

**TEACHERS' EXPERIENCES OF THE INCLUSION OF LEARNERS
WITH DIVERSE BARRIERS TO LEARNING IN
AN ORDINARY FOUNDATION PHASE CLASSROOM**

by

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DECLARATION

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WITH DIVERSE BARRIERS TO LEARNING IN

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I declare that the above dissertation is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the dissertation to originality checking software and that it falls within the accepted requirements for originality.

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.

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S Kasikako

25 APRIL 2021

S KASIKAKO

DATE

DEDICATION

This work is dedicated to my mom Sophia Moyo and husband Elboy Kasikako.

ACKNOWLEDGEMENTS

Jesus Christ, thank you for the strength, courage and power to complete this study. I owe you my life.

The completion of this study was made possible by the following wonderful people:

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ABSTRACT

The study aimed to explore teachers' experiences and to discover challenges encountered by mainstream teachers in the inclusion of learners with diverse barriers to learning in the Foundation Phase mainstream classrooms in the Vaal, Gauteng region. The study provides strategies that can be utilised by the teachers to enhance inclusive education practice in mainstream classrooms. Ten teachers were purposively selected from five mainstream primary schools with two participants from each school. All participants were grade three Foundation Phase teachers. Data were collected through in-depth interviews that enabled the researcher to delve deeply and find rich and relevant information for the study. For triangulation purposes, the researcher made use of document analysis as a second method of collecting data for this study. The study followed a qualitative data analysis method which derived the information from the perceptions of the informants and formed significant themes. The study revealed that teachers are challenged greatly by a lack of knowledge and skills to address diverse learning disabilities adequately; initial training that is ineffective in dealing with learners with diverse barriers to learning; a gap of knowledge that exists between theory and practice; a lack of adequate resources; poor infrastructure; large numbers of learners in a class; a lack of support from District Based Support Teams; and an inflexible curriculum. The study recommends collaborated teaching where teachers learn from each other; peer teaching; teacher exchange programmes; curriculum modification that caters for learners with barriers to learning; and workshop training that focuses on practical skills that will enhance inclusive education in mainstream schools.

Key words

Inclusive education; inclusion; mainstream schools; challenges; barriers to learning; learning disabilities; Foundation Phase.

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CHAPTER ONE: ORIENTAION TO THE STUDY

1.1 BACKGROUND TO THE STUDY

There is a need to include learners with barriers to learning in ordinary classrooms. Research has proven that learners with disabilities and difficulties in learning show a great improvement when learning side by side with their normal peers. According to Hodgson and Khumalo (2015), in a discriminatory period in South Africa, blacks experienced segregation in their schooling that prevented them from receiving a quality education. The Salamanca Statement re-affirmed the fundamental rights of education for everyone as endorsed by a universal body that stands for human rights (United Nations, 1948). South Africa further renewed its membership of the 1990 Equal Rights Amendment (ERA) Conference that mainly focused on the rights of persons who have disabilities. The Salamanca Statement commissioned that access to a mainstream educational system is to be provided for persons with special needs or disabilities. This globally recognised statement further provided a universal framework and guidelines for managing inclusive education as stated by United Nations Educational, Scientific and Cultural Organisation (UNESCO, 1994). South Africa has followed inclusive principles since 1994 in order to align with the rest of the world and to redress the ravages of apartheid. According to Bridge (2014), the Education Act of South Africa Act No 84 of 1996 allows all learners with and without disabilities to enrol into mainstream schools without discrimination. Relevant support services are expected to be rendered to all learners (DoE, 2010).

A number of countries, such as Australia (Sharma, 2010), Scotland (Pantic & Florian, 2015), Botswana (Chhabra, Srivastava & Srivastava, 2010), Zimbabwe (Majoko, 2018) and South Africa, since 1994 when it embraced inclusion, state that learners with disabilities are enrolled in mainstream classrooms. Despite a dramatic increase in the numbers of academically challenged students in regular schools, international findings record that the results and findings of inclusion are inconsistent (Majoko, 2017). According to Chhabra et al (2010), in Botswana, many mainstream teachers are unqualified and unprepared to teach learners with diverse needs. This makes them frustrated and they develop negative attitudes towards inclusive education. Furthermore, Chhabra et al's (2010) study reveals that diverse barriers to learning are

not catered for in Botswana by the teachers since they lack the expertise, motivation and skills to deal with learners with special needs. However, a study carried out in Zimbabwe by Majoko (2017) indicates that teachers understood inclusive education, had positive attitudes towards its implementation and valued inclusive education practices. Previous experiences and training with special needs education, womanhood and involvement of teachers with persons who have challenges educationally and physically, changes the beliefs of teachers in a positive way and enhances learning. Further, the study indicates that diverse learning barriers are addressed effectively in some Zimbabwean mainstream schools. Another study carried out in Zimbabwe by Chimhenga (2016) reveals negative attitudes from teachers, students and parents towards inclusive education and its implementation. Chhabra et al (2010) point out that England, as a developed country, still encounters challenges in inclusive education policies and practices. Recently, the government in England has questioned the policy of inclusion and now offers a number of ideas and strategies concerning practice and approach to inclusion.

A Greek study carried out by Fyssa, Viachou and Avramidis (2014) in regular and special schools about how teachers understand inclusion and involve learners with disabilities in their everyday lessons showed that most of the children with disabilities had difficulties in participating during free-play and in semi-structured activities. Teachers failed to provide for diverse needs of learners because of individualistic assumptions towards disabilities instead of applying a constructivist conceptualisation of diversity and the establishment of inclusive pedagogies that cater for diverse special needs in the classrooms.

Teachers in South Africa were found to hold narrow individualised beliefs about teaching special needs learners. Inclusive education is supposed to take care of the needs of learners with diverse needs in the classroom therefore the education systems in South Africa need to be re-oriented in order to cater for diverse learners and those with barriers to learning (Mahlo, 2017). Overcrowded classrooms, a lack of resources, inadequate materials and a lack of assistance from the Department of Education crucially affect the implementation and practice of inclusive pedagogies. In 2001, a policy document, White Paper 6 of South Africa (DoE, 2001) was published after several consultations. It spelt out the challenges that are experienced in schools by

learners with physical or educational disabilities and how best to resolve these problems in mainstream schools (DoE, 2001).

Mashiya's (2014) study conducted in South Africa on teachers' views about students with mild anatomical disabilities in the Foundation Phase revealed negative attitudes and beliefs by teachers. The study further showed that these learners are excluded from participating by a lack of resources, knowledge and abilities to involve them. Nel, Tlale, Engelbrecht and Nel (2016) agree with the above findings and further reveal that, in a study carried out by China and South Africa, of teachers' knowledge of literacy in inclusive classrooms, it was discovered that teachers had limited knowledge and therefore failed to address barriers to literacy learning. Uniamu (2012) concurs with the researches that have been recently conducted in southern Africa on inclusive education indicating that teachers' attitudes towards inclusive education and its principles were negative. These studies reveal that diverse barriers to learning are not addressed effectively in inclusive classrooms.

Mayaba's study (2008), which investigated the views and accumulated knowledge of inclusive education in Pietermaritzburg, revealed that inclusive education was a challenge to teachers resulting in the exclusion of pupils with disabilities from participating educationally. Teachers had a negative perception towards adapting the curriculum for learners with learning barriers because they felt that their work load increased to extreme levels. Nel et al (2016) also engaged in a study that investigated teachers' perceptions of education support structures for all learners. Teachers reported that formal support systems given to them were not effective and suggested that the policy needs to be revisited and amended for effective inclusive education. De Boer, Pijl and Minnaert (2011) followed up on previous studies and discovered that many teachers were not interested or willing to teach diverse learners with challenges in primary schools. Further, it was noted that no study indicated clear, consistent and positive results on addressing diverse barriers to learning in mainstream classrooms.

Learning in inclusive classrooms can be enhanced though creating a conducive environment for all learners. An educationally friendly environment is created when a school adapts both its environment and its settings to accept all learners (Opertti & Brady, 2011). Mahlo's study (2017) indicates that the South African education system and teachers fail to address diverse barriers to learning effectively in the Foundation

Phase classroom. Large class sizes and a failure to provide resources that enable diverse learners to be included hinders them from addressing and responding to diverse barriers to learning in regular Foundation Phase classrooms.

1.2 STATEMENT OF THE PROBLEM

As already stated in the background to the study, teachers found it challenging to address and respond to barriers to learning in an ordinary classroom (Chhabra et al, 2010). International and local studies continuously reveal that teachers in mainstream schools need in-service training to manage diverse learning difficulties (Engelbrecht, Nel, Nel & Tlale, 2015; Peacock, 2016; Monje, 2017). Training that should be given to teachers should be more practical than theoretical so that the educators will receive “hands on” training. Experiences of teachers in inclusion should be recorded to inform the provision of needs for reactive training. The failure to embark on further research to inform teachers’ practices may affect learners with barriers and cause their exclusion in inclusive settings as noted by Majoko (2016). It is for this reason that the researcher decided to embark on research that will mainly focus on the understanding and the use of prior accumulated knowledge of Foundation Phase teachers in the Vaal area of Gauteng.

1.3 MAIN RESEARCH QUESTION

What are the teachers’ experiences of inclusion of learners with barriers to learning in an ordinary Foundation Phase classroom?

1.3.1 Sub-Research Questions

1.3.1.1 What are teachers’ understandings of the inclusion of learners with barriers to learning in an ordinary Foundation Phase classroom?

1.3.1.2 What are the factors that influence the inclusion of learners with barriers to learning in Foundation Phase classrooms?

1.3.1.3 How do teachers in an ordinary Foundation Phase classroom apply inclusive education strategies to enhance the inclusion of learners with the diverse barriers to learning?

1.3.2 Research Objectives

The objectives of this study were to:

- 1.3.2.1 examine teachers' understanding of the inclusion of learners with barriers to learning in an ordinary Foundation Phase classroom;
- 1.3.2.2 explore the factors that influence the inclusion of learners with diverse barriers to learning in an inclusive classroom;
- 1.3.2.3 establish ways in which teachers in an ordinary Foundation Phase classroom apply inclusive education strategies to enhance the inclusion of learners with diverse barriers to learning.

1.4 RATIONALE FOR THE STUDY

Teachers in mainstream schools are now faced with a challenge of dealing with diverse needs which were not catered for during their initial teacher training. They therefore have a lack of skills and capacity to deal with learners with special educational needs. Teachers need comprehensive training to manage an inclusive classroom effectively as they do not have the ability to respond to diverse barriers to learning that are now a reality in their mainstream classrooms.

The researcher holds an Honours degree in the field of Special Needs Education that is recognised by her school which requested her services to run staff development programmes for teachers. During discussions in these staff development programmes, teachers expressed their frustrations when dealing with diverse barriers in the large mainstream classrooms and not having necessary resources to support learners at school and district levels. They also revealed that their initial teacher training did not cater for diverse barriers to learning.

1.5 SIGNIFICANCE OF THE STUDY

The researcher believes that teachers need to understand diverse learning barriers and how to improve on their teaching skills and teaching methodology to manage their classrooms. This study contributes to policy, practice and research and adds to the limited literature base on including learners with diverse learning barriers in regular

Foundation Phase classrooms. Inclusive practices and teachers' challenges in practising inclusive education are reviewed which will inform teachers and researchers to make informed decisions.

