TEACHERS' EXPERIENCES IN IMPLEMENTING INCLUSIVE EDUCATION IN PRIMARY SCHOOLS IN JOHANNESBURG EAST DISTRICT, GAUTENG PROVINCE

By

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I further declare that I have not previously submitted this work, or part of it, for examination at UNISA for another qualification or at any other higher education institution.

Ngulani

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<u>10 November 2020</u>

Signature

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DEDICATION

This work is dedicated to my one and only daughter

Michelle Nkiwane.

ACKNOWLEDGEMENTS

ABSTRACT

According to the Department of Education White Paper 6 of 2001, all learners have the right to learn at any school of their choice without being discriminated because of their barriers to learning. The aim of this study was to investigate teachers' experiences in implementing inclusive education in primary schools in Johannesburg East district, Gauteng Province. The study sought to establish the teachers' experiences in the implementation of inclusive education in primary schools. The researcher used qualitative method to conduct the study to get in-depth information on the teachers' experiences in the implementation of inclusive education in primary schools. Five level 1 teachers and five Heads of Departments (HODs) were purposively sampled for the study in five different schools in the Johannesburg East district, Gauteng. Data were collected through in-depth interviews as this allowed participants to elaborate on their responses. Participants were also observed in their respective classrooms. Data was analysed to identify recurring themes.

It emerged from the study that many teachers have not been adequately trained on implementing inclusive education in primary school classrooms; many schools do not have adequate resources and there is very little support from the relevant stakeholders. The study makes recommendations for the Department of Basic Education (DBE) to workshop teachers more often on inclusive education, to supply more resources in schools and for relevant stakeholders to support teachers at schools.

Key terms: Inclusive Education, Barriers to learning, learners, teachers, School Management Team, School Based Support Team, District Based Support Team, assistive devices

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LIST OF ABBREVIATIONS AND ACRONYMS

CRPD   National Convention on the Rights of Person with Disabilities

DBST   District Based Support Team

DoE   Department of Education

GDE   Gauteng Department of Education

HOD   Head of Department

IEP   Individualised Education Plan

NGO   Non-Governmental Organisation

SIAS   Screening, Identification, Assessment and Support

UNESCO   United Nations Educational, Scientific, and Cultural Organisation

CHAPTER 1
ORIENTATION TO THE STUDY

1.1 INTRODUCTION

The aim of this study was to investigate teachers' experiences in implementing inclusive education in primary schools in Johannesburg East District in the province of Gauteng.

This chapter covers the background to the study, statement of the problem, aims and objectives, rationale for the study, significance of the study, theoretical framework, limitations of the study, delimitations of the study, definition of concepts and chapter outline.

1.2 BACKGROUND TO THE STUDY

The worldwide movement towards inclusive education is based on the agreement that was made at the Salamanca Conference which was held in Spain in 1994. This conference focused on the access and quality of special needs education. The Salamanca Statement and Framework for Action on Special Needs Education (United Nations Educational, Scientific and Cultural Organisation [UNESCO] 1994:5) proclaimed that all children, even those with special educational needs, should be educated in the schools of their own choice without being segregated. The conference incorporated education officials, policy makers from various countries, United Nations representatives as well as non-governmental organisations. The main focus was on making countries achieve Education for All, by making all children comfortable in mainstream schools. Different countries around the world adopted inclusive education in line with what was agreed on at the conference.

The rights of every human being are of paramount importance and this include the rights of children to be in any school of their choice regardless of their disability. According to the Convention on the Rights of Persons with Disabilities (CRPD), (2006:16), different countries must ensure that there is full realisation of the right to education for all persons with disabilities without any discrimination and on equal basis and ensuring inclusive education. Persons with disabilities should not be excluded

from the education system but be treated equally like their counterparts. South Africa is one of the many countries that signed a treaty to treat all people with disabilities with respect, including children in the education sector.

Teachers have different experiences in the implementation of inclusive education in primary schools around the world. Kelly, Devitt, O'Keeffe and Donovan (2014:75) state that, in Ireland, teachers are not adequately trained in inclusive education, there are not enough resources to cater for the various learners in the classroom and that this is a challenge for teachers to effectively implement inclusive education in primary schools. According to Lakkala, Uusiautti and Maatta (2016:54), in Finland, teachers have found the learning environments inflexible to accommodate diverse learners in primary schools. It is difficult for teachers to effectively implement inclusive education because the schools are unable to accommodate learners with diverse learning needs.

In the United States of America, Weber (2014:3) states that inclusive education is a challenge and that effort is required to obtain services, modification of school rules and the prevention of harassment that are central to achieving inclusion. The main aim of inclusive education is to make sure that all learners are treated equally and learn effectively but, in most parts of the world, teachers are having different experiences in implementing inclusive education.

Inclusive education is aimed at removing barriers to learning in schools. There has been an increase in the number of learners who experience barriers to learning in different parts of the world. According to Mahlo (2011:34), in Australia, mainstream schools have seen a continual increase in the numbers of learners who experience learning barriers. Similarly, in Ireland, O'Riordan (2017:44) maintains that, with an increase in the numbers of learners experiencing barriers to learning, inclusion is about ensuring that the educational needs of all children, regardless of differences, are met in an environment of mutual respect and understanding. This implies that all parties have to work together to benefit the children. Similarly, in New Zealand, teachers find the implementation of inclusive education a challenge as they lack professional development on inclusive approaches to education (UNESCO 2017:16). Teachers are experiencing difficulties when it comes to implementing inclusive education as they feel that they are not adequately trained to handle varied learners

in the classroom.

In other parts of the world, teachers also have challenges in trying to implement inclusive education. Lee and Low (2013:227) note that Malaysia still has no formal support system to accommodate learners with learning disabilities and that teachers experience problems with the lack of resources and training to handle learners with special educational needs (Lee & Low 2013:218). This is also supported by Ahsan (2017:1) who postulates that, in Asia, challenges include inconsistencies between policy and practice, very large class sizes, poverty, inadequate teacher preparation for inclusion and the absence of an inclusive environment.

Similarly, in the United Arab Emirates, according to Alborno (2017:26), inclusive education was launched in 2010 but, to date, there has not been curriculum modification to accommodate all learners in an inclusive set up and teachers lack the necessary skills to teach such learners. Alborno (2017:41) adds that teachers lack training on inclusive strategies to be used in the classroom, for instance, the use of assistive technology like Braille. Pearson and Tan (2015:117) found that, in Brunei, teachers do not feel confident about being able to motivate students, use varied teaching strategies and are not adequately equipped to handle diverse learners in an inclusive classroom. Similarly, Al-Manabri, Al-Sharhan, Elbeheri, Jasem and Everatt (2013:133) state that countries in the Arab world (including Kuwait) have struggled to implement inclusive practices as they are not experienced and require training and support so that they are able to accommodate diverse learning needs in the classroom.

In Finland, teachers experience a lack of training, resources and co-operation from parents as they try to accommodate learners in an inclusive classroom (Lakkala et al 2016:54). According to Kelly et al (2014:79), in Ireland, teachers experience a lack of multidisciplinary support and equipment and their big class sizes and unrealistic teacher expectations hinder the implementation of inclusive education to accommodate learners with varied learning barriers in an inclusive classroom.

Teachers in various African countries also have varied experiences with regard to implementation of inclusive education. In Nigeria, there are challenges in the implementation of inclusive education as teachers are less confident in their

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professional competency to handle learners with diverse special needs because of inadequate training (Ajuwan, 2012:3). In Ghana, Nketsia, Saloviita and Gyimah (2016:14) state that one of the greatest challenges faced by teachers in implementing inclusive education in primary schools is the lack of teacher preparedness and appropriate resources, and a curriculum that lacks flexibility. Similarly, recent research has revealed that there has been an acute shortage of teaching and learning resources to cater for learning disabilities of students in inclusive setting in Kenya (Ramtu, 2014:7).

Most countries in the sub-Saharan region are still struggling to provide schools with the necessary equipment to make inclusive education a reality. In Southern Africa, just like other parts of the world, countries such as Zambia followed the trend in education to accommodate learners with varied barriers to learning. Zambia is one of the countries that signed the Salamanca Statement and the government has adopted an inclusive policy which eliminates the discrimination of disabled children and mandates that they should learn in mainstream classrooms (Muwana, 2012:12). Similarly, in Botswana, an inclusive education policy has been implemented but teachers do not have the necessary skills to manage learners with diverse educational needs (Mangope & Mukhopadhyay, 2015:60).

Lesotho has also followed international trend in implementing inclusive teaching strategies. Naong and Mateusi (2014:71) state that, in Lesotho, inclusive settings provide a forum for teachers to explore varied techniques and strategies to ensure that all students in their classes are achieving their maximum. Naong and Mateusi (2014:71) believe that teachers in Lesotho are implementing inclusive education through making use of differentiated instructions to accommodate learners with various learning barriers. On the other hand, Mosia (2014:305) argues that schools in Lesotho are not well structured to accommodate learners with various needs and that there is no set policy on inclusive education. Classes are too large for teachers to effectively include all learners in the classroom and there is a lack of support from all stakeholders.

South Africa, being a signatory of the Salamanca Statement has an obligation to its citizens. According to the Constitution of the Republic of South Africa (SA 1996:14),

everyone has the right to basic education. The National Education Policy Act of 1996 in the Policy Handbook for Educators (Education Labour Relations Council [ELRC] 2003:A-10) and South African Schools Act 1996 state that the rights and wishes of learners with special educational needs should be considered at the admission of a learner and that every school should make necessary practical arrangements in terms of their facilities for easy accessibility.

Every child has the right to be educated at any school of their choice, regardless of their learning barriers or physical disability. In the implementation of inclusive education, South Africa has developed various policies which emphasise inclusion in the mainstream schools. According to Curriculum 2005 (Department of Education [DoE] 2002:4), various principles of assessment to accommodate diversity were put in place and these include the need for all learners to be given support to address a range of barriers to learning and for schools to create the conditions for learning to be successful. Key components for inclusive education in South Africa promote a culture that welcomes, appreciates and accommodates diversity, an inclusive curriculum, flexible teaching and inclusive teaching practices in an effort to reduce barriers and prevent stigmatisation (DoE, 2009:2).

According to the United Nations, Education, Science and Cultural Organisation (UNESCO 1994:6), inclusion refers to accommodating all children in mainstream classrooms in regular schools regardless of physical, intellectual, social, emotional, language or other disabilities and learning barriers. The implementation of inclusive education has been faced with varied challenges in South African schools as well as many other parts of the world. Teachers in various parts of South Africa find the implementation of inclusive education a challenge because of overcrowded classrooms, shortage of teaching aids and equipment as well as a lack of administrative and financial support from district offices (Engelbrecht, Nel, Nel & Tlale, 2015:6). This requires all stakeholders, namely, the community, schools, districts and provincial and national levels to work together co-operatively.

In the Western Cape, teachers find the implementation of inclusive education a challenge because of large classes, limited resources and teachers' lack of inclusive education qualifications (Dreyer, 2017:8). Most teachers in South Africa find the

implementation of inclusive education near to impossible as there is no proper training offered to them during teacher training. Schools are also not well equipped to cater for the diverse needs of learners. Dreyer (2017:8) postulates that teachers believe that the concept of inclusive education is appropriate but that its implementation is a challenge because of the lack of human and financial resources.

The following subsection outlines the statement of the problem.

1.3 STATEMENT OF THE PROBLEM

The background to the study has revealed that teachers experience diverse challenges in the implementation of inclusive education in different parts of the world (Meltz, Herman & Pillay 2014:2). Authors in the USA (Mackey 2014), Ireland (Kelly et al 2014:75), Malaysia (Lee & Low 2013:227) and Australia (Mahlo 2011:34) all state that teachers felt that their undergraduate programs did not prepare them sufficiently to meet the needs of students with disabilities in their classrooms; teachers still experience challenges in the implementation of inclusive education and they do not get the necessary support from the relevant stakeholders. One factor that explains the gap between the vision of fair educational systems and classroom practices is that most of the teachers do not have the knowledge, skills, and attitudes to deal with learner diversity.

There are limited studies with respect to teachers' experiences in the implementation of inclusive education in primary schools in Gauteng Province. Therefore, there was a need to investigate the experiences of teachers in the implementation of inclusive education in Gauteng as a way of overcoming challenges in inclusive education. Based on the background to this study, the researcher explored the experiences of primary school teachers in the implementation of inclusive education in South Africa, particularly in the Johannesburg East district of Gauteng Province.

1.4 MAIN RESEARCH QUESTION

This study was based on the following main research question:

- What are the experiences of primary school teachers in the implementation of

inclusive education?

1.4.1 Sub-research questions

The following sub-research questions were set:

- How do teachers understand inclusive education?

- What support do teachers receive in implementing inclusive education?

- What strategies could be used to enhance the implementation of inclusive education in primary schools?

1.5 AIMS AND OBJECTIVES

The aims of this study were to explore the experiences of teachers in implementing inclusive education in primary schools in Gauteng Province.

Based on the above aims, the study pursued the following objectives:

- Investigate teachers' understanding of inclusive education

- Examine the kind of support which teachers receive in the implementation of inclusive education

- Determine the strategies to enhance the implementation of inclusive education

1.6 RATIONALE FOR THE STUDY

The motivation for conducting the study was both professional and personal. The researcher, as a qualified and experienced teacher in inclusive education, is keen to see teachers overcoming challenges that they face in the implementation of inclusive education in primary schools in Johannesburg East district and in other parts of the country. As a teacher in the district, the researcher has heard teachers talk about their different experiences in the implementation of inclusive education in mainstream schools, hence the researcher realised the need to carry out the study.

