the context of South Africa. Previous studies conducted on presentations of disability in textbooks show that disability has been analysed in Physical Education, Language, English Second Language, Social Studies, Psychology, Mathematics, Citizenship, News Reporting, and Music textbooks amidst primary, secondary and tertiary education textbooks in various countries. This leaves a lacuna on the subject of disability in Business Studies textbooks, where there is a need to assess specifically Grade 10 Business Studies textbooks in South Africa.

On a professional level, being a Business Studies educator, the teachers and learners of this subject engage frequently with textbooks as this is a theory based subject. Due to extended

time spent with these learner teacher support materials (LTSM), I felt it imperative to embark on this study and analyse how disability is portrayed and constructed in these textbooks. In addition, educators are the primary implementers of Education White Paper 6 (Department of Education, 2001), where they are required to embrace the incorporation of learners with disabilities in the mainstream classroom. In choosing textbooks for a classroom of diverse learners, it is important for these learners to see themselves represented in an appropriate manner within these textbooks. Sleeter and Grant (1991) pose the question, "How will children view their own social group if they do not see 'themselves' represented in the textbooks they use?" (Sleeter & Grant, 1991, p.183). Thus, the ground for initiating this study as an educator is based on analysing these textbooks to view the way in which disability is portrayed, as this portrayal will have a direct impact on the learners that utilise these Business studies textbooks in the classroom. The portrayal of disability in the texts influences the way in which learners construct the concept of disability and will further carry this construction with them throughout their lives.

On a personal level, the choice of conducting a study on this topic was inspired by the learners I have previously interacted with in my teaching career in terms of barriers to learning. In my interaction with these learners, I observed their need for acceptance from their peers and membership in society. They long to be a part of an inclusive society that accommodates for their needs. To this end, this study aims to examine the textual portrayal of disability, in order to determine whether disability is included or excluded in these textbooks, and whether by extension this minority is thereby marginalised.

1.4 Problem Statement

Words have the ability to "reflect as well as influence the way people think" (WPRPD, 2016, p. 35). With the manifestation of constructs of disability found in educational materials such as textbooks, language plays a significant role in the way these constructs are portrayed to learners. If the language used in these materials contains words and phrases that indicate prejudice against people with disabilities, then these biased sentiments are imparted to learners through the textbooks (Tsuey-Ling, 2011). The negative perception of disability is then perpetuated through textbooks which influence the negative perception of disability in those learners that engage with these materials. In this regard, teachers and learners need to be aware of the language used in textbooks, and how phenomena like disability are conceptualised. What is being relayed in the texts should not be taken for granted.

Furthermore, "language reflects the social context in which it is developed and used" and "reflects the values and attitudes of that context", playing a key role "in reinforcing values and attitudes that lead to discrimination and segregation of particular groups in society" (WPRPD, 2016, p.35). In addition, the language can give an indication of whose values and attitudes are being passed down to learners via the texts. From this perspective, is it critical to analyse the language used in educational materials, so as to uncover what values and attitudes relating to the construction of disability in textbooks are portrayed to learners as well as identify whose values and attitudes are conveyed to learners within school textbooks.

1.5 Objective of the study

The purpose of this study is to understand how disability is portrayed in Grade 10 Business Studies textbooks in schools in South Africa. In the age of formal democracy, the move towards an inclusive society has given people with disabilities the same rights and opportunities as their non-disabled counterparts. As a researcher, I am curious to determine whether this change towards an inclusive socio-political system is evident in the school materials such as textbooks that are being used in the classroom. Are people with disabilities represented in these textbooks? If so, how and why are they represented in this manner? Furthermore, I am eager to know what message is being filtered down to learners through these Business Studies textbooks about the inclusion of people with disabilities in education and employment in terms of equal rights and opportunities. The concept of disability carries negative connotations (Shakespeare, 2000), and subsequently, I am interested to determine whether disability is perpetuated in the same negative light within these Business Studies textbooks.

Terms that are commonly associated with disability, are also 'special needs' and 'inclusivity'. These terms are used interchangeably in studies relating to disability and inclusive education

1.6 Research Questions

In order to examine and understand the portrayal of disability in Grade 10 Business Studies textbooks in schools in South Africa, this study sets out to answer the following key questions:-

1. What is the interpretation of disability in Grade 10 Business Studies textbooks?

2. How the interpretation of disability is portrayed in Grade 10 Business Studies textbooks?

1.7 Theoretical Framework

The study draws on tenets of critical theory as the theoretical framework. Critical theory is used in the study to challenge and uncover the theoretical and ideological underpinnings present in the text that serve to mask power and hegemony in the presentations of disability in the textbooks (Tupper, 2008). Critical theory analyses and addresses underlying social structures that result in inequalities in society (Devetak, 2005), challenging the status quo and as relevant here, empowering groups such as people with disabilities to overcome circumstances that exclude and marginalise them from society (Ormston, Spencer, Barnard & Snape, 2013).

Critical discourse analysis (CDA) was chosen as the analytical tool from within critical theory, since it establishes that texts can play a vital role in maintaining and legitimising inequality, injustice and oppression in society (Elshorkawy, 2017). For this reason, CDA as an analytical approach illuminates the way in which the Business Studies textbooks construct, maintain and legitimise the marginalisation of persons with disabilities using language (Mullet, 2018). There are many approaches to CDA, but for the purpose of this study, two of Gee's models on discourse analysis namely 'form and function' analysis and 'language context' analysis approaches to CDA will be adopted as the analytical framework (Gee, 2005, p.53). Both these models concern etymology and sociolinguistics, for the way in which "words have different specific meanings in different contexts of use" where words "related to and vary across different social and cultural groups" (2005, p. 53).

Central to CDA are also the concepts of power and hegemony. The information found in textbooks may embed aspects of power and hegemony that are not easily discernible. CDA in this regard will assist in exploring the relationships between texts, society, and its wider contexts that secure power and hegemony, and how these obfuscated relationships rest on power imbalances and social inequities (Fairclough, 1993).

1.8 Preliminary Review of Related Literature

Literature reviewed on people with disabilities revealed that they are regarded as a minority, historically facing discrimination and exclusion within South African society (Mattila & Papageorgiou, 2017). The discrimination faced by people with disability can be categorised according to the following themes: Disability discrimination in the form of negative stereotypes, Disability discrimination in the form of exclusion and Disability discrimination in the workplace. These themes are discussed thoroughly in the next chapter. Furthermore,

the literature that was consulted also documents the many legislature implemented to protect the rights of people with disabilities who are constantly discriminated against. An in-depth account of these laws is presented in Chapter 2.

Additionally, disability as a phenomenon has been conducted by many scholars in primary, secondary and tertiary level textbooks. There is, however, a gap in the literature pertaining to research conducted on disability in Business Studies textbooks in South Africa. Previous studies conducted on the portrayal of disability and disability related to content featured in textbooks (searched using the words 'disability in textbooks' whilst browsing search engines such as Google Scholar and Ebsco-Host), revealed that the portrayal of disability has been explored in other subjects and disciplines, but not in the subject of Business Studies at Grade 10 level. I address the gap in the research literature by conducting this study on disability and its portrayal in Grade 10 Business Studies textbooks in the South African context.

The research studies previously conducted on disability in other disciplines show that textbooks portray people with disabilities in a way that perpetuates these in a negative stereotypical manner, facing discrimination and exclusion. Three main themes emerged from these studies namely: representation of disability in textbooks; negative stereotypic portrayals of disability in textbooks; and exclusion and invisibility of disability/people with disabilities in textbooks which will be discussed in detail in Chapter 2. To this end, it is my intention, to undertake this study to view how people with disabilities are portrayed in Grade 10 Business Studies textbooks in South Africa. I would like to determine whether the negative stereotypes of people with disabilities facing discrimination and exclusion in society are reproduced and perpetuated within these textbooks.

1.9 Research Design and Methodology

This study is situated within the interpretive paradigm. The interpretive paradigm is best suited for this study as the basis of inquiry in this paradigm is interpreting and understanding a phenomenon (Farzanfar, 2005). Likewise, this study sets out to interpret and understand the phenomenon of disability and how it is portrayed in Grade 10 Business Studies textbooks in South Africa. Furthermore this paradigm asks 'what' and 'how' type questions about a given phenomenon (Manning, 2013), which correlates with the research questions of the current study, which asks 'what' and 'how' questions about the interpretation of disability in the Business Studies textbooks. This study adopts a qualitative approach involving the systematic collection, organisation, description and interpretation of textual data (Hammarberg, Kirkman

and de Lacey, 2016). Hence, Grade 10 Business Studies textbooks to view how disability is portrayed.

A purposive sample of eight Grade 10 Business Studies textbooks was selected to investigate the interpretation of disability as they are presented in these textbooks. The Business Studies textbooks were readily available in the public domain and contained the information required for the study. The sample textbooks were selected from the Department of Education Learning and Teaching Material Textbook catalogue for 2014. This catalogue provides a list of the textbooks recommended for Grade 10 Business Studies teachers and learners in South African schools.

1.10 Limitations

- In discussion of the limitations of the study, the first aspect is that of the sample size. Only eight textbooks were selected for this study, although there are a total of 14 Grade 10 Business Studies textbooks that are fully compliant with CAPS that other schools in the country are using, as shown in the tabulated list of textbooks above.

- Another limitation is that of the language of the textbooks that are chosen for this study. In the list of prescribed textbooks for Business Studies Grade 10, the prescribed textbooks are available in English and Afrikaans, but I have chosen to use textbooks written in English for this study.

- The textbooks that were analysed were limited to Grade 10, which is only one of the three grades in the FET band.

- I have also chosen two out of three of Gee's models of CDA in relation to meaning to analyse the textbooks and from those two models I have selected only certain aspects of the models with which to conduct my analysis.

- In taking consideration of the limitations of the study, it can be noted that the results of this study may not be generalised to other Business Studies textbooks in the other grades in South Africa.

1.11 Structure of Thesis

The structure of the thesis is as follows:

- **Chapter 1**: Overview of the study
  Chapter 1 gives an introduction and background to the study.

- **Chapter 2**: Literature Review and Theoretical Framework

    This chapter gives a detailed overview of the literature and theoretical framework consulted for this study. The chapter begins with a discussion on literature, focusing on disability discrimination in terms of negative stereotypes and exclusion. A section on literature pertaining to disability discrimination in the workplace is then presented. This is followed by literature on legislature instated for people with disabilities on discriminatory grounds. The chapter concludes with an account of all the studies previously conducted on disability in textbooks and a chapter summary.

- **Chapter 3**: Research design and Methodology

    In this chapter, the research design and methodology of the study is discussed explicitly.

- **Chapter 4**: Data presentation and Analysis and Interpretation

    Chapter 4 provides a thematic presentation on the findings emerging from the eight sample Grade 10 Business Studies textbooks. In addition a discussion of the findings is presented.

- **Chapter 5**: Findings, Recommendation for Future Trajectories and Conclusions

    This chapter provides concluding remarks and recommendations for further research.

1.12 Chapter Summary

Chapter 1 introduced the study and discusses the background of study. This chapter encompasses the research questions together with the objective and rationale for study. The theoretical framework of Critical theory, the research design and methodology has additionally been introduced. Furthermore a brief discussion of the literature consulted for the study is presented. The chapter concludes with an overall structure of the thesis.

CHAPTER TWO - LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

The previous chapter outlined the background and need for this study on disability in Business Studies textbooks. This chapter accounts for a review of the literature pertinent to this study. In drawing on literature for the topic, research engines such as Google Scholar and Ebsco Host were consulted. The chapter begins with the theoretical framework chosen for the study following which, the social construction of disability on which the study is framed is then presented together with its implications for textbook analysis. This chapter also provides themes derived from the literature pertaining to disability discrimination. The chapter concludes with an account of the previous studies conducted on disability in textbooks.

2.2 Theoretical Framework: Critical theory

The study further draws on critical theory as the theoretical framework of the study. Critical theory dates back to the 1920s and was established as a school of thought by a group of theorists from the Frankfurt School in Germany. Grounded in Marxism, the most important assumption shared by the Frankfurt School is that society is structured by the forces of production, with the working class and the ruling class having different levels of power (Granter, 2019). The working class have limited power as compared with the ruling class that control immensely greater levels of income and wealth. The classes are seen to be in conflict and pressure from the working class can effect change in the form of the abolition of capitalism freeing the working class from poverty and exploitation (Granter, 2019, p.513). Critical theorists thus target the ruling class in society with the goal of emancipation from it.

Critical theory is therefore associated with challenging these power structures in society that tend to dominate and oppress people. Hawkins and Norton (2009) concur with these sentiments and say that critical thinking and critical awareness is promoted by critical theory by raising consciousness about the ways in which power relations are constructed and function in society. From this point of view, critical theory brings to light ways in which an unfair and biased society uses a set of ideas to persuade people that the wrong situation is normal. It further allows researchers to examine a situation and to understand it and change it, advocating for the idea of building a fair, unbiased, just, and caring society (Brookfield 2007).

According to critical theorists, privileged groups often have an interest in supporting the status quo to protect their advantages. Critical theory looks more closely at the beliefs that

favour these privileged groups in society. Such studies of privilege often revolve around issues of race, class, gender, and sexuality. This study concerns issues of disability, where critical theory offers a critique of society in order to analyse competing power interests over disadvantaged members of society such as people with disabilities. The focus is thus on the socio-political structures within society that contribute to the oppression of people with disabilities with the intention to emancipate these individuals from these oppressive structures. Critical theory therefore suits this study as it relates to the discourse of disability and how it is portrayed in the sample texts. Critical theory is used in the present study as the theoretical framework which will allow me the researcher to analyse the Business Studies textbooks competing power interests between people with disabilities and society.

2.3 Social Construction of Disability

As discussed in Chapter one, South Africa characterises disability via the social model of disability. This model recognises disability as a social construction, where disability is inflicted by society "when a person with a physical, psychosocial, intellectual, neurological and/or sensory impairment is denied access to full participation in all aspects of life, and when society fails to uphold the rights and specific needs of individuals with impairments" (WPRPD, 2015. p.4). The social model thus represents society's failure to provide appropriate services and needs of disabled people are fully taken into account in its social organisation (Oliver, 1996, p. 32). Taking this point further, this model considers disability more as a social restriction that isolates and excludes a person from full participation in social life than a consequence of the particular health conditions of the individual (Taboas-Pais and Rey-Cao, 2012).

It can be seen that the social model of disability externalises the disability, and shifts focus away from the persons' diagnosis and locates the persons' difficulty as a result of environmental and social factors. These factors range from "negative social attitudes to institutional discrimination, from inaccessible public buildings to unusable transport systems, from segregated education to exclusion in work arrangements" (Hiranandani, 2005, p.2), service delivery systems, laws, and policies concerning the disabled, or any aspect that hinders the integration of people with disabilities into society (Osukwu, 2019). In this regard, disability becomes a human rights issue because the interest groups challenge the status quo and call for equal rights, recognition and elimination of barriers participation (Lekganyane, Baloyi, Mamaleka and & Maas, 2019, Dirth and Branscombe, 2017). This paradigm of disability challenges law and policy on creating a society in which people with disabilities are

granted with the same opportunities in education, employment, housing, healthcare and public transport as their non-disabled counterparts.

2.4 Social construction of disability in Textbooks and textbook analysis

Textbooks are basic resources written for teaching a specific subject and intended for learners at a certain level. Textbooks are considered to be vital support tools for teachers and learners in the classroom. According to Oates (2014), carefully designed textbooks have played a crucial role in improving educational outcomes in key nations and remain a vital part of maintaining quality within those nations. Textbooks are also deemed the heart of pedagogical activities and provide students with a wide choice of new and fascinating facts to create incredible experiences (Mahmood, 2011; Kasmaienezhadfard, Pourajab and Rabbani 2015). A textbook is printed in accordance with the objectives, content, teaching-learning process and measurement and evaluation elements required by the curriculum (Osmanoğlu, 2020). In South Africa, textbooks are also a key dimension of the curriculum and fall into the category of learner teacher support materials (LTSM). Research shows that in some instances, the textbook may provide a major source of contact for learners, without the input provided by the teacher (Razmjoo, 2007). This can be seen as the basis for the Department of Education increasing learners' use of textbooks following the implementation of the new CAPS curriculum in 2012. The reasoning was that learners would be able to interact with textbooks and rely less on "teachers in circumstances of poor content knowledge, poor communication, and poor school conditions, including overcrowding" (Stein, 2016, p.17).

The importance of textbooks has been widely researched and well documented. Although the principal aim of textbooks is to impart knowledge to learners within the formal curriculum, they also play a vital role in the 'hidden curriculum'. The hidden curriculum can be understood as information that learners acquire from school apart from the knowledge they are required to learn stipulated by the specific aims and objectives of the formal curriculum. It is regarded as the "socialisation process of schooling" and has the function to reinforce dominant beliefs, values and norms among learners (Tsuey-Ling, 2011, p.40). The textbook is seen as one of the sources of the hidden curriculum. According to Apple (1991), textbooks are treated as agents of socialisation (Apple 1991). Engelbrecht (2006) thus explains that by nature, textbooks control knowledge as well as transmit it, and reinforce selected cultural values in learners (p. 1). Tsuey-Ling (2011) reiterates the notion put forward by Apple (1991) and Engelbrecht (2006) that textbooks are materials that reflect, construct, and reproduce certain worldview's including the author's beliefs. These worldviews and beliefs then

influence the minds of learners and persuade them to view concepts from the perspective of the author or those who hold these worldviews and beliefs. This is true for the concept of disability.

Disability is a concept that is socially constructed through human interaction and interpretation (World Health Organization, World Report on Disability 2011, Hiranandani, 2005, Ngubane-Mokiwa, 2018). In the construction of disability, textbooks have the ability to either reproduce or the rehabilitate the perceptions of disability and persons with disabilities (Smith, 2006). Smith (2006) contends that education textbooks "contain structures, un-discussed issues and medical representations of disability that contribute to the marginalisation of students with disabilities" (p. 93). The language used in the textbooks also contributes to the perceptions of disability that are produced or reproduced. The words and phrases used by authors that indicate prejudice towards people with disabilities will be imparted to learners through the textbooks. Therefore, how authors portray key aspects of disability conveys meanings that can translate into powerful influences in the classroom, and on classroom interactions with learners (Smith, 2006, Tsuey-Ling, 2011).

Taking this point further, Apple and Christian-Smith (1991) argue that textbooks embody selective tradition. The information found in textbooks is always "someone's selection, someone's vision of legitimate knowledge and culture, one that in the process of enfranchising one group's cultural capital disenfranchises another's" (p.4). In the case of South Africa, textbooks are prepared in accordance with state guidelines and are controlled after being prepared by private organisations. Such control of the state ensures that textbooks are mirrors reflecting the ideologies, perceptions, approaches, and policies of a given state (Apple, 1992). It is therefore imperative to critically analyse textbooks, because through them ideologies can be shaped, legitimised and naturalised for generations of learners.

2.5 Social constructions of disability relating to discrimination

According to Swartz and Watermeyer (2006), the social model 'considers discrimination and systematic exclusion as factors in shaping the destinies of disabled people' (p.) because the social model has been constructed with only the interests of majority of the citizens, those who are non- disabled (Swartz and Watermeyer, 2006). People with disabilities are considered a minority group in South Africa and often encounter discrimination and unequal treatment in all facets of society (Mattila & Papageorgiou, 2017). Discrimination can be defined as "a set of behaviours that create societal, psychological and physical barriers that

prevent minority group members from obtaining parity with majority group members" (Landry and Mercurio, 2009, p.193). Literature frequently describes this form of discrimination as a result of 'negative attitudes' and 'lack of knowledge and awareness' about people with disabilities (Maja, Mann, Sing, Steyn, Naidoo, 2011). The following themes emerged from the literature pertaining to discrimination faced by people with disabilities which will be discussed here: Disability discrimination in the form of negative stereotypes, Disability discrimination in the form of exclusion and Disability discrimination in the workplace. A discussion on legislation to counteract Disability discrimination in the workplace will follow.

2.5.1 Disability discrimination in the form of negative stereotypes
A variety of research suggests that the concept of disability is often seen in a negative light and conveys negative connotations about people with disabilities (Shakespeare, 2000). This perception of disability as a negative trait is recorded as people's lack of knowledge and awareness about people with disabilities (Maja et al., 2011 and Cramm, Nieboer, Finkenflugel and Lorenzo, 2012). Furthermore, previous literature shows that children who conceptualise disability negatively are influenced by parental attitudes, the media, children's literature, and peer interaction, in order to make these judgements (Hodkinson, 2007). This negative perception of disability and people with disabilities leads to discrimination. Cramm et al. (2012) assert that viewing people with disabilities with a negative mind-set needs to be discouraged, as it perpetuates negative stereotypes of them. Rosenau (2000) adds that this negative perception of people with disabilities threatens their membership in society relating to a "sense of belonging, connectedness, and inclusion, and a source of identity, social networks and empowerment for people with disabilities" (p. 3).

Discrimination against people with disabilities is a concern in society as it leads to stigmatisation. According to Susman (1994) cited in Green, Davis, Karshmer, Marsh and Straight (2005), stigma is an unfavourable reaction "to the perception of a negative difference" (2005, p. 197). Stigma stems from interactions between the person with the difference and others who evaluate that difference in negative terms (Goffman 1963 cited in Green et al. 2005). The five elements of stigma, as discussed by Link and Phelan (2001) cited in Green et al. (2005) are labelling, stereotyping, separation, status loss and discrimination (Green et al. 2005). In the context of disability, labelling is the process of recognising differences and assigning "social salience" to those differences, while stereotyping is seen as giving "negative attributes to socially salient differences" (Green et al, 2005, p.197).

Separation, also known as exclusion, occurs when the reactions of others to these differences lead to a distinct sense of 'otherness' (Green et al, 2005, p.197). 'Status loss' and 'discrimination' occur when stigma stands in the way of the ability of people with disabilities to participate fully in the social and economic life. Link and Phelan (2001) cited in Green et al. (2005) argue that stigma can be directly enacted upon people when there is a power differential between those with the trait and those without it, that is, when those who have the negatively evaluated difference have less power than those who do not.

Stigmas and negative stereotypes attached to people with disabilities as discussed in other studies are 'tragic, afflicted and suffering people' 'embarrassments to society', and 'objects to be pitied' as well as 'pathetic' beings (Bunbury, 2019, p.36). Rosenau (2000) adds that disability is taken for granted as a misfortune, usually calling forth condolences (p. 35). In addition, Dr. Subrayen discusses how people with disabilities now have to face double stigma due to the outbreak of COVID-19. The pandemic has given rise to the "twin impact of disability and COVID-19 stigma" in relation to persons with disabilities; existing stigma related to their disability and the added stigma resulting from the onset of the corona virus in which people with disabilities are regarded as being at a greater risk of transmission and contraction of the virus (Subrayen, 2020). Therefore it can be seen that people with disabilities are rarely valued in society. Stigmatisation in this regard disempowers people with disabilities, making them feel less than, in addition it affects their perception of themselves and their capabilities.