1.6 THEORETICAL FRAMEWORK

This study followed a sociocultural framework centred on the theories of Vygotsky (1978), which affirm instructional interventions by teachers in order to help children to reach their full cognitive potential through scaffolding within the Zone of Proximal Development (ZPD). Teachers in this study are seen as the backbone of learners who have challenges in their learning. According to Topciu (2015), a social constructivism theory emphasises the significance of a person's present environment and people he/she associates with and that contribute to his/her intelligence levels. Further, Topciu (2015) recommends differentiated programmes for each learner in the classroom to cater for their wide differences and needs. Teachers can make use of Vygotsky's (1978) ideas that include teaching devices such as staging of lessons by teachers in a way that can be re-modelled, known as scaffolding.

Lantolf (2000) confirms that the mind of a person requires mediation. A study by Vygotsky (1978 cited in Wertsch, 1985) notes that a child's cognition is affected by the knowledge of people surrounding the child. Vygotsky (1978) believes that, during contact time, learners transform what they see the educator do instead of just copying it. Ellis (2000) says that learning occurs in sociocultural theory during interaction and that successful interaction occurs when an adult, teacher or peer who is skilled in the subject or topic helps children finish a task. This study follows Vygotsky's (1978) theoretical framework which has inclusive educational principles. The teacher is the facilitator of all learning that takes place in the classroom. During contact time, the teacher identifies the learner's intellectual gap of knowledge and plans intervention strategies to bridge that gap by practising inclusive education pedagogies.

1.6.1 Zone of Proximal Development (ZPD)

Vygotsky (1978) contends that the Zone of Proximal Development reveals a gap in the real developmental levels of a child and is influenced by the way that a child solves problems independently and under adult supervision. Shayer (2002) points out that

the reason for Vygotsky's introduction of the Zone of Proximal Development was a lack of acknowledgement on ways practitioners judged and evaluated children's intellectual capabilities. Aprile (2010) acknowledges Vygotsky's (1978) ideals and further reveals that these ideals establish whether mental functions of a child have matured or are in the process of maturation. Teachers need not be limited by the cognitive development levels of a child but what the child will manage to do if assisted.

1.6.2 Scaffolding

Scaffolding is a process of the child's transition from the teachers' help to independence. Frequently asked questions within the Zone of Proximal Development (ZPD) are answered at this stage (Carugati & Selleri, 2001). Furthermore, scaffolding makes use of communication as a tool to increase knowledge in children (Donato, 1994). If the educator makes use of scaffolding in cooperative learning, the process of learning improves.

1.7 RESEARCH METHODOLOGY AND DESIGN

1.7.1 Introduction

The aim of this study was to explore teachers' experiences of the inclusion of learners with barriers to learning in a mainstream Foundation Phase classroom. This part of the study discusses issues related to research methodology, which include: research approach, research design, population and sampling, instrumentation and data collection techniques, data analysis, trustworthiness and research ethics.

1.7.2 Research approach

The study employed a qualitative research approach. Denzin and Lincoln (2001) explain that a qualitative research collects evidence for observation. An approach that is qualitative enables the researcher to gather data from informants rather than making use of numbers and statistics. McMillan and Schumacher (2014) point out that qualitative data are gathered where participants operate in their daily lives. Qualitative research enables the researcher to understand the views of participants about a situation from collected data as the study proceeds.

Chetty (2016) contends that a research approach entails detailed information about

the method used to gather data and how they are analysed and interpreted which is dependent on the type and purpose of the study. Further, it gives credibility to the study.

1.7.3 Research design

This study employed a qualitative research design because it is exploratory in nature and uses information from respondents to find meaning (Creswell, 2009). Furthermore, Creswell (2009) defines the qualitative research method as a naturalistic method designed in such a way that the researcher cannot manipulate the participants for evaluation purposes. A qualitative research design within an interpretivist paradigm was used for this study. The interpretivist philosophy is associated with a philosophical position of idealism. Myers (2008) asserts that an interpretive research design accesses reality from interpreting words and other forms of information gathered from people in a natural setting. Saunders et al (2012) conclude that researchers should cater for diversity found in informants. Meanings of the study emerged towards the end of the research. Teachers' experiences, perceptions and feelings provided data in this study through in-depth interviews and document analysis.

1.8 POPULATION AND SAMPLING

McMillan and Schumacher (2014) describe a population as a large group of individuals or events. This study drew its sample from five ordinary primary schools in the Vaal area of Gauteng Province from which two teachers per school, who teach Grade Three, were selected, making a total of ten teachers. These teachers participated in the study due to the fact that they were in mainstream schools that follow inclusive education practices and were willing to partake in it. The teachers are well experienced in teaching Foundation Phase and had at least five or more years of experience in the teaching profession. No newly qualified teachers or student teachers were selected to be participants in this research.

The researcher engaged in purposeful sampling to allow information-rich participants to participate in the study. Creswell (2011) contends that purposive selection identifies people with relevant rich information. Individuals are selected for their knowledge about a phenomenon of interest. Researchers are dependent on their judgement

when selecting their samples. The sampling required the researcher to have prior understanding about the purpose of the study for proper selection of participants who were available and willing to participate by sharing their experiences and opinions with the researcher.

1.9 DATA COLLECTION INSTRUMENTS

1.9.1 In-depth interviews

Open-ended qualitative interviews enable the interviewer to explore deeply the respondent's feelings and views on a topic. This results in the researcher gathering rich data that can formulate further questions relevant to the topic. Guion and Highhouse (2006) state that in-depth interviews allow a researcher to get detailed data. In this study, the researcher made use of in-depth interviews in collaboration with document analysis.

Semi-structured interview questions that were used in this study allowed the researcher to access comprehensive information from the participants. Harrell and Bradley (2009) state that partially guided interviews are composed of non-guided questions covering the topic of the study. The interviewer is not forced to follow any sequence of questioning but can rely on his or her discretion. Probes are also acceptable to provide the researcher with relevant information. This type of interviewing enables the researcher to receive comprehensive and detailed information.

1.9.2 Document analysis

Document analysis is a form of qualitative research in which the researcher interprets the documents to give them meaning around an assessment task (Bowen, 2009). Corbin and Strauss (2008) say that document analysis refers to the examination of detailed recordings that are well organised and planned. It is a qualitative research method that ensures that examined data are interpreted to develop a body of knowledge about the study (Corbin & Strauss, 2008).

O'Leary (2014) points out that one of the three primary types of documents is Public records. Documents, such as the Policy of Inclusive education White Paper 6 (DoE,

2001), Conceptual and Operational Guidelines for Inclusive Education: Full-Service Schools (DoE, 2005), Guideline for Inclusive Teaching and Learning (DoE, 2010), Guidelines to ensure Quality Education and Support in Special Schools and Resource Centres (DoE, 2014) and the Curriculum Assessment Policy Statement (CAPS), were examined to ensure that they catered for needs of learners with diverse barriers to learning in South Africa. In addition, students' workbooks, intervention programmes and data regarding their progress were used to derive an understanding of the use of inclusive pedagogies by the educator. Confidentiality will be observed by the researcher through protecting all the documents used in the schools from public scrutiny. All documents will be locked into a safe and the laptop will have a pin to lock it and save the documents from the public scrutiny. Information obtained will not reveal names of people and schools that were under the study,

1.10 DATA ANALYSIS

Analysing data, according to McMillan and Schumacher (2014), is a way of classifying data according to the similarities in information. This study used phenomenological data analysis to interpret data collected from interviews and relevant texts. Phenomenological data analysis allows the researcher to interpret data collected from interviews, texts, tape recorders, videos and artifacts in order to answer the research question and gain meaning of lived experiences (de Vos, 2011). Recorded interviews and visual images were transcribed into written data. Transcripts were then typed into a database or manually reviewed. The researcher then prepared data for visual review (Creswell, 2008). The researcher moved to data coding, where data were coded according to their similarities and differences and by identifying data that stand alone. Data segments were further analysed and refined to form codes and categories. Categories were grouped and refined to present major ideas and were used to describe similar coded data, leading to the process of data analysis (McMillan & Schumacher, 2014).

This study followed the following steps in analysing qualitative data and made use of phenomenological data analysis approach:

- The researcher read all data from documents and informants' words were transcribed verbatim.

- After transcriptions were made, the data were organised into retrievable sections. Each interviewee was identified by a number or a code. Several transcribed copies loaded into a database or photocopied to avoid losing data before the analysis process started.
- Familiarisation: Data were listened to from recorded tapes and documents were read several times so that memos and summaries were created before analysis started.
- Coding and categories: Open coding was done after familiarisation. The researcher tried to find similarities, differences and sentences as well as words that stood alone. Categories and themes were developed and data were classified and then analysis took place.
- Finally, the researcher integrated and summarised data and then analysis of research began (Lacey & Luff, 2009).

In this study, data collected from the interviews were transcribed and converted into text making use of data analysis software. Onuoha (2017) says that a deductive approach to analysing qualitative data enables the researcher to follow a plan that has been prepared in advance to analyse and categorise data. This plan was guided by the research questions. After data had been coded, the researcher began to identify themes, similar responses and information that gave answers to the research questions. Findings were then recorded and further examined.

1.10.1 Trustworthiness

Credibility is determined by the quality of work produced by the researcher. The work needs to be believable and reliable (Boudah, 2011). Pidgett (2008) says that employing a number of literature sources and data collecting methods ensures credibility in the study. Making use of outsiders in exchanging ideas about the research topic provides the researcher with additional ideas for analysis and interpretation that ensures credibility in a study. Further, Pidgett (2008) reveals that member checking, which involves returning findings to participants about their experiences, ensures credibility. The researcher in this study gave participants an opportunity to read through the findings to ensure accurate recordings of their contributions. This study

also included peer-debriefing for additional perspective analysis and interpretation for validity purposes. Further, the researcher used more than one data source that included semi-structured interviews and document analysis.

1.10.2 Transferability

Lincoln and Guba (1985) stress that transferability means the extent of phenomenal findings that influence future research and whether it is practically employable. Bitsch (2005) highlights that the researcher has the capacity to ensure transferability in the study through relevant sampling and detailed verbal explanations. This study made use of a detailed description and selected participants purposefully to ensure transferability of inquiry.

1.10.3 Dependability

According to Statistics Solutions (2018), dependability ensures that the study findings are consistent and replicable so that other researchers are able to produce similar results and interpretations. Ary, Jacobs, Razavieh and Sorensen (2010) reveal that dependability is reached through using audit trail, coding and recoding, stepwise replication, triangulation and peer testing.

1.10.4 Confirmability

For confirmability to be achieved by researchers, they must ensure that findings are directly associated with conclusions and can be replicated. Shenton's (2004) studies show that using multiple methods in research and feedback ensures confirmability. In this study, the researcher used a reflexive journal to record what happened during document analysis in the classrooms to ensure confirmability.

1.11 RESEARCH ETHICS

In order for research ethics to be observed, the researcher must make sure that participants' rights are not violated. Allen (2006) points out that ethics form part of philosophy, which describes human morality and also shows what people value. Babbie (2007) presents some of the ethical considerations as the following:

- Permission letter: The researcher acquired permission to embark on the

research study from the Gauteng Department of Education (GDE), participating schools and the participants.