The district is made up of various schools ranging from former model C schools to

township schools where learners from various countries and different South African provinces are accommodated. The researcher will visit five schools in her district with the aim of interviewing teachers and Head of Departments. Former Model C schools are schools that were only attended by white learners during apartheid; these are found in the suburbs. Township schools are characterised by overcrowding in the classrooms. Private schools are those schools that are not owned by the government, but private companies, churches, individuals or a trust. Private schools are also commonly known as independent schools and some of them do receive funding from the government. In accordance with the Department of Education White Paper 6 (DoE, 2001) and the South African Constitution, it is essential that all learners benefit equally in the mainstream schools.

The study was also undertaken for two reasons, firstly, because of the view that teachers need to apply effective inclusive teaching strategies to benefit learners with learning barriers in the mainstream classroom and, secondly, to contribute to the academic body of knowledge.

1.7 SIGNIFICANCE OF THE STUDY

The present study will benefit teachers, school principals, Heads of Departments, district officials, policy makers, learners and various institutions and organisations in the Department of Education in South Africa and elsewhere. Using the different experiences that teachers have in inclusive classrooms will make it easier to determine if policy on inclusive education is put into practice or there is need for the Department of Education to enforce the policy. Teachers will have information on implementing inclusive teaching strategies to accommodate all learners in their mainstream classrooms.

1.8 THEORETICAL FRAMEWORK

This study drew a theoretical framework from Bronfenbrenner's bio-ecological model theory to explore the experiences of primary school teachers in the implementation of inclusive teaching strategies. A theoretical framework is used to justify the scholarly perspective in which the problem is embedded and show logical links between questions and methodology (McMillan & Schumacher, 2010:74).

The bio-ecological model is explained by Bronfenbrenner as varied systems which can affect the development of the child as a whole. 'Bio' generally means relating to human life or living and 'ecological' means in relation to the environment or one another. The bio-ecological model is closely linked to inclusive education because it looks at the various factors that can affect the child's development and learning process.

According to Landsberg, Kruger and Nel (2011:10), the more recently revised bio-ecological model of development emphasises the interaction between an individual's development and the systems within the school context to accommodate all learners in the classroom. Bronfenbrenner believes that we cannot judge a child without looking at his or her environment because it affects the child's development. The social context of the child is the family, friends, the school and the outside world.

The bio-ecological model explains how the genes of an individual and the environment that he or she lives in can affect his/her development. That is why it is vital for children to be taught in an inclusive classroom regardless of the differences they might have. This model helps the teachers and society to understand the learning institutions, individuals and families that children come from. Bronfenbrenner specifies four properties of the bio-ecological model that need to be understood to understand how the child develops, behaves and performs at school. These are personal factors, process factors, context and time (Landsberg et al, 2011:11).

Personal factors are the individuals' characteristics, such as physical appearance and personality traits. Inclusive education is about accommodating learners with diverse barriers in mainstream schools. These personal factors can be characterised by three major qualities, which are disposition, ecological resources and demand characteristics (Bronfenbrenner & Morris 1998:994). Landsberg et al (2011:14) explain that dispositions are the characteristics which an individual has permanently or temporarily, for example, shyness, aggression, violence or feelings of insecurity. Personal ecological resources are those that relate to human life psychologically and have an impact on how one may relate to others. These ecological resources can be further classified into liabilities and assets. Liabilities being the genetic defects, such as the weight of the child at birth, which may be too low or affect the way the brain functions.

The bio-ecological factors explain the processes and factors which stipulate how an individual interacts with others and the environment in which they spend their time. This model emphasises that there should be meaningful interactions and correlation between individuals, the equipment around them and everything in their vicinity which, in turn, has an impact on their development.

Bronfenbrenner's bio-ecological model explains that the context of individuals, such as families, the school which they attend, the types of classrooms as well as the whole community or society they live in are intertwined structures which can affect the development of children. Frederickson and Cline (2002:112) state that these nested structures, contexts, or environmental systems include the microsystem, the mesosystem, the exosystems and the macro system. These systems connect to each other and nest around the child as he or she develops.

Microsystems

Okeke, Van Wyk and Phasha (2014:86) define a microsystem as the system that is closest to the child, including the family, school, physical surroundings and friends. Changes that may occur in these systems can have a negative or positive impact on the child's development.

Mesosystems

Richey and Wheeler (2000:49) postulate that the mesosystem consists of the interrelationships between microsystems. This implies that the mesosystem is constituted by the interactions between home, school and the rest of the community that can cause a child to have barriers to learning if support is not given at home or at school. For inclusive education to be a success, the relationship between the home and the school has to be taken into consideration.

Exosystems

The bio-ecological model stipulates that exosystems are the contexts where the child is not directly involved but have an impact on his or her development in different ways

(Frederickson & Cline, 2002:110). Examples of these contexts include the parents' workplace, extended family, neighbours and family friends. A good example is violence from the neighbours which can instil fear in the child and can be a barrier to learning. Such a child should be accommodated in the inclusive classroom.

Macrosystems

The macrosystems are contexts that include culture, health, values and belief systems which may have an effect on the development of the child (Okeke et al, 2014:90). According to Bronfenbrenner's bio-ecological model, the socio-economic status of the family may affect the learning of the child.

In light of all these factors, teachers may have varied experiences in trying to apply inclusive teaching strategies in the classroom.

1.9 RESEARCH METHODOLOGY

Research methodology consists of the process and procedures to be followed and the tools to be used by the researcher (Mouton, 2008:56). It is a systematic way to solve the research problem and to guide the whole process scientifically. McMillan and Schumacher (2010:37) state that the research methodology specifies the design of the study, site selection, purpose of researcher, time which the study will take, the number of participants and how they will be selected, and data collection techniques to be used. A research methodology is therefore the whole process of scientifically collecting data in a logical way to try and solve a problem.

1.9.1 Research design and approach

In this study, the researcher used the qualitative design. Welman, Kruger and Mitchell (2006:8) emphasise that qualitative research methods are used to establish the socially constructed nature of reality, stressing the relationship between the researcher and the object of the study. The researcher found this a suitable approach as data were gathered on naturally occurring phenomena (McMillan & Schumacher, 2010:23). In a qualitative approach, data collected are in the form of words in order to understand people's belief systems, perspectives and experiences. Qualitative methods aim to answer the "what", "how" and "why" parts of a phenomenon and therefore the

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researcher found it appropriate to examine the experiences of teachers in their implementation of inclusive education in primary schools. A phenomenological approach was deemed suitable for this study as it explained people's perceptions, their perspectives and their understanding of inclusive education (Leedy & Ormrod, 2005:139).

1.9.2 Population and sampling

The researcher used a non-probability sampling technique because it is suitable for qualitative research. Purposive sampling was used because it allowed the researcher to choose a small group of teachers who were likely to be knowledgeable and informative about the subject under investigation (McMillan & Schumacher, 2010:489). In this study, the researcher chose teachers in three primary schools in Johannesburg East district in Gauteng who have been in the teaching field since 2001 when the White paper 6 (DoE 2001) on inclusion was endorsed. The schools were chosen according to their geographical location and accessibility.

The researcher chose participants who would be able to supply relevant information according to their experiences in the implementation of inclusive education in South Africa. The researcher approached primary school teachers who had been teaching since 2001 as they would be able to help the researcher to answer the research questions. Participants for the study included Heads of Departments and teachers who met the selection criteria and who teach in the selected schools in Johannesburg East district in Gauteng. The researcher chose the district because of its accessibility and geographical location which is within the researcher's reach.

1.9.3 Instruments and data collection techniques

McMillan and Schumacher (2010:336) describe data collection strategies in qualitative research as multi-methods that include participant observations, interviews and documents analysis. The researcher made use of interviews, as the most prominent data collection tool in qualitative research, to explore people's perceptions, their meanings and their construction of reality (Punch & Oancea, 2014:182). In this study, the researcher made use of in-depth interviews because they allowed the researcher to gather more information from the participants as open questions usually prompt

discussion and allow for participants to elaborate further.

Data were collected through the use of a tape recorder during the one-on-one, in-depth interviews. This allowed the researcher to listen to responses extensively and transcribe them for closer examination. The interviewer introduced the topic and then guided the discussion through questioning the interviewees individually.

Participant observation was also used as a data collection method as it allowed the researcher to be familiar with individuals being interviewed. Observations were used to collect data to see if there was consistency between the teachers' interviews and their deeds (Jama, 2014:10). The researcher used a non-participant observation method to observe teachers teaching in their classrooms, which is their natural setting, in an effort to compare the interview notes on their experiences in the implementation of inclusive education with what happened in their classrooms. The researcher did not interfere with the lesson, instead she took notes and recorded events.

1.9.4 Data analysis and interpretation

In qualitative research, data are mainly generated from the transcripts of audio tapes (McMillan & Schumacher, 2010:40). The data in this study were analysed by the use of thematic content data analysis. Thematic data analysis is a method used for identifying, analysing and reporting patterns (themes) within data (Braun & Clarke, 2006:77 – 101). Thematic content analysis gave the researcher an opportunity to translate observations and generate insights into the data. The research question was used to guide the researcher in conducting the analysis. Each of the questions was used as a main coding category. In order to analyse the data, the raw field notes, tape recordings and observations were transcribed (Welman et al, 2006:211). Themes were identified through reviewing the original notes.

Mouton (2008:108) explains that analysis is the breakdown of data into smaller manageable themes, patterns and relationships. In this qualitative research, the coding was done in words. Coding is used to analyse and make sense of the data that have been collected (Welman et al 2006: 214). Data were analysed as discussed in the literature review and in line with the objectives of the study. Data were interpreted through synthesising them into larger coherent wholes (Mouton, 2008:109). Results

were related to the theoretical framework and the literature.

1.10 RELIABILITY AND VALIDITY

McMillan and Schumacher (2010:330) explain that validity in qualitative research is the degree of congruence between the explanations of the phenomena and the realities of the world. Reliability is concerned about how credible the findings of the research are (Welman et al, 2006:145). In this study, reliability was established through the use of teachers who have been teaching since the introduction of inclusive education in South Africa. Reliability is also concerned with the stability and consistency of the participants' accounts by checking the repeatability of findings. It is basically an indication of whether the research is sound or not and whether data truly represent the phenomenon being measured. In this case, the researcher ensured that the interview and observation schedules were valid and reliable. The researcher also ensured that the interpretation had mutual meanings between participants and the researcher through the use of tape recorders, member checking, prolonged and persistent fieldwork and multi-method strategies.

1.11 RESEARCH ETHICS

The researcher addressed ethical issues through informed consent, confidentiality, anonymity, privacy and caring (McMillan & Schumacher, 2010:338). Mouton (2008:238) explains that scientific research has to conform to accepted norms and values as a form of human conduct. The researcher gained the trust of participants and presented herself in an open and accepting manner.

Firstly, permission was gained from the Johannesburg East district in writing. Principals of schools were informed of the intended research then permission was sought from the participants through written consent. In addressing confidentiality and anonymity, the researcher did not use actual names of participating schools and participants, but instead used letters of the alphabet, for example, school A, school B, participant 1 and participant 2. Everything about the study was communicated to participants before research commenced. The researcher explained that the participants were free to withdraw from the study at any time and to request to read the completed study.

The researcher applied for ethical clearance from the University of South Africa before starting the research. The institution was clearly stated in writing when the participants were approached. The researcher explained the research and how it will be of benefit to the education fraternity and assured participants of confidentiality. The research design and methods used to collect data were clearly explained to participants and they were thanked at the end of the field work.

1.12 LIMITATIONS OF THE STUDY

The study was limited by the following constraints which might have influenced the acquisition of knowledge gained about the experiences of teachers in the implementation of inclusive education. The findings of the study cannot be generalised to the whole district as only five schools were selected based on geographical location for the study because of time, material, financial and human constraints.

1.12.1 Overcoming limitations

The researcher overcame participants' attitudes through building a strong relationship with them, being well prepared at all times and having all the necessary supporting documents and information on hand, in case they asked for more information. Such information included all the necessary forms and the abstract. To overcome time and transport issues, the researcher selected schools which are within a radius of 30km from where the researcher is situated.

1.13 DELIMITATIONS

The present study investigated teachers' experiences in implementing inclusive education in Johannesburg East district of Gauteng, South Africa. Schools in the suburbs of Sandton, Marlboro, Alexandra township and Glenhazel were selected because of their geographical location. The target group was teachers who teach in mainstream primary schools.

1.14 DEFINITION OF KEY TERMS

1.14.1 Experiences

The Oxford South African Concise Dictionary (2010, sv 'experiences') defines experiences as the practical contact with and observation of facts or events. Experiences are the processes of knowing about something because you have seen it or done it. In the context of this study, experience was encountered through practical involvement in and observation of the implementation of inclusive education.

1.14.2 Inclusion

Shelton and Pollingue (2000:45) define inclusion as the process of educating learners with learning barriers together with learners who do not have learning barriers in a mainstream school. It is basically accommodating all learners regardless of their physical, intellectual or cultural differences. Vaughn, Bos and Schumm (2011:31) agree that inclusion is the placement of students with disabilities in the general classroom. In this study, inclusion describes the process by which learners experiencing barriers to learning are taught in the same classroom with those who have no barriers.

1.14.3 Inclusive education

Inclusive education can be defined as a system of education that is responsive to the diverse needs of learners by meeting the needs of learners with barriers to learning by mainstream teachers rather than special education teachers (Engelbrecht, Green, Naiker & Engelbrecht, 2010:128). This type of education provides access into mainstream schools to learners who were segregated before. Frederickson and Cline (2002:66) explain inclusive education as the process by which an educational institution attempts to accommodate all learners by reconsidering and restructuring its curricular organisation and allocating resources to create equal opportunities for all. This means that learners can go to any school and receive the support they require. In this study, inclusive education is the process of educating all learners, with learning barriers and those without, in the same classroom through restructuring the curriculum and providing them with assistive devices and varied learning and teaching aids for maximum learning.