Further research shows that stigma and disability discrimination in the form of stereotypes is understood to influence the mental well-being of people with disabilities negatively (Trani et al., 2020). Being perceived in a negative light, people with disabilities experience negative emotions resulting in detrimental psychological effects leading to unwarranted stress, depressive symptoms, unhappiness and low self-esteem. In a study conducted by Trani et al. (2020) exploring the stigma of persons with disability in South Africa, findings reveal that "stigma significantly mediates the association between disability and higher depression" and "between disability and lower self-esteem" (p.1). Further to that, results have shown that amongst people with disabilities, "unemployment aggravates depression and low self-esteem while low education worsens self –esteem only" (ibid.). The researchers make recommendations for psycho-social support anti-stigma policies to be embedded in cultural values which engage persons with disabilities and their communities as a way forward from the stigma of persons with disabilities (Trani et al., 2020).

Kasiram and Subrayen (2013) cited in Ngubane-Mokiwa (2018) assert that the negative perception of people with disabilities is socially embedded. This was demonstrated in a study conducted in a university in South Africa. The authors highlight how students with disabilities were labelled as "fools who were incapable beings" (p.1). This showed that disability is socially embedded, as the negative perceptions were not limited to only the elders or the uneducated, but extend to the educated younger generation. This notion is supported by Yeo and Moore (2003), who state that social perceptions are formed through the manner in which society interacts with people with disabilities. Ngubane and Mokiwa (2016) add that the social constructions and perceptions of people with disabilities are crucial, as they involve hidden negative emotions. It can be seen that in understanding the way discrimination and disadvantage is imposed on individuals with disabilities by society, an organised response can be developed by all stakeholders to inform and transform social change (Goldblatt, 2009). Thus, this study adds to the understanding of the social construction of disability as it is presented in the Grade 10 Business Studies textbooks in the hope for advocating social change.

2.5.2 Disability discrimination in the form of exclusion

Discrimination in the form of exclusion occurs when people are excluded from full enjoyment of their rights in society due to them belonging to certain categories in society (Temple and Kelaher, 2018). One of these categories is that of disability. People with disabilities are historically being excluded, marginalised and disregarded in social, economic, and political activities due to their disability (Kitchin, 1998, Barnes, 2002, Cramm et al, 2012, Mashau and Mangoedi, 2015, Johannsmeier, 2007, Black and Matos-Ala, 2016, Ndlovu, 2016, Swartz and Watermeyer, 2006, Osukwu, 2019). The social dimension refers to decision-making, social services, and community and family support, while the economic dimension refers to opportunities to earn income, labour market, and access to assets (Adato, Carter, May, 2006 cited in Mashau and Mangoedi, 2015). In addition, the political dimension is the declaration of political rights and citizenship, where social, economic, and political dimensions are interlinked and sometimes overlap (Mashau and Mangoedi, 2015).

According to Rosenau (2000), exclusion based on disability can be explained and understood by drawing on its oppositional characteristic: ability with the abled-bodied being superior to the disabled body (Rosenau, 2000, Carspecken & Apple, 1992). She introduces the phenomenon of 'membership' as a premise on which the negative view of disability is based. From this view, humankind defines itself by membership in a particular "family, kinship

group, communal group, or society as a source of identity and connectedness" (Rosenau, 2000, p.2). People with disabilities are thus excluded from schools, communities and from society as a whole based on their membership, or lack thereof. Exclusion threatens membership for people with disabilities and marginalises them from full participation in society.

Similarly, Bunbury (2019) asserts that disability discrimination in the form of exclusion is tied to the concept of "normal people" (Bunbury, 2019, p.40). Research conducted on exclusion of people with disabilities shows that 'normal people' segregate people that are considered disabled, rendering them as invisible. Bunbury (2019) explains that discriminatory behaviour is initiated against those who fall into the category of 'disabled' by 'healthy' others (p.36). 'Normal people' struggle to accept people with disabilities fully in society and therefore exclusion comes into play with the need to keep people with disabilities segregated from normal participation (Bunburry, 2019). These negative attitudes leading to this particular conception of disability stems from the way that society is organised, dominated as it is by able-bodied men, who write the law (Bunbury, 2019, p.37). In addition, Terzi (2004) indicates that the idea of normality developed within the rise of capitalism, where focus is placed on the need for the workforce to be trained and productive.

Oliver (1999) concurs with Terzi (2004) and states that the exclusion that people with disabilities encounter "is rooted in the economic and social structures of capitalism" (p.1). This Marxist approach declares that the reason people with disabilities are economically and socially excluded, because they are viewed as unproductive in the process of capital accumulation (Kitchin, 1998). The internalisation of capitalism devalued and marginalised people with disabilities as they were not as economically productive as their non-disabled peers. This ideal of capitalism, where people could not provide labour for the production of material goods, meant that they have no use in society. This creates both financial and social inequality. Anastasiou and Kauffman (2013) views this as having a direct contribution to the oppression and exclusion of people with disabilities. On the eradication of exclusion from society, Bunbury (2019) asserts that society needs to change its attitude towards the disabled and be accepting and tolerant of difference, recognising that people with disabilities have vulnerabilities (p.40).

Poverty is another concept that is tied to the exclusion of people with disabilities in society, more specifically, economic exclusion. This economic exclusion of people with disabilities

results in a vicious cycle of poverty from which people with disabilities find difficult to escape (Ibekwe and Aduma, 2019). Graham (2020) concurs to this notion stating that there is a "cyclical relationship between poverty and disability" (p.299). Poverty is a reality for many South Africans living with disabilities (Lekganyane et al, 2019). It is reported that the majority of people living with disability are from households with lowest income-earning and are amongst the poorest in their communities (Grech 2016, Lekganyane et al. 2019). Many persons with disabilities in South Africa are described to live in areas where the basic service infrastructure is at its weakest having no access to electricity, piped water and indoor toilet facilities (Du Plessis, 2013).

Their poor living conditions, together with stigmatisation and coping problems contribute to the youth with disabilities being excluded from mainstream education. This results in low educational levels. The low educational levels subsequently impact on their ability to gain employment, and causes economic strain for the individual and their family. People living with disability then become vulnerable to poverty due to the fact that they are alienated from work opportunities and generating income (Lekganyane et al. 2019). Disability is thus seen as creating and exacerbating poverty (Coleridge, 1993) and is both a cause and an outcome of disability (Goldblatt, 2009, p.360). These poverty stricken individuals with disability and their families thus rely on the disability grant provided by the government. The social assistance system in South Africa was "designed to cater for the needs of those who are unable to support themselves as a result of their youth, advanced age or disability", or those that take care of children with disabilities (Goldblatt, 2009, p.369). Goldblatt (2009) asserts that a large number of people with disabilities in South Africa use this grant as a means for their survival. The disability grant is known to be the third largest social assistance grant after the children's grant and the old age pension grant.

Still on the discussion of poverty that people with disabilities encounter, research shows that this poverty is likely to be exacerbated by the COVID-19 pandemic (Banks, Davey, Shakespeare and Kuper, 2020). Banks et al. (2020) discuss the factors contributing to the heightened poverty that persons with disabilities could encounter under the rise of COVID-19. The authors note people with disabilities are likely to be unemployed or underemployed, with other household members having to give up work to take care of the person those with a disability, where losses in income are to be expected (Banks et al., 2020). Research shows that households with members with disabilities usually have single income earners who may have lost their jobs due to COVID-19 restrictions; this also contributes to the loss of income

within the household. Furthermore, Banks et al. (2020) contend that people with disabilities may also take longer to get back into the workforce after restrictions are eased, due to factors such as stigma of disability, inaccessible environments and poor access to education and training that limit job opportunities (WHO, 2011). Banks, Davey, Shakespeare and Kuper (2020) thus suggest disability-inclusive initiatives need to be implemented by authorities in order to address the economic impacts of the elevated poverty of people with disabilities due to COVID-19 (p. 1).

On further research contributing to the exclusion with people with disabilities, Dr. Subrayen discusses the voice exclusion of people with disabilities in public health policy in response to COVID-19. During the Disability Research Indaba 2020 webinar, Dr. Subrayen presented a paper on *Higher Education Equity arrangements to address the intersections of Disability and COVID-19* (Subrayen, 2020). The researcher investigated global and national public documents for the inclusion of people with disabilities. Findings revealed that "normative policies and guidelines do not respond to the inclusion of persons with disabilities" (Subrayen, 2020). People with disabilities "remain as hidden populations, still left further behind leading to social isolation, otherisation and exclusion through the silencing of disability" within these policy documents (Subrayen, 2020). In order to include the voices of people with disabilities in public health policy, the author recommends that persons with disabilities be consulted during public health planning in order to help "shape pandemic preparedness and recovery plans" (Subrayen, 2020).

2.5.3 Disability discrimination in the workplace

For people with disabilities, finding employment is an important aspect in their lives by means of which to counteract the social and economic exclusion with which they are usually faced (WHO, 2011). Employment can also be seen as a tool to reduce poverty, in which majority of people with disabilities live (Schur, 2002). Furthermore, it is imperative that people with disabilities find employment in places that respect and appreciate their efforts in order to eradicate disability discrimination in the workplace.

People with disabilities make up an estimated 15 percent of the world's population, with 80 percent of people with disabilities being of working age but are denied access to work (Ibekwe and Aduma, 2019). This includes people with disabilities who can and want to work. Maja et al. (2011) further estimate that only 1.8 percent of people with disabilities in South Africa are employed. This shows that people with disabilities face higher economic exclusion

in comparison to people without disabilities. This is because people with disabilities face attitudinal, physical, and informational barriers to equal opportunities in the labour market (Ibekwe and Aduma, 2019, Johannsmeier, 2007).

Marumoagae (2012) contends that people with disabilities applying for work and those who are already employed are victims of employment discrimination because of their disability. On the other hand, Ibekwe and Aduma (2019) argue that the obstacles faced by people with disabilities in the workplace do not stem from their disability, but rather, from the way in which they are perceived in society. This is consistent with varying literature that views negative mind sets, attitudes and stereotyping by employers and employees as major barriers for people with disabilities in the South African labour market (Cramm et. al, 2012). Adya, Schur, and Colella (2016) support this and discuss how employers are reluctant to employ people with disabilities, even when their qualifications match the qualifications of those applicants without disabilities. Research further suggests that some employers feel threatened by the enforcement of disability discrimination legislation and intentionally conceal their attitude towards people with disability, when in public making statements that are "politically correct", while in private excluding people with disability from employment or certain types of employment e.g. Senior management positions (Darcy, Taylor, Green, 2016). These negative mind sets and attitudes of employers lay the foundation for discrimination of people with disabilities in the work place (Nelissen, Hulsheger, Van Ruiterbeek and Zijlstra, 2015).

Apart from the negative attitudes and stereotyping faced by people with disabilities in the workplace discussed above, Beegle and Stock (2003) explains the financial concerns that discourage employers from employing people with disabilities. Employers perceive additional costs that need to be incurred when employing people with disabilities. This is seen through increased medical expenses or worsening medical conditions, and costs of accommodations for people with disabilities in the workplace (Beegle and Stock, 2003). Hindle, Gibson, and David (2010) concur that "the under-utilization [sic] of people with disabilities is due to employers' unwillingness to take the assumed risk of employing people with disabilities" (p.208).

Contrary to a majority of the studies on disability discrimination in the workplace, a few studies show that the number of people with disabilities entering into the world of work is increasing. Research shows that some employers have openly embraced disability employment "due to labour market shortages and a belief in equity or corporate social

responsibility programmes" (Darcy et. al, 2016, p. 1243). This is because it is cheaper to make use of the skills and human capital already embodied in people with disabilities, instead of launching into costly processes of producing new skills and human capital. Gomez and Gunderson (2009) concur to this notion and assert that persons with a disability can more easily be accommodated in the workforce because of the shift from physical labour towards the knowledge and information economy. In addition, employment forms such as part-time work, telecommuting, self-employment, flexible working hours, as well as the increase in technology at the workplace can easily facilitate accommodation for persons with disabilities (Blanck, Adya, Myhill, Samant, & Chen,2007; Campolieti, Gomez, & Gunderson, 2009; Schur, 2003). Moreover, firms may not be taking advantage of this labour pool, due to inaccurate stereotypes of people with disabilities (Colella, DeNisi, & Varma, 1998).

Further research on disability discrimination in the workplace shows that employment rates for people with disabilities are significantly lower than employment rates for people without disabilities (Brucker, 2009; Kruse & Hale, 2003; Schur, Kruse, Blasi & Blanck, 2009). This is due to the lack of transferable knowledge and skills obtained through education and training (Watts, 2009). In order for people with disabilities to overcome the negative labour market effects, education is seen as a key component (Ibekwe and Aduma, 2019, DuPlessis, 2013). Access to education can contribute to breaking the inequality cycle in South Africa because gaining an education affects earnings and unemployment and is subsequently critical in aspects of income equality (DuPlessis, 2013). Eneya, Ocholla, and Mostert (2020) further assert that education empowers people with disabilities to be self-reliant which in turn allows them to gain employment and be active in socio-economic development.

Although education is seen as an important factor in breaking the inequality cycle towards persons with disability in South Africa, many students with disabilities still face challenges in accessing education. Despite legal frameworks put in place stipulating education as a basic right for all and the implementation of inclusive education in schools, numerous barriers still exist limiting the access to education for students with disabilities (Kiru and Cooc, 2018). Kiru and Cooc (2018) identify these barriers as "ambiguity in disability legislation and policies, traditional pedagogical views on disability based on deficit views, negative sociocultural attitudes inadequate teacher professional development and unequal and limited access to resources and services" (p. 40). They provide recommendations to address these barriers which include "curricula and pedagogical changes, teacher training, increased

funding, equitable distribution of resources, grassroots movements and empowering about people with disabilities" (p.42).

This is true for Higher Education as well. Regardless of higher education institutions being committed to promoting inclusion of students with disabilities, they are faced with several challenges (Lyner-Cleophas, Swart, Chataika and Bell, 2014). Similarly, Ndlovu and Walton (2016) assert that people with disabilities are confronted with challenges both in higher education and the workplace, thereby being excluded from professional work in South Africa. In higher education institutions, students may experience "difficulties in accessing the curriculum, disability units may be limited in the support they can offer, policies may not be implemented, funding is found to be inadequate and the built environment may be inaccessible" whilst the workplace poses challenges "in terms of public transport which is not accessible to students with disabilities; a lack of higher education support extended to the field sites, and buildings not designed for access by people with disabilities" (Ndlovu and Walton, 2016, p.1). Further to that, in both universities and the work setting, these students with disabilities are faced with negative attitudes and continued assumptions that disability results from individual deficit, rather than exclusionary practices and pressures from society.

Further research shows that the COVID-19 pandemic has also contributed to the exclusion of students with disabilities from higher education institutions. At the Disability Indaba 2020 webinar hosted by the University of KwaZulu-Natal in November, Professor Mokiwa presented a paper on *Online Teaching and Assessment for Students with Disabilities in an open distance learning context: Levels of exclusion*, in which students with disabilities opinions were documented on how COVID-19 has influenced their online learning and assessments (Ngubane-Mokiwa, 2020). Results revealed that the sudden closure of campus and the disability support unit at university had left students with disabilities facing many obstacles. The overnight advance to online learning and assessments had heightened the exclusion of students with disabilities especially those who are 'digitally illiterate' (Ngubane-Mokiwa, 2020). Gaps in the online support approaches given to students with disabilities were thereby established. To address these gaps, recommendations in the likes of "conducting more research on academic support for students with disabilities, providing digital literacy training for students with disabilities, ICT (Information and Communications Technology) systems should be designed according to UDL (Universal Design for Learning) principles" were discussed (Ngubane-Mokiwa, 2020).

In addition to people with disabilities facing discrimination in the workplace in South Africa, negative treatment towards previously disadvantaged groups such as women and people of colour in the labour market is also widely documented. Gender and racial discrimination in the workplace has been prevalent since the apartheid era. In order to close the employment gap between females and males, people of colour and whites in the workplace, 'positive discrimination' or 'affirmative action' was introduced post-apartheid. In spite of a firm commitment by the South African government with the enactment of various forms of legislation to fully integrate those with a disability, women and people of colour into the workplace, many barriers still exist to full workforce participation (Cramm et al, 2009).

2.6 Legislation to counteract Disability discrimination in the workplace

With the advent of democracy in 1994, South Africa has committed itself to building an inclusive society that accommodates persons with disabilities (McKinney and Amosun, 2020). Legislation founded on The Constitution of South Africa (1996) made it imperative for the transformation of South Africa in ensuring that people with disabilities are not faced with discrimination and exclusion. Among the legislative and policy frameworks adopted in the country relating to persons with disabilities are the following: *The South African Schools Act 84 of 1996, Employment Equity Act 55 of 1998, Promotion of Equality and Prevention of Unfair Discrimination Act 4 of 2000, Mental Health Care Act 17 of 2002, Social Assistance Act 13 of 2004, The Code of Good Practice- Key Aspects on the Employment of People with Disabilities, Technical Assistance Guide to the Employment of Persons with Disabilities of 2004, and the Children's Act 38 of 2005.*

South Africa has taken steps to overcome disability discrimination in the workplace (Maramogae, 2012). Legislation promoting equality in the workplace is more specifically addressed through the Employment Equity Act of 1998 (EEA). It serves to overcome the disadvantages that were experienced by historically marginalised groups such as people with disabilities in South Africa. Section 6 of the Employment Equity Act states that "no person may unfairly discriminate, directly or indirectly, against an employee, in any employment policy or practice, on one or more grounds, including … disability…"(Government of South Africa, 1998, p.24). The aim of the Employment Equity Act is to attain equality in terms of equal representation of previously disadvantaged groups in the workplace across all employment categories and levels in the work force. To this end, the Employment Equity Act ensures that people with disabilities receive equal opportunities and fair employment

practices in the workplace. The Employment Equity Act therefore prescribes employers to eradicate unfair discrimination in their employment policies and practices.

Other pieces of legislation promoting equality in the workplace include *The Code of Good Practice- Key Aspects on the Employment of People with Disabilities* and the *Technical Assistance Guide to the Employment of Persons with Disabilities of 2004*. Both these pieces of legislation work in conjunction with EEA and gives employers and employees recommendations on promoting equal opportunities and fair treatment for people with disabilities in the workplace as stipulated in the EEA. In addition, *The Promotion of Equality and Prevention of Unfair Discrimination Act of 2000* prohibits individuals and the State to discriminate based on race, gender, and disability. This Act in particular is not restricted to the workplace, but can be applied to all facets of society.

Research shows that legislation prohibiting discrimination against people with disabilities has affected the labour market negatively (Beegle and Stock, 2003, Pope, and Bambra, 2005). According to Beegle and Stock (2003), disability discrimination laws are related to lower participation rates of people with disabilities in the work setting, as compared to places that do not have such laws prohibiting disability discrimination. In addition, they found that these laws affect the earnings of people with disabilities negatively. Beegle and Stock (2003) state legislation has potentially raised the costs of employing persons with disabilities (Beegle and Stock, 2003). Bunburry (2019) asserts that while the law attempts to remedy issues of inequality regarding people with disabilities, in some cases, the law perpetuates attitudes unintentionally reinforcing discrimination rather than combatting it. This is evidenced in Mitra's (2008) study, which shows that the implementation of the Disability Grant Programme in lieu of the Social Assistance Act has led to a decline in employment of people with disabilities in the period from 1998 to 2006 in South Africa. On the other hand, Kruse and Schur (2002), find both increases and decreases in disabled employment rates associated with the implementation of discrimination laws, depending on how disability is defined.

In spite of legislation and policies promoting inclusivity and protecting the rights of people with disabilities in South Africa, they remain disadvantaged. Black and Matos-Ala (2016) state that people with disabilities continue to be disadvantaged, despite the progress they have made in their political struggle to become included in the 'mainstream'. The researchers discuss that people with disabilities continue to be "systematically disadvantaged in all spheres of society" (p.335). McKinney and Amosun (2020) concur with these sentiments. In

their research to understand the lived experiences of people with disabilities in the built environment, the researchers found that people with disabilities inclusion remains a challenge in South African society. The study also revealed the lack of implementation of policy inclusion which left people with disabilities "feeling demoralised and detached from society" (2020, p. 8). Black and Matos-Ala (2006) add that a gap persists between aspirations for an inclusive society and the implementation of policy to fulfil these ideals (p.335). It can thus be seen that legislation to protect people with disabilities from marginalisation and discrimination still falls short.

2.7 Empirical studies conducted on disability in textbooks

The studies on the portrayal of disability and disability related content in textbooks varying across primary, secondary, and tertiary education textbooks will be presented in this section. These studies are discussed according to three categories of findings/results that were identified, namely: under-representation of disability in textbooks; negative stereotypic portrayals of disability in textbooks; and exclusion and Invisibility of disability/people with disabilities in textbooks.

2.7.1 Under-representation of disability in textbooks

The analysis of disability in school textbooks can be traced back to 1994 in a study conducted by Phelps (1994) in America. The study explored the extent to which high school science textbooks reflect the application of the science curriculum to everyday life of learners, one group of learners being people with disabilities. A sample of 12 Biology, Chemistry, and Physics school textbooks were analysed for "relevancy and direct and indirect representation of gender, race/ethnicity, socioeconomic community, and disability" (Phelps, 1994, p.1). Results in terms of the representation of disability in the texts showed that only three photographs were found within the twelve science textbooks portraying people with disabilities participating in real life activities. This shows an under-representation of disability within the science textbooks. The author thus concluded that textbooks perpetuate that science is not applicable in students' real lives including those with a disability (Phelps, 1994).

Taub and Fanflik (2000) investigated introductory sociology textbooks to determine the portrayal of disability. Researchers had chosen a sample of twenty five texts that were published between 1996 and 1998. The process of content analysis was used to examine these books for textual representation of disability and pictures of individuals with disabilities.

Results revealed that there was very little attention paid to disability or people with disabilities within these textbooks. From the study, two major themes are identified in terms of the written material. Theses these are 'disability as a defining social characteristic' and 'disability as a basis for minority group membership' (Taub and Fanflik, 2000, p.12). In addition, the photographs within the textbook present a selective depiction of people with disabilities.

Hardin and Preston (2001) a year later, directed their attention to the *Inclusion of Disability Issues in News Reporting Textbooks*. A content analysis was conducted on a sample of News reporting textbooks. Results from the analysis of the textbooks found that "while many had chapters on diversity, few mentioned disability, and only in the context of reporting on disability" (Hardin and Preston, 2001, p.43). Thus, information of disability was limited within the textbooks.

In a study conducted on juvenile and criminal justice textbooks by Drakeford, Leone, Hamlett and Vickery (2005), "a descriptive study of disability-related content included in current textbooks used to train professionals in the field of criminal justice" was analysed (Drakeford et. al, 2005, p.280). The sample consisted of twenty-four juvenile and criminal justice textbooks that were "probed for content related to disability, legislation, and litigation" (p.280). The researchers discuss "the prevalence of disability in juvenile and adult corrections, as well as legislative and litigious actions" concerning people with disabilities. The results from this study revealed that inadequate attention is given to disability issues, including legislation and litigation material concerning disability and special education in criminal justice textbooks under study.

Special Education textbooks were assessed by Johnson (2006). A content analysis was conducted on a sample of 10 introductory textbooks to Special Education in order to analyse information on "disability culture, Deaf culture and related topics" (p.33). Results of the study show that "disability culture was discussed on three pages from the total of 5, 481 pages that were analysed, and the discussion of Deaf culture comprised less than two percent of the total pages reviewed" (p.33). The researchers concluded that the representation of disability and Deaf culture and the perspectives and views of disabled and Deaf persons in the textbooks that were analysed were thus minimal.