- Consent forms: Participants filled a form of agreement between them and the researcher to participate in the research. The roles and responsibilities of participants in this form were clearly outlined. The researcher retained one consent form signed by both the researcher and the participant and the participant was also given a personal copy.
- Voluntary participation: In this study, all participants were asked if they were willing to partake in this study and all participated voluntarily.
- Protection of participants: Participants were protected from physical and social harm. When they were interviewed, participants were informed that they were being recorded with a tape recorder and were given enough time to respond to interview questions.
- Privacy: All the information about participants was protected including audio tapes and transcripts. Names were not revealed or written down.
- Purpose of the study: The purpose of the research was clarified including the expectations and roles of participants.
- Informed consent: Participants were told the nature and purpose of this study and their consent was obtained. They were informed of their freedom to take part or withdraw from the research without having to face any consequences.

1.12 LIMITATIONS

This study was carried out in five Gauteng schools in the Vaal area in South Africa. This limitation may affect generalisability of the research findings. The researcher failed to cover all Gauteng Foundation Phase primary schools because of time and financial issues. Some teachers who were approached were not interested in participating and contributing to the research body. The researcher also faced challenges at her work place of visiting other schools during contact time as it affected learning and teaching in her class.

1.12.1 Overcoming the limitations

The researcher made use of purposive sampling to choose schools with the right information to participate in the study. The researcher informed the participants that the research was going to inform practice and improve their teaching through their contribution and encouraged the teachers to partake in the study. Arrangements to teach during afternoon and intervention programmes were made with the relevant school authorities at the researcher's school.

1.13 DELIMITATIONS

Delimitations mean restrictions or boundaries that researchers identify before the inception of the study. The study was confined to five regular Foundation Phase schools in the Vaal area where inclusive education is being implemented, with ten participants (two from each school) . This study covered only one Foundation Phase level, which was grade three classes.

1.14 DEFINITION OF TERMS

1.14.1 Inclusive education

This term is the placement of all learners in mainstream classrooms or schools regardless of their disabilities and abilities. Inclusive schools address barriers to learning through curriculum modification and support systems to meet the needs of learners in a general education system (Abosi, Mukhopadhyay & Nenty, 2012:2). According to UNESCO (2009:126), inclusive education is an exercise that has been accepted globally by schools and communities as a method of removing discrimination and barriers to learning. In this study, inclusive education was regarded as the placement of learners with physical, economic and intellectual barriers to learning in Foundation Phase classrooms in the Vaal area, Gauteng.

1.14.2 Inclusion

This is a learning method where disabled learners and special needs learners are taught alongside non-disabled peers. Moreover, learners with special educational needs are given the same educational opportunities as those who do not have this

requirement (McMaster, 2014). The term describes the integration of learners with learning barriers into general education classrooms without considering their abilities to meet curricular standards. These learners are enrolled as full members of the classroom. In this study, inclusion was used to describe the process of including learners with barriers to learning as full members of the mainstream Foundation Phase classrooms in the Vaal area, Gauteng.

1.14.3 Barriers to learning

This term refers to those learners with impairments and those classified as having special educational needs which are caused by socio-economic conditions, attitudes, inflexible curricula, communication barriers, unsafe educational environments and other barriers to effective learning (DoE, 2001). Barriers to learning means hindrances to learning which includes intellectual disabilities located in the child, the environment that affects learners' education and economic problems (Visser, 2002:9). In this study, learners with physical and intellectual disabilities, located in them or caused by the environment and poverty, are recognised.

1.14.4 Foundation Phase

These are lower primary level standards starting from grades R to three; it involves learners who are six years to nine years old. Foundation Phase is a phase that takes four years to complete, beginning with the reception year. As stated by Mahlo (2011), learners in this phase learn English literacy, Numeracy as well as Life Skills. STADIO (2020) describes the Foundation Phase as the beginning years of formal learning which starts from grade R to three in South Africa. In this study, Foundation Phase included learners from grade three.

1.14.5 Challenges

This term means things that are hard for teachers to manage causing a blockage in the implementation of inclusive education (Chimhenga, 2014). In this study, challenges were problems faced by teachers in including learners with barriers to learning in a mainstream classroom.

1.15 CHAPTER OUTLINES

Chapter 1: Orientation to the study

Chapter 2: Literature review

Chapter 3: Research Methodology

Chapter 4: Data presentation, analysis and discussion

Chapter 5: Summary, conclusion and recommendations

1.16 CONCLUSION

This chapter discussed the background to the study, statement of the problem, main and sub-research questions, objectives of the study, rationale for the study, significance of the study, theoretical framework, research methodology and design, data collection instruments, research ethics, limitations and delimitations, definition of terms, chapter outlines and the description of research plan. The following chapter presents the literature review.

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

The aim of the study was to explore the inclusion of learners with diverse barriers to learning in an ordinary Foundation Phase classroom. The literature that was covered in this study was theoretical framework in inclusive education, the teachers' understanding of inclusion of diverse learners; how teachers practised and applied inclusion of learners with diverse barriers to learning; teachers' experiences of the inclusion of learners with diverse barriers; and how teachers implemented strategies to enhance and improve inclusive education practice and the conclusion.

2.2 THEORETICAL FRAMEWORK

Social constructivism theory of learning and teaching is the one that enable learners to acquire knowledge from the people they socialise with (Vygotsky 1978). Vygotsky (1962) also defines Zone of Proximal learning as the distance that exist between the actual understanding level in a child and the ability the child has in solving problems under an adult, mentor or teacher's supervision. Kurt (2020) notes that the social constructivism theory recognises the teacher as the key to all learning in the school environment. Moreover learning in a social cultural theory is monitored by the teacher who in turn designs intervention programs that will foster independent learning and working with learners experiencing the diverse barriers to learning.

Learners in inclusive settings benefit from an ordinary classroom that allows them to learn from each other through group activities, peer teaching and co-operative teaching and learning (Hattie,2008). Further, Hattie (2008) reveals that in inclusive education the social cultural theory stands out as one with best educational practices that caters for the needs of all learners including those who are gifted and those who have diverse barriers to learning.

2.3 TEACHERS' UNDERSTANDING OF THE INCLUSION OF THE DIVERSE LEARNERS

Third world countries are greatly challenged in realising inclusive education

pedagogies because of a lack of expertise and skills by the teachers (Sharma et al. 2013). Mwani and Orodho (2014) point out that there is a gap between the knowledge of inclusive education amongst teachers and the ideals of inclusive pedagogies. Fyssa et al (2014) point out that the teachers' understanding of inclusive pedagogies has a great impact on its implementation and practice. Inconsistencies were discovered among teachers as they failed to attend to the learners' special needs.

Majoko's (2017) qualitative study with 24 Zimbabwean Foundation Phase teachers showed that they understood the realities of inclusive education in the teaching of learners with diverse needs in mainstream classrooms. Support services and other additional programmes need to be provided to facilitate academic achievement (Jordan, Glen & McGhie-Richmond, 2010). Forlin (2010) also maintains that teachers perceive and understand inclusion positively, but find it extremely challenging. Researchers need to conduct research that involves learners in order for teachers to understand their needs and be in a position to cater for them. There is a huge gap that exists between reality and teachers' assumptions about learners' needs.

Inclusive education is linked to knowledge and understanding of inclusive pedagogies by the teachers in ordinary schools (Ahmed, Sharma & Deppeler, 2012). Ross-Hill (2009) points out that both the teaching and the learning environments can be dramatically changed through the way teachers understand inclusion. What teachers understand, experience and find challenging with inclusion creates a platform for finding ways of improving inclusion in mainstream schools. Teachers' lack of understanding of inclusive education pedagogies is best addressed when there is documented information on their readiness for challenges. This knowledge is meant to inform the stakeholders and the Department of Education to plan for beneficial professional development programmes for teachers (Liggins, 2016).

2.4 FACTORS INFLUENCING THE INCLUSION OF LEARNERS WITH DIVERSE BARRIERS TO LEARNING

There are a number of agents that negatively constrain the implementation of inclusive education that include a lack of physical resources, poor teacher training, a lack of support and funding by government, and curriculum complexities (Murphy, 2015). According to Stofile (2008), beliefs, norms and values of the teachers in schools and the community can negatively influence the implementation of inclusive education. Chimhenga (2014) points out that large classroom sizes and a lack of resources affect the smooth implementation of inclusive education.

Teachers need resources and support systems to manage the inclusion of learners with diverse barriers to learning in their classrooms. Poor implementation of inclusive practice has been linked to poor support systems and a lack of resources that are required to improve teaching and learning in learners with barriers to learning (Bornman & Rose, 2010:7). Malahlela's (2017) study, which was carried out in South Africa, reveals that teachers in mainstream classrooms fail to receive assistance and adequate resources that are necessary for inclusive education practice at district level. Furthermore, large numbers of learners in a classroom prove to be a challenge in inclusion. As a result, they fail to manage inclusive settings.

Due to the challenges teachers face in implementing inclusive education, their perceptions, beliefs and values have been affected negatively with the inclusion of learners with disabilities or barriers to learning. Some teachers have a perception that learners with difficulties in learning need to be in separate classrooms from their normal peers (Florian & Rouse, 2010).

Bornman and Rose (2010) say that a lack of funding has caused major hindrances in the implementation of inclusive education. The following major inclusive education challenges are addressed individually in this literature review:

2.4.1 Availability of resources

Several earlier studies on the adequacy of resources in inclusive mainstream schools reveal that there is a serious shortage of physical and human resources that impede the implementation of inclusive education (Timmons & Wagner, 2008). Subbey (2008) maintains that the unavailability of resources affects the teachers' self-efficacy and cause teachers to ignore the needs of learners with barriers to learning. Margaritoiu

(2010) points out that the infrastructure of the school, assistive devices, materials and teachers with skills and experience in teaching learners with diverse barriers to learning improve and enhance learning. Many schools have no physical resources to support the needs of learners with barriers to learning therefore, in some districts, learners with barriers are forced to attend schools that have resources but are far from their homes.

Teachers in South African mainstream schools complained about a lack of physical resources in mainstream classrooms to practice inclusive education effectively. Mahlo (2011) and Chimhenga (2014) suggest that a provision of physical and human resources will improve the practice of inclusive education.

2.4.2 Training of teachers for inclusion

The University of Johannesburg (2005) stresses that Foundation Phase teachers need a strong inclusive education training programme to understand inclusion principles. Professional programmes should be designed to enable teachers to change their traditional beliefs. Agbenyega and Deku (2011) point out that all countries that ascribe to inclusive pedagogies have reported teachers' lack of adequate initial teacher training and preparation in addressing learners with disabilities in their classrooms. Because of the gap between training and practice, the DBE (2011) articulates that teachers need on-going professional development courses that will equip them to deal with barriers in the classroom. Chimhenga (2014) notes that, for successful inclusion to take place, there is a need to properly train teachers. Yu, Su and Lui (2011) declare that, in developing countries, inclusive education studies, which were previously ignored, need to be placed in professional development programmes.

Providing teachers with adequate on-going professional development empowers them to deal with diverse barriers to learning (Urton, Wilbert & Hennemann, 2014). Gokdere (2012) believes that teacher development programmes enable teachers to work more effectively, lower their stress levels and boost their confidence. Smith and Tyler (2011) also point out that teacher training courses are required to achieve successful inclusive classrooms.