1.14.4 Barriers to learning

Landsberg (2005:27) defines barriers to learning as challenges that keep learners or things separated thereby preventing a maximum outcome. It is when learners who are intellectually or physically challenged are not learning to the maximum because of a lack of support. According to the Oxford South African Concise Dictionary (2010, sv 'barriers to learning'), barriers to learning are the obstacles that hinder the acquisition of skills being taught. In this study, barriers to learning refer to anything that hinders effective learning of the learner, for example, a lack of assistive devices, educational policies and the attitudes of teachers.

1.14.5 Primary school

UNESCO (2017:4) defines primary schools as relating to education for children between the ages of about five and 13. According to the Oxford South African Concise Dictionary (2010, sv 'primary school') primary school refers to the earliest institution for educating children. It is a school for children who will be coming from preschool and preparing to go to secondary or high school. In this study, primary school refers to a school where children receive primary education from Grade 0 to 7 in South Africa. Learners attend primary school after preschool and before they go to high school.

1.15 CHAPTER OUTLINES

The study is divided into the following chapters:

Chapter 1: Orientation to the study

This chapter discusses the background to the study, rationale for the study, statement of the problem, aims and objectives, significance of the study, theoretical framework, limitations of the study, delimitations of the study and definition of concepts.

Chapter 2: Review of related literature

This chapter discusses related literature under the following subheadings derived from the sub-research questions and the objectives of this study: challenges experienced by teachers in the implementation of inclusive education; teachers' confidence in the implementation of inclusive teaching strategies; teachers' experiences in the implementation of inclusive education policies; and support from the Department of

Education.

Chapter 3: Research methodology

This chapter discusses the research methodology which includes the research approach, research design, sample, instrumentation, thematic content data analysis and ethical issues such as informed consent, confidentiality, openness, credibility, honesty, integrity and objectivity.

Chapter 4: Data Presentation, Analysis and Discussion

This chapter gives a detailed presentation and analysis of data. Results are presented and discussed in relation to the study's sub-research questions and objectives.

Chapter 5: Summary, Conclusion and Recommendations

Summarising of findings, conclusions and recommendations are discussed in this chapter.

1.16 CONCLUSION

Teachers in different parts of the world have been faced with varied experiences in the implementation of inclusive education. This chapter discussed the background to the study, statement of the problem, sub-research questions, objectives of the study, significance of the study, rationale of the study, theoretical framework, limitations of the study, delimitations of the study and definitions of terms or concepts such as experiences, inclusion, inclusive education, barriers to learning and primary school.

CHAPTER 2
LITERATURE REVIEW

2.1 INTRODUCTION

The study aimed to establish the experiences of teachers in the implementation of inclusive education in the Johannesburg East district of Gauteng, South Africa. In this chapter, literature is presented under the following sub-headings: teachers' understanding of inclusive education; implementation of inclusive education and teacher support; and the enhancement of implementation of inclusive education.

2.2 TEACHERS' UNDERSTANDING OF INCLUSIVE EDUCATION

Teachers in different parts of the world understand inclusive education differently though the concept is the same. Literature from different parts of the world reveals that it is vital for teachers to understand the whole concept of inclusive education so that they are able to fully implement it.

In Ireland, O'Riordan (2017:45) postulates that teachers understand inclusive education as a shift from the medical model of education to the social model where educational needs of varied learners are met in the classroom. This is in line with the Irish legislation of ensuring that there is transformation in the whole education sector to cater for various learners' needs in mainstream classrooms.

Studies carried out in Ghana reveal that teachers understand inclusive education as a process of helping all learners to actively participate in the whole learning process without discriminating against those with disabilities or learning barriers (Nketsia, 2017:1). Teachers view inclusive education as a way of accommodating all learners regardless of their inabilities or disabilities.

In Botswana, teachers understand inclusive education as the process of accepting learners with various learning difficulties in the mainstream classroom without discriminating them in any way (Otukile-Mongwaketse, Mangope & Kuyini, 2016:175). This implies that they understand inclusive education as the whole process of accepting and teaching varied learners in the classroom without discrimination. The

present study established whether teachers in Johannesburg East District of Gauteng Province, South Africa, understand the implementation of inclusive education in the same way as teachers in other countries.

Meltz et al (2014:5) reveals that, in South Africa, some teachers view inclusive education as a form of schooling whereby the cultural and social differences of children are set aside and children are treated equally regardless of their academic abilities and disabilities through removing injustices from the past. This implies that teachers view inclusive education as a way of putting aside differences from the past and focusing on treating all children equally in the classroom. In relation to the theoretical framework for this study, Bronfenbrenner's bio-ecological model emphasises that there should be meaningful interaction between individuals, the equipment around them and a social set up for learners to learn effectively. The family, school, friends, and the whole physical environment must be taken into account for the success of inclusive education. The current study determined whether teachers understand the concept of inclusive education.

2.3 IMPLEMENTATION OF INCLUSIVE EDUCATION AND TEACHERS' SUPPORT

Teachers around the world face various challenges in the implementation of inclusive education in mainstream classrooms. These challenges include a lack of teacher training and a lack of resources, among others. In different parts of the world, teachers have varied experiences with regard to the support they receive in implementing inclusive education. O'Riordan (2017:49) explains that, in Ireland, teachers find that they do not get enough support from the education departments and their schools therefore they have challenges with the effective implementation of inclusive education.

Teachers in Kenya stated that support from the school heads and administration staff is vital in implementing inclusive education, but they do not get such support (Odongo & Davidson, 2016:218). In South Africa, most studies reveal that teachers lack support for inclusive education. School Governing Bodies (SGBs) do not develop policies that support the implementation of inclusive education in their schools (Geldenhuys &

Wevers, 2013:12). SGBs should be actively involved in the development of policies so that they are able to support the schools. Bronfenbrenner's bio-ecological model explains that there are exosystems which are contexts that are not directly linked to the child but can affect the child's education. A lack of support from the Department of Education is not directly linked to the learner but it can negatively affect the implementation of inclusive education because teachers require support to effectively implement inclusive education for the benefit of the learners.

Geldenhuys and Wevers (2013:12) state that the District Based Support Teams (DBSTs) are also not structured or capacitated to provide effective support to schools in the implementation of inclusive education. This implies that teachers are not getting adequate support from their districts to implement inclusive education. The following factors further indicate the experiences of teachers regarding the implementation of inclusive education in primary schools:

2.3.1 Lack of teacher training

Teachers in most parts of the world face varied challenges in the implementation of inclusive education in primary schools. According to Engelbrecht et al (2015:7), teacher education for inclusion should train teachers in ways to handle learners with different abilities in mainstream classrooms.

In Europe, most teachers were not sufficiently prepared in terms of knowledge, skills, and attitudes to deal with diverse learners in the classroom. In Finland, Lakkala et al (2016:48) postulate that most teachers did not receive in-service training in inclusive education and this, in turn, results in teachers lacking confidence in its implementation.

In Malaysia, research shows that those with prior training in inclusive education have a more positive attitude towards inclusion than those without (Lee & Low 2013:220). Teachers who have been adequately training in inclusive education tend to know how to have and help diverse learners in the classroom.

According to Al-Manabri et al (2013:130), in Kuwait, teachers need extra training to be able to deal with learners experiencing learning barriers in mainstream primary school classrooms. This shows that teachers are inadequately trained to apply inclusive

teaching strategies in mainstream classrooms. The present study established whether teachers in Johannesburg East area face the same challenges as teachers in Kuwait and other countries in the implementation of inclusive education in primary schools and whether they need further training in inclusive education.

In Ireland, O'Riordan (2017:45) asserts that the challenges to implement inclusive education effectively are a lack of time, training and resources and recommends continuing professional development and up-skilling. In New Zealand, the lack of professional development for teachers in inclusive approaches to education is one of the major challenges in the implementation of inclusive education (UNESCO 2017:16). Teachers find it difficult to implement inclusive education as they are not fully trained to handle learners with varied barriers to learning.

Several studies in the African region found that teachers face challenges in the implementation of inclusive education. A study conducted in Botswana by Otukile-Mongwaketse et al (2016:174) reveals that teachers do not make use of differentiated instruction to meet student diversity in regular classrooms as they are not well trained to accommodate learners with barriers in inclusive classrooms.

Odongo and Davidson (2016:220) state that, in Kenya, most teachers do not have the required knowledge and expertise to teach students with disabilities who are included in regular classrooms. Teachers are not well trained in inclusive education and this causes challenges in its implementation in mainstream classrooms. According to Odongo and Davidson (2016:213), general education teachers in Kenya need professional development training on inclusion and in applying inclusive teaching strategies. In Zimbabwe, the study carried out by Chireshe (2013 cited in Majoko 2016:1430) indicated that pre-service teachers still felt that they needed support in instructional strategies and an understanding of children with varied learning barriers and disabilities. Teachers faced the challenges of inadequate training therefore they were not confident in implementing inclusive education.

Teachers have indicated that they have different challenges in the mainstream primary school classes as most of them are not fully trained or aware of how to handle learners with different abilities in mainstream classrooms (Matlala 2015:73; Geldenhuys & Wevers, 2013:9). According to study by Engelbrecht et al (2015:7), teacher education

for inclusion in South Africa should train teachers how to handle different learners in mainstream classrooms. Walton, Nel, Muller and Lebeloane (2014:329) agree that teachers struggle to organise learning for diverse needs. Teachers face a huge challenge of not being adequately trained in handling learners with varied learning barriers and this in turn was found to affect the performance of these learners in general.

Besides not being fully trained in the implementation of inclusive education, teachers also face a lack of support from parents. Geldenhuys and Wevers (2013:6) state that many learners come from unsupportive homes where parents are not active in the development of learners who might be experiencing learning barriers. Parents do not liaise with the teachers on how their children are performing making inclusion a challenge for teachers in schools. The present study intended to explore teachers' experiences in implementing inclusive education in primary school classrooms, whether they were adequately trained to do so and whether they were supplied with the resources required for the implementation of inclusive education.

2.3.2 Lack of resources

Most teachers around the world, including various European countries, such as Ireland, have inadequate resources for the implementation of inclusive education to cater for the diverse needs of learners in the classrooms (UNESCO, 2017:5; O'Riordan 2017:49). These resources include Braille for the blind, ramps for wheel chairs and differentiated activities that cater for the different learning barriers in the classroom. The present study investigated teachers' experiences regarding the resources needed in their primary schools for the effective implementation of inclusive education.

Just like developed countries, sub-Saharan countries are also faced with the same challenge of a lack of resources for the implementation of inclusive education. According to Ndhlovu, Mtonga, Serenje-Chipinda and Muzata (2016:129), in Zambia, there is a problem of schools that are not easily accessible for children in wheelchairs and for those who are visually impaired. This implies that there is lack of infrastructural resources to fully implement inclusive education in Zambia. The present study

investigated teachers' experiences regarding the availability of resources in the implementation of inclusive education in primary schools in Johannesburg East district.

Meltz et al (2014:1) postulate that, in South Africa, a lack of funds and poor management are seen to be responsible for the lack of resources hence the delay in the implementation of inclusive education. The Department of Education does not have enough funding for schools to have all the necessary resources to implement inclusion in mainstream classrooms (Donahue & Bornman 2014:8; Engelbrecht et al 2015:7). Many children with disabilities in South Africa are still not attending schools with their peers (Donahue & Bornman, 2014:11). The current study examined whether the teachers in primary schools of Johannesburg East District find funding for inclusive education a challenge for the implementation of inclusive education. Most public schools in South Africa do not get funding from the Department of Basic Education to help them implement inclusive education fully. They do not have enough money to by required assistive devices which are useful in the implementation of inclusive education.

2.4 ENHANCEMENT OF THE IMPLEMENTATION OF INCLUSIVE EDUCATION

UNESCO (2017:27) explains that one of the major factors that can enhance the implementation of inclusive education is closing the gaps between policies and practice. It further states that it is vital to have all stakeholders, such as parents NGOs, schools and education departments, working co-operatively for effective implementation of inclusive education around the world.

According to the Global Education Monitoring Report (2017:25), education departments should have tighter comprehensive policies with benchmarks for measuring the accountability of state authorities. Countries need to enforce inclusive education policies to enhance their implementation and to make sure that all learners are accommodated effectively.

According to the European Network on Inclusive Education and Disability (2015:32), Finland, Spain, France, Austria and Ireland found that there is a need to develop

individual plans for learners with special educational needs as a strategy to enhance inclusive education in primary schools. They also stated that there is a need for human, financial and physical resources for inclusive education to be fully implemented. Schools require materials such as Braille textbooks, specialised, well-designed classrooms with ramps to accommodate learners in wheelchairs and audio books for the visually impaired.

In Canada, school leaders report that the teachers do not have knowledge and skills to handle diverse learners in the classroom therefore the use of Individualised Education Plans (IEPs) can be a solution to cater for various needs of learners in the classroom (Malli, Sams, Forrester-Jones & Murphy, 2018:88). This means that, if teachers differentiate lesson plans and activities in the classroom while implementing inclusive education in schools, this would cater for learners of different abilities. Malli et al (2018:90) further postulate that co-teaching can be an effective way to enhance the implementation of inclusive education. Co-teaching, commonly known as "team teaching", can cater for the needs of varied learners as teachers work together to plan and deliver lessons in one classroom. It becomes much easier for teachers to reach out to all learners when they work hand in hand in the same classroom.

In Germany, the implementation of inclusive education is enhanced through welcoming learners' differences, appreciating their different cultures and fully involving parents in their children's education (Livingstone & Flores, 2017:8). This implies that, if teachers and all stakeholders work together, this will improve the implementation of inclusive education. According to Livingstone and Flores (2017:9), schools should provide professional and material structures in an effort to enhance implementation of inclusive education and teachers should plan lessons taking into consideration the varied needs of learners in the classroom.