Hodkinson (2007) explored how the picture of disability and disabled people were portrayed in a variety of school textbooks presented to grade 1 to 6 learners in schools in England. The

sample selected consisted of 96 textbooks published between the years 1974 and 2005. The findings reveal that there was a limited portrayal of disability in textbooks. Hodkinson (2007) argues that "there is a cultural dominance of non-disabled people within the textbooks commonly presented to primary-aged children" (p. 1). This study thus contributed to empirical studies conducted on disability in school textbooks that document the presentation of disability as being under- represented in textbooks.

Multi-cultural education textbooks were analysed by Johnson and Nieto (2007) to determine the representation of disability and deaf culture within them. The purpose of this study was to examine multicultural education textbooks to "assess the extent to which perspectives of members of the disability and deaf communities are represented in the discourse about disabled and deaf persons" (Johnson and Nieto, 2007, p. 33). Results revealed that "on average less than 1% of the total pages of text reviewed addressed or mentioned disability or deaf culture." (p.33). Within this 1%, it was found that on average about 6% of the pages addressed disability or deaf culture. From these results a conclusion was made that the representation of disability and deaf culture within the texts was limited.

Goldstein, Siegel, and Seaman (2009) analysed introductory psychology textbooks to "identify the presence and nature of material addressing issues of disability" (p.21). A Content analysis was conducted on a sample of 24 introductory psychology textbooks to assess "the frequency with which specific impairments are presented, the chapters and topics most likely to contain disability related material, the context in which people with disabilities are portrayed, and the type of language used to discuss disability" (Goldstein, Siegel, and Seaman. 2009, 21). The results from the study concluded that people with disabilities were underrepresented in these textbooks. The researchers found that material on disability in introductory psychology textbooks continues to be limited and portrays people with disabilities in a stereotypical manner. They further propose recommendations for improving the integration of disability into introductory psychology textbooks.

Reid-Cunningham and Fleming (2009) explore disability content in 14 frequently used textbooks on human behaviour and the social environment. The focus of their study was on the importance of "physical, mental, learning, and developmental disabilities in contributing to an understanding of human behaviour and the social environment of these disabilities" (p.10). Their analysis framework is "built upon three approaches to curriculum content, namely life cycle theory, psychodynamic theory, and systems theory." (p.10). The findings

indicated that disability is "well represented in some texts, under-represented in others, and barely mentioned in others" but researchers concluded that overall results of the study reveal that the subject of disability "rarely receives a comprehensive treatment with respect to its impact on human behaviour and its role in the social environment." (p.10). The researchers thus recommendation implications for the future development of theories to inform social work practice.

Smeltzer, Robinson- Smith, Dolen, Duffin, Al-Maqbali (2010) examine how disability issues are integrated in textbooks commonly used in nursing programmes in the United States. A sample of thirty three textbooks used in undergraduate nursing curricula was taken under study to analyse the inclusion of disability content. The analysis instrument was a grid developed by input from people with disabilities and was used for the analysis of the textbooks. Findings from the study showed "that disability-related content was largely absent from textbooks and categories of textbooks" (p.148). The results of this study suggest the need for "faculty members to address disability in their nursing curricula in creative ways until textbook authors and publishers begin to address this issue" (p.148).

Sleeter and Grant's (2011) sample consisted of a wide variety of school textbooks comprising of social studies textbooks, reading and language arts textbooks, science textbooks, and mathematics textbooks. The purpose of the study was to analyse the sample texts for race, social class, gender and disability. In terms of the portrayal of disability in the texts, results revealed that people with disabilities were underrepresented in the textbooks under study. Their results showed that "the curriculum focuses on the White male and downplays or simply ignores the accomplishments and concerns of Americans who are of colour, female, poor, and/or disabled" (1991, p. 98).

Tsuey-Ling (2011) analysed Chinese-language elementary school textbooks for the portrayal of people with disabilities. Their analysis included the "prevalence of categories of disabilities, the development of their character, significant others and inclusive education" (p.31). The results of study show that people with disabilities are significantly underrepresented in Chinese-language elementary school textbooks. The most prevalent disabilities found in the textbooks focused on the stereotypical physical disabilities.

Powers and Haller (2017) considered the representation of disabilities in journalism/mass communication textbooks. A selection of 41 sample texts were used for investigation to determine how "journalism/mass communication textbooks frame the ideal standards of

verbal communication for media professionals" (Powers and Haller, 2017, p.58). The researchers question the implicit and explicit messages within the texts for students with speech disabilities such as stuttering as they view textbooks to form an integral part of learners' understanding of professional norms and may influence career decisions. Results from the study show that textbooks "rarely address the topic of speech disabilities, explaining them as roadblocks to success" (Powers and Haller, 2017, p.58). The researchers found that the textbook authors "often address best practices in broadcast voicing and the value of projecting confidence in interviews and press conferences" and argue that "such framing is a critical media literacy issue because it addresses media diversity and access" (Powers and Haller, 2017).

Hodkinson, Ghajarieh and Salami (2018) undertook a study on the analysis of the cultural representation of disability and Disabled people in school textbooks in Iran and England. The researchers used a range of textbooks from various subjects as their sample. Results revealed that "a paucity of data referencing disability" (p.27) within the textbooks. The researchers thus argue that "whilst inclusive education could facilitate the incorporating of disabled pupils into mainstream schools, there needs to be deeper examination as to how this transition should take place for children aged 3-13" (p.27). The paper suggests that in such analyses of school textbooks might be of significance in familiarising non-disabled learners, educators and other stakeholders with the issues related to disability and disabled learners.

Mengi (2019) examined a Social Studies Textbook together with the Curriculum in Primary and Secondary Schools from the aspect of disability. The data of the study were obtained by document analysis and the data were analysed with the content analysis technique in accordance with the stages of document review. The results show, in general, only two acquisitions out of the learning areas covered by the Social Studies Curriculum prepared by the Ministry of National Education. Therefore the researchers concluded "that the concept of disability in the SST and Curriculum is treated very little" (p. 1). At the end of the research, a number of suggestions have been made to eliminate the shortcomings in the existing sources of disability.

Abu-Hamour, Al-Hmouz and Azzam Aljarrah (2019) presented a study examining how Arabic Language and Social, Citizenship, and Civic Education textbooks published in Jordan by the Ministry of Education address subjects about people with disabilities. A sample of 37 textbooks from Grade 1 to Grade 10 was analysed. The researchers applied a content analysis

of the texts which included written material as well as pictures. Results indicated that people with disabilities are "rarely represented, and the Law of disability was largely ignored in the Jordanian basic school textbooks" (Abu-Hamour et al., 2019, p.1). Further recommendations are discussed by researchers for improving the integration of persons with disabilities subjects into textbooks.

2.7.2 Negative stereotypic portrayals of disability in textbooks

Rosenau (2000) conducted an analysis on the representation of disability in counsellor education textbooks. The study focused on "what information can be known from textual representations of disability and what different ways of knowing about disability are possible" (p.8). The methodology used in the investigation was grounded in "social constructionism, feminism, and critical theory using subjectivity, power, social organization, and language as tools to analyse disability as a socio-political category" (p.8). Similar to the current study Rosenau (2000) "sought to expose the assumptions underlying representations of disability and to contribute to a deeper understanding of how disability and ability operate in culture" (p.8). The analysis of texts revealed that "negativity is maintained by depictions of disability as unidimensional, totalizing, static, and inferior" (p.8). Further findings showed that textbook representations of disability "deny readers awareness of the contribution of people with disabilities as resources of experience, knowledge, and creativity about the real body that is part of everybody's embodied identity and autobiography."

In the analysis of Lithuanian language and literature and Ethics school textbooks, Ruškus and Pocevičienė (2006) revealed how stereotypes of disability are manifested in the school curriculum through textbook content. The study revealed that information about people with disabilities conveyed to learners at school is negative and that textbooks are "often discriminating" (Ruškus &Pocevičienė, 2006, p.453). In the textbooks, people with disabilities are described as "being unhappy, behaving in a strange way, looking different and as having bad features ascribed to them" (p.453). Further findings show that textbooks do not develop learners' tolerance and understanding of people with disabilities. The researchers also noted that people with disabilities are seldom presented as active and equal members of society. Subsequently the pictures also portrayed a stereotype of people with disabilities, with almost all of them being presented with visual disorders.

In a study conducted on classroom management textbooks, Smith (2006) examined the inclusion of learners with disabilities as well as the construction and portrayal of learners

with disabilities within the texts. The researcher revealed "several author's views represented culturally prevalent stereotypes while others worked to contradict the stereotypes" (p. 96). Four themes emerged from texts on the portrayal and construction of student with disabilities in the texts. The theme 'aliens or visitors' places disability issues in separate sections or chapters. The 'turf of experts' is a theme that constructed "students with disabilities who have behaviour problems as outsiders and implied the students were burdens" (p. 96). The third theme 'probable failures' presented special education students to be "academically unsuccessful and also a burden" (p. 96). The final theme 'missing students' allocated for texts that had no mention of students with disabilities (p. 96).

Hardin (2007) analysed photographs in physical education textbooks to investigate whether these textbooks "reinforce or reject stereotypical notions about physical activity and disability" (p.). The results revealed that the stereotype that non-disabled people are well-suited for physical activity, while persons with disabilities have no potential for such activity in an integrated environment was perpetuated by the sample textbooks.

Classroom management textbooks published in Turkey were analysed by Yildiz, Pinar and Melekoglu (2013) to examine the manner in which people with disabilities are addressed. Results showed that from the 19 sample textbooks that were reviewed, in six of the textbooks individuals with disabilities were not mentioned, five of the textbooks encompassed disability in separate chapters, only one book indicated deficiencies of people with disabilities, and in four books, individuals with disabilities are portrayed stereotypically under chapters with titles like "the reason of undesirable behaviours", or "the reason of problem behaviours" (p.906).

2.7.3 Exclusion and invisibility of disability/people with disabilities in textbooks
Hardin and Hardin (2004) examined pictures of disability in fifty nine general physical education textbooks via content analysis. The findings indicate that general physical education textbooks do not usually include photographs of persons with disabilities, instead presenting the general physical education setting as non-inclusive. Furthermore, the photographs that were included presented persons with disabilities in a stereotypical manner that generally did not encourage readers without disabilities to see their peers more realistically or persons with disabilities to see themselves more positively. The authors add that "the role of cultural hegemony and body politics in sport as reasons for the exclusion of people with disabilities" (Hardin & Hardin, 2004, p.1).

In a study conducted by McKinney (2005), diversity and its representations were analysed in a sample of sixty one textbooks used in primary schools in South Africa. The sample texts consisted of fifty one Grade One readers and ten Grade Seven Language and Natural Science textbooks. Results in relation to the representation of people with disabilities in the textbooks revealed that people with disabilities were virtually invisible in almost all the texts that were analysed, whether at Grade One or Grade Seven level.

Knudsen (2006) conducted research on a Grade Nine Norwegian Social Studies textbook entitled 'Samfunnskunnskap 9' to discover how "textbooks reduce, exclude and include categories and identities", one identity being that of dis/ability (Knudsen, 2006, p.74). The researcher draws on the concept of 'intersectionality', analysing how different social and cultural categories interact in textbooks to look at the identity representation of the Sámi people in relation to intersectionality. The Sámi "are nomads and considered an ethnic minority in the Northern part of Norway, Sweden, Finland; and the Kola Peninsula in Russia" (Knudsen, 2006, p. 70). Findings from the study in terms of disability show that the disabilities of the Sámi people are made invisible and excluded. The Sámi are constructed with "a healthy identity, with functional and fit bodies" in comparison to the Norwegian people in the textbook (p.76). Knudsen (2006) concludes that the story of the Sámi people is told from the standpoint of only one identity which is the healthy one.

Cheng and Beigi (2010) presented a study that set out to "investigate the visibility of people with disabilities in the illustrations of seven Iranian EFL (English as a Foreign Language) textbooks at the secondary and high school levels" (p.239). The researchers view inclusive education as "a means to benefit disabled students for greater social acceptance of difference and disability" (p.239). The results from the study "suggested that people with disabilities were under-represented in the Iranian EFL textbooks" (p.239). The researchers view this under-representation as putting learners with disabilities in disadvantageous positions which further perpetuates the invisibility of these students. The researchers thus provide suggestions regarding the mainstreaming of disability in school textbooks and education.

Tabaos-Pais and Rey-Cao (2012) completed a study on the portrayal of disability in Physical Education textbooks used in secondary schools in Spain. The study focused on how people with physical disabilities are represented and how their participation is configured in Physical Education textbook images. The sample consisted of nine hundred and twenty nine photographs from Physical Education textbooks, published from 2006 to 2012 and used on

basic and high school teaching in Brazil. The method of analysis of the disability content within the textbooks was through "the elaboration of an ad hoc coding scheme" (p. 310). The results revealed from the study of the Physical Education textbooks contribute to the "invisibility and exclusion of disabled people and reinforce the inequalities derived from disability" (p.310).

More recently in South Africa, Adonis (2015) initiated a study for the Department of Basic Education which explored discrimination and bias in textbooks in the context of South Africa. Forty textbooks used currently by South African public schools representing various grades and subjects were assessed for discrimination guided by Sadker and Sadker's (1982) typology. Results concluded that bias and discrimination still persist in school textbooks. Further findings revealed the presence of discrimination in the form of race, gender, disability, religion, and sexual orientation in the sample textbooks. In light of disability, "discrimination against disabled people was found mostly in terms of invisibility in the textbooks" (Adonis, 2015, p. 3).

In a study by Bernabé-Villodre and Martínez-Bello (2018), an analysis of gender, age and disability representation in music education textbooks was conducted. The researchers aimed "to characterize [sic] and compare the efficacy of implementation of the gender equality-based approach in the Spanish educational system, through a content analysis of the illustrations in music education (ME) textbooks following a coding scheme constructed by the research team according to guidelines from previous studies about the depiction of women and girls in ME textbooks during two periods of Spanish democracy: before (1992–2005); and after (2006–2015)" (Bernabé-Villodre and Martínez-Bello, 2018, p. 494). In terms of the representation of disability in the textbooks, results revealed the "the virtual absence of females and males with disabilities" in the textbooks (p.494). This, according to the researchers, suggests that the aspect of inclusion of this group in the musical world is still pending.

2.8 Chapter Summary

In this chapter, I reviewed relevant literature and explored the constructs of disability that frame this study. Chapter three discusses the research design, and methodology that was used to generate the data.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter discusses the research method and methodology that has been practiced in this study. The nature of this study is qualitative and is embedded in the interpretive paradigm. The theoretical framework for the study is guided by principles of critical theory using CDA as a research tool. Two of Gee's (2005) CDA approaches to analysing texts are used to obtain data from sample texts. Firstly the methodology of qualitative research will be discussed, followed by the population of the study and sampling technique. The analytical frameworks will be discussed later on in this chapter in greater detail. This is followed by the ethical considerations and protocols applied in the study, concluding with a discussion of credibility and trustworthiness.

3.2 Research design: Qualitative

Qualitative research is defined as a "systematic approach to understanding qualities, or the essential nature, of a phenomenon within a particular context" (Baxter and Jack, 2008, p. 544). Therefore, the aim or goal of qualitative studies is to understand a phenomenon rather than to generalise and predict (Denzin and Lincoln, 2000). Qualitative studies are richly descriptive and "its analysis into a phenomenon strives for depth of understanding" (Merriam 2002). Cresswell (2015) adds that during the data analysis process, the researcher follows a path of analysing data to develop an increasingly detailed knowledge of the topic being studied. Thus choosing a qualitative approach gives me as the researcher the opportunity to examine the concept of disability in detail, and in-depth (Anderson, 2010). The descriptive information obtained from qualitative research leads to an understanding of individuals with disabilities, their families and those who work with them (Brantlingler et al., p.198. 2005).

Qualitative research relies on linguistic rather than numerical data and employs meaning - based rather than statistical forms of data analysis. In qualitative studies, the research questions are open-ended exploratory research questions as opposed to closed-ended hypotheses (Elliot and Timulak, 2005). Furthermore the questions asked in qualitative studies are often the 'what' and 'how' type of questions rather than the 'how many or how much' type of questions with regards to a particular phenomenon (Ormston, Spencer, Barnard & Snape, 2013). Therefore the approach of using the 'what' and 'how' questions that was chosen for this study deemed most suitable for studies that require words instead of numbers to show what the researcher has learnt about a phenomenon (Merriam 2002).

Further research on the qualitative approach shows that there is a connection between the interpretive paradigm and qualitative methods. Many scholars contend that the interpretive research approach prefers using qualitative methods in data collection (Thanh and Thanh, 2015). Willis (2007) asserts qualitative approaches often give rich reports that are necessary for interpretivist's to fully understand contexts. Similarly this study is situated in the interpretive paradigm and utilises qualitative methods to obtain rich reports in understanding the perceptions of individuals with disability and uncover their reality as presented in the prescribed texts.

3.3 Paradigm: Interpretive

A paradigm "sets down the intent, motivation and expectations for the research and influences the way knowledge is studied and interpreted" (Mertens, 2005, p.2). A paradigm can be defined as the "basic belief system or world view that guides the investigation" (Guba & Lincoln, 1994, p. 105). Paradigms consist of how the researcher views reality, "the importance of the knowledge to be gained (epistemology) and a systematic approach to acquiring that knowledge" (Ramani and Mann, 2015, p.1). A paradigm further influences what research methods are employed, together with sampling method, data collection procedures and tools for analysis of data. The current study is set within an interpretive paradigm.

This paradigm centres on the concept of relativism, which views reality as subjective and differing from person to person (Guba & Lincoln, 1994, p. 110). The reality is based on real world phenomena, such as disability, in the case of this study. Thus, according to this paradigm, the reality of disability differs from person to person. The interpretive paradigm allows me the researcher to view the reality of disability as portrayed in the Business Studies sample textbooks. A core belief of the interpretive paradigm is that "reality is socially constructed" (Cohen & Manion, 1994, p.36, Willis, 2007). Interpretivists view the world as existing dependently of our knowledge of it (Grix, 2004, p. 83). Scotland (2012) therefore suggests that the meaning of phenomena is not created, but rather constructed though the interaction between consciousness and the world. In this regard, the phenomenon of disability in this paradigm is seen as being socially constructed where meaning is given through us human beings who have assigned this name to it and attributed the associations we make with it (Scotland, 2012).

The purpose of inquiry in this paradigm is to interpret and understand a particular phenomenon. Understanding human experiences is therefore important and a central part of this paradigm. The interpretive paradigm therefore gives me as the researcher an opportunity to interpret and understand the phenomenon of disability as it is presented in the sample texts. Furthermore interpretive approaches rely heavily on naturalistic methods, such as interviewing, observation, and analysis of existing texts, which ensures an adequate dialogue to construct a meaningful reality. This study uses the method of analysing texts to gain a deeper insight in constructing a meaningful reality on the phenomenon of disability. The underlying interpretive epistemology of this study influences and guides its qualitative nature.

3.4 Population of the study

In the Department of Education Learning and Teaching Material Textbook catalogue for 2014, the following textbooks are recommended for Grade 10 Business Studies. The complete list of the textbooks as seen in the catalogue, with books chosen for study as noted.

GRADE	LEARNING AREA	LANGUAGE	TITLE	PUBLISHER	BOOKS CHOSEN FOR STUDY/ PSEUDONYM GIVEN
10	Besigheidstudies	Afrikaans	Obe Besigheidstudies: Graad 10	Obe Publishers	
10	Besigheidstudies	Afrikaans	Almal Verstaan Besigheidstudies Graad 10	MacMillan South Africa (Pty) Ltd	
10	Business Studies	English	Enjoy Business Studies Grade 10	Heinemann Publishers (Pty) Ltd	Book A
10	Business Studies	English	Fast track Business Studies	Lingua Franca Publishers	Book B
10	Business Studies	English	Focus Business Studies Grade 10	Maskew Miller Longman (Pty) Ltd	Book C
10	Besigheidstudies	Afrikaans	Geniet Besigheidstudies Graad 10	Heinemann Publishers (Pty) Ltd	
10	Business Studies	English	Obe Business Studies Grade 10	Obe Publishers	Book D
10	Business Studies	English	Oxford Successful Business Studies Grade 10	Oxford University Press	Book E
10	Besigheidstudies	Afrikaans	Oxford Suksesvolle	Oxford University	

10			Besigheidstudies Graad 10	Press	
10	Business Studies	English	Platinum Business Studies Grade 10	Maskew Miller Longman (Pty) Ltd	Book F
10	Business Studies	English	Solutions for all Business Studies Grade 10	Macmillan South Africa (Pty) Ltd	Book G
10	Besigheidstudies	Afrikaans	Verken Besigheidstudies Graad 10	Maskew Miller Longman (Pty) Ltd	
10	Besigheidstudies	Afrikaans	Via Afrika Bedryfstudie Graad 10	Via Afrika	
10	Business Studies	English	Via Afrika Business Studies Grade 10	Via Afrika	Book H

TABLE 3.1- List of prescribed textbooks for grade 10 Business Studies

The textbooks were chosen by selecting the prescribed Business Studies textbooks allocated for Grade 10 from the Department of Education's Learning and Teaching Material Textbook catalogue for 2014. This Teaching Material Textbook catalogue (TABLE.1) consists of Business Studies textbooks that are published respectively in Afrikaans and English. I have chosen in my sample only the textbooks published in the English language. As a researcher whose first language is English, I have been using the medium of English as instruction in the classroom during my teaching, and have therefore chosen to conduct this study using only the eight above mentioned sample textbooks from the catalogue because those are the English written textbooks in the catalogue. The sample textbooks are fully compliant with the National Curriculum and Assessment Policy Statement (CAPS), a new curriculum guideline initiative currently promoted by the Department Of Education that presents a policy statement for learning and teaching in South African schools (Department of Education, 2011). The focus of this study was only on chapters in the textbooks that deal with disability in the form of written text as I did not anticipate disability to be found in all chapters of the textbook.

3.5 Sampling technique

A purposive sample of eight contemporary Grade 10 Business Study textbooks was selected for this study, to investigate the phenomenon of disability as they are presented in these textbooks. Purposive sampling refers to "…the deliberate choice of a participant due to the

qualities the participant possesses" (Etikan, Musa and Alkassim, 2016, p.2). The sample is thus chosen with characteristics relevant to the study that is most informative (Anderson, 2010). Purposive sampling is typically used in qualitative research to identify and select "information rich cases that provide the greatest insight into the research question" (Devers and Frankel, 2000, p. 264). The strategy employed within this sampling method is designed to enhance the understanding of developing theories and concepts (Devers and Frankel, 2000). Therefore, purposive sampling was an appropriate choice of the method for sampling chosen for this study as it enhanced the understanding the concept of disability. The reason Grade 10 Business Studies textbooks were chosen from the FET band is due to the fact that Grade 10 is the entry level into the FET band and it is also where the concepts of inclusivity in the Business Studies curriculum is first introduced to learners, where it is relevant to question how this topic impacts them.