2.4.3 Support from District Based Team

White paper 6 (DoE, 2001) proposed the establishment of District-Based Support Teams to support the teachers and learners in practising inclusive education. A District Based Support Team (DBST) provides teachers with inclusive training that deals with diverse learner needs in mainstream inclusive classrooms (Makhalemele, 2011). Its role is to evaluate, plan support services and capacitate teachers in inclusion. Engelbrecht, Lazarus and Daniel (2008) show that the District based support team currently lacks the appropriate skills and experience to assist teachers in ordinary mainstream schools to face challenges in dealing with diverse barriers to learning therefore they receive insufficient support at district level.

2.4.4 Curriculum complexity in the inclusion of learners with diverse barriers to learning

Curriculum issues have been identified as a major concern in the implementation of inclusive education. An inflexible curriculum prevents proper learning from taking place (Murphy, 2015). McKenzie, Dalton and Kahonde (2012) maintain that teachers in mainstream schools lack the skills to adapt the curriculum to cater for diversity in the classroom. They fail to practice curriculum differentiation which is crucial in inclusive education. White Paper 6 (DoE, 2001) recommends curriculum adaptation to meet the needs of learners. Instead, the current curriculum, the National Curriculum Assessment Statement (CAPS) is rigid and does not allow teachers to adapt it to address diverse learner needs (DoE, 2001; Geldenhuys & Wevers, 2013).

Teachers' attitudes towards curriculum issues and the addressing of diverse learners with barriers to learning is a major hindrance to the implementation of inclusive education. Teachers are not willing to differentiate the curriculum and use different teaching methods. They prefer to complete their curriculum expectations and subject matter without adapting the curriculum (Jordan et al, 2010). Marishane, Marishane and Mahlo (2015) suggest that teachers need to be professionally developed since they showed that they lack the skills of adapting the curriculum to cater for diverse learners in mainstream classrooms even though Marishane et al (2015) believe this will improve the implementation of inclusive education.

2.4.5 Funding of inclusive education

Adequate funding is a requirement for the implementation of inclusive education. A

lack of funding reduces the resources that are necessary in the implementation of inclusive education. Many countries that have poor funding struggle to practise inclusion (Murphy, 2015). Chimhenga (2014) points out that poor funding by the government for the education systems has hampered the implementation of inclusive education in Zimbabwe, leading to shortages of human resources and a lack of materials to address the diverse needs of learners with barriers to learning. Walton and Lloyd (2011) contend that, globally, adequate funding leads to the realisation of inclusive education but that South Africa lacks adequate funds from the provincial government to realise inclusive education.

2.5 TEACHERS' APPLICATION OF INCLUSIVE EDUCATION STRATEGIES TO ENHANCE INCLUSION

Inclusive education involves competent teachers who provide effective educational activities in the classroom that impact their teaching practices (Hollenweger, Pantic & Florian, 2015). Allen and Cowdry (2012) reveal that a number of researchers have shown that successful inclusion practices are embedded in the teachers' knowledge and skills of inclusive education. Blecker and Boakes (2010) report that teachers believe that they lack the expertise to address diverse barriers to learning in mainstream classrooms. McIntyre (2009) states that many teachers feel that the findings of studies undertaken fail to address their professional needs about how to practise inclusion in their classrooms. Mahlo (2017) points out that in South African schools inclusive education fails to be addressed effectively due to overcrowded classrooms that overload teachers with work and they become ineffective. In addition, more emphasis is on providing teachers with skills that will enable them to cope with inclusion challenges. The key challenges in practising inclusive education are its complexities to respond to diversity in the class, without excluding other learners from participating in their daily classroom work (Florian & Black-Hawkins, 2011:814). Rouse (2008) emphasises that the gap that exists between researchers and practitioners needs bridging for proper implementation of inclusive education. Researchers need to know why teachers take decisions and the reason for taking them in order to apply inclusive practices. The Department of Basic Education (2016) made a statement showing displeasure in the practice and implementation of inclusive education in the schools because teachers were clearly ignoring learners with barriers to learning, This

has hampered the practice of inclusion to a large extent. Boyle and Topping (2012) state that teachers can improve their practices by collaborative team work. Teachers need to establish a team network in order to support one another. Chappuis, Chappuis and Stiggins (2009) indicate that research findings have shown that there are positive gains when teachers work collaboratively in practising inclusion in classroom settings. Contrary to the above notion, Adewumi and Mosito (2019) revealed that in South African classrooms, teachers practised inclusive education effectively even though some of them had not been taught how to apply inclusive learning. Forlin (2008) explains that good inclusive practices engage a multidisciplinary team composed of parents, learners, special teachers and other relevant professionals, to plan for learners with diverse barriers to learning. This team should plan an individualised education plan that will cater for learners with diverse barriers to learning. Boyle and Topping (2012) point out that inclusive education pedagogy that includes other professionals will prevent teachers working alone without assistance. Sharing of knowledge and skills will improve practice. Gima-Farrel, Bain and McDonagh (2011) state that, regardless of knowledge acquired from action research, most of the work is not put into practice in classrooms. Mupa and Chinooneka (2015) point out that both governments and research studies have examined the effectiveness of teachers as inclusive education practitioners. They recommend teachers move away from engaging in limited enquiry but rather focus on multiple practices and strategies of teaching and learning to be implemented in classrooms that can provide detailed information that will inform practice.

Uniamu (2012) argues that the main challenge in the practice of inclusive education is found in teachers who are not willing to modify their environment or teaching strategies to attend to diverse needs in mainstream schools. The level of the disability also has a negative impact on the teachers. Teachers find themselves helpless and unable to practice inclusive education with learners who have disabilities in the classrooms. Parsons, Guldberg, MacLeod, Jones, Prunty and Balfe (2011) note that classroom adaptation is crucial in ensuring good inclusive practices. Winter and O'Raw (2010) say that, despite a rich and comprehensive literature on inclusive education, there is an evident gap that exists between the theories of inclusion and the contradicting definitions of inclusive education that need to be reviewed. Winter and O'Raw (2010) stress that inclusive practice involves ensuring that learners with diverse barriers to

learning access the curriculum. Modification of the curriculum, combined with good teaching methods that include all learners in teaching and learning regardless of their educational disabilities, enhances inclusion. The Department of Basic Education favours curriculum adaptation as it caters for all learners' needs in the classroom (DBE, 2014:3; DoE, 2001). Ferguson (2008) describes differentiated instruction strategies that include all learners through content adjustment processes and products. Hollenweger et al (2015) add that the improvement of teachers' professional training will ensure that inclusive practices are done effectively. Agbenyega and Klibthong (2015), in a Thai preschool study on teachers' professional knowledge of inclusive education, reveal that there is a gap between the knowledge of inclusion and its practice which needs to be bridged for effective inclusive practices.

Teaching strategies, according to Landsberg (2011), mean the way in which teaching, as a whole process, is conducted. For teachers to achieve their goals, there is need for the use of teaching methods that are qualitative. Donald, Lazarus and Lolwana (2010) point out that these teaching methods are tools that enable teachers to assist learners who have special educational needs. They include visualising methods that enhance learning through using pictures; auditory methods through listening to the teacher; recordings for learners with special needs and the kinaesthetic method that is experimental-oriented.

Learners with special needs learn by doing things (Donald et al, 2010). Potgieter-Groot, Visser and Lubbe (2012) conducted a study of special needs learners who were experiencing behavioural challenges to learning and development in regular classrooms. The findings showed that teachers lacked the expertise to deal with such learners in mainstream schools. After an initiation of in-service training, teachers experienced a positive attitude which was evidenced in improved classroom management strategies. In-service training therefore proved to enhance inclusive implementation.

According to Ang (2013), early years' education needs a conducive environment which is properly prepared and managed to cater for diverse learners. The colours in the classroom and the arrangements of the desks should be organised to minimise barriers to learning. An environment that is well arranged and set captures all types of learners and is ideal for inclusive education. The Inclusive Schools Network (2015)

further stresses that an inclusive environment should be furnished with auditory, visual and kinaesthetic learning strategies to enhance learning.

Bornman and Rose (2010) indicate that instructional strategy requires a learner to view an idea in six different ways that form a cube: to discover, distinguish, relate, break down, implement and debate. In Bloom's Taxonomy, ideals of learning deal with skills of problem solving and thinking. Cubing and Bloom's Taxonomy strategies need the modification of content and differentiated curriculum and teaching methods in a mainstream inclusive classroom. When teachers follow this strategy, they present their lessons in several different ways so that all learners may have opportunities of understanding (Gregory, 2008). Bruner (1966) explains that scaffolding is based on the practice of constructivism where learning and teaching approaches that use several methods of teaching cater for special educational needs in the classroom. The teachers demonstrate a problem and how to solve it. Later, the teacher presents the same problem in a different way with a different method of solving it. In this way, the teacher encourages learners to use their personal approaches and skills to solve the problem. As the learner deals with the problem, the teacher gives more challenging activities (Petersen, Hittie & Tamor, 2002). Teachers can involve peer support during the scaffolding strategy as learners can understand better when assisted by their classmates. According to Landsberg (2011), peer support is removed gradually to ensure independent working as the learner begins to understand. A positive impact of peer assistance is rewarding as the teacher can deal with other learners while those who are gifted can be engaged in helping their peers.

According to Richard-Amato (2003:34), "[r]epetition as a teaching strategy can enhance teaching of learners with diverse special needs through repetition, association strategies". Further, Richard-Amato (2003) states that these studies should be memorable patterns derived from music, major words, diagrams and funny statements. Mills et al's (2014) study regarding the extent that teachers applied differentiation and tried mixed ability groups, showed a drop in learners' motivation while positive changes were noted when learners were grouped according to friendship. Walton and Lloyd (2012) note that differentiated assessment methods should be followed to enhance inclusive practices.

2.6 CONCLUSION

This chapter provided a social constructivism theoretical framework and its relevance to inclusive education. The study also covered the teachers' understanding of inclusion of learners with diverse barriers to learning, teachers experiences of learners with diverse barriers to learning and how inclusion is practiced and applied in teaching learners with barriers to learning in a Foundation Phase ordinary classroom . The study also discussed strategies of enhancing inclusive education. The subsequent chapter will discuss the research methodologies.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

The aim of this study was to investigate teachers' experiences with the inclusion of learners with diverse barriers to learning in an ordinary Foundation Phase classroom. This chapter addresses the following aspects of qualitative research methods: the research approach, research design, population and sampling, data collection instruments which involved in-depth interviews, document analysis, data analysis, research ethics and limitations of the study.

3.2 RESEARCH DESIGN

This study employed a qualitative research approach which provided an insight into participants' experiences of the inclusion of learners with barriers to learning in an ordinary Foundation Phase classroom. Statistics Solution (2019) points out that a qualitative research approach uses informants' words and lived experiences to understand how participants perceive their world. A qualitative research approach enabled the researcher to interpret meaning of the participants' experiences through their practices, attitudes and beliefs towards a particular complex phenomenon. Kirkman, Bourne, Fisher, Johnson and Hammerberg (2014) contend that, when participants contribute to a qualitative study, detailed information is gathered by the researcher including data that the researcher may have been unaware of. The qualitative research approach is more flexible than a quantitative research approach which has a set outcome. The qualitative research approach uses a systematic way to investigate a social phenomenon that occurs in its natural setting. This study derived its outcomes from the words, attitudes and inclusion practices employed in ordinary Foundation Phase classrooms by teachers.

The qualitative research approach was relevant in this research because it provided valid and trustworthy information. Peterson (2019) says a researcher has the ability to explore and find data through participants' perceptions and behaviours in order to compare existing information with the new findings. Leininger (1994) adds that qualitative research approach provides the researcher with the ability to defend the integrity of their work through the following tools: trustworthiness, credibility,

applicability and consistency.