In Australia, Anderson and Boyle (2015:17) explain that the implementation of inclusive education can be enhanced through the allocation of funding on a needs basis, access to resources and well-trained teachers. This implies that schools should be allocated enough funds for infrastructural development so that they can cater for varied learners in their schools.

There are efforts in various African countries to enhance the implementation of

inclusive education. In Ghana, the Ministry of Education ensures that teachers receive in-service training so that they are well equipped to implement inclusive education (UNESCO 2017:4) from lower primary to upper primary. In Kenya, teachers indicated that they cannot fully implement inclusive education because they are not trained to handle diverse learners in the classroom (Odongo & Davidson, 2016:218). Teachers require full training in handling learners with disabilities so that they feel confident in implementing inclusive education.

According to the study conducted in Botswana by Otukile-Mongwaketse et al (2016:175), curriculum adaptation can enhance the implementation of inclusive education if the class sizes are smaller and teachers are adequately trained to deal with diverse learners in the classroom. This implies that inclusive education can be a realistic concept in the classroom if teachers are able to implement differentiated planning. A study carried out in Zimbabwe reveals that teachers find that inclusive education can be enhanced by teacher professional preparation and development (Majoko, 2016:1433). This means that if teachers are well trained in teaching in an inclusive classroom, it would be easier to implement inclusion in the classroom. Majoko (2016:1434) also postulates that collaboration between various stakeholders in the education fraternity would enhance the implementation of inclusive education. Stakeholders who are expected to collaborate in the enhancement of the implementation of inclusive education include regular teachers in mainstream classrooms, specialist teachers, parents and Department of Education officials.

In South Africa, the implementation of inclusive education can be enhanced by teachers' understanding of various policies on inclusive education, for example, the Screening, Identification, Assessment and Support (SIAS) Strategy policy in South Africa (Geldenhuys & Wevers, 2013:12). Teachers need to be fully trained to comply with the SIAS and the White Paper 6 to enhance the implementation of inclusive education. If screening and assessment is done early, then inclusive education strategies, such as differentiation, can be put in place. Engelbrecht et al (2015:8) agree that it is important for teachers to be highly skilled and have a clear understanding of the barriers to learning and ways of dealing with these barriers. Teachers need to understand their responsibilities regarding inclusive education so that they can be able to implement it effectively. The current study established whether the teachers in

primary schools were able to enhance the implementation of inclusive education.

Infrastructural changes and funding are vital as strategies to enhance implementation of inclusive education in South Africa (Donahue & Bornman, 2014:10). The Department of Education needs to provide schools with enough funding to be able to make infrastructural changes to accommodate learners with disabilities. The present study investigated teachers' experiences regarding the feasibility of the infrastructure in mainstream primary schools for the enhancement of the implementation of inclusive education. The study investigated deeper on the type of infrastructure which schools have and the assistive devices available to support learners in the mainstream classroom. The infrastructure includes ramps for wheel chaired learners, Braille textbooks for learners with visual impairments and the use of differentiated teaching strategies to accommodate the diverse learners.

2.5 CONCLUSION

Inclusive education is a very important topic in the education sector, worldwide and in South Africa. All children have the right to education, regardless of their physical disabilities, culture or learning barriers. Learners should have the opportunity to learn in an institution of their choice and learn effectively without being discriminated against. The subsequent chapter discusses the research methodologies.

CHAPTER 3
RESEARCH METHODOLOGY

3.1 INTRODUCTION

The previous chapter provided a review of literature relevant to the study. This chapter focuses on the methods that were used to collect data. These include the research approach, research design, sampling strategies, instrumentation for data collection and procedures to be followed in data collection and analysis. This chapter also discusses ethical considerations, which include confidentiality, trustworthiness, credibility, transferability, dependability, and conformability, to eliminate any form of harm to the participants.

3.2 RESEARCH APPROACH

In this study, the researcher used the qualitative approach because it gave the researcher the opportunity to be directly involved with the participants. According to Bogdan and Biklen (2007:274), qualitative research is an exploratory method which puts emphasis on collecting data in their natural settings through understanding the participants' point of view. Qualitative research is about understanding how people make sense of the world around them and how they experience the world they live in (Merriam, 2009:13). It provides insight into the problem through exploring participants' lived experiences because it mainly focuses on the "why". In qualitative research, gathering of data is non-numerical, meaning that data are collected in the form of words through interviews and the observation of participants in their natural settings.

Qualitative research seeks to study subjects in their natural settings, taking into consideration situational factors. Data are directly collected from participants and it allows for changes as data collection takes place (McMillan & Schumacher, 2010:322). In this study, the researcher utilised qualitative research to collect ,,empirical information from the participants through interviews and observations in their natural settings. This meant that the researcher had the opportunity to ask questions deductively (from general to specific) and the participants were given an opportunity

to freely express their feelings about their experiences in their natural school settings concerning the implementing of inclusive education in the primary school.

3.3 RESEARCH DESIGN

A research design is the researcher's plan on how the research will be carried out (Bogdan & Biklen 2007:274) and how the information will be collected from the participants. It also outlines the individuals to be involved in the study, the interview logistics and observation strategies and whether the researcher will engage in participant or non-participant observations. In this study, a phenomenological model was employed, which focused on the researcher's understanding of the answers given during interviews and what was observed (McMillan, 2012:12). This helped the researcher to understand participants' experiences and views in implementing inclusive education in primary schools. A phenomenological study tries to set aside biases and preconceived assumptions about human experiences and their responses to situation. The researcher tried to understand the participants' experiences and their social realities from their own point of view (Bogdan & Biklen, 2007:274).

3.4 POPULATION

Johannesburg East District in Gauteng has many primary schools. These schools have teachers that have been teaching since the introduction of the Department of Education White Paper 6 (DoE 2001) as well as some who joined thereafter. Individuals who possess the same characteristics are called a population. The population for this study comprised purposively sampled teachers and Heads of Departments from primary schools in the Johannesburg East District in Gauteng.

3.5 SAMPLING

Sampling is the process in research whereby a small group from the population for the study is selected (McMillan & Schumacher, 2010:129). In this study, sampling refers to the choice of a group of primary school teachers that will represent the population so that the findings can be generalised to the population. This study employed non-probability purposive sampling. Participants for the study were purposively selected based on their experiences in teaching in mainstream schools since the introduction

of the White Paper 6 (DoE 2001).

According to Cohen, Manion and Morrison (2018:223), purposive and non-probability samples are often used in qualitative research. In this study, a non-probability sampling technique was used because it allowed the researcher to choose a small group of teachers who were likely to be knowledgeable and informative about the subject under study (McMillan & Schumacher, 2010:489). McMillan (2012:12) explains that a non-probability sample is when the probability of including population elements is not known. Selection in this study was based on a preconceived purpose which was determined by the teacher's number of years in teaching in relation to the White Paper 6 (DoE, 2001).

In this study, the researcher purposively selected two teachers in each of the five primary schools in Johannesburg East District in Gauteng who have been teaching since the year 2001 to enable the researcher to answer the research questions. The researcher chose schools according to their type, for example, two former model C schools, two private schools and one township school. A Model C school is a school that was reserved for white learners only during apartheid but now admitting black children. A private school is a school that is partially supported by the state and mostly relies on fees paid by the parents for its day to day running of activities. A township school is a school found in the township which has mainly black children (Oxford South African Concise Dictionary 2010: 754, 938 &1257). Model C schools are mainly found in the suburbs and learners of various races attend those schools but before 1994 they were predominantly schools reserved for whites only. Private schools are those schools in South Africa that are independent, they are not run by the government but by churches, companies, organisations or individuals. Two teachers were purposively sampled from each of the five primary schools, which made a total of 10 information-rich participants in the field of inclusive education. Comprehensively, the selected participants comprised five Heads of Departments (HODs) and five level one teachers who are involved in and are members of the school-based support teams.

Purposive sampling is choosing subjects based on their possession of characteristics or to access required information from knowledgeable people (Cohen et al, 2018:223). In this type of sampling, only information-rich subjects who can provide information

required to fulfil the objectives of the study are selected. The researcher chose participants who would be able to supply relevant information according to their experiences in the implementation of inclusive education in South Africa. The researcher chose the district because of its accessibility and geographical location which is within the researcher's reach.

The teachers were chosen based on their willingness and interest to participate in the study. The research project was not conducted at my place of work to avoid bias during data analysis.

3.6 DATA COLLECTION TECHNIQUES

McMillan and Schumacher (2010:336) describe data collection strategies in qualitative research as multi-methods, which include participant observations, interviews and document analysis. In this study the researcher used in-depth interviews and observations to collect data.

3.6.1 In-depth Interviews

According to Bogdan and Biklen (2007:103), an interview is a conversation with purpose between two people or more that is directed by one, for purposes of acquiring information from the other. An interview is a form of data collection in which one person asks questions orally and records responses (McMillan, 2012:167). The researcher made use of interviews and a tape recorder during the one-on-one, in-depth interviews. This allowed the researcher to listen to the responses carefully and transcribe them for closer examination. The interviewer introduced the topic and then guided the discussions.

The researcher made use of in-depth interviews as this is the most prominent data collection tool in qualitative research because it is a good way of exploring people's perceptions, their meanings and their construction of realities (Punch & Oancea, 2014:182). The interview questions were set and arranged in accordance with the study's sub-research questions and objectives. In this study, the researcher made use of in-depth interviews because they allowed the researcher to gather more information from the participants as open-ended questions usually prompt discussion and allow

for participants to elaborate further. In this study, the researcher interviewed participants for not more than an hour and tape recorded them. These were later transcribed with the permission of participants. These interviews were done after school hours as the researcher did not want to interfere with the day-to-day proceedings of the school.

3.6.2 Observations

To ensure positionality of the research in this study, the researcher maintained a role on non-participant observer. Non-participant observation is when the researcher does not interact with the activities or offer suggestions (Hall, 2007: 132-142). The researcher was not involved in the life of the group or the activities carried out. In this research, the researcher observed the participants without being an active participant, therefore adhering to the principle of positionality.

According to Cohen et al, (2018:542), observation is a process of systematically looking and noting people, events, behaviours, settings and routines. Observations in this study were used to closely monitor and examine the implementation of inclusive education in primary school classrooms in order to answer the research questions. The researcher, as a non-participant observer, did not interfere with the proceedings of the day.

Observations were used to corroborate the data collected during interviews and to find out if there was consistency between the interviews and the deeds (Jama, 2014:10). In this study, the researcher used the non-participant observation method, as classroom teachers were teaching in their classrooms, which were their natural settings, to compare the interview notes with their experiences in implementing inclusive education. The researcher made use of observation sheets and a notebook to take short notes during observations.

3.7 DATA ANALYSIS AND INTERPRETATION

Data analysis is the process of sorting, arranging, coding and looking for patterns in data to reveal the findings (Bogdan & Biklen 2007:271) of the research topic or question. In qualitative research, data are mainly generated from the transcripts of

audio tapes (McMillan & Schumacher, 2010:40). The research questions were used to guide the researcher in conducting the analysis. Each of the questions is used as a main coding category.

Mouton (2008:108) explains that the analysis is the breaking down of data into smaller manageable themes, patterns, and relationships. To analyse the raw field notes, tape recordings and observation sheets with their accompanying short notes were processed (Welman et al 2006:211) that involved changing the notes into a write-up. Themes were identified through reviewing the notes and transcripts of the interviews. Thematic data analysis is a method used for identifying, analysing and reporting patterns (themes) within data (Braun & Clarke, 2006:77 – 101). Thematical data analysis is a flexible way of analysing data as it helps to generate themes from interview data. The prescribed data were vigorously analysed, and themes identified and categorised until the data reached the saturation point.

Data were analysed thematically to make data useful by identifying important information. Firstly, the researcher addressed familiarisation of data through transcribing recorded interview from audio to readable data to make it easy to visualise data. Notes were taken down and extensive reading of notes during the familiarisation process to identify basic themes. Coding process then followed where key words were identified.

Coding means to analyse and make sense of the data that have been collected (Welman et al, 2006: 214). Coding is an important step in analysing data thematically because it helps the researcher to interpret what has been said during the interview and to link data with theory. In this qualitative research, the coding was done through identifying relevant points and key words. Concepts were identified, summarised and relationship between them identified through coding.

Data were interpreted through synthesising the data into larger coherent wholes (Mouton, 2008: 109). Generating or searching for themes is very important in thematic data analysis as it helps to highlight the key themes. Patterns were identified and themes were derived from codes and this led to reviewing of the themes. Themes were then reviewed and refined by reading through all the extracts related to the codes. Themes were found to be suitable for the main research objective.

Naming and defining of themes then followed which helped in formulating exactly what was meant by each theme. This helped the researcher to understand data and therefore describe what the theme is all about. Finally a report was written through studying the categorised data carefully.

3.8 TRUSTWORTHINESS

According to Mahlo (2011:97), trustworthiness in qualitative research ensures rigour without compromising the relevancy of the study. Trustworthiness in qualitative research is about establishing credibility, transferability, dependability and conformity of the research. The researcher took these into consideration to ensure trustworthiness of the research.

3.8.1 Credibility

Credibility is the extent to which the data and conclusions are accurate and trustworthy (McMillan, 2012:302). Credibility is how confident the researcher is about the findings of the research. To ensure credibility in this research, the researcher made use of triangulation, prolonged engagement with participants and participants' review of data. The researcher used in-depth interviews with teachers who have been teaching for more than 10 years to ensure credibility, as these interviews allowed the researcher to gather as much information as possible.

3.8.2 Transferability

Transferability is the degree to which the results can be generalised to the rest of the population (Cohen et al, 2018: 248). Transferability implies the appropriateness of applying the findings to other contexts and, in this case, it means the findings can be applied to similar inclusive primary schools in other districts or provinces of South Africa. The researcher used extensive descriptions to ensure that the findings can be applicable to other contexts. It was hoped that the experiences of the teachers and HODs who participated in the study would represent a wider population of other primary school teachers in the district.