3.6 Data Analysis Technique: Critical Discourse Analysis

Critical Discourse Analysis (CDA) is the data analysis technique chosen for this study. CDA is an analytical approach used to critically analyse and interpret the ways in which discourses construct, maintain, and legitimise social inequalities (Mullet, 2018). It is a multidisciplinary approach not confined to a "specific discipline, paradigm, school or discourse" (Van Dijk, 1993, p.249). CDA originated in the late 1980s with scholars such as Van Dijk, Wodak, and Fairclough contributing greatly to its development over the years. To discuss the approach of CDA, I begin with giving meaning to the words discourse and critical within CDA. According to Bloor and Bloor (2007), discourse refers to "symbolic human interaction and communication between people" (p. 6) either "through the spoken or written language or via gesture, pictures, diagram, film or music" (p. 1). For the purpose of this study, I have used the words discourse and language equivalently, both of which will denote 'language use' in text, as suggested by CDA scholars such as Fairclough and Wodak (Upadhyaya, 2010). The word critical in CDA does not necessarily denote a 'negative evaluation', but rather a 'critique' of social practices in society (Bloor and Bloor, 2007). In the case of this study, the discourse I will be analysing using CDA is Grade 10 Business Studies textbooks.

According to Van Dijk (2007), CDA is a field concerned with assessing written texts to reveal power, dominance, inequality, and bias in society. This is further emphasised by McGregor (2003) and Tupper (2008), who both view the main objective of CDA as uncovering the ideological assumptions that are hidden in the words of our written text in order to overcome various forms of power. From this perspective, CDA researchers examine

how structures of language are linked with and help to shape the structures of society (Mayr, 2008). CDA researchers therefore recognise specific social problems surrounding injustice, danger, suffering, and prejudice, and study them to understand these issues with the intention to bring about social change. They acknowledge that these social problems stem from the imprudent use of language or other forms of communication (Bloor and Bloor, 2007). CDA thus maintains that discourse and language are a form of social practice (Fairclough, 1992).

Bloor and Bloor (2007) state social practices to be "human behaviours which involve following certain socially established conventions within which people have some degree of individual freedom and opportunities for unique behaviour" example business meetings, weddings, funerals, birthday parties and so on (p.6). They explain that the knowledge and skills necessary to partake in social practices "are part of socially shared knowledge that may have been 'picked up' through experience or contact with other people or even learned via specific instruction within the home environment or as part of education or training" (Bloor and Bloor, 2007, p.7). Social practices are well established and persistent within a particular culture, but they can be changed if they negatively affect certain groups in society. CDA therefore addresses and analyses language as a social practice in critical ways, by questioning the texts and processes during the study (Bloor and Bloor, 2007).

Furthermore, describing discourse and language as social practice implies dealing with social issues that are important for analysis, so as to better understand these issues through CDA. In this study, my interest falls on the social issue of disability and the marginalisation of people with disabilities in society using CDA as a means to better understand it. Bloor and Bloor (2007) add that social practice in society is institutionalised, with business, government, education and the law being essentially verbal in nature. Hence CDA focuses on the discursive practices that "legitimate, control or otherwise naturalise the social order" within the discourse in which they are found (Fairclough, 1985, p.739). CDA in this regard assists to explore how the relationships between texts and its wider contexts are a factor in securing power and hegemony (Fairclough, 1993). To this end, CDA will allow me the researcher to focus on how language mediates relationships of power in social interactions in terms of people with disabilities and allows me to make the voice of this marginalised group legitimate and heard. CDA further allows me to reveal hidden meanings and messages linked to disability in the prescribed texts, if there are any present.

Central to critical discourse analysis are the concepts of power and hegemony. These two concepts are critical to my study and will be explained here in further detail.

3.6.1 Power and hegemony

Power is a theme that evidently requires understanding within critical discourse analysis. Power in the social context can be seen as members of one group being in control of another group of people. Thus, groups have power when they are able to control the acts and minds of others (Van Dijk, 2001). This control then limits the freedom of actions of others whilst influencing their ways of thinking (Van Dijk, 1993). Critical to this study is Michel Foucault's theory on power. His theory challenges the relationship between power and language and how this power is used as a means of social control by societal institutions. The power of dominant groups, "may be integrated in laws, rules, norms, habits and even a quite general consensus, and thus take the form of what Gramsci called 'hegemony'"(Gramsci, 1971 cited in Van Dijk, 2001, p.5).

Van Dijk (1993) says that power is exercised by the dominant groups that have "privileged access to socially valued resources, such as education or knowledge" among others (Van Dijk, 1993, p.256). This is consistent with what Bakhtin (1981) cited in Giroux (1986) says about language: "Language is not a neutral medium that passes freely and easily into the private property of the speaker's intentions; it is populated—overpopulated—with the intentions of others" (p.195). Giroux (1986) therefore suggests that "discourse is both a medium and a product of power" (p. 195). Similarly, Bloor and Bloor (2007) view discourse as a "controlling force in society" with language being "used to persuade and manipulate both individuals and social groups" (p.1). Bloor and Bloor (2007) further contend that highly structured organisations in society hold most power and control through the use of language. This control can be perpetuated through school textbooks that are approved by government to be used in schools. The school textbooks used in South African classrooms are sanctioned and approved by the government. The government issues a catalogue with a list of prescribed textbooks that educators may choose from to use in their lessons. These textbooks are compliant with publishing rules and regulations laid out by the authorities.

Hegemony, as introduced earlier, is another concept that operates through language. The term hegemony stems from Marxist notions of society and was coined by Gramsci. Gramsci suggested that the ruling classes who control society also control its political and economic ideological institution (Gramsci, 1971). This means that there are "groups and individuals in

societies that try to keep language in discourse under control for the promotion of their political, social, economic, personal, religious and cultural ideologies" (Uphadyaya, 2010, p. 1). Within Gramsci's conception of hegemony, force is not always used to attain hegemony; where instead the ruling class tries to prove that their rule is what is desired of the people (Upadhyaya, 2010). In achieving this consensus, they use intellectuals that have credibility in society, some of whom belong to the marginalised groups, so as to advance their cause. Hegemony can therefore be seen as the process by which we learn to embrace and accept ideologies that are to our detriment and which work to support the interests of those in power (Brookfield, 2007). The term ideology refers to "a set of beliefs or attitudes shared by members of a particular social group" (Bloor and Bloor, 2007, p.5).

Critical discourse analysts are aware that discourse used by members of a group tends to be ideologically based and their ideological position can be hidden within this discourse in the manner in which it is portrayed (Bloor and Bloor, 2007). Discourses on marginalised groups of people manipulate discursive and representational strategies in the portrayal of those groups, whether negatively or positively, based on prejudicial ideology. In a critical discourse analysis by Upadhyaya (2010) of Policy Documents and Government Sponsored Textbooks in Nepal, the findings verify that language is turned, by those in power into "a tool for imposition, manipulation, and colonization [sic], mostly used by ideologues and politicians with the support of linguists and educationalists" (Shohamy, 2006, cited in Upadhyaya, 2010, p.1).

Similarly, the sample textbooks in this study may hold certain hidden ideological views or perspectives in the portrayal of disability. CDA thus allows me the researcher to uncover any "underlying philosophical assumptions, ideological commitments and implicit knowledge power dynamics" that may be evident in the textbooks (Fairclough & Wodak, 1997, p.357). Upadhyaya (2010) states that the language used in the textbooks that hold power and control appear innocuously democratic, yet they are covertly laden with hegemonic vested interests of those in power. In this regard, McGregor (2003) urges members of the profession to engage in CDA to question the voices of those in power to reveal hidden agendas that serve self-interest. Hegemony is therefore a practice of power which functions through language with people consenting to these power formations because the groups in power generating the discourse represent them as natural and acceptable (Van Dijk, 1993).

This 'naturalised' presentation of discourse can be seen in the form of the school curriculum. Apple (1992) argues that the curriculum is ruled by educational objectives that are consistent with the values of the elite groups or those in power. This concurs with what Tajima (2011) notes about schooling, namely that schooling in not neutral and contributes to the constructing, legitimising, and reproducing of ideologies and social inequalities in favour of people in power or dominant social groups. This is further supported by Van Dijk (1998), who contends that schools are ideological institutions that play an important role in the reproduction of dominant ideologies by the "enactment, reproduction and acquisition" of knowledge and skills (p.186). Similarly, Schubert (1989), cited in Ruškus and Pocevičienė (2006). views the curriculum as "conveying and interiorization [sic] of cultural values and relations of a society" (p.447). Textbooks can be seen in a similar manner, where the "representation of disability in textbooks shows not only what and how something is conveyed to students, but at the same time the meanings of disability introduced by the authors of textbooks in their turn shape behavioural models", and as applied in this case, with people who have disabilities (Ruškus and Pocevičienė, 2006, p. 447).

Textbooks are regarded as social constructors, while disability is seen as a concept that is socially constructed. In this light, McKinney (2005) views textbooks as an aid of social and cultural reproduction and a definition of social diversity (McKinney, 2005). In other words textbooks have the ability to produce or reproduce certain attitudes about people with disabilities such as negative stereotypes. Research shows that the representations of disability in textbooks mirrored representations of disability in the wider culture. In a study conducted by Nansy (2001), cited in Ruškus and Pocevičienė (2006), readers were directed towards a negative view of disability "through false dichotomies that universalize, totalize, make static and inferiorize [all sic]" (p.447). Furthermore, textbooks hold the worldviews and ideologies of the people in power or dominant social groups. Learners that engage in these textbooks are exposed to the discourses that reflect and naturalise these worldviews. They act as an officially sanctioned version of knowledge and culture and, consequently, have the power to foster judgmental perspectives (Marsden 2001). Mayr, (2008) supports this notion, noting that discourse has considerable control over the shaping of worldviews, and thus has power to foster particular kinds of identities to suit the agents own purposes (Mayr, 2008). The discourses found in textbooks which learners are frequently exposed to not only educate them, but also "subjugate and control them, and shape their consciousness" (Foucault, 1970; Janks, 2010).

It can therefore be seen that textbooks have institutionalised hegemonic power over both learners and teachers (Al-Jumiah, 2016). From this perspective it is of great importance to critically analyse the role that discourse and its agents play in the perpetuation and reproduction of sociocultural hegemony in textbooks, as opposed to having learners internalise those meanings as either normative or legitimate. The information found in textbooks could possibly embed aspects of power and hegemony that is not easily visible to the non-critical reader. CDA is thus used in the study to challenge and uncover the theoretical and ideological underpinnings present in the text that serve to mask power and hegemony in the presentations focused on disability in the textbooks (Tupper, 2008).

3.7 Data Generation Tools: Gee's (2005) models of CDA (Form- Function analysis and Language Context analysis)

There are many approaches to CDA. Huckin's model (1997) of framing and analysing texts as well as Fairclough's (2000) key functions of describing, interpreting, and explaining text and visual data are examples of approaches to CDA. Although in this study, two of Gee's models on discourse analysis, namely "form-function analysis" (Gee, 2005, p.53) and "language context analysis" (Gee, 2005, p.53) approaches to CDA will be adopted as the analytical framework of this study. Both Gee's (2005) models on discourse analysis, which I will be engaging in, relate directly to meanings of words and how "words have different specific meanings in different contexts of use" (Gee, 2005, p53). He also argues that words are "integrally linked to and vary across different social and cultural groups" (Gee, 2005, p53). The first type of Gee's (2005) model of analysis on discourse I will be discussing is "form-function analysis" (Gee, 2005, p.53). This involves the study of general correlations between 'form' (structure) and 'function' (meaning) in language (Gee, 2005, p54). The 'form' of language refers to either parts of speech (this could be for example nouns or verbs), types of phrases (includes for example noun phrases or verb phrases) or types of clauses (example independent or dependent clauses) (Gee, 2005). The 'form' of language chosen for analysis in the sample textbooks are parts of speech, specifically verbs.

The study focuses solely on verbs in the analysis of the 'form-function' (Gee, 2005, p.53) model as verbs are the central part of a sentence, which in turn become the most influential aspect of how a sentence can be understood (McDougall, 2008). In the analysis of discourse, the transitive nature of verbs is very powerful (Strauss & Feiz, 2013). Transitive verbs refer to those verbs that can take direct objects, as opposed to intransitive verbs that cannot take any objects at all. Depending on context, transitive verbs express "power, strength, agency,

will, intentionality and deliberateness" (Strauss & Feiz, 2013, p. 25). It is important to note the relation of these transitive verbs to the purpose of CDA in this study, which seeks to analyse language in the textbooks so as to critically to expose the working of power within the use of language, specifically verbs, in the sample textbooks.

The choice of analysing verbs in isolation was further influenced by active and passive verbs in language. When the verb is active, the subject of the verb is doing the action but when the verb is passive, the subject undergoes the action, rather than doing it. Gee (2005) refers to the use of passive verbs in a text as 'nominalisation', which results in an absence of agents of power in the text (p.53). According to Gee (2005), this is why government officials often deflect blame, for example, using the formulation 'Mistakes were made', rather than 'I made some mistakes'. Huckin (1997) views this as agent-deletion and agent passive construction, involves the author shining the spotlight on the victims, rather than those who are guilty of the crime. Fowler et al. (1979) demonstrated that using passive voice over active voice was ideologically charged.

Huckin (1997) also shows how the use of verbs can show agency in texts. When reading a text, it important to question, who is initiating the actions in the texts. These actions are expressed using verbs. He explains that many texts will construct description where certain persons are depicted as initiating actions, thus exerting power, while others are passive recipients of those actions.

 McGregor (2003) further discusses how modal verbs can convey a degree of certainty and authority when used in a text. Modal verbs set the tone for the text and are referred to as modality. Modal verbs exist in the form of 'may, might, could, will, can or must', introduce a tone of doubt or surety in the text. These verbs or phrases assert or deny the possibility, impossibility, contingency or necessity of aspects in the text, which subsequently influences the reader to understand the text in a particular way (McGregor, 2003). Looking at the function aspect of the "form and function" (Gee, 2005, p. 53) analysis tool, 'function' here refers to the different meanings a given 'form' can communicate in a phrase or sentence (Gee, 2005).
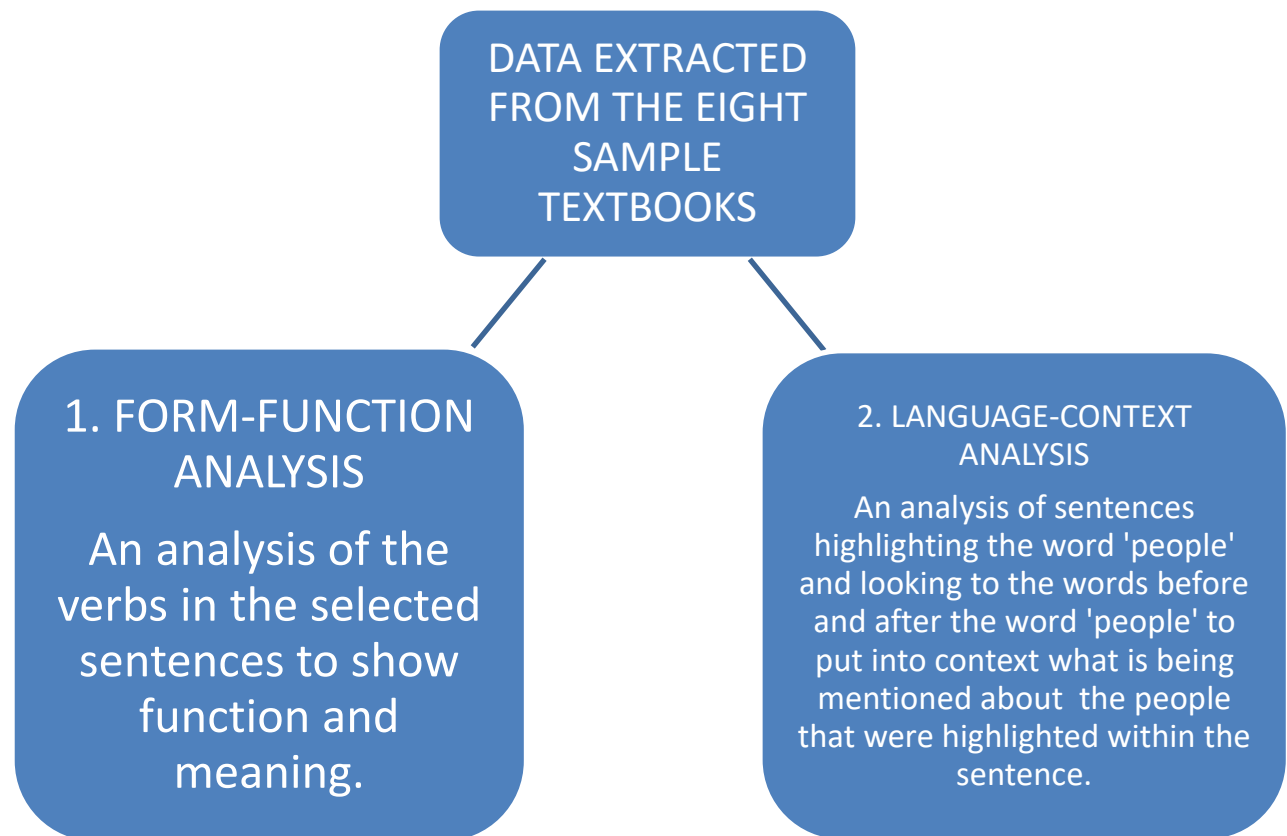
The second type of Gee's (2005) analysis of discourse, I will be using to analyse the texts is 'language-context analysis' (p.53) approach. Gee (2011) explains that context is an important term in discourse analysis. He defines context as including "the physical setting in which the communication takes place and everything in it; the bodies, eye gaze, gestures, and

movements of those present; what has previously been said and done by those involved in the communication; any shared knowledge those involved have, including shared cultural knowledge" (Gee, 2011, p. 78). In this regard, identifying the context in which language is used allows for a deeper analysis of texts, and therefore a deeper understanding of concepts. The 'language-context analysis' (Gee, 2005, p.53) tool is thus used in this study to gain a deeper analysis and understanding of the phenomenon of disability in the sample texts.

The 'language-context analysis' (Gee, 2005) model of analysing discourse focuses on factors that accompany the language used in a text. When using this approach to CDA, a few factors must be identified in the text (Gee, 2005, p57). The factors include "the material setting, the people present, and the language that comes before and after a given utterance, the social relationships of the people involved and their ethnic, gendered and sexual identities, as well as the cultural, historical and institutional factors" (Gee, 2005, p57). For purposes of the study I will focus on two aspects of Gee's (2005) model 'language context analysis' (p.53), namely the "people present, and the language that comes before and after a given utterance" (Gee, 2005, p. 57).

In order to investigate the way in which disability is portrayed in the eight sample textbooks, a three level analysis was conducted. For the initial analysis of the eight sample texts, McGregor's steps for using CDA were adhered to. The chapters encompassing disability from the eight textbooks were firstly read in a non-critical manner. The chapters were then re-read in a critical manner by questioning the information contained in them, and establishing whether they could have been formulated differently (McGregor, 2003). The next step of analysis involved framing the details into a coherent whole (McGregor, 2003). This was done in accordance with two of Gee's (2005) models of analysing texts using CDA. Whilst highlighting the words 'disability', 'disabled' , 'special needs' and 'inclusivity', an analysis using the first of Gee's (2005) CDA model named 'form-function analysis'(Gee, 2005, p.53) took place. With this model, I specifically looked at verbs and their function, or the meaning that the verb communicates (Gee, 2005, p57). Another similar analysis took place thereafter, highlighting the selected words from the text again, but this time, using Gee's second model of CDA, known as "language-context analysis" (Gee, 2005, p.53), which considers the people present in the text and the language that comes before and after the selected word 'people' in the text. Finally, sentences, phrases and words were analysed for language that contains 'power' and 'hegemonic' relations in order to explore the factors that influence how disability is portrayed in the sample Grade 10 Business Studies textbooks. Data was

collected, collated, and presented in a spread sheet that tabulated the findings that represent only the sections in the textbooks that relate to disability. The CDA protocol drawn up for this study is indicated below diagrammatically in Fig. 3.1.

DATA EXTRACTED FROM THE EIGHT SAMPLE TEXTBOOKS

1. FORM-FUNCTION ANALYSIS

An analysis of the verbs in the selected sentences to show function and meaning.

2. LANGUAGE-CONTEXT ANALYSIS

An analysis of sentences highlighting the word 'people' and looking to the words before and after the word 'people' to put into context what is being mentioned about the people that were highlighted within the sentence.

FIG 3.1 CDA protocol employed in study

3.8 Ethical Consideration/ Protocols

Research ethics refers to the application of moral rules and professional codes of conduct to the collection, analysis, reporting, and publication of information about research subjects, in particular active acceptance of subjects' right to privacy, confidentiality, and informed consent (Encyclopedia.com). This study is conducted on Grade 10 Business Studies textbooks, therefore the research subjects in this study are in itself textbooks. These textbooks are found in the public domain and are readily accessible to all. Furthermore all the ethical requirements requested by the university in fulfilment of this thesis were met.

3.9 Credibility and Trustworthiness

Credibility and trustworthiness is the criterion used to evaluate the quality of qualitative studies (Cope, 2014). Credibility refers to the "truth of the data" and the "interpretation and

representation of them by the researcher" (Polit & Beck, 2012 cited in Cope, 2014, p. 89) while trustworthiness poses the question of Can the findings be trusted?(Cope. 2014). In order to strengthen the credibility and trustworthiness within this study, the researcher engaged in the use of the above-mentioned spread sheet, that contains all data extracted and analysed during the study (see Appendix A). This allowed for a method to ensure that all sentences with the selected words were accounted for and were recorded accurately. According to Cope (2104), a crucial step to enhance credibility in qualitative research is member checking. Thus, a member check was conducted by my Master's supervisor and colleagues utilising CDA in their research. The spread sheets containing the data was checked by the supervisor and then cross-checked by my colleagues doing CDA against the sample textbooks used in this study. This contributed greatly to the credibility and trustworthiness of the data. Further to that, the chapters of this study were sent through to a web-based programme called 'Turnitin', which detects any plagiarism that may have been evident in the chapters of this study (see Appendix B). In doing so, trustworthiness was ensured in reporting the many scholars' work that was utilised and referenced in this study. Lastly, the service of a professional editor was employed to ensure that the correct use of the English language was practiced within the study (see Appendix C).

3.10 Chapter Summary

This chapter discussed the design and methodology for the study. The study is set within the interpretive paradigm, following a qualitative approach in order to gain an in depth understanding of how disability is portrayed in Grade 10 Business Studies textbooks. The study also draws on CDA as the conceptual framework which allows me the researcher to make connections between the use of language and power in the texts (McGregor, 2003). The analytical tools employed in the study are Gee's (2005) CDA method of analysing texts namely 'form-function' and 'language-context' analysis (Gee, 2005, p.53). The sampling was purposive with eight Grade 10 Business Studies textbooks being selected for data analysis. The issues of credibility and trustworthiness, together with ethical considerations were also discussed in this chapter.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1. Introduction

Chapter Three provided an outline of the research method and methodology. The study is qualitative in nature and forms part of the interpretive paradigm. The study further draws on critical theory as the theoretical framework to reveal any hidden ideological assumptions that may or may not be present in the texts related to concepts of power and hegemony. In this regard, CDA will be used as the analytical tool to critically analyse the sample texts. Data was found in all eight sample textbooks and is documented in Appendix A and Appendix B. Excerpts from the data retrieved from the eight Business Studies Grade 10 textbooks that were analysed using Gee's (2005) models of CDA namely "form-function analysis" (Gee, 2005, p.53) and "language-context analysis" (Gee, 2005, p.53) will be presented in this chapter. Furthermore, this chapter provides a detailed analysis of the data.