3.3 RESEARCH PARADIGM

This study followed a qualitative research design underpinned by an interpretive approach to understand and find meaning in participants' lived experiences. DJS Research (2019) states that an interpretive research approach influences the qualitative research design to provide a clear understanding of the participants under study and their experiences. Denzin and Lincoln (2005) state that a qualitative research paradigm collects data from natural settings to interpret a phenomena under study, thereby using an interpretive approach to find meaning in gathered information. In this study the researcher used an interpretive approach to find meaning through interviews, learners' books and field notes that were collected from participants at their natural settings. It also provides a structure or guidelines on procedures to follow in the study in order to answer the research questions. A qualitative research design is exploratory and mainly focuses on providing the researcher with relevant information. This research explored the teachers' understanding, experiences and practices employed in the inclusion of learners with barriers to learning in an ordinary Foundation Phase classroom.

A qualitative research design provides the researcher with information on which type of research design to use in a study. The research design also outlines the procedures to follow in the study (Astalin, 2013). Creswell (2009) notes that the researcher interprets the participants' data to find meaning from the participants' experiences of the subject under study. Astalin (2013) further points out that a research design is a scientific method that allows the researcher to comprehensively study people's behaviour and perceptions. In this study, the researcher found meaning from the views and perceptions of teachers who practised inclusive education in ordinary Foundation Phase classrooms.

3.4 POPULATION AND SAMPLING

A population is the selection of individuals or objects from whom the sample is drawn (Yin, 2011). The study drew its sample from Foundation Phase teachers in Vaal region, Gauteng, who taught in ordinary Foundation Phase schools and practised the

inclusion of learners with barriers to learning. The teachers had five or more years of teaching experience. Yin (2011) maintains that, in sampling, the selection of participants is guided by the judgement of the researcher that they will provide rich and relevant information to the study. Ten Foundation Phase teachers were selected in this study from five different schools with two participants per school. The sample was drawn using a purposeful sampling method. Purposeful sampling allows the researcher to choose the participants according to his/her judgement and knowledge that participants will provide the data he/she needs in the research undertaken (McMillan & Schumacher, 2014). Patton (2002:230) adds:

“The logic and power of purposeful sampling lie in selecting information-rich cases for in depth study. Information rich cases are those from which one can learn a great deal about issues of central importance for the purpose of the inquiry ... information-rich cases yield insights and in-depth understanding of a phenomenon”.

Ten Foundation Phase teachers with teaching experience of not less than five years were selected at grade three level. The study gathered information from participants through in-depth, semi-structured, face-to-face interviews that enabled the researcher to gather rich information from the participants. Participants in this study were purposefully selected because of their geographical locations, that they teach in the Vaal ordinary schools in Gauteng where the researcher resides. All the participants selected in the primary schools were specifically Grade 3 Foundation Phase teachers.

3.5 SEMI STRUCTURED INTERVIEWS AND DOCUMENT ANALYSIS

Semi-structured interviews follow a structure or frame which focuses on answering the research questions. They allow the interviewer to ask the interview questions without following the sequence of questioning in the research guide and also to probe for clarity (Thomas, 2015). Further Palaiologou, Needham and Male (2016) maintain that semi-structured interviews allow “flexibility and reflexivity” in data collection enabling the researcher to gather relevant information. The researcher continuously reflected on the research to ensure credibility. The study gathered information from participants through in-depth, semi-structured, face-to-face interviews that enabled the researcher to gather rich information from the participants.

Document analysis is a method of qualitative research that gathers information from secondary sources to provide answers for the research questions. Like other qualitative research methods, it requires the researcher to review the documents and to examine the information to interpret its meaning (Frey, 2018). Corbin and Strauss (2008) view document analysis as a method of reviewing and evaluating data.

The researcher will make use of the following inclusive education policy documents to find out how inclusive education is practised by Foundation Phase teachers: Guidelines for responding to learner diversity in the classroom through curriculum and assessment statements (2011), Policy on screening, identification, assessment and support (SIAS) (2014), White Paper 6 on special needs education: Building an inclusive education and training system (2001), Conceptual and Operational Guidelines for the implementation of inclusive education: Special Schools as resource Centres (2005), Guidelines for Inclusive Teaching and Learning. Education White paper 6 Special Needs Education and Training System (2010), Curriculum news: Improving the quality of learning and teaching: Strengthening implementation from 2010 and beyond, Reflection on the process of writing a new curriculum and assessment Policy Statement (CAPS) (2011), Guidelines to Ensure Quality Education and support in Special Schools and Resource Centres (2014) and recorded information from the participants.

According to the Tri-Council Statement (2014: 59) researchers are not allowed to reveal any information regarding data gathered by humans who supplied information including relevant sources unless permitted by them. The researcher will not reveal where the books of learners were from and names of teachers. A confidential agreement letter will be signed between participants and the researcher to ensure that all information obtained will be kept safely and privately. The researcher in this study reviewed data collected from documents several times to reveal patterns and encoded themes for analysis purposes. The above mentioned documents will be accessed by the researcher through the internet and the learners books and other learners records will be asked for from Foundation Phase teachers for analysis purposes.

Triangulation occurs when more than one data collection method is used in a single study to validate the findings of the research (Cohen, Manion & Morrison, 2011). Bowen (2009) contends that documentary analysis is a secondary data collection tool

that is mostly used with other research methods or alone as a data collection instrument. This study used more than one data collection tool to ensure triangulation. It made use of in-depth interviews and document analysis. Bryman (2012) states that document analysis enables the researcher to work independently without any form of influence when gathering information for the research. In this study, the researcher gathered secondary information from a document analysis.

3.6 DATA ANALYSIS

Leech and Onwuegbuzie (2007) state that qualitative data analysis provides understanding and knowledge of the qualitative data collected. The study made use of a qualitative data analysis method to analyse data derived from in-depth interviews and document analysis. Phenomenological qualitative data analysis method was used in this study. This study mainly used phenomenological analysis because it investigates peoples' views, understanding, knowledge, attitudes and experiences about a phenomenon under study, which helped the researcher to tap into the participants' world to find meaning (McMillan & Schumacher, 2014). Qualitative data analysis procedures involve methods of ordering information gathered into categories and finding relationships between the categories for analysis purposes (McMillan & Schumacher, 2014:409). Cohen et al (2011:461) contend that qualitative data analysis enables the researcher to find meaning from the participants' experiences. It uses patterns, themes, codes and other qualitative data analysis procedures to acquire knowledge and insight into the meaning of the phenomenon according to participants' perceptions. The study collected, transcribed, coded, categorised and developed patterns to interpret collected data.

Henning, Van Rensburg and Smit (2004) maintain that data analysis requires the researcher to show his or her creativity, intelligence and innovation when analysing data collected. The researcher in this study examined the patterns and relationships of data repeatedly to find emergent themes. The information was then coded or categorised and the patterns revealed were used to interpret the data. The process of analysing data in this study was done in alternative manner which involved moving backwards and forwards focusing on the research question and sub-research questions and the semi-structured interview guide to label and categorise data to

develop patterns that informed the findings of the study.

The researcher in this study made use of document analysis method to corroborate the findings from in-depth, semi-structured interviews. Document analysis is an approach that is used in qualitative research in order to allow the researcher to interpret information and derive findings on the phenomenon studied (Bowen,2009). Concurrently, Bowen (2009) notes that document analysis follows all the steps of analysing information received from interviews and focus groups. Analysing documents involves coding data into themes.

In this study, the data collected from semi-structured in-depth interviews and documents were analysed as follows:

Collecting Data

Data were collected through in-depth interview and document analysis in this study.

Organising data

Data were organised by the researcher manually to start the process of transcribing. Harding and Whitehead (2013) state that qualitative data analysis involves huge amounts of information which requires time to order it and to interpret it.

Transcribing data

Data in this study were transcribed verbatim into text from audio and video tapes. Transcribing is a way of changing spoken words into a written format using the exact words said by the participants (Mondada, 2007).

Coding of data

The first steps of coding data were started by finding obvious patterns in data collected, identifying segments of data and putting them together (McMillan & Schumacher, 2014).

Categorising data

This research categorised data by giving codes to participants' perceptions. McMillan and Schumacher (2014) point out that categories are pieces of information that define

codes, which could be from one word to three sentences.

Develop patterns

The patterns that emerged from categories formed the basis of interpreting the data collected. The study made use of categories to generate patterns that ensured that valid and rich information was reported.

The research used four criteria to ensure that the qualitative data analysis was valued and trustworthy which were as follows: trustworthiness, transferability, dependability and confirmability.

3.7 TRUSTWORTHINESS

Lincoln and Guba (1985) contend that trustworthiness can be achieved through long periods of observations, triangulation and member checking. In this research, the researcher read data collected from video tapes and data analysis repeatedly so as to not miss any relevant information and emergent themes.

3.7.1 Dependability

Dependability is the interpretation and the measurement of the participants' data in relation to the study. It also provides recommendations that inform practice (Korstjens & Moser, 2018). The current study provided recommendations to improve the practice of inclusion for learners with barriers to learning in ordinary Foundation Phase classrooms.

3.7.2 Transferability

Transferability is concerned with providing readers with evidence that the research study can be applied in other places at other times. The researcher should also provide detailed information about the sample, settings where data collection took place and whether participants were affected by the study to ensure transferability (Lincoln & Guba, 1985). In this research, the researcher provided detailed and comprehensive information on how the samples were selected and the inclusion of documents supplied by Foundation Phase teachers who taught learners with barriers to learning in an ordinary Foundation Phase classroom. Limitations served in the study to reveal

challenges that were encountered that affected the findings.

3.7.3 Confirmability

Confirmability in qualitative research refers to the level at which the findings of research can be substantiated. The researcher needed to make sure that the findings reflected information that was from the data collected and that there was no bias (Universal Teacher, 2019). In the study, the researcher gave her opinions only in the findings. Findings were centred on the information collected from participants' interviews and document analysis.

3.8 RESEARCH ETHICS

The study used the following research ethics: permission, informed consent, confidentiality and anonymity.

3.8.1 Permission

The researcher requested permission to conduct research from the University of South Africa Ethics Committee, the Gauteng Department Manager of Schools, principals of primary schools in Vaal region, Gauteng, and also from teachers who participated in the study.

3.8.2 Informed consent

An informed consent is a signed agreement between the researcher and participant. It involves the process of introducing the participant to the purpose of the research study, benefits and risks of taking part (Rose, 2017). The researcher gave the participants forms to read about the study, its benefits and risks, and also explained it personally to the participants before they signed the consent forms to take part in the research.

3.8.3 Confidentiality

The study observed the research protocol of confidentiality by giving the participants privacy, making sure that the interviews that were taped were not given to anyone except the supervisor of the researcher to ensure confidentiality. Interviews and

document analyses were done in privacy and were not exposed. Pilaiologu (2016) proposes that confidentiality should be granted to the participants as it can also affect research results if it is not properly addressed. Moreover, the researcher ensured that participants' information is kept confidential.

3.8.4 Anonymity

Anonymity is when the researcher gathers information from participants without revealing their identities. The main focus is on data collected not on individual participants (Coffelt, 2017). The researcher in this study did not use participants' names and protected their identities on all collected information.