3.8.3 Dependability

Dependability in qualitative research is the extent to which the study can obtain the same results when repeated by other researchers. Cohen et al (2018:248) explain dependability as the consistency of the findings. In this research, interviews and non-participant observations were used to ensure dependability.

3.8.4 Conformability

According to Cohen et al (2018:248), conformability is the extent to which the research is neutral. It is about addressing issues of bias and that the findings are based purely on participants' responses. To safeguard conformability of the findings in this study, member checking was done by asking the participants to read and comment on the accuracy of the verbatim quotes, to ascertain whether they are comfortable with the researcher using their direct personal quotes in written or verbal reports of the study. Participants' emotions, views, body language and feelings were also observed to see how they would affect the study.

3.9 ETHICAL CONSIDERATIONS

Ethics are concerned with what is acceptable and non-acceptable in conducting research (McMillan, 2012:17). The researcher is ethically responsible for protecting the rights and welfare of the participants (McMillan & Schumacher, 2010:15). It is vital that ethical issues are considered in any research to ensure that the rights of participants are not violated. Participants were informed that the interviews would be audio-taped and that the recordings and transcripts would be kept safe and confidential. The researcher also considered permission, informed consent, confidentiality and anonymity.

3.9.1 Permission

In this study, the researcher sought permission from the Ethics Committee of the university under whose auspices the research was conducted and this was granted. The Department of Education in Gauteng Province also granted the researcher permission to proceed with the study (see Appendix B). Permission was sought and was granted by the Johannesburg East Circuit Office (see Appendix C). The

researcher visited the schools to inform the principals and participants about the nature of the study in the selected primary schools within the district.

3.9.2 Informed consent

The researcher drew up consent forms which were completed and signed by the participants before they participated in the study. The participants received written consent beforehand so that they would know what the study was about. They were also informed that they had a choice to withdraw at any stage of the process without consequences. They were told about the rationale and nature of the study and that all information would be treated with utmost confidentiality.

3.9.3 Confidentiality

McMillan and Schumacher (2010:122) define confidentiality as making sure that only the researcher has access to data, that participants' names are not going to be used and making sure that there is privacy of the information collected. In this study, the participants were given assurances of confidentiality and how the data were intended to be used without making use of their names at any stage.

3.9.4 Anonymity

Anonymity is about removing participants' names from the whole research as this protects participants' identities. The researcher used pseudonyms, such as *"Participant 1"*, *"Participant 2"*, as opposed to real names to ensure that the participants would not be identified to the reading public.

3.10 CONCLUSION

This chapter covered the research approach, research design, population and sampling, data collection techniques, data analysis, trustworthiness, and ethical issues. The next chapter presents and discusses the data and the analysis.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

The aim of the study was to establish teachers' experiences in the implementation of inclusive education in primary schools in the Johannesburg East district in Gauteng Province. This chapter presents the data and discusses the findings of the study.

4.2 BIOGRAPHICAL INFORMATION

Table 4.1 below contains the biographical information of participants, including grade responsibility, experience and subjects they teach.

Table 4.1: Biographical information of participants

Participants and school variable	Teachers /Head of Department	Grades responsible for	Experience in teaching	Gender	Qualification description
Participant 1: Private school	HOD	3 - 5	35 years	Female	Diploma in Primary School Education
Participant 2: Private school	Teacher	7	34 years	Female	Diploma in Primary School Education
Participant 3: Former model C school	Teacher	4	22 years	Male	Diploma in Primary school Education Advanced Certificate in Education BEd Honours in Inclusive Education
Participant 4: Former	HOD	4	17 years	Female	Diploma in Teachers'

					Education
model C school					Advanced Certificate in Management
					BEd Honours in Management
Participant 5: Private school	Teacher	6	35 years	Female	Higher Diploma in Education
Participant 6: Private school	HOD	7	31 years	Female	Higher Diploma in Education
Participant 7: Former model C school	Teacher	7	31 years	Female	Higher Diploma in Education BEd in Education
Participant 8: Former model C school	HOD	1	20 years	Female	Bachelor of Arts Diploma in Maths Education Advanced Certificate in Maths Education
Participant 9: Township school	Teacher	3	25 years	Female	Higher Diploma in education Advanced Certificate in Inclusive Education
Participant 10:	HOD	1	22 years	Male	Primary Teachers'

Township school					Course
					Advanced Certificate in Inclusive Education
					BEd Honours in Inclusive Education

4.3 DATA PRESENTATION AND ANALYSIS

Data are presented under the objectives of the study which include teachers' experiences regarding the implementation of inclusive education, teachers' understanding of inclusive education, teacher's support regarding implementation of inclusive education and strategies to enhance the implementation of inclusive education.

The following section presents the findings derived from the in-depth interviews in response to the sub-research questions and objectives of the study.

4.3.1 Teachers' understanding of implementing inclusive education

4.3.1.1 Understanding of inclusive education

Some teachers understood inclusive education as the notion that all learners are treated equally in the same classroom regardless of their physical or mental abilities. Upon interviewing the teachers, most of them understood the concept of inclusive education and all of them were able to define it. The following verbal quotes represent the above statement:

> *For me, that would be to include all children who have different forms of disabilities, whether it's physical, emotional, learning disabilities, all in one unit (Participant 2).*

> *As far as I understand inclusive education, children have physical and, in some cases, mental problems. It depends on how bad the mental problem is, and the child should be included in a mainstream class and should be able to learn with*

other children (Participant 1).

My understanding of inclusive education is where all the learners, irrespective of their physical abnormalities, are catered for in the same school and there is no separation of maybe deaf children; there is no separation of children who cannot walk; there is no separation of children at all (Participant 8).

According to my understanding, inclusive education pertains to including all children in the school, in the mainstream, regardless where they come from, their socio-economic background and I think it must be implemented in all schools, public or private schools (Participant 3).

4.3.1.2 Understanding of inclusive education implementation strategies

Some teachers and HODs reported that they experienced challenges with inclusive education implementation strategies as they found it difficult to cater for all learners in the same classroom. Some of the teachers highlighted that they do not have the knowledge of how these strategies are to be implemented in the mainstream classroom. The following quotes support the above findings:

To be honest, at my school, there is no accommodation of inclusive education because I have a child who cannot speak and there is no accommodation for that; there is a child who cannot see well so I had to come up with my own plans, draw lines using different colours, on my own but the school itself does nothing (Participant 8).

To be honest, it is not easy to cater for all of them… (Participant 4).

On the contrary, some teachers and HODs highlighted that they do have inclusive education strategies in place at their schools to try and help learners with varied learning barriers. The above statement is supported by the following quotes:

I will say, to a certain extent, my school is trying its best to implement this inclusive education. As a school, we have the School-Based Support Team (SBST) who are committed to looking at the needs of learners in the school (Participant 3).

You need to have understanding of all the learners in your class then, after that, you go to the level, the lowest level, when you have seen that the learner can't

cope, you just lower the level to see if he cannot or if he cannot then also you consult your colleagues. Maybe one of your colleagues can be able to deal with the learner (Participant 10).

Okay, over the years, we have heard children with hearing disabilities; we have Down syndrome children and those in wheelchairs. We have had autistic children and hearing disability children; one or two had eye problems, not blind completely, but had a problem, so there have been other types of children that we have had that have successfully gone through our school. You know you have to think of the whole child; you can't just say 'let's put them together' because you are giving the child more problems if they cannot cope (Participant 1).

Well, in the Grade 6 classroom, we have children of mixed ability. We also have children here who have disabilities as far as learning barriers go and that is not just reading and comprehension, it's children with low IQ and we try and accommodate them in the best ability that we can. We give one-on-one teaching to them, we give support classes and we get to their level so that they can have a better understanding (Participant 5).

4.3.1.3 Understanding of implementation of South African inclusive education policies

Some HODs and teachers reported that it is very difficult and not practical to implement inclusive education in South Africa because of various factors such as a lack of teacher training, large class sizes and the lack of support from schools and district offices. They were of the view that the policies are not fully implemented as most of the teachers did not know anything about those policies. Teachers explained that most of them have not seen or heard of the policies in their schools, which makes it very challenging to implement inclusive education. Some of the participants mentioned that they were not aware that there were inclusive education policies in South Africa. Their comments included:

No, they cannot be fully implemented if there are no resources. They cannot because I have a Grade 3 learner operating at a Grade 1 level. Teaching 48 learners and using different methods to fit the learners is not an easy thing, so I think something should be done. It's easy to write the policies but implementation [of] them is so difficult. Those who are writing the policies, they have never seen

*what we are experiencing as implementers of the policies (**Participant 9**).*

*I wouldn't be able to quote any inclusive education policy, NO! (**Participant 6**).*

*It's quite a good policy with good intentions, but I really believe most teachers are not fully trained, I don't think some teachers are aware of this policy (**Participant 3**).*

*Not at our school, I don't think so and I don't know. I don't think we [are] capable to do it, because our teachers are not trained to deal with it. And, the physical classrooms catering for our kids and the buildings, you know, the structure of the school, we cannot cater for children in wheelchairs (**Participant 7**).*

On the other hand, there were a few teachers and HODs who were of the view that some teachers are familiar with and understand inclusive education policies to a certain extent. The following verbal quotes reflect the teachers' perceptions:

*I think these are good policies. White Paper 6 talks about diversity and how to treat learners; there is the SIAS policy. The White Paper 6, one, teachers do have a clue what it is all about, just a clue that they need to treat all learners equally but the SIAS one – we deal with that one full time because we organise workshops where we train teachers how the SIAS process works, from supporting learners, from identifying learners with learning barriers to supporting them to filling in the SNA1 form, the SNA2 form then the SNA3 form is filled in by the district officials. I think, that one, we fully implement it (**Participant 4**).*

4.3.2 Implementation of inclusive education and teachers' support

4.3.2.1 Support received regarding implementation of inclusive education

Some teachers reported that they do not get any form of support from their School-Based Support Team (SBST) regarding the implementation of inclusive education at their schools. Their comments included:

*In the early years, when I got to this school, we used to conduct workshops and trainings whereby the SBST with the coordinator linking, they would guide teachers on how to implement this inclusive education but, of late, it has been neglected (**Participant 3**).*

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We really need support from our managers. We have LTSM in our school, but it does not include these learners (Participant 9).

On the contrary, some teachers and HODs highlighted that they do get support internally from their School Management Teams (SMT), principals and SBSTs. This opinion is affirmed by the following statements:

Our heads give us a lot of input, so we are given guidelines on how to teach it, how to go about teaching that kind of thing; well we get support from our heads basically (Participant 2).

We do get that support, we support each other, as much as I said that there are also teachers in SBST, teachers who see to it that, in each grade, it is taking place, you know the overseer of each grade (Participant 10).

Well, as I say when we take a child, we work fully with this child. The teacher works with them, the principal works with them there are therapists that we can send them to that help them with this and that, we got speech therapists, we got occupational therapists, we got psychologists, we got play therapists, drama therapists, we got everything here on campus and we use them as well to try and get to these children where their problems are. Then we bring in scribes then we bring in facilitators, so we try everything at this school but then this is a private school (Participant 1).

4.3.2.2 Support from the Department of Education

Most participants highlighted that they do not get any support at all from the Department of Education regarding the implementation of inclusive education in their primary schools. They expressed the following opinions:

They don't support us. We need psychologists who will help us run the inclusive education. We need social workers… (Participant 9).

You see, with us now, nothing for us, so you know they just put it out their inclusive education and then what? There is nothing; if we didn't have these things in place here, these children would have a problem (Participant 1).

There is no support from the department, all they do is just to tell you that you have

to support this child but they are not there, they are not there and they cannot even tell you how to help these children at this school (Participant 8).

I would not say we get any support from the Department of Education because I have not seen anyone from the department who comes to workshop us. Only what I have seen is that the department will be asking for stats, how many learners have failed and how many learners have passed…. I have not seen anyone coming to train teachers (Participant 3).

4.3.2.3 Support from School Management Team (SMT) and School Based Support Team (SBST)

Some of the teachers were of the view that they do get support from the School Management Team and the School Based Support Teams with regard to the implementation of inclusive education. They highlighted that they do support them to a certain extent and help them to deal with different types of learners in the classroom, which sometimes makes their jobs much easier. The following verbal quotes represent the above statement:

Yay! They support us in every way. If we do have problems, we go and talk to them about help, they are very good with referrals of children; we do have support (Participant 2).

As I have said that they call a meeting and ask us to identify the learners as soon as possible (Participant 10).

Our HODs, they do. In our meetings, we do encourage each other concerning supporting these learners. If we talk about inclusive learning in our school, it only focuses on the learners with difficulties (Participant 9).

The School Management Team encourages us and internally, as a school, we do workshops on how teachers can identify these learners, support and report to parents and the SBST coordinator is the one who conducts those meetings within the school (Participant 4).