4.2. Analysing tools used in the study according to Gee (2005)

4.2.1. Form-function analysis

According to Gee (2005), 'form-function' correlations concern the general range of meanings that grammatical units can have. Gee (2005), explains that the 'form' refers to structural aspects of language (e.g. nouns, verbs), and the word 'function' refers to the sorts of meanings a form can communicate or show what purpose the form can accomplish. Therefore specific forms or structures in language are used as tools to carry out certain functions in expressing meaning or accomplishing certain purposes (Gee, 2005, p.54). The 'form' or parts of speech that I have selected to analyse in the textbooks for this study are verbs. Verbs have a direct influence on how sentences are understood. According to Machin and Mayr (2012), the use of verbs in a sentence encourages the reader to make particular interpretations of events that occur. In addition, the verbs that people choose to use also show the way they are represented as speaking. In this way, texts can be very revealing when we look closely at the words chosen to represent how someone has spoken (Machin and Mayr, 2012). Therefore, looking more closely at these verbs that authors have chosen to use in the textbooks reveals and represents how the authors speak. Form-function analysis (Gee, 2005, p.53) allows for the analysis of the verbs in the texts to give meaning and purpose to how disability is portrayed in the textbooks. This led to identifying themes that were evident across the eight sample textbooks. The theme that emerged will be discussed further on in this chapter.

4.2.2 Language-context analysis

Language-context analysis (Gee, 2005, p.53) is an analysis tool that is more 'specific to interactions' between language and context as the name suggests. The context here refers to a wide set of factors that accompany the language in use (Gee, 2005). These factors are, specifically, "the material setting, the people present (and what they know and believe), the language that comes before and after a given utterance, the social relationship of the people involved, and their ethnic, gendered, and sexual identities, as well as cultural, historical and institutional factors" (Gee, 2005, p. 53). This study uses the factor "people present and the language that comes before and after a given utterance" as a guide (Gee, 2005, p. 53). Sample textbooks were analysed using these aspects of Gee's (2005) "language-context analysis" (p. 53) tool.

4.3. Themes emerging from sample textbooks

4.3.1. Theme 1: Workplace discrimination

a) Form-function

The application of the form-function analysis tool to the sample texts shows that the concepts of 'disability' and 'people with disabilities' were linked with the verb *'discriminated'* (Book D, p.60, Book E, p.47 and Book G, p.101) in the texts. Verbs are words used to describe an action being carried out. Therefore the verb '*discriminated*' (Book D, p .60, Book E, p. 47 and Book G, p.101) is an action that is being carried out towards people with disabilities. This form of discrimination was not only restricted to people with disabilities in the texts. Previously disadvantaged groups such as people of colour and females were also associated with the verb '*discriminated*'. Discrimination amongst these groups was discussed in the context of the workplace in the texts. The following examples show how 'disability' and 'people with disabilities' are linked to the verb '*discriminated*' (Book D, p. 60, Book E, p. 47 and Book G, p.101). I will first identify the form (verb) and its function (purpose) in each extract to follow, with an explanation of the analysis.

Example 1

Extract from Book D, p. 60 with form-function analysis

People of colour, females and disabled persons were (passive verb) *discriminated* (verb) *against when positions of employment were* (passive verb) *filled*

In Example 1, the form (verb) is '*discriminated*' (Book D, p.60). The function (meaning/purpose) of this verb is to show unfair treatment to people. In addition, passive verbs '*were*' (Book D, p. 60) are identified within the extract.

Upon analysis of the extract, it can be seen that the passive verbs '*were*' (Book D, p. 60) are used twice therein. The use of passive verbs in texts is regarded as an 'agentless passive construction' (Huckin, 1997). Although the '*people of colour, females and people with disabilities*' are said to be discriminated against when employed, the extract does not mention who is responsible for carrying out the discrimination. Thus, the omission of the agents of power, in this case, the employers who are carrying out the discrimination amongst previously disadvantaged groups conveys agentless-ness within the extract (McGregor, 2003). In this manner, the reader's attention may be drawn to the victims of the discrimination and not on the parties guilty of committing the discrimination (Huckin, 1997). In addition, the words '*were*' (Book D, p. 60) are used in past tense form. This could have led the reader to further believe that this discrimination was a thing of the past, and does not occur in the present day, which may or may not be the reality.

Example 2

> Extract from Book E, p. 47 with form-function analysis
>
> *No person can be discriminated* (verb) *against on the grounds of race, culture, language, gender, marital status, pregnancy, ethnic or social origin, age, sexual orientation, religion, disability, family responsibility, political opinion, HIV status, and so on.*

In Example 2, the form (verb) is also '*discriminated*' (Book E, p.47). The function (meaning/purpose) of this verb is to show unfair treatment. The modal verb '*can*' (Book E, p.47) is also used in the above extract.

In this example, the use of the words 'No person can be discriminated against on the grounds of….disability' (Book E, p.47), creating a tone of impossibility within the extract with regards to people being discriminated against because of having a disability (McGregor, 2003). The use of certain modal verbs in the text can set the tone for the text also referred to as modality (McGregor, 2003). The use of the words "such as may, might, could, will, can, must, it seems to me, without a doubt, it's possible that, maybe, or probably" creates tones of doubt or surety within the text (McGregor, 2003, p.17). In this way a mood of "heavy-handed authority (don't challenge me) or deference which assert or deny the possibility,

impossibility, contingency, or necessity of something" can be created (McGregor, 2003, p.17). Therefore the use of the modal verb 'can' (Book E, p.47) in the extract, could have communicated heavy handed authority within the text possibly persuading the reader to understand the impossibility of a person being 'discriminated' (Book E, p. 47) against resulting from characteristics such as having a disability.

Example 3

Extract from Book G, p. 101 with form-function analysis
'*People can (*modal verb) *be discriminated* (verb) *against in the workplace because of a disability, health or other reasons'*

In Example 3, the form (verb) is once again '*discriminated*' (Book G, p.101). The function (meaning/purpose) of this verb is to show unfair treatment. The modal verb '*can*' (Book G, p.101) is further identified within the extract.

Analysis of this extract reveals that the grounds for discrimination in the workplace are '*disability, health or other reasons'* (Book G, p. 101). '*Disability, health*' (Book G, p.101) are being highlighted whilst '*other reasons'* (Book G. p.101) are minimised. In this way, the reader may assume that '*disability, health*' (Book G, p.101) are the leading causes for discrimination in the workplace, which may or may not be the case. Further to that, the use of the modal verb '*can*' (Book G, p.101) in the extract could generate a tone of the possibility in the text that could have produced a sense of authority, causing the reader to believe that people are discriminated against in the workplace only due to their '*disability and health'* (Book G, p.101).

b) Language-context
Using the 'language-context tool' (Gee, 2005, p.53) to analyse texts for the word 'people' (Gee, 2005, p.53) and other groups mentioned, together with the words that come before and after the word 'people' (Gee, 2005, p.53), there was an apparent theme of discrimination against people with disabilities, people of colour, and females within the texts. This discrimination was also found in the context of the workplace. Below are a few examples to show how this form of discrimination manifested itself in the text. I will firstly identify the 'people' (Gee, 2005, p.53) mentioned in the extracts and then discuss what is being said about them, followed by an explanation of the analysis.

Example 1

Extract from Book G, p.102 with language context analysis

Inclusivity should aim to:

- *redress imbalances of the past*
- *address gender discrimination*
- *prevent unfair discrimination and discrimination against people with disabilities* (people)
- *provide greater opportunities for women* (people) *in the workplace*
- *ensure that the demographics of the country are represented in the workplace.*

Example 1 shows '*people with disabilities*' and '*women*' (Book G, p.102) as the '*people*' (Gee, 2005, p.53) mentioned in the above extract.

With regards to '*people with disabilities*' (Book G, p.102), Example 1 shows how they are connected to the concept of discrimination. In saying that '*Inclusivity should aim to prevent discrimination against people with disabilities*' (Book G, p.102) presupposes that '*people with disabilities*' (Book G, 102) are a group discriminated against (McGregor, 2003). In this regard, the reader may be drawn to the prevention of '*discrimination against people with disabilities*' (Book, G, p.102) that is being spoken about in the text, rather than the actual discrimination that is being carried out against people with disabilities. In relation to the '*women*' in Book G, p.102, the extract mentions that '*Inclusivity should aim to provide greater opportunities for women in the workplace*' which presupposes that women were previously not awarded ample opportunities in the workplace (McGregor, 2003). This contributes to the presentation of women discriminated against in the workplace.

4.3.2 Theme 2: Exclusion

a) Form-function
Example 1

Extract from Book C, p. 87 with language context analysis

Businesses can (modal verb) *improve* (verb) *inclusivity in the workplace in a variety of ways.*

• Gender – Inclusivity has increased (verb) in many workplaces by including (verb) women in leadership positions and decision making.

• (Dis)ability- People with disabilities are still not fully absorbed (verb)into the job market

---

The first sentence contains two verbs '*can*' and '*improve*' (Book C, p.87). By the use of the modal verb '*can*' (Book C, p.87), there is a tone of certainty with regards to businesses improving inclusivity. A degree of authority is thus conveyed in this example, possibly resulting in the reader believing that a variety of ways improves inclusivity in businesses yet only two ways of improving inclusivity is provided to the reader in this extract.

In the second sentence regarding gender, there are two verbs present, the first form/verb is the word '*increased*' (Book C, p. 87) and its function (meaning/purpose) here is to denote that inclusion in the workplace is being practiced more now than it was before. The second form/verb is '*including*' (Book C, p.87), where again, the function (meaning/purpose) is to show inclusion to all groups of people. In analysing this sentence, it says that '*Inclusivity has increased in the workplace*' (Book C, p.87), yet the increase was only restricted to '*women*' (Book C, p.87) in the above extract. Women have now been included in leadership and decision making positions in the workplace; this presupposes that previously women were excluded from these senior positions (McGregor, 2003). In this regard, the reader may be influenced to view men as being superior to women and better suited for leadership roles in the workplace. In addition, the reader may equate the concept of an increase in inclusivity in the work setting, to an increase in only women in the job market. Further to that, an increase in only women in leadership roles places emphasis on the idea that while there is a concerted effort to put woman in key roles in the workplace, groups such as those with disabilities are being overlooked for these significant roles. Prominence is thus given to women as a previously disadvantaged group in the workplace, whilst other previously marginalised groups such as people with disabilities may not recognised as being worthy of being in leadership positions. Hence, the reader may be influenced to believe that increasing inclusivity in the workplace means that only considering groups of women to fulfil leadership roles whilst excluding other minorities. The use of the verb '*including*' in the sentence, but only taking women into account for key roles and functions in the business shows a contrast to the form and function of this sentence. In addition, the extract uses the words '*many workplaces*' (Book C, p.87) that have included women, yet no clarity is given in terms of the organisations responsible for this inclusion. This again may possibly be very misleading to the reader, as not much information has been provided regarding the '*many workplaces*' (Book C, p.87) in which women have undertaken leadership and decision making positions.

In the third sentence, the form/verb in this extract is the word '*absorbed*' (Book C, p.87), giving the function (meaning/purpose) of being taken in by the job market. The above extract shows that people with disabilities are not being employed in the job market. The words '*fully absorbed*' (Book C, p.87) in the above extract could refer to people with disabilities not reaching the capacity allocated for them in the job market, implying the exclusion of people with disabilities in the world of work. The use of the word '*still*' (Book C, p.87) presupposes the issue of people with disabilities not being employed was an existing issue, which persists today (McGregor, 2003). The above extract shows a distinct exclusion of people with disabilities from the job market.

Example 2

Extract from Book E, p. 46 with form- function analysis
' *Gender equality is* (verb) *essential to inclusivity'*

The form (verb) in Example 2 is the word '*is*' (Book E, p. 46) and its function in this extract expresses existence.

The use of the verb '*is*' in Book E, could have created a tone of certainty, where there is emphasis placed on the idea that only gender equality is an imperative part of inclusivity. Further to that, there is an omission/exclusion in the extract of other disadvantaged groups such as people with disabilities that are not recognised as an essential component of inclusivity (McGregor, 2003). Gender equality is seen to be given prominence under the banner of inclusivity, whereas people with disabilities and other previously disadvantaged groups are given the backseat. The word '*is*' (Book E, p.46) in the extract thus conveys a tone of authority in the text which may have led the reader to understand that gender equality is seen as the only component of inclusivity.

b) Language- Context
Example 1

Extract from Book D, p.61 with language context analysis
People with disabilities (people) fill *0, 9% of positions in the total labour force.*
People with disabilities (people) *only occupy 0, 25% of jobs as civil servants compared to the government's target of 2%.*

In the above example, the group of people mentioned are '*people with disabilities*' (Book D, p.61).

In the extract, '*People with disabilities only occupy 0,25% of jobs*', the word '*only*' may lead the reader to interpret the participation of people with disabilities in the labour market as minimal. This shows that whilst government is allowing for 2% of the disabled population to be employed as civil servants, this quota is not being filled, leaving 0,75% or three-quarter of the quota incomplete. In this regard, people with disabilities may or may not be viewed in a laid back manner where the system is seen as providing ample work opportunities for people with disabilities yet people with disabilities could possibly be seen as not participating in the opportunities that government has presented to them. In addition, it is not stated why people with disabilities are being excluded from the labour force. Hence, omission of important information regarding the challenges people with disabilities face in obtaining work is prevalent in this extract. At times, authors omit information from texts assuming the reader will not notice its absence and hence, is not given the opportunity to scrutinise and question the information if it was introduced in the text (McGregor, 2003).

Example 2

Extract from Book G, p.102 with language-context analysis

Inclusivity *refers to including people (*people*) who otherwise might be excluded or* ***marginalised*** *because of disability, race, gender, class or sexuality.*

In this example, the word '*people*' (Book G, p.102) is mentioned. The people in question are those that are excluded and marginalised due to a disability, race, gender, class, or sexuality.

Upon analysis of the words before and after the mention of '*people*' (Book G, p.102) using the 'language-analysis tool' (Gee, 2005, p.53), it can be seen that the definition of inclusivity provided is based on the inclusion of groups who are said to be '*otherwise excluded*' (Book G, p.102). One of the groups of people excluded is people with a disability. Thus, emphasis is placed on the exclusion of people on the basis of a having a disability. The disability of a person is highlighted, while their abilities, competency, and capability levels of performing the task are minimised. This exclusion of people with disabilities due to their disability is associated to the medical model/deficit model of disability (McEwan and Butler, 2007). The

presentation of disability in this manner could possibly mislead the reader to view people with a disability in a negative light.

4.3.3 Theme 3 – Legislation

a) Form- function

There were numerous indications in the text that the process of inclusion was initiated and is driven by Government. There is legislation put in place to mandate the practice of inclusion of previously disadvantaged groups, mainly in terms of the workplace. Below are some examples that show laws that put in place for previously disadvantaged groups, with people with disabilities being one of those disadvantaged groups.

Example 1

Extract from Book A, p.77, with form-function analysis

'*Now there is legislation that prevents* (verb) *these exclusionary policies and instead encourages* (verb) *inclusivity.*'

Example 2

Extract from Book A, p.77, with form-function analysis

'*Employment equity and affirmative action are strategies for creating* (verb) *an inclusive workforce, supported by the Employment Equity Act*.'

Example 3

Extract from Book C, p. 57, with form-function analysis

'*The Promotion of Equity and Prevention of Unfair Discrimination Act 2000 was designed to prohibit* (verb) *direct and indirect discrimination on the grounds of age, gender, race, sexual orientation, disabilities and HIV/Aids.*'

Example 4

Extract from Book E, p. 46-47, with form-function analysis

'*The Broad-Based Black Economic Empowerment (BBBEE) Act promotes* (verb) *inclusivity by providing* (verb) *for the even distribution* (verb) *of business wealth and **assets** among the different racial groups in South Africa.'*

Example 5

Extract from Book G, p.102, with form-function analysis

'*Current legislation aimed at improving* (verb) *inclusivity includes the Skills Development Act, Employment Equity Act, Broad-Based Black Economic Empowerment Act and the clause on affirmative action in the Constitution*.'

Example 6

Extract from Book H, p.93, with form-function analysis

'*This act says* (verb) *that the employees of an organisation must* (modal verb) *reflect* (verb) *the wider community in terms of race, gender and disabilities*.'

In the above examples 1 to 6, the form/verbs chosen to be used within the sentences reveals that legislation and policy are viewed as actively initiating actions which are presented by the verbs '*prevents'(*Book A, p.77)*,'creating'(*Book A, p.77)*, 'prohibit'(*Book C, p. 57)*, 'promotes'*(Book E, p.46-47)*, 'improving'*(Book G, p.102*) and 'says'*(Book H, p.93) in the sentences. When actions are initiated in this manner, in the case of the extract, by the law, we refer to this as agency (Huckin, 1997). Initiating these actions on the part of the law depicts an exertion of power while those who are recipients of these actions are passive agents. It can thus be seen from the above examples that the law exerts power on businesses that are recipients of these actions and can therefore be regarded as passive agents (Huckin, 1997). Furthermore, the verbs used in the extract above such as '*prevents*'(Book A, p.77), '*prohibit*'(Book C, p.57), '*promotes*' (Book E, p.46-47) exhibits power and authority in the

text, because it is those who are in power and control that can only carry the acts of preventing, prohibiting and promoting (Machin and Mayr, 2012).

Example 7

> Extract from Book D, p.60 with form-function analysis
>
> '*This must* (verb), *however , be seen* (verb) *against the background of government requirements of affirmative action and the correction of imbalances in the employment of females and people with disabilities in the past*'

The forms (verbs) found in Example 7 are '*must*' and '*seen*', where the function of 'must' as explained in Example 1 above is to express 'an obligation' and '*seen*' means 'to view something'.

The forms (verbs) found in Example 7 are '*must*' and '*seen*', where the function of '*must*' is to express 'an obligation' and '*seen*' means is the past tense of viewing something. In this extract, the use of the modal verb '*must*' (Book D, p.60) could possibly relay a sense of heavy handed authority within the text, which may have caused the reader to see the necessity for inclusivity to only be seen in terms of '*government requirements of affirmative action and in the correction of imbalances in the employment of females and people with disabilities in the past*' (Book D, p.60). Furthermore, '*females and people with disabilities*' are the only groups recognised as previously disadvantaged in terms of employment in the extract. This is regarded as a presupposition which begs the question 'why haven't other previously disadvantaged groups been accounted for in this extract?' (McGregor, 2003).

b) Language- Context
Example 1

> Extract from Book D, p. 61 with language-context analysis
>
> *The Minister of Labour* (people*) emphasised that disabled people* (people*) could contribute to the economy.*

In Example 1, the groups of people mentioned are the '*Minister of Labour*' (Book D, p.61) and '*disabled people*' (Book D, p.61).

When looking at this sentence in Example 1, a register of legitimacy could be conveyed in the extract. The register refers to questioning whether the words in the text ring true or not (McGregor, 2003). By using selective voices in the text, the reader can sometimes be manipulated into believing that 'certain points of view are more correct, legitimate, reliable, and significant' (McGregor, 2003, p.17). Therefore in this example, the reader may be persuaded to believe the words depicted in the text as legitimate as it is coming from a prominent individual, '*The Minister of Labour*' (Book D, p. 61). In addition, the use of the modal verb '*could*' in the extract; introduces a tone of doubt in the text with regards to people with disabilities contributing to the economy. Thus, the reader may be manipulated into doubting the ability of people with disabilities' to contribute to the economy even more so because it is being said from the point of view of '*The Minister of Labour*' (Book D, p. 61).

Example 2

Extract from Book E, p. 47 with language context analysis

This act promotes inclusivity by protecting people (people) *from discrimination in the workplace.*

The '*people*' (Book E, p.47) that are being referred to in Example 2, are the people that face discrimination at work.

In analysing this extract, the act set out by government is said to be *'promoting inclusivity'* (Book E, p.47) and *'protecting people'* (Book E, p.47) that face discrimination in the workplace. This presupposes that people who face discrimination in the workplace are weak and in need of protection (McGregor, 2003). The law instated by the government is magnified whilst the agenda of people facing discrimination at work is minimised. In this regard, the reader may view the portrayal of the law as a hero that '*promotes*' and *'protects*' (Book E, p.47), while people that are discriminated may be viewed as helpless beings. Furthermore, power relations between law makers and people who are discriminated against in the workplace because it is only those in power who can '*promote*' and '*protect*' (Machin and Mayr, 2012).

Example 3

Extract from Book E, p. 47 with language context analysis

Approximately 13 million people (people) *receive social grants, such as old age pensions, disability, foster care and child support grants.*

The '*people*' (Book E, p.47) mentioned in this extract are people that receive social grants, old age pension, disability, foster care, and child support grants.

The use of the word '*Approximately*' (Book E, p. 47) reveals that the exact figure for people receiving these grants is unknown. Moreover, only a total amount for social grants is provided. A breakdown for this total is omitted where the reader is unable to view how many people in the different categories, including people with disabilities are receiving this grant. All the groups of people mentioned in the extract namely the old age, people with disabilities, foster children, and children receiving child support grants are reflected in one total, presupposing that they are seen in the same light (McGregor, 2003). This could be a way of minimising each group's value, identity and plight, whilst bringing to light the generous and supportive nature of the system in handing out these grants (Apple, 1992).

4.3.4 Theme 4- Implications of inclusivity for businesses

a) Form-function
Example 1

Extract from Book A, p.77 with form-function analysis

Businesses must (modal verb) *be inclusive and allow* (verb) *for individual differences*

In Example 1, there is a modal verb present in the extract which introduces a tone of surety and authority within the texts (McGregor, 2003). The use of the modal verb '*must*' (Book A, p.77) may present a tone of heavy handed authority within the text, possibly persuading the reader to view the necessity of businesses being inclusive and allowing for individual difference in the workplace.

Example 2

> Extract from Book E, p.47 with form-function analysis
>
> *'Each business must* (modal verb) *have an equity plan that includes (verb) how affirmative action will* (modal verb) *be implemented (verb) and the period by which the business will be fully inclusive*.'