3.9 CONCLUSION

This research methodology chapter addressed the following research methods: research approach, research design, population and sampling, data collection instruments, in-depth interviews, document analysis, data analysis, trustworthiness, transferability, dependability, confirmability and research ethics.

CHAPTER 4: DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

This study aimed to explore teachers' experiences with the inclusion of learners with diverse barriers to learning in an ordinary Foundation Phase classroom in the Vaal region, Gauteng Province. In this chapter, the data are presented to respond to the study's main research question, from which the sub-research questions and the study's objectives were derived. The objectives of this study were to:

- examine teachers' understanding of the inclusion of learners with barriers to learning in an ordinary Foundation Phase classroom;
- explore the factors that influence the inclusion of learners with diverse barriers to learning in an inclusive classroom;
- establish ways in which teachers in an ordinary Foundation Phase classroom apply inclusive education strategies to enhance the inclusion of learners with diverse barriers to learning.

4.2 PRESENTATION AND ANALYSIS OF DATA

This chapter presents data derived from the interview transcripts that were unpacked and arranged in accordance with the general themes or categories that emerged from the study's interview transcripts and document analysis. The subsequent section presents the findings of the present study in response to the sub-research questions and objectives of the study.

4.2.1 TEACHERS' UNDERSTANDING OF THE INCLUSION OF THE DIVERSE LEARNERS

Teachers' understanding of the inclusion of the diverse learners with barriers to learning in an ordinary Foundation Phase classroom is the first objective of this study, as indicated in section 1.3.2.1. The following section presents themes and categories based on the first objective of the study, as derived from the interview transcripts.

4.2.1.1 Teachers' knowledge of the inclusion

Most of the teachers understood inclusive education as a method of including learners with learning barriers together with their normal peers in the same classroom. Other teachers went further and described inclusive education as a system that requires the teachers to make adaptations in their classrooms to cater for diverse needs of all learners. The following verbal quotes support the above view:

I think inclusion means including all kinds of children in your teaching. It means it doesn't matter what barrier of learning the child has **(Participant B)**.

Inclusive education is a system or programme where all learners are accommodated in one classroom or learning environment. For example learners have different learning abilities/disabilities... **(Participant C)**.

According to me, I would say inclusive education is whereby there are different races... Some have physical needs, social needs and barriers to learning any thing like that, they are included in the same school **(Participant I)**

4.2.1.2 Teachers' attitudes towards inclusion

Some of the teachers revealed that most of Foundation Phase teachers are frustrated with the inclusion of learners with diverse barriers to learning in mainstream schools. Teachers also felt inadequate in dealing with learners with barriers to learning.

In contrast, a teacher in the Foundation Phase had a positive attitude towards inclusive education practice in mainstream classrooms. She felt that it changes the physical appearance of learners with learning barriers in a positive manner. She said that the learners are also motivated when they learn side by side with their peers without disabilities. The following verbal quotes support the above view :

... teachers think it's too much for them and their environment kind of make it hard for them to perform where inclusion is concerned **(Participant C)**.

Honestly some teachers have no idea why the government does not create special schools for such children, they have resource centers in other schools **(Participant F)**.

Yes I think in a lot of mainstream schools today some of the teachers are frustrated because they feel like they are not able to assist the child as what should be done (Participant J).

4.2.1.3 Teachers' initial teacher training

Most teachers indicated that their initial teacher training was mostly theoretical and it failed to cover the practical part of learning. Teachers felt that they are not well equipped to deal with learners with diverse barriers to learning or special educational needs. A teacher who did her initial teacher training 36 years ago felt that inclusive education in mainstream education was unfairly imposed on teachers who were not trained for it. The following verbal quotes support the above view :

Yes, I need more training to deal with the learners with disabilities and barriers to learning. Because this is the very first school where I started I did not know what a full service school was. So I did not know how to handle the special needs children ... (Participant A).

But when I went to the university I did inclusion like a subject, I understood it very well until I went to practice it and the practicality does not materialize ... It's very easy when you come to the theoretical part of it, its impossible (Participant H).

Yes I would prefer to have a practical course or what ever. Something like that just to gain information and knowledge ... (Participant I).

Theoretically in my degree we learned a lot but practically nothing (Participant J).

4.2.2 FACTORS INFLUENCING THE INCLUSION OF LEARNERS WITH DIVERSE BARRIERS TO LEARNING

4.2.2.1 Large classrooms

Most of the teachers complained about large numbers of learners in their classrooms that hindered the inclusion of learners with diverse barriers to learning. They saw large

classes preventing them from carrying out an individual education programme that facilitates inclusive education principles. The following verbal quotes support the above view :

It is highly affected in a sense that if you have 40 plus learners in a classroom and half or more learners have learning barriers, for example those who can't write, who have illnesses (Participant C).

It is very difficult. It's difficult because there are many children like I said it's difficult to get to each one yourself and you focus much on the ones that are struggling and you forget those that are doing actually well to push them more than they can go (Participant D).

Yes the large numbers affect inclusion. Like I was asking another educator with a large classroom and she said I just teach and marking is not done on time (Participant E).

Classroom sizes and sometimes noise wise. A lot of children with hyperactivity they don't want noise it frustrates them ... There is only a given time during the day and you have to divide your time for example 40 children in a class and you divide your time among them they get frustrated because they need you to help them but you can't (Participant J).

4.2.2.2 Resources

Some of the teachers faced the challenge of a lack of resources to enable them to deal with learners with barriers to learning or those with special needs and often had to supply the resources themselves. On the contrary, two teachers claimed that they had all the resources they needed from the district level but, if the school did not have what they needed, they asked and received it. The following verbal quotes support the above view :

I wouldn't say we have all the things we would like to help the children with, but I have people from outside who happen to get more resources for my classroom (Participant B).

But on my own in the classroom in the mainstream we are failing; we can't, we don't have anything to assist them. Let's say for instance I have one child who is short

sighted, I only use this chalkboard, this green chalkboard and I have no other alternative to assist that child (Participant C).

For this school we have not enough materials. I as an educator have to find resources on my own (Participant F).

... so we must look for the things in our own classes. We must make things work in our own classes (Participant G).

4.2.2.3 Support at school level

Most of the participants expressed that they were satisfied with the assistance they received from their School-based Support Team (SBST). They indicated that their SBST was active and had a mandate of meeting the needs of the teachers. The support teachers in the SBST screened learners from the classrooms in order to identify, assess and, if need be, recommended further support from the District based Support Team (DBST). The following verbal quotes support the above view :

Yes we do. We have 2 ELSEN (Education for Learners with Special Education Needs) teachers and they come and take the children from the class. They arrange with you teachers first, Let's say it's a reading period they take the children and test the child what level they are in (Participant A).

Our ELSEN teachers come to our class and they help us to see and identify the barriers of the children and they come and tell us that this child is struggling with this and that. One is not on point or level with this (Participant B).

Yes we do have the support team. We do sit together as a grade or phase or as a school and we agree to the following procedures up to the level where it goes to the department and yes we receive the support. With your grade you say you tried this and that with the teachers we communicate in the grade and in the phase (Participant G).

4.2.2.4 Support by District based Support Team (DBST)

Most participants felt that they were not getting enough support from the District Based Support Team (DBST). At district level, support seems to be minimal; the Heads of

Department at school level and the teachers seldom get feedback even if their challenges were taken to the district by the school management team on their behalf. The following verbal quotes support the above view :

Yes let's say I need them to come and assist us with a child. They assess the child and tell you that it is confidential. They don't tell you how to help the child. I think they are failing the children (Participant A).

When they see children behind 2 or 3 learners we get minimal support from them. They are welcome to come to help us in our classes but they have never done it (Participant B).

I never experienced that. It's only once when I had a child but I think the case was before I arrived at my current school. They just tested the child and I was not given any feedback. Nobody came to me and explained that this child had one two (Participant H).

4.2.2.5 Parental involvement

Some of the participants complained about parents' lack of availability and involvement with their children's learning in Foundation Phase mainstream classes. Furthermore, parents were either illiterate or had a language barrier that made them unable to assist their children with their homework. The following verbal quotes support the above view :

There are lots of challenges because you don't get parental support. There is real little support from parents even if you give homework to children. If we can have parents to support us they are not always there. Especially at our school the situation is bad because we get the very weak to weakest learners (Participant G).

Parents that are not supportive or who also have language problems. So its a big barrier. You explain to the parent and the parent does not understand. I think others are not literate. So you can not show the parent how to teach the child when the parent doesn't know anything literally (Participant H).

The parents need to take it further or the child has hearing problems. You can tell the parent that this child needs this and this but it all depends on what they will do. You

can't take the child for the hearing and sight testing as an educator. So I am sure it becomes frustrating when the parents' involvement isn't there because the child is suffering (Participant I).

4.2.2.6 School environment

Certain participants revealed that their school's infrastructure and environment were not conducive for learners with barriers to learning or special needs. They also stated that there are inadequate facilities for all other learners in the school.

Another participant indicated that, although they had ramps to accommodate persons with physical disabilities in their school, minor adjustments were necessary for inclusive education to take place effectively, unlike the participants above who had no facilities in their school environment for learners with special needs. The following verbal quotes support the above view :

Playgrounds, let's say for grade ones they don't have any jungle gyms except for the grade R. We don't have ramps and we don't even have enough classrooms. There is 2 classes. Senior classes in the hall (Participant A).

There is no infrastructure that accommodates learners with physical disabilities (Participant E).

We don't have anything for a child on a wheel chair. There is nothing its all steps and things like that and we don't have anything. There is one class that was for Gauteng on line. It could be used for learners with hearing problems but Gauteng online has stopped (Participant G).

Ah-mm I am just trying to think so there is no ramps and humps. But I am sure that if there is a case that they would make the necessary ramps. So far we don't have the ramps (Participant I).

4.2.3 TEACHERS' APPLICATION OF INCLUSIVE EDUCATION STRATEGIES TO ENHANCE INCLUSION

4.2.3.1 Teaching methods

Most of the participants made use of a number of teaching methods in the Foundation Phase mainstream classrooms to cater for the need of learners with diverse barriers to learning. The participants made use of multilevel, corrective and re-teaching, tracing, reading, counting using concrete objects and peer teaching. Almost all the participants indicated that they used peer teaching in their classrooms to give learners individual attention. The following verbal quotes support the above view :

I draw pictures. Let's say we are doing a topic about animals. I try to draw a picture of an animal or something then I say this picture is a sheep. Then I tell them to say sheep and we sound it. (Participant A).

Well, we are doing multilevel teaching where I am in charge of the English for foundation grades. Where I try those four levels with the phonics and they sound the word. Then the next level, the child can spell it. Then the next one the learner can write sentences with the vowel and the next one the learner can write sentences. Where you try and accommodate everyone so far we are doing good (Participant B).

For reading we only have charts. You as an educator you write and make charts. Tracing from the chart. A method I discovered for teaching children who can not write letters, I write on their spine, repeating patterns and moving the fingers around the shape (Participant E).

I do a lot of reteaching and corrective teaching with those learners. I do it on one on one and with reading I always make a point that if they can't they have to know that they have to read with the support of a peer in class and then again they use media and the white board in the classroom (Participant J).

4.2.3.2 Workshops

Most participants agreed that the provision of practical rather than theoretical workshops will be effective in bridging the gap that exists between theory and practice. They believed that workshops should be given to teachers to improve their teaching skills. The following verbal quotes support the above view:

I want to know how to do it practically because you know most workshops we go to,

they read to us. If you don't show us how to do it, then we are going to lose it. If you just read from the slides then I am not going to get anything. Current workshops are not helpful because I want a hands-on one. I like doing things hands on then I remember because I can read it for myself (Participant A).