On the other hand, there were some teachers who felt that they do not get any support at all from their School Management Teams and School Based Support Teams as

they are also not well versed in inclusive education. Some teachers highlighted that the SBST comprises personnel that are not trained or experienced when it comes to the implementation of inclusive education which, in turn, makes it a challenge to support the rest of the staff as they are not sure how to do it. Others highlighted that support is just verbal in meetings, but they never come to classrooms to show them exactly how to implement inclusive education effectively. Because of their lack of knowledge, they then find it a challenge to be able to support the teachers in the implementation of inclusive education. They expressed the following views during the interviews:

> *Well, we have regular meetings and they give ideas as to how to implement, but they don't really come into the classroom and assist and realise how challenging it is to reach this target group who cannot comply with mainstream education. I do find that our SBST members are not qualified to support us* **(Participant 5).**

> *Well, like I mentioned, the SBST – School Based Support Team – is more administrative rather than practical, so I really don't feel that any practical support is given, and the practical support is needed more than the administrative support* **(Participant 6).**

> *They not encouraging, anything, they actually just give you the children and you will see to finish. I don't even think that they know that there are children who coming to the schools with challenges. You are the one who would go and tell them that, you know, what I have got this child with this challenge, they have no idea* **(Participant 8).**

> *I will say NONE! There isn't any support that we get now from the SBST, but previously, yes, teachers used to be workshopped on how to cater or to implement the inclusive education policies* **(Participant 3).**

4.3.2.4 Implementation of inclusive education and support from community

All the participants were of the view that there is no support at all from their surrounding communities for the implementation of inclusive education in their schools. They all cited that their communities are not even aware of inclusive education and what it means. They expressed the following opinions:

*I don't believe that the community is even aware of the fact that we need to have inclusive education; so definitely no support at all on the community because the school doesn't interact with the community as such, except for the parents who have learners at the school and, as far as that goes, the only expectation is that the learners attend the support classes **(Participant 6).***

*It's so difficult with the community, if you talk of the community, you can see the community that we are at, it's even difficult to come when you call the parents just to sign the forms and to talk with the parents about the child; they hardly come, the parents **(Participant 10).***

*I don't think they even know about it because this is something that is not talked about, it's something that is, like its passing, it's not something that will be put on an agenda where the parents are told about inclusive learning. Parents, they don't know about inclusive learning, I don't want to lie **(Participant 9).***

4.3.2.5 Involvement of community and the implementation of inclusive education

Schools can play a very important role to educate communities about inclusive education and this can be done through holding workshops for parents to inform them about inclusive education. Guest speakers can also be invited when there are parents' meetings to educate communities on inclusive education and, in turn, these communities will be able to support schools in the implementation of inclusive education. Participants expressed the following views:

*To involve the community, I think we need to have real serious meetings with the parents with the problem children, those battling and struggling and make them really understand that this is the real issue with your child and it's not a case of labelling the child but we need to inform and we need to have regular meetings with their parents **(Participant 7).***

*I believe we can play an integral role in helping other schools around [here] by having somebody, maybe, who can have workshops to help teachers in how to implement the inclusive education policy in clusters. You can start at school level clusters then as a district **(Participant 3).***

I think our school can put it out there in the community newsletter. There might be

psychologists here, there might be OTs in this area that can come and give us guidelines as to how to support these learners (Participant 5).

I think we need to workshop the parents on this and bring somebody who is knowledgeable, and do something that will be practical for the parents to understand because most of the parents, sometimes when you tell them about the progress of the child, and, let's say this child in future, she can be referred. Looking at how she performed, some parents are in denial that 'my child cannot go to the special school' (Participant 9).

4.3.3 Enhancement of the implementation of inclusive education

4.3.3.1 Accessibility of infrastructure in accommodating diverse learners

All the teachers were of the view that their schools are not accessible, as they were not designed to accommodate learners with various needs. Teachers highlighted a concern about the effectiveness of the implementation of inclusive education because most of their schools do not have such infrastructure to cater for the varied physical needs of the learners. The above statement is seconded by the following quotes:

I don't believe that our infrastructure would be able to accommodate them because I would think that they would need like space in which they can learn in very different ways. So our classrooms are very basic; we don't have the necessary tools to accommodate learners that I would imagine they would need this inclusive education (Participant 6).

Our school… the infrastructure is not accessible to learners with special needs, there are no ramps. We are a school that even the foundation phase is on two levels so there are stairs all the way and it's a sloping school, it is not a school on a flat surface (Participant 5).

If I understand this question well, it also includes learners on wheelchairs. Our school was not designed to cater for such learners. Even presently, if you can look at the infrastructure of our school, we cannot; it's not possible to do that, the way the school was built (Participant 4).

4.3.3.2 Assistive devices to enhance learning

Some of the teachers were able to give examples of assistive devices that could be used to support learners with barriers, but they highlighted that, in most cases, these were not used at their schools. The opinions are affirmed by the following statements:

*I think we need concrete things that learners can touch, if you look around, nothing tells that we do Maths (**Participant 9).***

*There are headphones that they use, tape recorders and scribes and sand boxes where necessary **(Participant 1).***

*I think some of the examples that we spoke about now, having Braille to assist those that will find it difficult or have problems with reading, maybe audio visuals can stimulate these learners, perhaps practical and interactive items, such as maybe being able to use iPad or have actual practical examples **(Participant 6).***

*In the maths class, I think children with barriers need calculators, they sometimes understand the concept, but they cannot recall the tables. I also think that they must be able to record some of their answers, especially those with difficulty with writing **(Participant 5).***

4.3.3.3 Implementation of inclusive Education and enhancement strategies

Some teachers and HODs were able to give examples of strategies that could be used to enhance the implementation of inclusive education in mainstream schools in South Africa. Some were of the view that schools should have specially trained personnel to help children who are experiencing barriers to learning. They expressed the following views during the interviews:

*I think if the Department or the Ministry of Education can revisit the White Paper 6 and the policies that come under it. If they revisit, and then they workshop teachers on this, and they make a follow up, and not leaving all this responsibility for the schools, but they must be hands on to help teachers on the ground on how to assist learners with special needs and how to implement inclusive education policies … And teachers can also be trained to teach such learners because sometimes teachers do not have the training to teach kids with special needs **(Participant 3).***

The strategies that we need are: if we can have a remedial teacher based in each school, then we will identify learners with barriers to learning. The teacher will be able to involve the psychologists so that remedial support can be given to those learners. If the problem is not academic, then they will be sent to special schools, so if we can have a remedial teacher in each school at least we will be managing to help these learners **(Participant 4).**

Better teacher education, smaller classes, each class must have an assistant teacher **(Participant 5).**

I would say that more intensively trained teachers will be needed. Perhaps train teachers well so that they are able to support learners with special needs. I think that most teachers just come out of studying facilities that only cater for mainstream learners, they do not really specialise in inclusive education strategies or methods of assisting these learners. I believe that a special class during teacher training should be offered in terms of training teachers to be able to assist learners with special needs **(Participant 6).**

4.4 FINDINGS FROM OBSERVATIONS

Table 4.2: Observation sheet for teachers' understanding of the implementation of inclusive education

Teachers' understanding of the implementation of inclusive education	Comments
• Teachers'/HODs' understanding of inclusive education	All the participants understood what inclusive education is.
• Understanding of SIAS Policy and Education White paper 6	The majority of the participants did not have any understanding of the inclusive education policies in South Africa. Only four of the participants knew about some policies on inclusive education in South Africa.
• Ability to differentiate lessons to accommodate various learners' needs in the classroom • Are teachers confident in implementing inclusive education?	Only a few of the teachers were confident in differentiating lessons to cater for the varied learners in the classroom. Most of the teachers did not have any idea how they could differentiate lessons to cater for various needs in the classroom.
• Making use of varied teaching styles in the classroom to accommodate various learners' needs.	The majority of the teachers were able to use varied teaching styles in the classroom, mainly they used videos, pictures, pairwork and groupwork.
• Ability to manage learners with various educational needs in the classroom.	None of the teachers were able to handle learners with various educational needs; they demonstrated that they did not have the knowledge about how to manage those learners.

Table 4.3: Observation sheet for support from the Department of Basic Education

Support by Department of Basic Education (DBE) in terms of resources	Comments
Availability of resources at the school to enhance implementation of inclusive education: Does the school have assistive devices to enhance implementation of inclusive education, e.g., • Computers, • Braille equipment, • Projectors, • Talking electronic devices, • Pencil grips, • Magnifier, • Speech software.	Most schools do have computers for teachers and learners. Only one school in the township did not have any computers. All schools did not have any Braille equipment. Most schools did have overhead projectors. All the schools did not have any talking electronic devices. Most of the schools did not have any pencil grips. Only two private schools had pencil grips. Most of the schools did not have any magnifiers. Only one private school had magnifiers in the classrooms. All the schools did not have any speech software devices.

Table 4.4: Observation sheet for enhancement of the implementation of inclusive education

Enhancement of the implementation of inclusive education	Comments

• Does the classroom have enough space to allow individual attention of learners? (overcrowded or not overcrowded)
• Is the school designed to accommodate physically impaired learners, e.g.,
  - Ramps for wheelchairs
  - Paved pathways
  - Restrooms for people in wheelchairs
  - Signage with bright colours
  - Desks and tables that provide sufficient knee clearance for learners who use wheelchairs
  - Access to running water
	Most public schools are overcrowded.
	Private schools have more space in their classrooms.
	None of the schools visited had ramps for learners in wheelchairs.
	Nearly all of the schools have paved pathways except for township schools.
	All the schools had signage with bright colours.
	None of the schools have desks and tables that provide sufficient knee clearance for those in wheelchairs.
	All the schools have access to running water.

On observation of teachers, most of the participants had an understanding of inclusive education, although only a few of them were well versed with the inclusive education policies in South Africa. Only a few of the participants were confident in differentiating their lessons to accommodate learners with various needs. In some lessons that the researcher observed, learners with educational needs were not catered for at all.

During observations, the researcher also noticed that, at one private school, there were ramps when approaching the front office but not to the classrooms. None of the schools had physical structures to accommodate learners in wheelchairs or equipment like the Braille equipment, speech software and talking electronic devices.

The researcher also observed that most of the schools had computers and projectors and only private schools had specialised equipment like pencil grips and magnifiers.

Township schools did not have any computers for learners and there are no projectors in their classrooms.

4.5 DISCUSSION OF FINDINGS

4.5.1 Sub-research question 1: How do teachers understand inclusive education?

The study revealed that some teachers understand what inclusive education is and they were able to define inclusive education although most of them could not give examples of inclusive education policies in South Africa. Teachers believed that all learners should be taught in the same classroom regardless of their physical or mental disabilities. Related findings were established by O'Riordan (2017:45) who established that teachers understand inclusive education as a shift from the medical model of education to the social model where the educational needs of varied learners are met in the mainstream classroom. The understanding of inclusive education is that it is a system where all learners, irrespective of their disabilities, are catered for in the same school. A study conducted by Nketsia (2017:1) established that inclusive education is a process of helping all learners to actively participate in the whole learning process without discriminating against those with disabilities or learning barriers. The above-mentioned findings reiterate the importance of emphasising the interaction between an individual's development and the systems within the school context as stated by Bronfenbrenner.

4.5.2 Sub-research question 2: What support do teachers receive in implementing inclusive education?

The study established that some teachers do not receive support from the School Based Support Team in their schools and from the Department of Education. The findings of this study concur with literature (O'Riordan 2017; Odongo & Davidson 2016) that teachers do not get support from the education departments or from their schools for the implementation of inclusive education. Research conducted by Geldenhuys and Wevers (2013) reveals that the District Based Support Teams are not structured or capacitated to provide effective support to schools in the implementation

of inclusive education.

It emerged from this study that a sample of teachers in private schools do get adequate support from their School Management Teams and School Based Support Teams for the implementation of inclusive education. These teachers highlighted that they have classes to help struggling learners and that they are able to implement inclusive education.

The study revealed that some teachers experience challenges with inclusive education implementation strategies because of various reasons including a lack of resources in schools, teacher training and support from other stakeholders. Researchers found that some teachers do not receive adequate training in most parts of the world with regard to the implementation of inclusive education and that causes them to feel a lack of confident in implementing inclusive education (Lee & Low 2013; Al-Manabri et al 2013; UNESCO 2017; Otukile-Mongwaketse et al 2016; Engelbrecht et al 2015).

It emerged from this study that some teachers do not get support from their schools in terms of resources and that this, in turn, impacts negatively on their ability to fully implement inclusive education. UNESCO (2017), O'Riordan (2017), Odongo and Davidson (2016) and Meltz et al (2014) note the inadequate resources allocated by the departments of education makes it very difficult for teachers to implement inclusive education.

Bronfenbrenner's bio-ecological model theory demonstrates the importance of the nested structure, which includes the microsystems, mesosystems, the exosystems and the macrosystems in the development of the child. It is therefore important for the SBST and SMT to work together to help the teachers fully implement inclusive education. The department of education must work hand in hand with schools, families, and communities for inclusive education to be fully implemented.

4.5.3 Sub-research question 3: What strategies can be used to enhance the implementation of inclusive education?

The study established that some teachers are not even aware of the inclusive education policies in South Africa and this poses a challenge for them to be able to

implement inclusive education. Most participants highlighted that they need to be workshopped in inclusive education policies as a strategy to enhance its implementation. The Global Education Monitoring Report (2017:27) confirms the findings of the present study by advocating that there is a need to close gaps between policies and practices in different countries through training teachers on the policies on inclusive education. Once teachers in schools are aware of the policies on inclusion, they will be able to implement it in their respective schools.

It emerged from this study that some teachers struggle with resources and assistive devices in the implementation of inclusive education. The study conducted by the European Network on Inclusive Education and Disability (2015:32) concurs with these findings by stating that there is need for human, financial and physical resources as a strategy for inclusive education to be fully implemented. Most of the schools where the study was conducted did not have any resources like Braille textbooks, hearing aids or ramps to accommodate learners with various needs in the schools.

The present study revealed that funding can also be a strategy to enhance implementation of inclusive education in schools. This is confirmed by the study conducted by Donahue and Bornman (2014) who posit that it is important that the Department of Education provides schools with enough funding so that schools can make infrastructural changes to accommodate learners with varied needs. Adequate funding, as revealed by this study, can lead to the enhancement of the implementation of inclusive education in primary schools.

Another strategy which emerged from the current study is that of teacher training. The present study concurs with Majoko (2016) and Engelbrecht et al (2015) who advocated that teachers need to be fully trained to be able to implement inclusive education in their classrooms. Most teachers had not received training or attended workshops on inclusive education implementation strategies.