In Example 2, modal verbs are used once again. The use of the modal verb '*must*' and '*will*' (Book E, p.47) in the above extract may have introduced a tone of surety and a mood of heavy handed authority within the text (McGregor, 2003). This depiction could possibly have led the reader to believe the necessity of businesses having an equity plan based on the implementation of affirmative action and the certainty of this plan being implemented within a specific period. Furthermore the use of the modal verb *'will'* in '*businesses will be fully inclusive'* (Book E, p.47) may influence the reader to view the certainty that businesses are fully inclusive organisations.

b) Language- Context
Example 1

> Extract from Book H, p.92 with form-function analysis
>
> *'An inclusive organisation will treat people* (people) *who have the same skills and abilities equally when it comes to opportunities'*

In the above example, the language-context tool highlights the '*people*' that are employed in an organisation '*who have the same skills and abilities'* (Book H, p. 92).
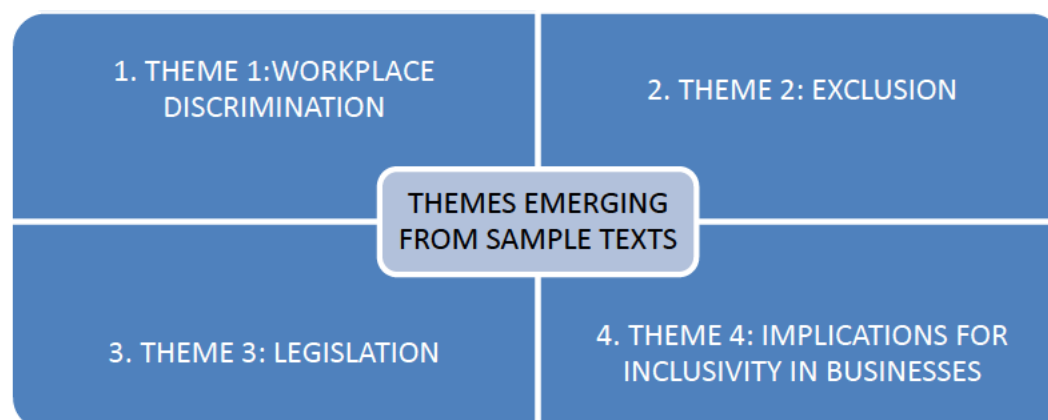
In the above example, 'the language-context tool' (Gee, 2005, p.53) highlights the '*people*' that are employed in an organisation '*who have the same skills and abilities'* (Book H, p.92). The extract above views people with the same skills and abilities as being treated equally within the organisation. The use of the modal verb '*will*' (Book H, p.92) may introduce a tone of heavy handed authority within the text (McGregor, 2003). This could convey a sense of certainty where the reader may be persuaded into understanding that all businesses treat people with the same qualifications, skills and abilities equally in the workplace which may or may not hold true in reality.

4.4 Analysis of data

At the beginning of this chapter, the data obtained from the eight Grade 10 Business Studies sample textbooks named Book A, B, C, D, E, F, G, H were analysed and presented through two of Gee's (2005) models of CDA, namely 'form-function analysis' (Gee, 2005, p.53) and 'language-context analysis'. Analysis of the data revealed various themes with this section providing an extensive discussion on the themes that were identified. Using these themes, the research questions of this study will be answered. In Chapter One the purpose of the study was explicitly stated, which was to understand how disability is portrayed in Grade 10 Business Studies textbooks in South Africa. The research questions that emanated from this purpose are as follows:

1.   What is the interpretation of disability in Grade 10 Business Studies textbooks?

2.   How the interpretation of disability is portrayed in Grade 10 Business Studies textbooks?

4.4.1 Summary of themes that emerged from data in Chapter Four:

1. THEME 1:WORKPLACE DISCRIMINATION	2. THEME 2: EXCLUSION
	THEMES EMERGING FROM SAMPLE TEXTS	
3. THEME 3: LEGISLATION	4. THEME 4: IMPLICATIONS FOR INCLUSIVITY IN BUSINESSES

Fig 4.1. The four themes that emerged from sample texts using form-function and language- context analysis

4.4.2 Theme 1 – Workplace discrimination

a) Form- Function
Discrimination is a theme that is evident in the texts, specifically disability discrimination. This form of discrimination was seen to be prevalent in the workplace. Whilst analysing verbs using 'form-function analysis tool' (Gee, 2005, p.53), the sample texts communicated two opposing tones formed in relation to discrimination against people with disabilities in the

workplace. The function of the modal verb '*can*' denotes possibility or impossibility. By using the verb '*can*' in the sentence, '*No person can be discriminated against*' (Book E, p.47), a tone of impossibility may or may not have been given to the reader, whilst when saying '*People can be discriminated against*' (Book G, p.101), this may or may not convey a tone of possibility to the reader. We thereby see that in one instance the reader may be influenced to see the possibility that people are discriminated against in the workplace due to their disability and in the other instance the reader is shown the apparent impossibility of people with disabilities being discriminated against. Although there is contrasting messages conveyed in Book E and Book G, literature shows that people with disabilities still face discrimination in the workplace because of having a disability. There have been claims that despite the increased sensitivity of disability discrimination in South Africa, work applicants and employees find themselves victim to employment discrimination on account of their disability (Marumoagae, 2012, Maja. et al, 2011).

Literature on the discourse of people with disabilities in the workplace reveals that people with disabilities experience numerous barriers to employment, such as discrimination in the workplace, stereotypes, prejudice and stigma due to their disability (Ruhindwa, Randall, Cartmel, 2016). The various challenges and obstacles faced by people with disabilities in the work setting does not arise from their disability but rather from the way they are perceived in society (Ibekwe and Aduma, 2019). In South Africa, a meagre 1.8% of people with disabilities are estimated to be employed in the labour force (Maja.et al, 2011). One of the leading reasons for this is documented as employers' ignorance based on people with disabilities potential at work (Marumoagae, 2012, Maja et al, 2011). Studies show people with disabilities continue to be discriminated against and marginalised in the world of work owing to employers unjustified perceptions of them (Marumoage, 2012, p.347). People with disabilities are often stereotyped as being unemployable (Majola and Dunpath, 2016) and when employed they are seen as inferior to their non-disabled counterparts. Additionally, studies have shown that employers are concerned about costs associated with having people with a disability as employees, in the form of increased medical expenses, or worsening medical conditions, and costs of accommodations for people with disabilities.

Research suggests that the negative perceptions of people with disabilities arise from a lack of knowledge and awareness of disabilities by employers and work colleagues (Maja et al., 2011). Research indicates these attitudes influence the prejudiced treatment of people with a disability at their workplaces by employers and peers. This treatment subsequently prevents

people with disabilities from fulfilling their goals, and limits them from having access to every aspect of life as people with disabilities can be productive in most jobs given the appropriate accommodations and conditions (Philippe et al., 2015). In response to disability discrimination in the workplace, employers should avoid any bias during the employment process and base their decisions purely on work related criteria when hiring employees (McKinney and Swartz, 2019, p.5).

These studies presented above show the misconceptions and negative stereotypes that people with disabilities face in the workplace. They also provide an indication to the continued discrimination against people with a disability in the workplace that was prevalent in the sample texts. Thus, it can be seen that the text portrays people with disabilities with negative images in the workplace due to their disability. In this regard, the reader could have perceived that people with disabilities are incompetent in the workplace, cost more to employ, due their health conditions and require costly accommodations in the workplace than a person without a disability.

Further analysis of the verbs in the texts unveiled the deletion of agency on the theme of employment discrimination in the workplace. Book D states, '*People of colour, females, and disabled persons were discriminated against when positions of employment were filled*' (Book D, p.60). This shows a passive voice is formed with tenses of the auxiliary verb 'to be', followed by the past participle of the main verb. In the example above, there are two sets of passive verbs used, '*were*' followed by the past participle of the main verbs which are '*discriminated*' and '*filled*', respectively. The choice to use passive voice instead of active voice is ideologically charged, as it deletes the agents from the text (Billig, 2008). This is regarded as nominalisation, shifting focus from the agent to the victim (Gee, 1997). In this manner, there is a spotlight placed on the discrimination against people of colour, females and disabled people with regards to employment, leaving in shadow those who may be carrying out the discrimination towards these groups of people.

b) Language-Context

Analysis of the text using the 'language-context' (Gee, 2005, p.53) tool generated the theme of workplace and employment discrimination towards previously disadvantaged groups in South Africa. Whilst directing attention to the people in the text viewing them in the context of the workplace, discrimination was evident towards people of colour, females, and people with disabilities.

A person being discriminated as a result of their disability was again conspicuous in Book G, p.101 which stated, '*People can be discriminated against in the workplace because of a disability, health or other reasons'*. In terms of the 'language-context analysis' (Gee, 2005, p.53) tool, the people are linked to discrimination in the workplace because of their '*disability*' and their '*health*' (Book G, p.101). '*Other reasons*' (Book G, p.101) are not specified within this phrase, as these reasons could possibly have not been seen as critical enough to mention in comparison to the impact of discrimination in the workplace in response to a person's '*disability or health*' (Book G, p.101). It can thus be seen that a person's '*disability or health*' (Book G, p.101) is placed at the forefront for calling on discrimination in the workplace. A conclusion can be further deduced that the reader is subsequently left to understand '*other reasons*' (Book G, p.101) at their own discretion.

From this extract, it can be seen that emphasis is placed on the person's disability as a barrier for people with disabilities to gain employment. As mentioned above, literature supports the view that people with disabilities are discriminated against because of their disability in the workplace. Research showed this discrimination is derived from the conceptualisation of disability using the medical model, where emphasis is placed on a person's disability or medical condition in spite of their personhood (Dirth and Branscombe, 2017). Defining disability using the medical model, lays the foundation for disability prejudice (Dirth and Branscombe, 2017). This model invites continuous perpetuation of discrimination and marginalisation because the person may have difficulty being on par with a non-disabled person in doing everyday tasks (Bunbury, 2019). To eradicate disability discrimination in the workplace, employing people with disabilities should fall in line with the social model of disability rather than the medical model as the social model shifts focus from a person's disability to their abilities (McKinney and Swartz, 2019).

Upon further analysis of the texts, the issue of gender discrimination in the workplace was evident in Book C, p.87 which declares '*Inclusivity has increased in many workplaces by including women in leadership positions and decision making*'. By mentioning that there has been an increase in women in senior positions in the workplace presupposes that there were only a few women in these positions prior to this. Despite the text stating an increase in women in leadership roles in the workplace, research shows that women still face a huge task of overcoming male dominance in being employed in senior positions in the workplace (Hlebela and Mpehle, 2020). A study which aimed at identifying impediments in the promotion of women to management positions in the South African public service with

specific reference to the Mpumalanga Office of the Premiere, indicates that even though women meet the necessary qualifications, skills and experience and are ready and willing to take on managerial positions, that cultural prejudice towards women serves as a barrier (Hlebela and Mpehle, 2020). Further research revealed that despite policies and laws that support the advancement of women in the work setting, a lack of implementation of these laws perpetuates the marginalisation of women in the workplace. To counteract this form of discrimination in the workplace, the government needs to ensure that implementation of legislation does take place. In addition those in management positions need to act against anyone failing to adhere to empowerment policies and holding them accountable (Hlebela and Mpehle, 2020, p.1577). Taking the above literature into account, it may be possible for the reader to question the increase in women occupying leadership and decision making positions in the workplace that was said in the text.

Further analysis of discrimination in the workplace revealed that discrimination based on disability and gender was reinforced, together with the added dimension of discrimination against people of colour in the workplace. Research shows that the world of work in South Africa is characterised by an appalling system of discrimination against people of colour, women, and people with disabilities (Naidoo and Kongolo, 2004). Legislature in the form of *Employment Act No. 55*, implemented in 1998, was put in place to promote equal opportunities and fair treatment to all in the workplace by eliminating unfair discrimination as well as to implement affirmative action measures to redress disadvantages in employment to groups that were subjected to innumerable forms of discrimination and bias in the past such as women of colour (Naidoo and Kongolo, 2004). In spite of a firm commitment by the South African government, studies reveal that workplaces have not delivered on the racial and gender equality project based on the democratic values of the country (Jaga, Arabandi, Bagraim and Mdlongwa, 2017). Research also showed that many barriers still exist to full workforce participation for people with disabilities (Cramm et al, 2012). Additionally using the verb '*were*' (past tense) in the sentence, the text gives an impression to the reader, that discrimination against people with disabilities, people of colour and women has been combatted and does not exist currently in the workplace, yet research shows its prevalence.

4.4.3 Theme 2 – Exclusion
In the analysis of the sample texts using the "form-function tool" (Gee, 2005, p. 53), verbs were used to disclose underlying assumptions in the text. The theme of exclusion was conspicuous. Literature supports this notion that people with disabilities have historically

been faced with exclusion in the form of social, economic, political and cultural exclusion (Kitchin, 1998, Barnes, 2012, Temple and Kelaher, Cramm et al, 2012, Mashau and Mangoedi, 2015, Ngubane-Mokiwa, 2016, Johannsmeier, 2007). People with disabilities in South Africa have been subjected to exclusionary practices during the apartheid era which still persist today (Mitra, 2008, Black and Matos-Ala, 2016).

a) Form-Function

Exclusion of persons with disabilities is a form of discrimination and a violation of their human rights (Temple and Kelaher, 2018). Research indicates various causes for the exclusion of people with disabilities in society. Studies have shown that the manner in which disability is conceptualised and constructed contributes to this exclusion. The oldest model of disability arises from a theological perspective, where disability is seen as an act of God (Retief and Letšosa, 2018). In this model, the person with the disability is regarded as being punished by God for a sin they may have committed (Retief and Letšosa, 2018). Similarly in South Africa, the Zulu society considers the birth of a child with a disability as a punishment from the Ancestors and a curse from God (Ngubane-Mokiwa, 2018). A study conducted in Kwa-Zulu Natal in light of the exclusion faced by people with disabilities in the Zulu community indicated that people with disabilities are excluded from community activities on account of their disability (Ngubane-Mokiwa, 2018). Further to that, marrying a person with a disability was frowned upon because they are a stigmatised group (Ngubane-Mokiwa, 2018). Research further suggested the construction of disability via the medical model is another contributing factor to the exclusion of people with disabilities. This model internalises the disability in which functional limitations are seen within the person arising from their medical condition (Heyer, 2007, Dirth and Branscombe, 2017). The construction of disability via this model has inculcated in society a notion that people with disabilities are defective and inferior to those without disabilities (Bickenbach, 1993 cited in Dirth and Branscombe, 2017). The focus of people with disabilities in this manner lays the foundation for exclusion and prejudicial treatment (Dirth and Branscombe, 2017).

In terms of the labour market, research suggests that people with disabilities facing exclusion can be seen as early as the industrial revolution. The Marxist approach viewed people with disabilities as a hindrance to the progress of capital accumulation (Kitchin, 1998, Barnes, 2012, Bunbury, 2019). People with disabilities that were not as productive as their 'able-bodied' or 'normal' counterparts were excluded from the production process (Kitchin, 1998, p.343). This conception of 'able-bodied' or 'normal people' triggers discriminatory practices

against those who fall into the category of 'disabled' by 'healthy' others (Bunburry, 2019, p.36). Studies have shown that 'normal people' struggle to accept disabled individuals fully in society and therefore exclusion comes into play with the need to keep people with disabilities segregated from normal participation (Bunburry, 2019, p.36). From this perspective, the reader may view underlying power relations between able-bodied people and disabled people within the text. This power is introduced as procedures of exclusion towards people with disabilities (Knudsen, 2006). Although the concept of inclusivity aims to include the people with disabilities in all dimensions, imbedded in the texts are explicit forms of exclusion with which people with disabilities are confronted. The discourse formed in the textbooks is then seen as that of exclusion rather than inclusion of people with disabilities.

b) Language- Context
Similarly through the use of the "language-context tool" (Gee, 2005, p.53), the theme of exclusion emerged in viewing people with disabilities as a group that are still faced with exclusion from society (Mitra, 2008, Black and Matos-Ala, 2016). As discussed above, literature supports this portrayal of people with disabilities as being excluded from all facets of society. Research further showed that the exclusion faced by people with disabilities is caused by the way in which society is organised (Johannsmeier, 2007). Society creates physical and attitudinal barriers for people with disabilities to participate in education, the labour market, and developmental processes (Kitchin, 1998, Johannsmeier, 2007, Cramm et al, 2012). This notion of exclusion is synonymous with the social model of disability, which shifts focus away from the person or their diagnosis to locating the source of limitation factors in the persons' environment and social sphere (Dirth and Branscombe, 2017). Disability is then viewed as a social issue, with social inclusion relying on the removal of environmental, attitudinal and cultural barriers.

4.4.4 Theme 3 – Legislation
A finding from analysis of the samples textbooks disclosed the theme of legislature and policy that was established in South Africa in response to the discrimination faced by previously disadvantaged groups in the workplace in order to promote inclusivity. People with disabilities are situated within these disadvantaged groups. In the texts, the authors draw on these various laws and policies to show how they are used to curb discrimination and inequalities that exist within society and in the workplace.

a) Form-Function

The theme of legislature appeared several times in the textbooks. Analysis of the verbs using the "form-function tool" (Gee, 2005, p.53) tool led to the revelation of the agency between 'legislation' and 'businesses' embedded in the sample texts. Emphasis is placed on legislation as agents of eradicating inequalities in the workplace in terms of employing people with disabilities. Legislation and policy are viewed as actively initiating actions, which are presented by the verbs '*prevents, creating, designed, prohibit, promotes, improving*' in the sentence. Initiating these actions shows an exertion of power to businesses, while being passive agents and recipients of these actions (Huckin, 1997). In this regard, policy makers are seen in prominence to that of businesses, which correlates with claims that textbooks represent the ideas and interests of state-represented policy makers (Apple, 1992).

In addition, by the use of the modal verb '*must*' in the following instances '*This must, however, be seen against the background of government requirements*' (Book D, p.60) and in '*This act says that the employees of an organisation must*' (Book H, p.93) conveys the use of an authoritative tone in the texts showing the necessity of promoting inclusivity only as per legislation (McGregor, 2003). In relation to these extracts, research shows that textbooks are materials that reflect, construct, and reproduce certain worldview's including the author's belief (Apple 1991 and Engelbrecht 2006). The choice of words used by authors in texts can be seen to influence the minds of their readers having the ability to manipulate the reader to understand the text in a certain perspective of the author, publisher or those who hold these worldviews and beliefs (McGregor 2003, Apple, 1992). To this end, research has shown that "there are groups and individuals in societies that try to keep language in discourse under control for the promotion of their political, social, economic, personal, religious and cultural ideologies perpetuated through government sponsored textbooks" Upadhyaya (2010, p.1960).

b) Language-context

The theme of legislature exposed a hidden agenda on the part of the system whilst using the "language-context analysis" (Gee, 2005, p.53) tool. With regards to the construction of this sentence '*The Minister of Labour emphasized that disabled people could contribute to the economy*' (Book D, p.60), a register of legitimacy could be conveyed to the reader. The register refers to questioning whether the words in the text ring true or not (McGregor, 2003). By using selective voices in the text, the reader can sometimes be manipulated into believing that "certain points of view are more correct, legitimate, reliable, and significant" (McGregor, 2003, p.17). Therefore in this example, the reader may be persuaded to believe the words

depicted in the text as legitimate as it is coming from a prominent individual, '*The Minister of Labour*' (Book D, p. 61). Additionally, in relation to the construction of this sentence, '*The Minister of Labour*' (Book D, p.60) is used as the subject in this sentence. In language, when constructing a sentence, the subject is regarded as the main focus of a sentence, subsequently becomes the centre of attention (Gee, 2005). Huckin (1997) further explains that in the texts, when certain persons are depicted as initiating actions they are exerting power, others that receive those actions are regarded as passive. This is known as an agent- patient relation (Huckin, 1997). By the Minister of Labour being placed in the subject, the sentence focuses on the agency of the Minister of Labour who is initiating the action of '*emphasizing*' (form/verb) disabled peoples contribution to the economy. Since disabled peoples' contribution to the economy is seen from the point of view of the Minister of Labour, there is emphasis placed on the possibility of people with disabilities contributing to the economy, which can be seen as a form of economic propaganda. The Minister of Labour is thus highlighted and seen in prominence, exerting power over people with disabilities (Huckin, 1997, McGregor, 2003). In this regard, research has indicated that people with disabilities have experienced much powerlessness in society (Ndlovu, 2016). This can be seen from their exclusion from amenities and privileges in the past (Ndlovu, 2016).

In addition, the use of the modal verb '*could*' in the extract; may or may not have introduced a tone of doubt in the text with regards to people with disabilities contributing to the economy (McGregor, 2003). Thus, the reader may be manipulated into doubting the ability of people with disabilities' to contribute to the economy even more so because it is being said from the point of view of '*The Minister of Labour*' (Book D, p. 61). Research indicates that the words of those in power are taken as 'self-evident' truths and therefore influences the reader to take this information as legitimate (McGregor, 2003, p 17).

People in the context of the workplace are also seen as being '*protected*' (Book E, p.47) by legislation in the workplace as it '*prohibits*' (Book C, p.87) discrimination. Even though there is legislation put in place to protect people from discrimination, research still shows that discrimination in the workplace continues many years after these laws were implemented. The formulation and adoption of policy has been recorded as excellent within the literature, it is the implementation of policy that remains a challenge for people with Disabilities in South Africa (Dube, 2005, Maja et al. 2011). From this perspective, legislation guiding the employment of people with disabilities is seen as a barrier to employing people with disabilities in spite of protecting them (Maja et.al, 2009). Further research reveals that

enactment of legislations and policies to ensure an inclusive society in South Africa for the accommodation of people with disabilities, has failed in allowing people with disabilities to move freely within society (McKinney and Amosun, 2020).

In addition, policies that attempt to remedy issues of inequality regarding people with disabilities, sometimes perpetuates attitudes that reinforce rather than combat discrimination (Bunburry, 2019). This can be seen in the significant decline in the employment and labour force participation of persons with disabilities in South Africa over the 1998 through 2006 period partly to the initiation of the Government Disability Grant program (Mitra, 2008). Literature on the discourse of people with disabilities receiving welfare reveals that they "are made to feel inferior to those in paid work through political and media discourses that challenge their worthiness to receive benefits, their trustworthiness as to their level of disability and the burden their disability places on the economy" (Darcy et al 2017, p.1242). Thus, in light of the literature presented the depiction of legislation on disability discrimination as being a form of protection to people with disabilities as presented in the text can therefore be contested.

4.4.5 Theme 4 – Implications for inclusivity in businesses
The theme of implications for inclusivity in businesses was consistent throughout the textbooks. These findings reveal that it is imperative that business organisations become places where inclusivity thrives and diversity is encouraged.

a) Form- Function
Book A says, '*Businesses must'* (Book A, p.77), and Book E says '*Each business must*' (Book E, p.47). As discussed earlier, the words used by authors in texts have the power to control and influence the way in which the text is read and understood by the reader (McGregor, 2003). By the use of the modal verbs '*must*' in Book A and Book E, the authors could have created a tone of heavy handed authority, possibly showing the necessity of businesses in adhering to legislation when enforcing inclusivity in the workplace (McGregor, 2003). In relation to the power dynamics within the extracts, studies have shown that the constructions around language look simply straightforward yet covertly, these texts are laden with the interests of those in power (Upadhyaya, 2010, p.1960).

b) Language-context
The text presented people in the workplace to be given equal opportunities based on their qualifications, skills and abilities. Businesses are said to be places where people are treated

equally. Book H, says '*An inclusive organisation will treat people who have the same skills and abilities equally when it comes to opportunities*'. By the use of the word '*will*' (Book H, p.92), creates a tone of authority where the reader may or may not be persuaded into understanding the certainty of people with the same qualifications, skills and abilities being treated equally in the workplace. However the literature regarding the equal treatment of people with disabilities in the workplace shows a contrast to what the extract is saying. Persons with disabilities are seen as an underemployed group of the workforce in terms of employment and participation in the labour market (Vornholt, 2017). Literature records the underemployment of this group in the workforce as a result from the discrimination they are faced with. Discourse on disability discrimination in the workplace discloses that employers are hesitant to employ people with disabilities even when their qualifications are identical to those applicants without disabilities (Schur et al, 2016). This is because employers are concerned about costs associated with having people with a disability as employees, in the form of increased medical expenses, or worsening medical conditions, and costs of accommodations for people with disabilities. Research further records instances in which people with disabilities were deemed the best applicant for the job but they were excluded because of assumptions regarding the cost of accommodation for the person with the disability to the organisation (Darcy et al. 2016). In addition, people with disabilities that find employment, studies reveal that they encounter gaps in pay and under employment (Schur et al, 2016, Beegle and Stock, 2003). Thus, the treatment of persons with disabilities in the workplace cannot be seen as equal to their peers as suggested in Book H, p.92. Despite the reader possibly being influenced to view all people in the work environment as being treated equally, literature on the discourse of people with disabilities in the workplace suggests otherwise.