For me these workshops I don't think they are helping. I don't see an improvement. I think being assisted in your classroom will be better than someone giving you theory. They give you what you can read on your own from a book. I think we need to be shown practically. That is what will be wonderful. I would like practical workshops where they are actually helping with the practical things more than they give you theory (Participant C).

Yes like I said it will help a lot. But though, there is need for time and thought to be put into these workshops ... It needs to be combined with both theory and practical. We need to learn from each other (Participant J).

4.3 DOCUMENT ANALYSIS AND DISCUSSION OF FINDINGS

This section presents data that was derived from the documents that were closely examined by the researcher in order to validate and triangulate information document analysis is merged with discussions and findings. The researcher used the inclusive education policies, guidelines and other educational policies to check if teachers practice inclusive education in mainstream schools. The researcher also wanted to explore whether teachers in Foundation Phase mainstream follow the guidelines in the educational government policies in order for inclusion to take place effectively in the schools. Due to the confidential issues surrounding the schools, the researcher only managed to collect learners' workbooks, portfolios , teachers' work schedules and lesson plans to determine if inclusion is being effected .The researcher also examined curriculum flexibility and the previous foundation phase school meetings.

Document analysis is a process of analysing data in order to validate information and gain knowledge that will be used to inform research. It requires the researcher to check for emergent theories through examining the data thoroughly (Rapley, 2007). Bryman (2003) believes that document analysis releases information that other research methods fail to provide and it also ensures that the researcher finds rich information

about a phenomenon under study. Miller and Alvarado (2005) maintain that, through document analysis, new perceptions and interpretations are realised. Denzin (1970) posits that document analysis adds value and credibility to a study and ensures that there is triangulation as more than one research method are used to derive data. Patton (1990) points out that triangulation eliminates bias from a single investigation method, as it did in this study. Document analysis also revealed that teachers have time challenges in completing the curriculum.

4.3.1 Learners' work books

Findings revealed that most teachers in the foundation phase schools marked the learners' work on time and they also ensured that corrections were done before new work was done, which is remarkable and effective in the implementation of inclusive education. There was no adequate intervention activities in the workbooks of learners with barriers to learning. It emerged that when it comes to giving intervention activities to learners with barriers to learning, some teachers complained about work load.

The study revealed remarkable marking and corrections by teachers in foundation mainstream classrooms. However, there were not enough written intervention activities given by teachers to meet the needs of learners with barriers to learning. Intervention activities were done once a week which is not enough to assist learners with barriers to learning. Green, Parker, Deacon and Hall (2011) state that learners in the Foundation Phase in mainstream schools are affected by teachers who do not give them enough work in order to meet their needs therefore these children are not well prepared for formal learning in the whole Foundation Phase. The Annual National Assessment (ANA, 2013) indicates that many Foundation Phase learners perform below average. Vygotsky (1978) points out that well-planned remediation activities can help a child to progress. Teachers therefore need to give learners repeated opportunities to deal with challenging activities in their zone of proximal development with the help of a peer or teacher.

4.3.2 Teachers' work-schedules and lesson plans

Findings revealed that most teachers' work schedules and Annual Teaching Plans (ATP) are already made for them by the Department of Education. They include the amount of work they are expected to cover within a given period, with no consideration

of learners with barriers to learning in the class who have to sit for the same assessments with their normal peers without barriers. Teachers failed to cover all the work given by the department thereby excluding learners with barriers to learning. Teachers felt that not enough time is given to complete the work in their work schedules and lesson plans.

Findings revealed that most of teachers in the Vaal district, Gauteng had the same work schedules and Annual Teaching Plans that came from the Department of Education. The Annual Teaching plans have the content that needs to be taught within specified dates. The teacher needs to follow the Annual Teaching Plan and to complete all the activities in order for children to write the end of term examinations that cover the work done during the term. This means that there is very little time to consider learners who have barriers to learning.

Teachers also do not have an individual education plan for learners with barriers to learning. Kirk, Gallagher and Coleman (2012) maintain that teachers in an inclusive classroom must have well planned individual programmes that are planned by the school, parents and students that show the current level of performance of the learner with barriers to learning. The learner's year goals and intervention activities that the teacher will do with the learner should be written in this document as a way of meeting the needs of learners who have barriers to learning (DoE, 2001). Above all, time given to learners with barriers should allow them to work on the task with help from an able peer or teacher.

4.3.3 Curriculum flexibility

Findings show that most of the teachers were greatly challenged by an inflexible curriculum that forced them to follow it as it is designed but does not allow them to adapt it in order to cater for the needs of learners with barriers to learning. The curriculum is designed with too much work and activities that are time framed leading the teachers to focus only on learners who do not have barriers to learning. Some teachers found it challenging to adapt the curriculum for learners with barriers to learning as they write the same examinations as their peers.

Findings in this study revealed that teachers find the curriculum inflexible and difficult to modify. Teachers who try to change it to meet the needs of learners find that, during

examinations, learners with learning barriers are negatively affected because the examination is set from an unmodified curriculum. Motiswe (2012) maintains that an inflexible curriculum excludes learners from learning in their classrooms and that a lack of resources, inflexible teaching strategies and methods, inappropriate assessments and poor classroom management affects learning. GenesisAdmin (2014) concurs that curriculum inflexibility does not recognise the needs of learners with special needs and that it blocks quality learning. According to Vygotsky, for a curriculum to address and meet the needs of all learners in an inclusive classroom, it should be flexible and be developmentally appropriate (Karpov & Haywood, 1998).

4.3.4 School Minutes

Findings revealed that, in most of the school minutes, HODs emphasised the supporting of learners with barriers to learning in their classrooms. Furthermore, Heads of Departments thanked teachers for their efforts in dealing with all learners in their classrooms. The researcher noted that although most schools tried to follow inclusion principles, inclusive education is not holistically addressed in mainstream school meetings.

Meetings done in the schools concerning learners with barriers to learning needed to be recorded and minutes clearly written for both parents and the school. Minutes needed to be compared to ensure that information collected was accurate. Reviewing of minutes was necessary to ensure that follow ups are made to improve practice of inclusion (Inclusion BC, 2014)

4.3.5 DISCUSSION OF FINDINGS

4.3.5.1 Sub-Research Question 1

What are teachers' understandings of the inclusion of learners with barriers to learning in an ordinary Foundation Phase classroom?

The study revealed that teachers in the Foundation Phase mainstream classroom know the meaning of inclusive education and are able to give its definition. When it comes to the practical implications of inclusive education, they operate from basic knowledge that limits their progress. In a study of the knowledge and experience of

mainstream teachers carried out in South Africa by Monico et al (2020), findings revealed that all teachers were found to be knowledgeable about learners with diverse barriers to learning in mainstream schools. They knew that they were required to provide learners with the support they needed to be fully active participants in their learning, to minimise their learning disabilities or to completely eradicate the barriers, if possible. Despite the knowledge they had, their understanding of diverse barriers to learning was minimal. Bruns and Mogharberran (2009) indicate that teachers require knowledge and skills to deal with diverse barriers in the classroom. They need plans to implement inclusion goals and different ways of carrying out tasks.

De Boer et al (2011) note that teachers lack an understanding of inclusion in mainstream schools and they feel inadequate dealing with learners with special educational needs. Phasha, Mahlo and Maseko (2013) also state that teachers lack adequate training to deal with learners with diverse learning barriers. Phasha et al's (2013) study made use of Vygotsky's zone of proximal development (ZPD) theories of social interaction. The zone of proximal learning is the difference that exists between what the student is able to do with assistance from the teacher or another adult and what he/she can do independently to solve a problem. Vygotsky (1978) advocates that teachers who teach learners with disabilities must firstly deal with negative perceptions of them in the classroom in order for these learners to learn effectively. Teachers also need to adopt positive attitudes towards assessments of learners with special needs and measure their abilities from their strengths. Teachers who direct learning in the classroom are therefore able to move learners with barriers to learning out of their zone of proximal development by knowing what the learners need (Vygotsky, 1993).

The findings of this study show that teacher training colleges and universities failed to provide teachers with practical experience in dealing with diverse barriers to learning in an ordinary Foundation Phase classroom. According to Frankel, Gold and Ajodhia-Andrews (2010), the success of inclusive education globally lies with the key implementer, who is the teacher. Teachers need to be given quality training that will provide them with confidence and remove negative attitudes. Loreman (2010) notes that teacher training operates on the surface and fails to achieve a depth of knowledge. Loreman (2010) advocates for teacher education that has critical outcomes for inclusion studies that focus on providing teachers with a deeper understanding of

inclusive education pedagogy. Engelbrecht and Van Deventer (2013) also reveal that teachers complete their initial teacher training without practical involvement with learners with diverse barriers to learning.

A project carried out by Walton and Lloyd (2012) in relation to South African teacher training about the challenges of implementing inclusive education documented that teachers need effective training methods to deal with diverse barriers to learning. Lecture methods only provide theoretical knowledge so there is a need to include practices in the classroom to develop teaching skills to use in mainstream schools. Vygotsky (1978) adds that learners with barriers to learning should be taught by teachers who are well trained and are able to differentiate curricula and provide learners with adequate time to learn.

4.3.5.2 Sub-Research Question 2

What are the factors that influence the inclusion of learners with barriers to learning in Foundation Phase classrooms?

The study found that teachers are greatly affected by a lack of resources in the implementation of inclusive education; they have to improvise and create their own learning materials. Chireshe (2011) reveals that developing African countries lack resources, in the form of finance, teachers' training and materials, to implement inclusive education effectively. Rose (2010) also stresses that insufficient resources and a lack of support has hindered the smooth implementation of inclusive education. Polat (2011) calls for resources and infrastructure adjustments to improve the implementation of inclusive education.

Learners with special needs or barriers to learning require resources in the form of learning aid materials and a re-organisation of the environment to improve their access to learning (Vygotsky, 1993; Owoko, 2009). They also need to master the use of new technological tools and learning strategies. Stainback and Stainback (1990) state that, since Vygotsky's theory aims for full inclusion of learners with barriers to learning in mainstream classrooms, it advocates for support services to be provided to learners with special needs in order to meet their needs. These include technological tools, competent human resources and support materials in the form of assistive devices and learning aids.

It emerged from this study that teachers experience a lack of parental support in mainstream Foundation Phase classrooms. Teachers encounter language and literacy barriers and therefore, when parents are invited to the school, they fail to communicate the needs of a struggling learner and are unable to implement solutions or strategic measures. Adewumi, Olojo and Falemu (2012) carried out a study on parental involvement and revealed that teachers had problems that emanated from a lack of parental participation. The Department of Education (DoE, 2001) states that, in order for teachers to address the needs of learners, the school must provide individual support plans drawn from a collaborative effort between the parents and the teachers that are checked at different intervals. According to Christenson (2004), parental involvement enhances good behaviour and attitudes, encourages learners to work to their potential and improves their mental health. Vygotsky's theories, which form the conceptual framework of this study, stress that parents play a role in helping their learners with barriers to learning to understand concepts. According to Vygotsky (1978), learning occurs when a child interacts with a parent or teacher and that a lack of communication between the learner with special needs and the parent or teacher will prevent the child from learning. Parents and teachers who meet the needs of a child can lead them to a zone of proximal development where they begin to internalise information and manage to work alone. Vygotsky (1978) also believes that cultural dynamics and the community have an influence on children's learning development.