Bronfenbrenner's bio-ecological model emphasises that there should be meaningful interaction and correlation between individuals, the equipment around them and everything in their vicinity, which, in turn, can have an impact on their development. It is vital that schools have the right equipment for effective implementation of inclusive education. According to Landsberg, Kruger and Nel (2011:10), the more recently

revised bio-ecological model of development emphasises the interaction between an individual's development and the systems within the school context to accommodate all learners in the classroom. The school systems help a learner to develop fully and therefore learn with no challenges. It was found from the study that some schools do not have appropriate infrastructure to support learners with varied barriers in the classroom.

4.6 CONCLUSION

This chapter covered biographical information of participants, presentation of data, data analysis and discussion of findings. The next chapter will outline the summary, conclusion, and recommendations.

CHAPTER 5
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The aim of this study was to find out teachers' experiences in implementing inclusive education in primary schools in Johannesburg East District in the province of Gauteng. This chapter summarises the findings of the study, discusses the recommendations made, gives a conclusion about the experiences of teachers in the implementation of inclusive education, the support received from relevant stakeholders, and the strategies used to enhance the implementation of inclusive education.

5.2 SUMMARY OF THE FINDINGS

The findings of this study revealed various experiences of teachers regarding the implementation of inclusive education. The study revealed that, although the DoE introduced the White Paper 6 (DoE 2001), there are still various challenges faced by teachers in the implementation of inclusive education in primary schools.

The study revealed that although most teachers are aware of inclusive education policies in South Africa, they find it a challenge to implement them because of a lack of training and support from various stakeholders, large numbers in classes, and the unavailability of resources.

5.2.1 Teachers' understanding of the implementation of inclusive education

Teachers shared their understanding of inclusive education. All the teachers interviewed were able to define what inclusive education is, but only a few could name inclusive education policies in South Africa.

Teachers indicated that they have learners with different abilities in their classrooms, but they find it challenging to support those learners because they are not well trained to do so. Most teachers indicated that they have not attended workshops to equip them with skills to implement inclusive education and they also did not receive training at college or university during their teacher training. This study revealed the gaps

between teacher training and the implementation of inclusive education in primary schools in South Africa.

Most teachers indicated that neither themselves nor their colleagues knew about the inclusive education policies in South Africa. This study revealed that South Africa does have inclusive education policies but they are not practical to implement because of the large number of learners in classrooms, the lack of resources and assistive devices, and the lack of adequate support from relevant stakeholders in the education sector. Most of the teachers did not understand the policies and found it difficult to implement them as they were not trained to so.

5.2.2 Implementation of inclusive education and teacher support

This study revealed that there is a gap between teacher support and inclusive education. Most teachers, especially in public schools, indicated that they get very little support from their schools. They indicated that the SMT and SBST at their schools do not have staff development programs nor do they provide support on the implementation of inclusive education. The findings revealed that the SBSTs are not always fully functional hence teachers were using limited intervention strategies to support learners with barriers to learning.

Most teachers indicated their willingness to implement inclusive education at their primary schools but they do not get support from the District office, the SBST or the SMT. Teacher support in a school is fully dependent on the functionality of the SBST and the District office. The findings revealed that, in private schools, there is support from the SBST as opposed to public schools. This confirms that SBSTs do exist in schools, but they are not fully actively involved in helping teachers to implement inclusive education in the classroom. The willingness of teachers to support learners was proved during interviews and class observations, although some did not know how to differentiate their activities to cater for all learners in the classroom.

Teachers indicated that, even though they have learners with various needs in their classrooms, they do not get much support, if any, from the SMT and they are not well equipped on how to support learners with various educational needs. Findings confirm the frustrations of teachers on the lack of support in the implementation of inclusive

education.

5.2.3 Strategies to enhance the implementation of inclusive education

The teachers in the study believed that there are many strategies which can be implemented to enhance inclusive education in primary schools. It emerged from the study that the most important strategy is for teachers to have proper training on implementation of inclusive education and to be workshopped more often on how to implement inclusive education.

Educators also indicated that resources are very important in the implementation of inclusive education. It emerged from the study that most teachers do not have adequate resources, especially in the public schools as opposed to private schools. In public schools, teachers do not have any assistive devices and their classrooms are overcrowded, which makes it a challenge for them to cater for varied learners in the classroom.

It also emerged from the study that there is a lack of adequate funding from the Department of Education which makes it difficult for schools to have proper infrastructure to accommodate learners with varied needs hence making implementation of inclusive education very difficult. Some schools are non-fee-paying schools and do not have funds to develop their infrastructure in accordance with inclusive education requirements.

5.3 LIMITATIONS OF THE STUDY

- The study was conducted at one district in Gauteng. This limited the researcher from exploring information from other districts on teachers' experiences in the implementation of inclusive education.

- The study was conducted in only five schools in one Gauteng district and this could not be generalised to all schools in South Africa.

- Only two teachers per school were interviewed and this could not be generalised to the whole school.

- The principals and DoE officials were not interviewed. This might have created a contradiction in the information given by teachers.

5.4 CONCLUSIONS

The following conclusions are drawn from the study:

5.4.1 Implementation of inclusive education policies

Although teachers were willing to implement inclusive education, most of the teachers in the study were not fully aware of the various inclusive education policies in South Africa and they did not know how to implement them due to a lack of adequate inclusive education at teacher training.

5.4.2 Teachers' understanding of inclusive education policies

Teachers in primary schools did not have much understanding of the inclusive education policies. They knew about the policies but they were not familiar with what the policies entail which makes it a challenge to be able to implement inclusive education in the classroom. There is not much support offered by the varied stakeholders in the implementation of inclusive education; teachers felt that they were on their own. The Department of Education does provide workshops on the implementation of inclusive education but they do not follow up to see if the teachers are fully implementing inclusive education in the schools. The School-Based Support Teams, the community and the schools are not active in supporting teachers with the implementation of inclusive education in primary schools.

5.4.3 Enhancement of implementation of inclusive education

It emerged from this study that most of the schools did not have adequate infrastructure to implement inclusive education. There were no ramps, Braille textbooks and other assistive devices to cater for learners with varied educational needs in schools, especially public schools.

5.5 RECOMMENDATIONS

The following recommendations are made based on the findings of the study:

- It is recommended that the DoE should workshop teachers more often on the implementation of inclusive education in primary schools. The DoE can work hand in hand with universities to ensure that inclusive education becomes part of teacher training programs, as a compulsory module to be included every year of the four-year teacher training program.

- The DoE should ensure that each teacher has a copy of the inclusive education policy documents like the DoE White Paper 6 of 2001 and the SIAS policy in schools and that they familiarise themselves with the policies.

- It is recommended that schools support their teachers through their SBSTs and SMTs in the implementation of inclusive education and ensure that there is differentiation in lesson presentation. This can be done through mini workshops by the SBST monthly on how to implement inclusive education in the classroom.

- It is recommended that schools should involve parents and the community in the implementation of inclusive education.

- A needs analysis done by the DoE is recommended to evaluate the devices schools need to fully implement inclusive education in primary schools.

- It is recommended that, during their teacher training, teachers should be educated on various strategies to enhance the implementation of inclusive education.

5.6 CONCLUSION

In this chapter, the summary of findings from interviews and observations on implementation of inclusive education in primary schools were highlighted. It also included limitations to the study, conclusions, and recommendations.

In conclusion, my objectives of the study were met, and the research questions were adequately answered. The implementation of inclusive education in primary schools will be a success if teachers receive adequate training on inclusion, if there are adequate resources in the schools and if all relevant stakeholders support teachers in

the implementation of inclusive education. This should start with the Department of Education following up on the implementation of inclusive education in primary schools in Johannesburg East district in Gauteng.

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APPENDIX A: Proof of registration

UNISA | university of south africa

1834

NGULANI G MISS
202 HOWARD COURT
3 NEWICK ROAD
GRESSWOLD
2090

STUDENT NUMBER : 45190313

ENQUIRIES TEL : 0861670411
            FAX : (012)429-4150
eMAIL : mandd@unisa.ac.za

2020-03-27

Dear Student

I hereby confirm that you have been registered for the current academic year as follows:

Proposed Qualification: MED (INCLUSIVE EDUCATION)   (90067)

PROVISIONAL EXAMINATION

CODE	PAPER	S NAME OF STUDY UNIT	NQF crdts	LANG.	EXAM.DATE	CENTRE(PLACE)

Study units registered without formal exams:
    DLIED95   Dissertation of Limited Scope (MEd - Inclusive Educatio 84   E
@ DLIED95   Dissertation of Limited Scope (MEd - Inclusive Educatio 84   E
@ Exam transferred from previous academic year

You are referred to the "MyRegistration" brochure regarding fees that are forfeited on cancellation of any study units.

\# Your attention is drawn to University rules and regulations (www.unisa.ac.za/register).
    Please note the new requirements for reregistration and the number of credits per year which state that
    students registered for the first time from 2013, must complete 36 NQF credits in the first year of study,
    and thereafter must complete 48 NQF credits per year.
    Students registered for the MBA, MBL and DBL degrees must visit the SBL's ESOnLine for study material and other
    important information.
    Readmission rules for Honours: Note that in terms of the Unisa Admission Policy academic activity must be
    demonstrated to the satisfaction of the University during each year of study. If you fail to meet this requirement
    in the first year of study, you will be admitted to another year of study. After a second year of not demonstrating
    academic activity to the satisfaction of the University, you will not be re-admitted, except with the express
    approval of the Executive Dean of the College in which you are registered. Note too, that this study programme must
    be completed within three years. Non-compliance will result in your academic exclusion, and you will therefore not be
    allowed to re-register for a qualification at the same level on the National Qualifications Framework in the same
    College for a period of five years after such exclusion, after which you will have to re-apply for admission to any
    such qualification.
    Readmission rules for M&D: Note that in terms of the Unisa Admission Policy, a candidate must complete a Master's
    qualification within three years. Under exceptional circumstances and on recommendation of the Executive Dean, a
    candidate may be allowed an extra (fourth) year to complete the qualification. For a Doctoral degree, a candidate
    must complete the study programme within six years. Under exceptional circumstances, and on recommendation by the
    Executive Dean, a candidate may be allowed an extra (seventh) year to complete the qualification.

BALANCE ON STUDY ACCOUNT: 0.00

Yours faithfully,

Dr F Goolam
Registrar

0108 0 00 0

UNIVERSITEIT VAN SUID-AFRIKA
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APPENDIX B: GDE approval

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	19 July 2019
Validity of Research Approval:	04 February 2019 – 30 September 2019 2019/152
Name of Researcher:	Ngulani G
Address of Researcher:	202 Howard Court, 3 Newick Road
	Gresswold,
	Johannesburg, 2090
Telephone Number:	083 559 3613
Email address:	ngulanigugu@gmail.com
Research Topic:	Teachers' Experiences In Implementing Inclusive Education In Primary Schools In Johannesburg East District, Gauteng Province.
Type of qualification	Masters' in Education
Number and type of schools:	Five Primary Schools
District/s/HO	Johannesburg East

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

19/07/2019

1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management
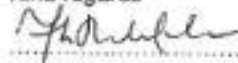7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Faith.Tshabalala@gauteng.gov.za
Website: www.education.gpg.gov.za

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1. Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

Mrs Faith Tshabalala
Acting Director: Education Research and Knowledge Management

DATE: 19/07/2019

Making education a societal priority

Office of the Director: Education Research and Knowledge Management
7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Faith.Tshabalala@gauteng.gov.za
Website: www.education.gpg.gov.za

APPENDIX C: Request for permission to conduct research (Johannesburg East Circuit Office)

College of Education
P.O. Box 392
Pretoria, South Africa
0003

05/08/2019

The Circuit Manager
Johannesburg East District Office
Parkmore
Johannesburg

Re: **Request for permission to conduct research at Johannesburg East mainstream primary school**

TITLE: TEACHERS' EXPERIENCES IN IMPLEMENTING INCLUSIVE EDUCATION IN PRIMARY SHOOLS IN JOHANNESBURG EAST DISTRICT

Circuit manager
Tel: 0027 11 669 000
Email: irene.mashapa@gauteng.gov.za

Dear Mrs I. Mashapa

I, **GUGULETHU NGULANI** am doing research under supervision of Dr M.K. MALAHLELA, a lecturer in the Department of Inclusive Education towards a MASTER OF EDUCATION at the University of South Africa. I request teachers to participate in a study entitled **TEACHERS' EXPERIENCES IN IMPLEMENTING INCLUSIVE EDUCATION IN PRIMARY SCHOOLS IN JOHANNESBURG EAST DISTRICT.**

The aim of the study is to find out teachers' experiences in the implementation of inclusive education in primary schools. The aims to find out what the teachers in various schools have experienced in the implementation of inclusive education; the challenges if any and their views on inclusive education in primary schools since the introduction of the White Paper 6 in 2001. This study aims to benefit policy makers, teachers, principals, Head of Departments, and the Department of Education.
Five Primary Schools in your circuit have been selected because of its closeness to the researcher's workplace and home. The study will entail one-on-one interviews with the teachers at their schools and observations. Interviews will be conducted after school or before school, whichever will be convenient for the participants. Semi-structured questions will be used, and confidentiality will be exercised.
The benefits of the study find different experiences that teachers have in implementing

inclusive education which in turn will benefit teachers and Department of Education at large on strategies to enhance inclusive education. Teachers will have information on what others have experienced and learn from those experiences.

Potential risk is time. The interviews may be time consuming for some participants. There will be no reimbursement or any incentives for participation in the research. Feedback procedure will entail contacting participants to inform them of the research findings.

Yours sincerely

Ngulani

GUGULETHU NGULANI
TEACHER (BUCCLEUCH PRIMARY SCHOOL)

Permission Granted. Circuit Manager.

Mrs V.I.J. Mashapa
Gauteng Department
of Education
Circuit Manager
Johannesburg East D9

Signature:.................................