4.5 Chapter Summary

This chapter offered a presentation of the data retrieved from the eight Grade 10 Business Studies textbooks. Four themes emerged from the texts namely 1. Workplace discrimination, 2. Exclusion, 3. Legislation and 4. Implications of inclusivity for businesses. Gee's (2005) CDA tools, 'form-function analysis and language-context analysis' (Gee, 2005, p.53) were used to analyse texts. Additionally, this chapter provided a thematic discussion of the data retrieved. The discussion was centred on the theoretical framework outlined in Chapter one and Chapter two of this study. The next chapter gives a recap of the study which encompasses concluding remarks and recommendation for further research.

CHAPTER FIVE: FINDINGS, RECOMMENDATIONS FOR FUTURE TRAJECTORIES AND CONCLUSIONS

5.1 Introduction

The previous chapter presented the data and analysis of data obtained from the eight Grade 10 Business Studies sample textbooks. The current chapter provides an overview of the preceding chapters together with comments to conclude the study. This is followed by limitations of the study and recommendations for further research and studies on the topic.

5.2 Overview of the study

This study consists of six chapters. A summary of the first five chapters will be given below.

Chapter 1 introduces the study and discusses the background and purpose of the study. The chapter begins with a discussion on the importance and role of textbooks in education followed by its ability to pass on societal values to learners. A link is then made between the use of language and its contribution to the construction of concepts such as disability. This is followed by a discussion on the two main models around which disability is conceptualised. This is the medical and social models of disability. In South Africa, the social model of disability is embraced. People with disabilities in South Africa were caught in the political struggle, discriminated against and excluded from all facets of society during the apartheid regime (Majola and Dhunpath, 2016). Post-apartheid, legislation was headed by the democratic government to include learners and employees with disabilities in schools and workplaces, respectively (Dube, 2005).In focusing mainly on the exclusion of persons with disabilities from dimensions of education and the economy, a discussion on inclusive education is outlined together with inclusivity in the workplace. The concept of inclusivity is a topic that is covered in the Grade 10 Business Studies syllabus in schools in South Africa. Within this topic, minorities such as people with disabilities are discussed. The textbook is a crucial educational resource used in the Business Studies classroom in South African schools. As vital as they may be, the knowledge conveyed in the textbook cannot be viewed as neutral (Apple and Christian-Smith, 1991). Apple (1992) explains that textbooks communicate the knowledge, values, and ideas that influential institutions in society expect learners to know and embrace. In this context, the present study set out to understand the phenomenon of disability as it is portrayed in Grade 10 Business Studies textbooks. Furthermore, the study uses CDA as a conceptual framework to reveal any hidden messages the texts convey and to

find out the interests being served by the stakeholders involved if any. The chapter concludes with an outline of all the chapters to follow.

Chapter 2 reviews the literature for the study, conferring with disability. Literature consulted on people with disabilities in South Africa, revealed that they are a group that is historically seen as being discriminated against and excluded from society (Swartz and Watermeyer, 2006). Current research shows that persons with disabilities still encounter discrimination and exclusion in the South African society (Maja et al., 2011). Therefore literature influencing the discrimination against and exclusion of people with disabilities was presented in this chapter. The chapter begins with a discussion on disability discrimination in terms of 'negative stereotypes' and 'exclusion' followed by a review on the discourse of disability discrimination in the workplace. The literature frequently describes disability discrimination as a result of 'negative attitudes' and 'lack of knowledge and awareness' about people with disabilities (Maja et al., 2011). The exclusion of people with disabilities in society as discussed by Oliver (1999) dates back to the Marxist approach and "is rooted in the economic and social structures of capitalism" (p.1), where the reason people with disabilities are economically and socially excluded is because they are viewed as unproductive in the process of capital accumulation (Kitchin, 1998). Another theme consistent within the discourse of disability is that there is a close relation to poverty and disability (Naami, 2015). It is reported that the majority of people living with disability are from households with lowest income-earning (Lekganyane et al. 2019. The economic exclusion of persons with disability further contributes to the vicious cycle of poverty that they are faced with and find difficult to escape (Ibekwe and Aduma, 2019). In terms of disability discrimination in the workplace, the literature supports the notion that people with disabilities are discriminated when being employed and in the work setting due to their disability (Marumoagae, 2012). A variety of literature views negative mind sets, attitudes and stereotyping by employers and employees as major barriers for people with disabilities in the South African labour market (Cramm et al., 2012). Legislation enacted by the democratic government was also examined in terms of laws put in place to facilitate inclusion of people with disabilities in society and laws to eradicate discrimination against people with disabilities in society, especially in the workplace. Within the discourse of legislation relating to disability, the implementation of these policies has been widely criticised, with research showing that people with disabilities still face exclusion decades after legislation was implemented in South Africa (Black and Matos-Ala, 2016).Additionally, this literature review is grounded in textbook research. An in-

depth account of the use of textbooks in the classroom is addressed together with textbooks being socio-cultural agents of formal and hidden curricula (Apple & Christian-Smith, 1991). The information found in textbooks is not neutral and can be manipulated to suit any political, economic or cultural agenda of that of the authors and publishers (Foster, 2011). To conclude this chapter, empirical studies conducted on disability in textbooks were discussed. Findings from the previous research conducted on the portrayal of disability in textbooks revealed that people with disabilities are associated with negative stereotypes (Rosenau, 2000; Ruskus and Poceviciene, 2006; Smith, 2006; Palaestra, 2007 and Yildiz et. al, 2013), are underrepresented in textbooks (Taub and Fanflik, 2000; Hardin and Preston, 2001; Drakeford et al, 2005; Johnson, 2006; Hodkinson, 2007; Johnson and Nieto, 2007; Goldstein, Siegel and Seaman, 2009; Reid-Cunningham and Fleming, 2009; Smeltzer et al, 2010, Sleeter and Grant, 2011, Lee, 2011, Powers and Haller, 2017; Hodkinson et al, 2018; Mengi, 2019 and Abu-Hamour et al, 2019) and excluded and regarded as being invisible (Knudsen, 2006; Hardin and Hardin, 2004; McKinney, 2005; Cheng and Beigi, 2010; Tabaos-Pais and Rey-Cao, 2012; Adonis, 2015 and Bernabé-Villodre and Martínez-Bello,2018).

Chapter 3 focuses on the research design and methodology of the study. This study is based on a qualitative approach from the interpretive paradigm. The study further draws on tenets of critical theory as the conceptual framework of the study. Critical theory is a critique of ideology associated with challenging power structures in society that dominate and oppress people (Granter, 2019). Therefore, within this study, critical theory directs focus to the socio-political structures within society that contribute to the oppression of people with disabilities with the intention to emancipate these individuals from these oppressive structures. Critical theory is thus used in the present study to analyse the Business Studies textbooks for competing power interests between people with disabilities and society. Critical discourse analysis was the chosen analytical framework of this study. CDA concerns itself with power and inequalities in language. It is a field that is associated with studying and analysing written texts to reveal power, dominance, inequality and bias in society (Van Dijk, 1997). Two of Gee's (2005) CDA models were applied to eight Grade 10 Business Studies textbooks in order to conduct a critical analysis of the sample texts in relation to the depiction of disability. The two analysis models used to analyse the texts are form-function analysis (Gee, 2005, p.53) and language-context analysis (Gee, 2005, p.53). These CDA tools were thus used in this study to uncover the "relationships of dominance, discrimination, power and control as manifested in language" in relation to disability in the sample textbooks (Wodak

1995, p. 204). The research sample, ethical considerations, credibility, and trustworthiness as well the limitations of the study were also discussed in this chapter.

Chapter 4 presented the findings obtained from the eight Grade 10 Business Studies sample textbooks. Each text was analysed independently using two of Gee's (2005) CDA analytical tools namely form-function analysis (Gee, 2005, p.53) and language-context analysis (Gee, 2005, p.53). Form-function analysis (Gee, 2005, p.53) involves the study of general correlations between 'form' (structure) and 'function' (meaning) in language (Gee, 2005, p54). The 'form' I chose to analyse in the sample texts were verbs. The reason verbs were chosen is because they are the central part of a sentence and in turn become the most influential aspect of how a sentence can be understood (McDougall, 2008). The 'language-context analysis' (Gee, 2005) model on analysing discourse focuses on factors that accompany the language used in a text. When using this approach to CDA, a few factors must be identified in the text (Gee, 2005, p57). For purposes of the study, I focused on analysing the "people present, and the language that comes before and after a given utterance" (Gee, 2005, p57). Identifying the context in which language is used allowed for a deeper analysis of texts and therefore a deeper understanding of the concept of disability. Gee's (2005) CDA models were used in the study to reveal any structures of power and hegemony that may have been hidden within the texts (Van Dijk, 1997). There were four distinct themes emerging from the texts, which were workplace discrimination, exclusion, legislation, and implications for inclusivity in businesses. Chapter 4 further gives an interpretation of the themes that emerged from the data. An extensive discussion takes place relating the themes to the literature reflected in Chapter To. The findings of the study were discussed according to the following themes: Workplace discrimination among previously disadvantaged groups such as people of colour, women and people with disabilities where people with disabilities are seen as constantly discriminated against because of their disability when being employed and in the work setting. Exclusion of people with disabilities from the labour market due to stereotypic notions of the disabled being incapable and incompetent as well as due to the added cost of making appropriate accommodations for them at work. Legislation enacted to facilitate the inclusion of people with disabilities into society and the workplace as well as legislation directed at the eradication of discrimination against people with disabilities is seen as being unsuccessful due to a lack of proper implementation. Hidden within the texts were also power relations that were uncovered between implementers of legislation and people with disabilities, with the implementers of legislation exerting power and control over the

disabled. Implications for inclusivity in businesses reveal underlying authoritative tones on the part of the state when addressing businesses with regards to practicing inclusivity in the business.

Overall, the findings show that people with disabilities still face discrimination and exclusion despite legislation implemented to promote their inclusivity in society and the workplace (Maja et.al, 2011, Marumoagae, 2012, Black and Matos-Ala, 2016). The concept of disability is still associated with negative perceptions and stereotypes (Nelissen, 2015). Further results reveal that businesses are highlighted and given prominence as opposed to people with disabilities who are minimised in the work setting. The system is also seen as superior and exerting its authority on people with disabilities. These findings are consistent with the themes that emerged from the literature consulted for the study in Chapter two.

5.3 Concluding comments

This study set out to interpret how disability is portrayed in Grade 10 Business Studies textbooks in South Africa. In fulfilling the goals of this study, the contribution and support of Critical theory and Critical Discourse Analysis was indispensable. Engaging with these frameworks has enlightened me as to the ways in which inequalities in society manifested itself within the texts specifically regarding people with disabilities. I was awakened to the notion that there are selected groups in society who exercise power and control, dominating and oppressing people with disabilities (Van Dijk, 1999). This power and control is often accepted by the oppressed groups as is it presented to them in a 'natural' manner, such as the knowledge found in textbooks (Van Dijk, 1998). This presentation of discourse that has control over people's minds and actions, and with which the oppressed comply, reflects Gramsci's 'hegemony' (Van Dijk, 1998). Prior to conducting this research study, I was oblivious to the subtleties found in the language used in texts that concealed relations of power and hegemony within them. CDA provided the tools to analyse the language in the sample texts to reveal these power and hegemonic structures within the texts disclosing the inequalities that they possess (McGregor, 2003)

As an educator of Business Studies and utilising the textbook as a primary teaching resource tool in the classroom, CDA has changed my perspective on the importance of the use of textbooks in the classroom. This study has shed a light on the manner in which textbooks are used as important socialising agents that convey hidden messages to learners on how social relations in society are organised (Taboas-Pais and Rey-Cao, 2012). Textbooks are also seen

to reflect, produce, and reproduce the worldviews of certain groups in society (Apple, 1992). They further contribute to the formation and maintenance of social identities within the texts (Hodkinson, 2007, Upadhyaya, 2010). In terms of the current study, the social identity of people with disabilities was portrayed in a negative stereotypical manner. In this regard, the information in textbooks cannot be viewed as neutral as it can be manipulated to serve the political and economic agendas of authors, publishers, and the system. Textbook authors are urged to write in a sensitive manner that does not reproduce, perpetuate, and reinforce negative societal attitudes towards people with disabilities but rather give educators and learners material that view people with disabilities in a positive light, where they are seen as an empowered group of individuals (Hodkinson, 2007).

In conclusion, this study contributes to the current body of literature on textbook analysis conducted on the phenomenon of disability; more specifically in Grade 10 Business Studies textbooks, in the context of South Africa. The study is valuable for educators and learners to question the information found in textbooks rather than to accept the knowledge found in them as legitimate, while being passive recipients of the information found in them. Educators are requested to challenge the stereotypes and distortions found in textbooks in order to eliminate these biases from the content in curricular materials. A further recommendation is made to educators to use a variety of support materials together with textbooks in the classroom in the hope of providing learners with a in-depth understanding of concepts.

5.4 Limitations

- In discussion of the limitations of the study, the first aspect is that of the sample size. Only eight textbooks were selected for this study, although there are a total of 14 Grade 10 Business Studies textbooks that are fully compliant with CAPS that other schools in the country are using, as shown in the tabulated list of textbooks above.
- Another limitation is that of the language of the textbooks that are chosen for this study. In the list of prescribed textbooks for Business Studies Grade 10, the prescribed textbooks are available in English and Afrikaans, but I have chosen to use textbooks written in English for this study.
- The textbooks that were analysed were limited to Grade 10, which is only one of the three grades in the FET band.

- I have also chosen two out of three of Gee's models of CDA in relation to meaning to analyse the textbooks and from those two models I have selected only certain aspects of the models with which to conduct my analysis.

- In taking consideration of the limitations of the study, it can be noted that the results of this study may not be generalised to other Business Studies textbooks in the other grades in South Africa.

5.5 Recommendations for further research

Further research can be conducted in the following fields:-

1. The FET band comprises of three grades, Grade 10, 11 and 12. Since the current study only reviews Grade 10 Business Studies textbooks, the researcher recommends similar research to be conducted on the interpretation of disability in Grade 11 and 12 Business Studies textbooks to gain a deeper understanding on the phenomenon of disability and its presentation within these textbooks.

2. The portrayal of disability is recommended to be conducted on other school textbooks at Grade 10 level. This can include subjects such as Accounting, Economics, English, Geography, History, Life Orientation, Life Sciences, Maths, Physical Sciences, and other subjects taught in the FET band to see I similar biases are present within the texts.

3. The researcher recommends a study of this nature on the interpretation of disability in textbooks be conducted using other CDA methodologies. This study featured only two of Gee's (2005) CDA models of analysing texts namely 'form-function and language context analysis' (Gee, 2005, p.53). Other CDA methodologies, such as Huckin's model (1997) of framing and analysing texts as well as Fairclough's (2000) key functions of describing, interpreting and explaining text and visual data. could allow for a deeper analysis into the portrayal of disability within the textbooks.

4. For the current study, only the eight Grade 10 Business Studies textbooks written in the English language were selected for analysis. A recommendation is made for a study to be conducted on disability using the six remaining textbooks written in the language of Afrikaans to further strengthen the results of this study.

5. According to the textbook catalogue from which sample texts for the current study were drawn, the prescribed textbooks for Business Studies Grade 10 each come with a corresponding teachers guide. An analysis into the teacher's guides to interpret the manner in

which disability is portrayed is recommended so as to determine whether similar results were yielded.

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APPENDIX A: EXTRACTIONS FROM TEXTBOOKS A to H WITH FORM-FUNCTION ANALYSIS

BOOK A: ENJOY BUSINESS STUDIES GRADE 10

AUTHORS: J. BANTJES, A DRIVER AND J. COHEN

WORDS: DISABILITY/IES, DISABLED, SPECIAL NEEDS, INCLUSIVE/ INCLUSIVITY

PAGE NUMBER	CONTENTS FROM BOOK A ENJOY BUSINESS STUDIES GRADE 10 Form and function analysis- Form refers to parts of speech (eg. verbs)
75	Inclusivity (FOUND IN DIGRAM, IN THE UNIT OVERVIEW)
77	They include (verb) the Old Age Grant, the Child Support Grant and the Disability Grant.
77	**Inclusivity** (Title in bold)
77	Inclusivity means valuing the differences between people and consciously encouraging (verb) diversity.
77	South Africa has a history of discrimination and exclusion- the opposite of inclusivity.
77	Now there is legislation that prevents (verb) these exclusionary policies and instead encourages (verb) inclusivity.
77	Our current culture of democracy and justice ensures (verb) that business organisations strive to achieve (verb) inclusivity and promote (verb) equal opportunities for everyone.
77	Businesses must be inclusive and allow (verb) for individual differences
77	Employment equity and affirmative action are strategies for creating (verb) an inclusive workforce, supported by the Employment Equity Act.
78	However, businesses that take a proactive approach to inclusivity and diversity are likely to benefit (verb) from the range of different perspectives that different employees bring (verb) to the workplace, which can help (verb) to facilitate creativity and innovation.

AUTHORS: A. DICKS

WORDS: DISABILITY/IES, DISABLED, SPECIAL NEEDS, INCLUSIVE/ INCLUSIVITY

PAGE NUMBER	CONTENTS FROM BOOK B FAST TRACK BUSINESS STUDIES GRADE 10 Form and function analysis- Form refers to parts of speech (eg. verbs)
73	**1.2 Inclusivity**
73	Inclusivity means that no one should (verb) be discriminated (verb) against.
73	The aim of inclusivity is to redress (verb) the imbalances of the past.
73	In an effort to create (verb) an inclusive workforce, the following policies and Acts have (verb) been implemented.
73	Inclusivity influences business operations in the following ways: • Businesses had (verb) to (and are still in the process of adapting) their policies to comply (verb) with legislation that promotes (verb) inclusivity • Business enterprises that do not comply (verb) with legislation promoting inclusivity face fines and will (verb) not be considered for government contracts.

BOOK C: FOCUS BUSINESS STUDIES GRADE 10

AUTHORS: M.BOUNDS, R. MALLGEE, W. MAYHEW AND L. VAN DEVENTER

WORDS: DISABILITY/IES, DISABLED, SPECIAL NEEDS, INCLUSIVE/ INCLUSIVITY

PAGE NUMBER	CONTENTS FROM BOOK C FOCUS BUSINESS STUDIES GRADE 10 Form and function analysis- Form refers to parts of speech (eg. verbs)
83	This term, you will learn (verb) about contemporary socio-economic issues such as inequality and poverty, inclusivity, unemployment, political disturbances, violence, crime, gambling, piracy and HIV/Aids.
87	**Unit 2 : Inclusivity** (heading bold)
87	**2.1 What is inclusivity?** (heading in bold)
87	The term **'inclusivity'** means to include (verb) a wide variety of people and not make anyone feel as though they are left out.
87	Inclusivity is important for any business wanting to develop (verb) a multi-national culture.
87	**2.2 Aim of inclusivity** (heading in bold)
87	The aim of inclusivity is to give (verb) equal opportunity in the workplace to all people with the necessary qualifications, skills and experience, who are willing (verb) and able (verb) to work.
87	The Promotion of Equity and Prevention of Unfair Discrimination Act 2000 was designed to prohibit (verb) direct and indirect **discrimination** on the grounds of age, gender, race, sexual orientation, disabilities and HIV/Aids
87	**2.3 Encouraging inclusivity in the workplace**
87	Businesses can improve (verb) inclusivity in the workplace in a variety of ways.
87	• Gender – Inclusivity has increased in many workplaces by including (verb) women in leadership positions and decision making.
87	• (Dis)ability- People with disabilities are still not fully absorbed (verb) into the job market
87	**Activity 2 : Make inclusivity happen**

87	• What is the main purpose of inclusivity? (in a block on the side of the page, under key questions for unit 2)
87	• What are the main areas of inclusivity in the workplace? (in a block on the side of the page, under key questions for unit 2)
87	**inclusivity** – to include (verb) a wide range of different people and not make anyone feel left out. (in a block on the side of the page, under key words)
87	**discrimination-** to judge (verb) and deny (verb) rights and privileges to someone based on features which they can't control, such as race, culture, gender or a disability or illness.
87	Diversity and Inclusivity in the workplace (image of people in wheelchairs working in an office behind computers captioned in bold)
87	Unit 2: Inclusivity (Footnote bottom of page)

BOOK D: OBE BUSINESS STUDIES GRADE 10

AUTHORS: NICOLA KIRBY AND LINDI MSIBI

WORDS: DISABILITY/IES, DISABLED, SPECIAL NEEDS, INCLUSIVE/ INCLUSIVITY

PAGE NUMBER	CONTENTS FROM BOOK D OBE BUSINESS STUDIES GRADE 10 Form and function analysis- Form refers to parts of speech (eg. verbs)
60	2.5.7 INCLUSIVITY
60	2.5.7.1 WHAT IS INCLUSIVITY?
60	Inclusivity as a socio economic issue refers (verb) to non-discrimination of people employed in the workplace.
60	This must, however, be seen (verb) against the background of government requirements of affirmative action and the correction of imbalances in the employment of females and people with disabilities in the past.
60	2.5.7.2 WHAT IS THE AIM OF INCLUSIVITY?
	The aim of inclusivity is to put (verb) right the wrongdoings under apartheid in the economic community.
60	People of colour, females and disabled persons were discriminated (verb) against when positions of employment were filled.
61	2.5.7.3 AN INCLUSIVE WORKFORCE
61	The government published (verb) a draft code of good practice in relation to disability in the workplace.
61	The Minister of Labour emphasised (verb) that disabled people could contribute to the economy.
61	People with disabilities fill (verb) 0, 9% of positions in the total labour force.
61	People with disabilities only occupy (verb) 0, 25% of jobs as civil servants compared (verb) to the government's target of 2%.
61	See if you can get an update of the latest statistics on inclusivity in the workplace in South Africa.
61	Looking at the future of an inclusive workforce, the managing director of Old Mutual South Africa said that empowerment could become a key driver

	of sustainable growth and social transformation in our country (Pretoria News Business Report, 26 August 2003: 18).
61	**ACTIVITY 27** *Inclusivity in the workplace*
61	See if you can write a paragraph in your own words to explain the concept of inclusivity in the workplace.
62	(a) Do you think SA moves in the right direction with inclusivity?
62	(c) Do you think that inclusivity contributes to improving the human rights of the previously disadvantaged persons?
62	(d) Do you think businesses in your community meet the requirements for inclusivity regarding black workers and black managers, women and disabled workers?
62	**ACTIVITY 28** *Researching inclusivity in the workplace in your community*
62	Find out from them how inclusivity is applied in the workplace.
62	Refer to the ratio of white employees to employees of colour, the ratio of men to women, affirmative action in management positions (the ratio of whites to blacks/coloureds/Indians in management positions as well as men to women), the employment of workers or management staff with disabilities and the provision of facilities and special equipment for the disabled.