Date: 22nd August 2019

APPENDIX D: Request for permission to conduct research at a primary school

College of Education
P.O.Box 392
Pretoria, South Africa
0003

03/09/2019

The Principal
………………… Primary School
Johannesburg

Re: **Request for permission to conduct research at …………… primary school**

TITLE: TEACHERS' EXPERIENCES IN IMPLEMENTING INCLUSIVE EDUCATION IN PRIMARY SHOOLS IN JOHANNESBURG EAST DISTRICT

Dear Principal

I, **GUGULETHU NGULANI** am doing research under supervision of Dr M.K. MALAHLELA, a lecturer in the Department of Inclusive Education towards a MASTER OF EDUCATION at the University of South Africa. I request teachers to participate in a study entitled **TEACHERS' EXPERIENCES IN IMPLEMENTING INCLUSIVE EDUCATION IN PRIMARY SCHOOLS IN JOHANNESBURG EAST DISTRICT.**

The aim of the study is to find out teachers' experiences in the implementation of inclusive education in primary schools. The aims to find out what the teachers in various schools have experienced in the implementation of inclusive education; the challenges if any and their views on inclusive education in primary schools since the introduction of the White Paper 6 in 2001. This study aims to benefit policy makers, teachers, principals, Heads of Departments and the Department of Education.
Your school, …………… Primary School has been selected because of its closeness to the researcher's workplace and home. The study will entail one-on-one interviews with the teachers at their schools and observations. Interviews will be conducted after school or before school, whichever will be convenient for the participants. Semi-structured questions will be used, and confidentiality will be exercised.
The benefits of the study find different experiences that teachers have in implementing inclusive education which in turn will benefit teachers and Department of Education at large on strategies to enhance inclusive education. Teachers will have information on what others have experienced and learn from those experiences.
Potential risk is time. The interviews may be time consuming for some participants.
There will be no reimbursement or any incentives for participation in the research.
Feedback procedure will entail contacting participants to inform them of the research findings.

Yours sincerely

GUGULETHU NGULANI
TEACHER (BUCCLEUCH PRIMARY SCHOOL)

APPENDIX E: Participant information sheet (informed consent) for teachers

College of Education
P.O. Box 392
Pretoria, South Africa
0003

10/08/2019

TITLE: <u>TEACHERS' EXPERIENCES IN IMPLEMENTING INCLUSIVE EDUCATION IN PRIMARY SHOOLS IN JOHANNESBURG EAST DISTRICT</u>

DEAR PROSPECTIVE PARTICIPANT

My name is **GUGULETHU NGULANI** and I am doing research under the supervision of **Dr M. K. MALAHLELA**, a lecturer in the Department of Inclusive Education towards master's in education at the University of South Africa. I request teachers to participate in a study entitled **TEACHERS' EXPERIENCES IN IMPLEMENTING INCLUSIVE EDUCATION IN PRIMARY SCHOOLS IN JOHANNESBURG EAST DISTRICT.**

WHAT IS THE PURPOSE OF THE STUDY?
This study is expected to collect important information that could benefit teachers, school principals, Head of Departments, district officials, policy makers, learners and various institutions and organisations in the Department of Education in South Africa and elsewhere. Through finding the different experiences that teachers have, it will be easier to determine if policy on inclusive education is put into practice or there is need for the Department of Education to enforce more on the policy.

WHY AM I BEING INVITED TO PARTICIPATE?
You are invited because the researcher requires information from teachers who have been teaching since the implementation of Department of Education White Paper 6 on Inclusive education in 2001.
I obtained your contact details from the school principal. In this study, there will be 10 participants from five different school.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?
The role of the participant will be to participate in an interview and the researcher will observe one or two lessons.
The study involves audiotaping, semi-structured interviews, and observation of lessons. Open-ended questions will be asked during the interview. Interviews will take a minimum of 45 minutes per session and there might be 3 sessions or so. The researcher will come for a minimum of two lesson observations.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?
Participation in this study is voluntary and you are under no obligation to consent to

participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?
The possible benefits of taking part in this study are for the participants to be informed on possible lack of information on the implementation of inclusive education.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?
There is no risk of harm in this study.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?
You name will not be recorded anywhere, and no one will be able to connect you to the answers you give. Your answers will be given a code number, or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.
Anonymous data may be used for other purposes, such as research report, journal articles and conference proceedings. A report may be submitted for publication, but individual participants will not be identifiable in such a report.

HOW WILL THE RESEARCHER PROTECT THE SCURITY OF DATA?
The researcher will store hard copies of your answers for a period of five years in a locked cupboard/ filing cabinet at UNISA for future research or academic purposes; electronic information will be stored on a password-protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. Hard copies will be shredded, and electronic copies will be permanently deleted from the hard drive of the computer with a relevant software programme.

WILL I RECEIVE PAYMENT FOR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?
There will not be any costs incurred by the participant. No payment or incentive will be received.

HAS THE STUDY RECEIVED ETHICS APPROVAL?
This study has received written approval from the Research Ethics Review Committee of the College of Education, UNISA. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/ RESULTS OF THE RESEARCH?
If you would like to be informed of the final research findings, please contact GUGULETHU NGULANI on 0835593613 or email **ngulanigugu@gmail.com.** The findings are accessible for five years.
Should you require any further information or want to contact the researcher about any aspect of this study, please contact the researcher on the above contact details.
Should you have concerns about the way in which the research has been conducted, you may contact Dr M.K MALAHLELA on 0027 12 481 2755 and email: malahmk@unisa.ac.za.

Thank you for taking time to read this information sheet and for participating in this study.
Thank you.

Ngulani
_____
GUGULETHU NGULANI

CONSENT TO PARTICIPATE IN THIS STUDY (RETURN SLIP)

I, _____, confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had enough opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty.

I am aware that the findings of this study will be processed into a research report, journal publications and conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the interview and observation notes.

I have received a signed copy of the informed consent agreement.

Participant   Name   &   Surname   (please   print)
_____

_____
_____
Participant signature   Date

Researcher's Name & Surname   GUGULETHU NGULANI

Ngulani
_____   10/09/2019
Researchers' signature   Date

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APPENDIX F: Parental consent for participation of minors in a research project

College of Education
P.O.Box 392
Pretoria, South Africa
0003

16/04/2019

Dear Parent

Your child is invited to participate in a study entitled **TEACHERS' EXPERIENCES IN IMPLEMENTING INCLUSIVE EDUCATION IN PRIMARY SCHOOLS IN JOHANNESBURG EAST DISTRICT.**

I am undertaking this study as part of my master's research at the University of South Africa. The purpose of the study is to explore the experiences of teachers in implementing inclusive education in Primary Schools in Gauteng Province of South Africa and the possible benefits of the study are the improvement of the implementation of inclusive education in South Africa. I am asking permission to include your child in this study because I will be observing teachers during lessons. I expect to have many other children in different classes participating in the study.

If you allow your child to participate, I shall request him/her to be part of the class to be observed.

Any information that is obtained in connection with this study and can be identified with your child will remain confidential and will only be disclosed with your permission. His/her responses will not be linked to his/her name or your name or the school's name in any written or verbal report based on this study. Such a report will be used for research purposes only.

There are no foreseeable risks to your child by participating in the study. Your child will receive no direct benefit from participating in the study; however, the possible benefits to education are finding the different experiences of teachers in the implementation of inclusive education thereby determining if there is need to change policies or to support teachers in implementation of inclusive education hence

accommodating all learners in the classroom.. Neither your child nor you will receive any type of payment for participating in this study.

Your child's participation in this study is voluntary. Your child may decline to participate or to withdraw from participation at any time. Withdrawal or refusal to participate will not affect him/her in any way. Similarly, you can agree to allow your child to be in the study now and change your mind later without any penalty.

The study will take place during regular classroom activities with the prior approval of the school and your child's teacher. However, if you do not want your child to participate, an alternative activity will be available. Your child can be asked to sit in the next class for the duration of the lesson observation.

In addition to your permission, your child must agree to participate in the study and you and your child will be asked to sign the assent form, which accompanies this letter. If your child does not wish to participate in the study, he or she will not be included and there will be no penalty. The information gathered from the study and your child's participation in the study will be stored securely on a password locked computer in my locked office for five years after the study. Thereafter, records will be erased.

The benefits of this study are to observe the implementation of inclusive education by teachers in mainstream schools.

There will be no risks involved.

There will be no reimbursement or any incentives for participation in the research.

If you have questions about this study, please ask my study supervisor, Dr M.K. Malahlela, Department of Inclusive Education, College of Education, University of South Africa or me. My contact number is **0835593613** and my e-mail is **ngulanigugu@gmail.com**. The e-mail of my supervisor is **malahmk@unisa.ac.za**. Department of Education, school principal and the Ethics Committee of the College of Education, UNISA, have already given permission for the study. You are deciding about allowing your child to participate in this study. Your signature below indicates that you have read the information provided above and have decided to allow him or her to participate in the study. You may keep a copy of this letter.

Name of child: _____

_____   _____   _____
Parent/guardian's name (print)   Parent/guardian's signature   Date:

GUGULETHU NGULANI   ~Ngulani~   16/04/2019

Researcher's name (print)   Researcher's signature   Date:

APPENDIX G: Semi-structured interview schedule

The following questions will be asked during interviews:

1.1 Teachers' understanding of implementing inclusive education

1.1.1 What is your understanding of inclusive education regarding its implementation?

1.1.2 Give examples of inclusive education implementation strategies used at your school. How effective are the strategies you have given as examples, in accommodating all learners in the classroom?

1.1.3 What are your views about the South African inclusive education policies? Do you think they are fully implemented in your school? Please explain.

1.1.4 Do you think the teachers you work with understand the policies on inclusive education? Please elaborate.

1.1.5 How important is the implementation of inclusive education in your mainstream primary school classrooms?

1.2 Implementation of inclusive education and teachers' support

1.2.1 What kind of support do you receive regarding implementation of inclusive education at your school?

1.2.2 How does the Department of Education support teachers in the implementation of inclusive education at your school?

1.2.3 How does your school management team encourage the implementation of inclusive education?

1.2.4 What is your view of the school-based support team? What support does this team give to your primary school, towards the implementation of inclusive education?

1.2.5 In your opinion, do you think the community at large, especially the one around your school, supports the implementation of inclusive education? Give examples and reasons for your responses.

1.2.6 What is it that your school can do to involve the surrounding community to support the implementation of inclusive education in your school?

1.3 Enhancement of implementation of inclusive education

1.3.1 How accessible is the infrastructure of your school, regarding accommodation of the learners with diverse needs? Explain.

1.3.2 Please give examples of assistive devices that you think can be used to support learners with barriers to learning in the classroom, and briefly explain how one can use such devices.

1.3.3 What other strategies do you think can enhance the implementation of inclusive education in mainstream schools in South Africa?

APPENDIX H: Observation sheet for the implementation of inclusive education

2.1. Observation sheet for teachers' understanding of the implementation of inclusive education.

GENDER (tick)

Female	
Male	

Teacher	
HOD	

	YES	NO
2.1.1 Teachers' /HODs' understanding of inclusive education.		
Understanding of SIAS Policy and Education White paper 6.		
Ability to differentiate lessons to accommodate various learners' needs in the classroom Are teachers confident in implementing inclusive education?		
Making use of varied teaching styles in the classroom to accommodate various learners' needs.		
Ability to manage learners with various educational needs in the classroom.		
2.2. Enhancement of the implementation of inclusive education: Does the classroom have enough space to allow individual attention of learners? (overcrowded or not overcrowded)		
Is the school designed to accommodate physically impaired learners e.g. • Ramps for wheelchairs--- • Paved pathways-- • Restrooms for people in wheelchairs----------------------------------- • Signage with bright colours--- • Desks and tables that provide sufficient knee clearance for		

learners who use wheelchairs--		
Acess to running water		

2.3 Observation checklist for support in terms of resources

Support by Department of Basic Education (DBE)		
Availability of resources at the school to enhance implementation of inclusive education:Does the school have assistive devices to enhance implementation of inclusive education, e.g. • Computers, • Braille equipment, • Projectors, • Talking electronic devices, • Pencil grips • Magnifier, • Speech software	.	

APPENDIX I: Ethical clearance

UNISA | university of south africa

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2019/06/12

Ref: **2019/06/12/45190313/04/MC**
Name: Miss G Ngulani
Student: 45190313

Dear Miss Ngulani

Decision: Ethics Approval from
2019/06/12 to 2022/06/12

Researcher(s): Name: Miss G Ngulani
E-mail address: 45190313@mylife.ac.za
Telephone: +27 83 559 3613

Supervisor(s): Name: Dr M Malahlela
E-mail address: malahmk@unisa.ac.za
Telephone: +27 12 481 2755

Title of research:

Teachers' experiences in implementing inclusive education in primary schools in Johannesburg East district, Gauteng Province.

Qualification: M. Ed in Inclusive Education

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2019/06/12 to 2022/06/12.

The **low risk** application was reviewed by the Ethics Review Committee on 2019/06/12 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.

2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.

3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.

4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.

5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.

6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.

7. No field work activities may continue after the expiry date **2022/06/12**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2019/06/12/45190313/04/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,

Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za

Prof PM Sebate
ACTING EXECUTIVE DEAN
Sebatpm@unisa.ac.za

Approved - decision template – updated 16 Feb 2017

APPENDIX J: Letter from language editor

Barbara Shaw

Editing/proofreading services

18 Balvicar Road, Blairgowrie, 2194

Tel: 011 888 4788 Cell: 072 1233 881

Email: bmshaw@telkomsa.net

Full member of The Professional Editors' Guild

To whom it may concern

This letter serves to inform you that I have done language editing, reference checking and formatting on the thesis

TEACHERS' EXPERIENCES IN IMPLEMENTING INCLUSIVE EDUCATION IN PRIMARY SCHOOLS IN JOHANNESBURG EAST DISTRICT, GAUTENG PROVINCE

By NGULANI GUGULETHU

Barbara Shaw

23/10/2020