BOOK E: OXFORD SUCCESSFUL BUSINESS STUDIES GRADE 10

AUTHORS: W.BOOYSEN, S.KING

WORDS: DISABILITY/IES, DISABLED, SPECIAL NEEDS, INCLUSIVE/
INCLUSIVITY

PAGE NUMBER	CONTENTS FROM BOOK E
	OXFORD SUCCESSFUL BUSINESS STUDIES: GRADE 10
	General Analysis
	Form and function analysis- Form refers to parts of speech (eg. verbs)
46	**Inclusivity, inequality and poverty** (Title in bold)
46	**Inclusivity** (Title in bold)
46	Inclusivity means that each person is valued (verb) regardless of their status, position, type of work or level of management.
46	Inclusivity aims to achieve (verb) the following:
46	An inclusivity policy should be part of a business' vision.
46	The physical environment must allow (verb) workers with disabilities to move (verb) about easily and safely.
46	Gender equality is (verb) essential to inclusivity.
46	Legislation exists to make (verb) sure that there is inclusivity in the workplace.
46-47	The Broad-Based Black Economic Empowerment (BBBEE) Act promotes (verb) inclusivity by providing (verb) for the even distribution (verb) of business wealth and **assets** among the different racial groups in South Africa.
47	This act promotes (verb) inclusivity by protecting (verb) people from **discrimination** in the workplace.
47	No person can be discriminated (verb) against on the grounds of race, culture, language, gender, marital status, pregnancy, ethnic or social origin, age, sexual orientation, religion, disability, family responsibility, political opinion, HIV status, and so on.
47	Each business must (Modal verb) have an equity plan that includes (verb) how **affirmative action** will be implemented (verb) and the period by which the business will be fully inclusive.
47	Inclusivity in the workplace (underneath a picture)
49	Approximately 13 million people receive (verb) social grants, such as old age pensions, disability, foster care and child support grants.
49	Activity 1 Write (verb) a report on inclusivity and inequality (heading)
49	Write (verb) a report of 400 words advising (verb) Bigfoot shoes on the importance and benefits of inclusivity in the workplace.
49	Suggest three ways to improve (verb) inclusivity in their factory and indicate (verb) the impact of inequality in the business.

49	Structure your report well and include (verb) the following subheadings: Introduction; Importance and benefits of inclusivity; Improving (verb) inclusivity in the workplace; Impact of inequality; Conclusion.
49	CASE STUDY Inclusivity in the workplace (heading)
49	Bigfoot Shoes is a factory situated in KwaZulu- Natal with 100 workers, including five disabled workers.

PAGE NUMBER	CONTENTS OF BOOK F PLATINUM BUSINESS STUDIES Form and function analysis- Form refers to parts of speech (eg. verbs)
103	**UNIT 2** Inclusivity and the skills levy (Over view of chapter)
110	**Unit 2 Inclusivity and the skills levy** (heading, bold, bigger font)
110	Examples of these policies are inclusivity as a way of redressing (verb) the inequalities of the past, and the skills levy as a way of increasing (verb) the level of skills in the country.
110	What is inclusivity?
110	Inclusivity comes from the word 'include' (verb) and means giving (verb) everyone an equal opportunity.
110	It means not discriminating (verb) against anyone on the basis of race, gender, disabilities, age, sexual orientation, HIV or AIDS.
110	Inclusivity aims to ensure (verb) that businesses follow employment practices that are fair.
110	In South Africa, because of our **diversity** and our history, inclusivity becomes (verb) more complicated.
110	Businesses are beginning to recognise that once they put a good inclusivity policy in place and educate their staff about accepting diversity, they can use the diversity to become more competitive.
110	**Unit 2** Inclusivity and the skills levy (footnote at the bottom of the page)
111	**inclusivity –** not excluding (verb) any section of society or any individual

BOOK G: SOLUTIONS FOR ALL- BUSINESS STUDIES – LEARNERS BOOK GRADE 10

AUTHORS: J. BRIGHT, U. MULLER AND R.VENTER

WORDS: DISABILITY/IES, DISABLED, SPECIAL NEEDS, INCLUSIVE/ INCLUSIVITY

PAGE NUMBER	CONTENTS OF BOOK G SOLUTIONS FOR ALL BUSINESS STUDIES Form and function analysis- Form refers to parts of speech (eg. verbs)
96	• inclusivity (topic over view)
101	**Inclusivity and HIV/AIDS** (bold , bigger font, heading)
101	People can be discriminated (verb) against in the workplace because of a disability, health or other reasons.
102	**Inclusivity**: including (verb) people who might be discriminated (verb) against because of gender, race etc. (found in a block, under the heading word bank)
102	**The impact of inclusivity and HIV/AIDS** (Heading, bigger font, bold)
102	**Inclusivity** (heading, bigger font, bold)
102	**Inclusivity** refers to including (verb) people who otherwise might be excluded (verb) or **marginalised** (verb) because of disability, race, gender, class or sexuality.
102	Inclusivity should aim to: • redress (verb) imbalances of the past • address (verb) gender discrimination • prevent (verb) unfair discrimination and discrimination against people with disabilities • provide (verb) greater opportunities for women in the workplace • ensure (verb) that the demographics of the country are represented in the workplace.
102	Inclusivity is therefore part of basic human rights, and complaints regarding a lack of inclusivity in the workplace are handled (verb) by the Human Rights Commission.
102	Current legislation aimed at improving (verb) inclusivity includes the Skills Development Act, Employment Equity Act, Broad-Based Black Economic Empowerment Act and the clause on affirmative action in the Constitution.

BOOK H: VIA AFRIKA BUSINESS STUDIES GRADE 10

AUTHORS: P.BEAN, M. KLEYN, T.D. KOTZE, E.L. LLEWELLYN, T.R. MALIEHE, A. MARX

WORDS: DISABILITY/IES, DISABLED, SPECIAL NEEDS, INCLUSIVE/ INCLUSIVITY

PAGE NUMBER	CONTENTS OF BOOK H VIA AFRIKA BUSINESS STUDIES GRADE 10 Form and function analysis- Form refers to parts of speech (eg. verbs)
92	inclusivity (listed under key terms)
92	**2 Inclusivity** (Bold, bigger font, heading)
92	Inclusivity means giving (verb) everyone equal opportunities. (different colour, red)
92	For example, inclusivity allows (verb) no discrimination on the basis of age, race, gender, sexual orientation, disabilities, or HIV status.
92	For example, inclusivity allows (verb) no discrimination on the basis of age, race, gender, sexual orientation, disabilities, or HIV status.
92	An inclusive organisation will treat (verb) people who have the same skills and abilities equally when it comes to job opportunities.
92	**2.2 The aims** (verb) **of inclusivity** (bold, bigger font, heading)
92	Inclusivity aims (verb) to make (verb) optimum use (verb) of all the human resources in an organisation.
92	People *are* different, however, inclusivity can therefore become a strength, in the sense that people with different talents and backgrounds get a chance to contribute (verb) to the organisation.
93	As more and different people get new opportunities, inclusivity will (verb) gradually decrease inequality.
93	**2.3 Efforts to create** (verb) **an inclusive workforce** (bold, bigger font, heading)
93	This process will (verb) help (verb) to create (verb) a more inclusive workforce.

93	However, such a gradual move (verb) to inclusivity is too slow.
93	The government therefore passed the Employment Equity Act (55/1998). This act says that the employees of an organisation must (modal verb) reflect (verb) the wider community in terms of race, gender and disabilities.
93	Activity 1 **How inclusive are you?** (bold, bigger font, heading)
93	How many learners with disabilities are there?
93	How many teachers with disabilities are there?
93	Is your school inclusive?

APPENDIX B: EXTRACTIONS FROM TEXTBOOKS A to H WITH LANGUAGE-CONTEXT ANALYSIS

BOOK A: ENJOY BUSINESS STUDIES GRADE 10

AUTHORS: J. BANTJES, A DRIVER AND J. COHEN

WORDS: DISABILITY/IES, DISABLED, SPECIAL NEEDS, INCLUSIVE/ INCLUSIVITY

PAGE NUMBER	CONTENTS FROM BOOK A ENJOY BUSINESS STUDIES GRADE 10 Language-Context analysis- 'people'
75	Inclusivity (FOUND IN DIGRAM, IN THE UNIT OVERVIEW)
77	They include the Old Age Grant, the Child Support Grant and the Disability Grant.
77	**Inclusivity** (Title in bold)
77	Inclusivity means valuing the differences between people (people) and consciously encouraging diversity.
77	South Africa has a history of discrimination and exclusion- the opposite of inclusivity.
77	Now there is legislation that prevents these exclusionary policies and instead encourages inclusivity.
77	Our current culture of democracy and justice ensures that business organisations strive to achieve inclusivity and promote equal opportunities for everyone.
77	Businesses must be inclusive and allow for individual differences.
77	Employment equity and affirmative action are strategies for creating an inclusive workforce, supported by the Employment Equity Act.
78	However, businesses that take a proactive approach to inclusivity and diversity are likely to benefit from the range of different perspectives that different employees bring to the workplace, which can help to facilitate creativity and innovation.

BOOK B: FAST TRACK BUSINESS STUDIES GRADE 10

AUTHORS: A. DICKS

WORDS: DISABILITY/IES, DISABLED, SPECIAL NEEDS, INCLUSIVE/ INCLUSIVITY

PAGE NUMBER	CONTENTS FROM BOOK B FAST TRACK BUSINESS STUDIES GRADE 10 Language-Context analysis- 'people'
73	**1.2 Inclusivity**
73	Inclusivity means that no one should be discriminated against.
73	The aim of inclusivity is to redress the imbalances of the past.
73	In an effort to create an inclusive workforce, the following policies and Acts have been implemented.
73	Inclusivity influences business operations in the following ways: • Businesses had to (and are still in the process of adapting) their policies to comply with legislation that promotes inclusivity • Business enterprises that do not comply with legislation promoting inclusivity face fines and will not be considered for government contracts.

BOOK C: FOCUS BUSINESS STUDIES GRADE 10

AUTHORS: M.BOUNDS, R. MALLGEE, W. MAYHEW AND L. VAN DEVENTER

WORDS: DISABILITY/IES, DISABLED, SPECIAL NEEDS, INCLUSIVE/ INCLUSIVITY

PAGE NUMBER	CONTENTS FROM BOOK C FOCUS BUSINESS STUDIES GRADE 10 Language-Context analysis- 'people'
83	This term, you will learn about contemporary socio-economic issues such as inequality and poverty, inclusivity, unemployment, political disturbances, violence, crime, gambling, piracy and HIV/Aids.
87	**Unit 2 : Inclusivity** (heading bold)
87	**2.1 What is inclusivity?** (heading in bold)
87	Inclusivity means valuing the differences between people (people) and consciously encouraging diversity.
87	Inclusivity is important for any business wanting to develop a multi-national culture.
87	**2.2 Aim of inclusivity** (heading in bold)
87	The aim of inclusivity is to give equal opportunity in the workplace to all people (people) with the necessary qualifications, skills and experience, who are willing and able to work.
87	The Promotion of Equity and Prevention of Unfair Discrimination Act 2000 was designed to prohibit direct and indirect **discrimination** on the grounds of age, gender, race, sexual orientation, disabilities and HIV/Aids.
87	**2.3 Encouraging inclusivity in the workplace**
87	Businesses can improve inclusivity in the workplace in a variety of ways.
87	• Gender – Inclusivity has increased in many workplaces by including women (people) in leadership positions and decision making.
87	• (Dis)ability- People (people) with disabilities are still not fully absorbed into the job market
87	**Activity 2 : Make inclusivity happen**
87	• What is the main purpose of inclusivity? (in a block on the side of

	the page, under key questions for unit 2)
87	• What are the main areas of inclusivity in the workplace? (in a block on the side of the page, under key questions for unit 2)
87	**inclusivity** – to include a wide range of different people (people) and not make anyone feel left out. (in a block on the side of the page, under key words)
87	**discrimination-** to judge and deny rights and privileges to someone based on features which they can't control, such as race, culture, gender or a disability or illness.
87	Diversity and Inclusivity in the workplace (image of people in wheelchairs working in an office behind computers captioned in bold)
87	Unit 2: Inclusivity (Footnote bottom of page)

PAGE NUMBER	CONTENTS FROM BOOK D OBE BUSINESS STUDIES GRADE 10 Language-Context analysis- 'people'
60	2.5.7 INCLUSIVITY
60	2.5.7.1 WHAT IS INCLUSIVITY?
60	Inclusivity as a socio economic issue refers to non-discrimination of people (people) employed in the workplace.
60	This must, however, be seen against the background of government requirements of affirmative action and the correction of imbalances in the employment of females (people) and people (people) with disabilities in the past.
60	2.5.7.2 WHAT IS THE AIM OF INCLUSIVITY?
	The aim of inclusivity is to put right the wrongdoings under apartheid in the economic community.
60	People (people) of colour, females (people) and disabled persons (people) were discriminated against when positions of employment were filled.
61	2.5.7.3 AN INCLUSIVE WORKFORCE
61	The government published a draft code of good practice in relation to disability in the workplace.
61	The Minister of Labour (people) emphasised that disabled people (people) could contribute to the economy.
61	People with disabilities (people) fill 0, 9% of positions in the total labour force.
61	People with disabilities (people) only occupy 0, 25% of jobs as civil servants compared to the government's target of 2%.
61	See if you can get an update of the latest statistics on inclusivity in the workplace in South Africa.
61	Looking at the future of an inclusive workforce, the managing director of Old Mutual South Africa said that empowerment could become a key driver of

		sustainable growth and social transformation in our country (Pretoria News Business Report, 26 August 2003: 18).
61		**ACTIVITY 27** *Inclusivity in the workplace*
61		See if you can write a paragraph in your own words to explain the concept of inclusivity in the workplace.
62		(a) Do you think SA moves in the right direction with inclusivity?
62		(c) Do you think that inclusivity contributes to improving the human rights of the previously disadvantaged persons?
62		(d) Do you think businesses in your community meet the requirements for inclusivity regarding black workers and black managers, women and disabled workers?
62		**ACTIVITY 28** *Researching inclusivity in the workplace in your community*
62		Find out from them how inclusivity is applied in the workplace.
62		Refer to the ratio of white employees to employees of colour, the ratio of men to women, affirmative action in management positions (the ratio of whites to blacks/coloureds/Indians in management positions as well as men to women), the employment of workers or management staff with disabilities and the provision of facilities and special equipment for the disabled.

BOOK E: OXFORD SUCCESSFUL BUSINESS STUDIES GRADE 10

AUTHORS: W.BOOYSEN, S.KING

WORDS: DISABILITY/IES, DISABLED, SPECIAL NEEDS, INCLUSIVE/ INCLUSIVITY

PAGE NUMBER	CONTENTS FROM BOOK E OXFORD SUCCESSFUL BUSINESS STUDIES: GRADE 10
46	**Inclusivity, inequality and poverty** (Title in bold)
46	**Inclusivity** (Title in bold)
46	Inclusivity means that each person is valued regardless of their status, position, type of work or level of management.
46	Inclusivity aims to achieve the following:
46	An inclusivity policy should be part of a business' vision.
46	The physical environment must allow workers with disabilities to move about easily and safely.
46	Gender equality is essential to inclusivity.
46	Legislation exists to make sure that there is inclusivity in the workplace.
46-47	The Broad-Based Black Economic Empowerment (BBBEE) Act promotes inclusivity by providing for the even distribution of business wealth and **assets** among the different racial groups in South Africa.
47	This act promotes inclusivity by protecting people (PEOPLE) from **discrimination** in the workplace.
47	No person can be discriminated against on the grounds of race, culture, language, gender, marital status, pregnancy, ethnic or social origin, age, sexual orientation, religion, disability, family responsibility, political opinion, HIV status, and so on.
47	Each business must have an equity plan that includes how **affirmative action** will be implemented and the period by which the business will be fully inclusive.
47	Inclusivity in the workplace (underneath a picture)
49	Approximately 13 million people (PEOPLE) receive social grants, such as old age pensions, disability, foster care and child support grants.
49	Activity 1 Write a report on inclusivity and inequality (heading)
49	Write a report of 400 words advising Bigfoot shoes on the importance and benefits of inclusivity in the workplace.

49	Suggest three ways to improve inclusivity in their factory and indicate the impact of inequality in the business.
49	Structure your report well and include the following subheadings: Introduction; Importance and benefits of inclusivity; Improving inclusivity in the workplace; Impact of inequality; Conclusion.
49	CASE STUDY Inclusivity in the workplace (heading)
49	Bigfoot Shoes is a factory situated in KwaZulu- Natal with 100 workers, including five disabled workers.

BOOK F: PLATINUM BUSINESS STUDIES – LEARNERS BOOK GRADE 10

AUTHORS: A. CHANDERDEO, M. PILANE, A. PINNOCK, J. STRYDOM AND A. VILJOEN

WORDS: DISABILITY/IES, DISABLED, SPECIAL NEEDS, INCLUSIVE/ INCLUSIVITY

PAGE NUMBER	CONTENTS OF BOOK F PLATINUM BUSINESS STUDIES Language-Context analysis- 'people'
103	**UNIT 2** Inclusivity and the skills levy (Over view of chapter)
110	**Unit 2 Inclusivity and the skills levy** (heading, bold, bigger font)
110	Examples of these policies are inclusivity as a way of redressing the inequalities of the past, and the skills levy as a way of increasing the level of skills in the country.
110	What is inclusivity?
110	Inclusivity comes from the word 'include' and means giving everyone an equal opportunity.
110	It means not discriminating against anyone on the basis of race, gender, disabilities, age, sexual orientation, HIV or AIDS.
110	Inclusivity aims to ensure that businesses follow employment practices that are fair.
110	In South Africa, because of our **diversity** and our history, inclusivity becomes more complicated.
110	**Unit 2** Inclusivity and the skills levy (footnote at the bottom of the page)
111	**inclusivity –** not excluding any section of society or any individual

PAGE NUMBER	CONTENTS OF BOOK G SOLUTIONS FOR ALL BUSINESS STUDIES Language-Context analysis- 'people'
96	• inclusivity (topic over view)
101	**Inclusivity and HIV/AIDS** (bold , bigger font, heading)
101	People (people) can be discriminated against in the workplace because of a disability, health or other reasons.
102	**Inclusivity**: including people (people) who might be discriminated against because of gender, race etc. (found in a block, under the heading word bank)
102	**The impact of inclusivity and HIV/AIDS** (Heading, bigger font, bold)
102	**Inclusivity** (heading, bigger font, bold)
102	**Inclusivity** refers to including people (people) who otherwise might be excluded or **marginalised** because of disability, race, gender, class or sexuality.
102	Inclusivity should aim to: • redress imbalances of the past • address gender discrimination • prevent unfair discrimination and discrimination against people (people) with disabilities • provide greater opportunities for women (people) in the workplace • ensure that the demographics of the country are represented in the workplace.
102	Inclusivity is therefore part of basic human rights, and complaints regarding a lack of inclusivity in the workplace are handled by the Human Rights Commission.
102	Current legislation aimed at improving inclusivity includes the Skills Development Act, Employment Equity Act, Broad-Based Black Economic Empowerment Act and the clause on affirmative action in the Constitution.

BOOK H: VIA AFRIKA BUSINESS STUDIES GRADE 10

AUTHORS: P.BEAN, M. KLEYN, T.D. KOTZE, E.L. LLEWELLYN, T.R. MALIEHE, A. MARX

WORDS: DISABILITY/IES, DISABLED, SPECIAL NEEDS, INCLUSIVE/ INCLUSIVITY

PAGE NUMBER	CONTENTS OF BOOK H VIA AFRIKA BUSINESS STUDIES GRADE 10 Language-Context analysis- 'people'
92	inclusivity (listed under key terms)
92	**2 Inclusivity** (Bold, bigger font, heading)
92	Inclusivity means giving everyone equal opportunities. (different colour, red)
92	For example, inclusivity allows no discrimination on the basis of age, race, gender, sexual orientation, disabilities, or HIV status.
92	For example, inclusivity allows no discrimination on the basis of age, race, gender, sexual orientation, disabilities, or HIV status.
92	An inclusive organisation will treat people (people) who have the same skills and abilities equally when it comes to job opportunities.
92	**2.2 The aims of inclusivity** (bold, bigger font, heading)
92	Inclusivity aims to make optimum use of all the human resources in an organisation.
92	People (people) *are* different, however, inclusivity can therefore become a strength, in the sense that people (people) with different talents and backgrounds get a chance to contribute to the organisation.
93	As more and different people (people) get new opportunities, inclusivity will gradually decrease inequality.
93	**2.3 Efforts to create an inclusive workforce** (bold, bigger font, heading)
93	This process will help to create a more inclusive workforce.

93	However, such a gradual move to inclusivity is too slow.
93	This act says that the employees of an organisation must reflect the wider community in terms of race, gender and disabilities.
93	Activity 1 **How inclusive are you?** (bold, bigger font, heading)
93	How many learners with disabilities are there?
93	How many teachers with disabilities are there?
93	Is your school inclusive?

APPENDIX C – TURNITIN RECEIPT

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APPENDIX D – ETHICAL CLEARANCE

23 December 2015

Mrs Taskeen Cassim 205524913
School of Education
Edgewood Campus

Dear Mrs Cassim

Protocol reference number: HSS/1845/015M
Project title: An interpretation of disability in grade 10 Business Studies textbooks in South Africa

Expedited Approval In response to your application dated 15 December 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted FULL APPROVAL.

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

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

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

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

Yours faithfully

en

/px

cc Supervisor: J Ramdhani
cc Academic Leader Research: Professor P Morojele
cc School Administrator: Ms B Bhengu, Ms T Khumalo & Ms WP Ndimande

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GENEVIEVE WOOD   EDITING CERTIFICATE P.O. BOX 511 WITS 2050 |
0616387159   LANGUAGE EDITING SERVICES

Date: 2020/11/28

This serves to confirm that the document entitled:

An Interpretation of disability in Grade 10 Business Studies Textbooks in South Africa

By   Taskeen Cassim

has been language edited on behalf of its author, with recommendations for
improvement.

Genevieve Wood PhD candidate Wits University

APPENDIX F- COHORT INVITE

From: Jugathambal Ramdhani
Sent: Thursday, February 18, 2016 2:20 PM
To: Taskeen Cassim <tascassim@gmail.com>; riona.dhanraj@yahoo.com; shameshnijoseph1 <shameshnijoseph1@gmail.com>
Subject: masters presentation

Dear Masters Students

Welcome to 2106 Academic year. Please prepare 5 min presentation on your latest stage of development in your research:

Some may be at proposal stage, literature or methodology or presentation of data.

Invite: presentation on Wednesday: 24th February 2016

Time: 3-4pm

Agenda:

Welcome : J. Ramdhani

1. Riona – 5min
2. Taskeen – 5min
3. Shameshni – 5min
4. Bongi – 5 min (Hons)
5. Netesh – 5min (Hons)

Kind Regards

J. Ramdhani