The findings of this study reveal that teachers fail to implement inclusion in the mainstream Foundation Phase schools because of large and overcrowded classrooms. Mahlo's (2011) study also reveals that overcrowded classrooms hinder the implementation of inclusive education. Imtiaz (2014:251) points out that, in an overcrowded classroom, the teacher is not able to provide learners with quality teaching, an environment conducive to learning or attend to individual needs of learners. Chingos (2013) maintains that children learn better in small groups and that the learning of children is negatively affected by large numbers of learners in the class. Vygotsky's (1993) theory of social interaction suggests that teachers need to use peer assistance and group works to encourage social interaction among learners who are academically gifted and those with special needs. Tomlinson (2001) notes that scaffolding is significant in mainstream schools when students who are advanced assist learners who are in the ZPD to grasp concepts that they struggle to

comprehend.

Findings focusing on the infrastructure and the school learning environment revealed that teachers struggle with poor infrastructure and school facilities that fail to meet the needs of learners with physical and learning disabilities. Yasin, Toran, Tahar and Bari (2010) and Moll and Greenberg (1990) maintain that, for inclusive education to be practised effectively, schools need to modify and improve their infrastructure to meet the needs of all learners. The teacher should plan challenging activities, shared activities and learners need to be helped by their peers or the teacher when they are in their zone of proximal learning.

The findings also revealed that teachers do not receive adequate support from the District Based Support Team (DBST). Engelbrecht and Green (2007) indicate that the role of the DBST is to support, organise, coordinate and facilitate the admissions of learners at school. In inclusive education, the DBST develops and monitors educational programmes. Mahlo's (2011) study revealed that the DBST was not able to support and provide teachers with the help they needed which affects the implementation of inclusive education. Richards and Rodgers (2014) posit that a lack of support and insufficient resources gives teachers negative attitudes towards inclusive education. Vygotsky (1978) posits that the DBSTs need to work directly with the teachers in order for teaching skills to be acquired by teachers who are in their ZPD.

4.3.5.3 Sub-Research Question 3

How do teachers in an ordinary Foundation Phase classroom apply inclusive education strategies to enhance the inclusion of learners with the diverse barriers to learning?

The findings of this study revealed that teachers in the ordinary Foundation Phase classroom employed good practices in their teaching. They made use of different teaching methods to address diverse learning barriers in mainstream classrooms such as multilevel teaching methods, corrective and re-teaching methods, repetition, reading, tracing, drawing, group discussions and peer teaching. According to the DoE (2005:67), teachers must be innovative and knowledgeable about methods of teaching so that all learners' needs are met. Briggs (2013) points out that peer teaching ensures

direct interactions among learners which improves their social skills, attitudes, behaviour and understanding. During peer teaching, teachers get time to individualise learning, focus on new lessons and promote active learning. Schoeman (2012) posits that teachers need to know how to differentiate teaching strategies and the curriculum in order to deal with learners with diverse barriers to learning. The DoE (2001) maintains that teachers need to use a variety of teaching methods in order to cater for individual learner needs. Berry (2006) agrees that teachers need to use various teaching methods that promote learners working in collaboration in small groups or in pairs that are not organised according to the abilities of the learners. Vygotsky (1978) sees a child in the ZPD benefiting tremendously from peer assistance. Learners who have learning barriers or special needs gain skills and strategies on how to deal with problems presented to them by a peer who is intellectually capable.

Findings in this study revealed that teachers face challenges when dealing with learners with diverse barriers to learning. Teachers fail to address barriers to learning in the class and they require more training that is practically oriented. They feel the current workshops fail to address their needs. Stofile (2008) points out that workshops given to teachers to improve on their skills fail to meet their needs as the time-frame is short and they focus on areas that help teachers to acquire some skills, but they are not comprehensive. Fatumo, Shome and McIntyre (2014) stress that workshops that are planned effectively are significant because they create opportunities to be practically involved in acquiring necessary skills and experience.

Vygotsky (1978) maintains that the idea of a social context gives the community an opportunity to work collaboratively as it constitutes people who are not at the same level. Teachers can share their knowledge in professional development programmes and allow others to help them to overcome their zones of proximal development. Lortie (1975) concurs with the social interaction theory in relation to further teacher development programmes for dealing with learners with special needs.

4.4 CONCLUSION

In this chapter, the researcher presented and analysed the data and discussed the findings. The next chapter provides the summary, recommendations and conclusion.

CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This study used a qualitative research approach to explore and reveal the experiences of Foundation Phase teachers with the inclusion of learners with diverse barriers to learning in an ordinary classroom in the Vaal region, Gauteng. This chapter provides the summary of findings, conclusions and recommendations that will benefit the future practice of inclusive education.

5.2 SUMMARY

This study uncovered a number of negative challenges experienced by teachers in the Foundation Phase mainstream classrooms with the inclusion of learners with diverse barriers to learning. The problems teachers faced in Foundation Phase ordinary classrooms in implementing inclusive pedagogies were revealed.

5.2.1 Teachers' knowledge of the inclusion

Findings revealed that, although teachers were able to define inclusive education, they lacked the knowledge to practice inclusion effectively in their classrooms as they had minimal understanding of diverse barriers to learning. Teachers felt that their knowledge was not sufficient to enable them to deal with or address diverse barriers to learning in an ordinary Foundation Phase classroom.

5.2.2 Teachers' attitudes towards inclusion

It emerged from the study that most teachers in the Foundation Phase were frustrated with the inclusion of learners with barriers to learning because they felt inadequate dealing with diverse barriers to learning in Foundation Phase mainstream classrooms. Teachers developed negative attitudes towards learners with barriers to learning and excluded them from learning by focusing on other learners at the expense of learners with diverse barriers to learning.

5.2.3 Teachers' initial teacher training

Teachers attributed their lack of expertise in dealing with learners with barriers to

learning to their initial teacher training at teacher colleges and universities that was theoretical and failed to give them the practical skills necessary to manage inclusive classrooms.

5.2.4 Large classrooms

It emerged in the study that large numbers of learners in the classroom affected the teachers' ability to implement inclusion principles. Teachers also reported that, due to large classes, they did not have enough time to cater for individual needs of learners with barriers to learning or special needs.

5.2.5 Resources

Learners with diverse barriers to learning require support systems for the implementation of inclusive education. Based on the findings in this study, teachers were affected by a lack of adequate resources so that they were forced to personally provide them to learners. Most teachers had no technological equipment to aid them in the teaching of learners with special educational needs.

5.2.6 District Based Support Team

The study revealed that the District Based Support Team did not provide teachers with knowledge and skills to deal with learners with special educational needs. In some instances, they did not respond timeously to issues that needed urgent attention which hampered the implementation of inclusive education.

5.2.7 Parental involvement

Teachers in this study revealed that there was a lack of parental involvement for children with diverse barriers to learning in their classrooms. Parents were either not available to discuss their children's individual education plans or were illiterate and unable to assist their children to do homework affecting the implementation of inclusive education. Parental involvement and guidance should be promoted in the learning of their children in order to motivate them academically.

5.2.8 School environment

Findings in this study revealed that the school environment did not accommodate

learners with special educational needs inside or outside the classroom. Schools do not have adequate learning materials that cater for the needs of learners with barriers to learning such as talking computers, braille, textbooks with large fonts and other tools to aid in the teaching of learners with special needs. The infrastructure, including play grounds, needs to be renovated to accommodate learners with disabilities.

5.2.9 Workshops

The study revealed that the workshops given to teachers currently are limited in terms of scope. They tend to focus on theory and lack the capacity to assist teachers to teach effectively in an inclusive mainstream classroom. Practical training will increase knowledge and practice of inclusive education. Teachers revealed that these workshops need proper planning and longer time frames to be effective.

5.2.10 Inflexible curriculum

It emerged in this study that the teachers found the curriculum to be inflexible in catering for the needs of learners with diverse barriers to learning. Teachers further complained that the curriculum covered too much content within a given time frame that caused them to exclude children who require extra attention.

5.2.11 Strategies for enhancing inclusive education

- Participants in this study suggested that the university curriculum on inclusive education needs to be amended to focus on providing student teachers with knowledge and skills that will improve the practice of inclusive education.
- The District Based Support Team should visit schools regularly to identify teachers who need assistance and offer it to them rather than letting them work in isolation.
- Teachers also suggested that a reduction in the numbers of learners in their classrooms would improve class management and help them to attend to the needs of learners with barriers to learning individually.
- Teachers also proposed that workshops should be well planned and must include practical training to help them to acquire skills to teach learners with

diverse barriers to learning.

5.3 CONCLUSIONS

The following conclusions emanated from the findings of this study:

5.3.1 Teachers' knowledge and attitudes

In this study, teachers revealed that they felt that they lacked the skills and the capacity to address learners with barriers to learning in ordinary Foundation Phase classrooms. This led to teachers developing negative attitudes towards learners with special needs and focusing on learners who are performing to their expectations.

5.3.2 Large classrooms

Overcrowded classrooms made teachers unable to attend to individual learner needs and to poor classroom management. Large classes are also noisy that affects the quality of teaching and learning which is significant in the implementation of inclusive education.

5.3.3 Resources

A lack of adequate resources has a negative impact on an ordinary classroom with learners with diverse barriers to learning. These learners need to be provided with support services in the classroom to make them full participants in their learning.

5.3.4 Inflexible curriculum

Teachers in this study believed that the current curriculum is rigid and fails to accommodate learners with barriers to learning or special educational needs. A curriculum that cannot be modified affects the smooth implementation of inclusive educational pedagogies. Teachers found it challenging to complete an inflexible curriculum with learners with special needs in their classrooms.

5.3.5 District Based Support Team

In this study, teachers saw the District Based Support Team as working in a silo and failing to support teachers with relevant skills and knowledge to manage the teaching

of learners with special educational needs. Teachers need support in order to develop expertise in inclusive education. Limited assistance hampers the implementation of inclusion.

5.3.6 Environment and infrastructure

The lack of a conducive environment that caters for the needs of all learners affects the principles of inclusion. The study revealed that infrastructure in the schools was in need of reconstruction in order to meet the needs of learners with barriers to learning.

5.3.7 Strategies for enhancing inclusive education

There are a number of ways to enable teachers to improve inclusion practices in mainstream schools. Teachers need to engage in further learning and in-service programmes that focus on developing the skills they need to address diverse learning barriers in ordinary schools. Collaborated learning needs to be encouraged among teachers in order to share skills and teaching strategies. Mentoring ideals need to be adopted where the teachers who need support work hand in hand with a knowledgeable person in the classroom setting until mastery of skills takes place. The District Based Support Team should be available for all teachers who are in need of support and avoid working in a silo. Team teaching needs to be encouraged to improve the quality of teaching and learning and to promote good classroom management, particularly for large classes. Workshops should be planned with practical activities that are done in the classroom with school children. Resources that support all learners need to be provided timeously and be made available to promote inclusion in mainstream schools. Infrastructure in mainstream schools must be renovated in order to accommodate learners with barriers to learning or special needs.

5.4 RECOMMENDATIONS

The recommendations listed below come from findings that emerged in this study:

- Teachers should ensure that they are involved in further learning programmes that will improve their understanding of diverse barriers to learning and how to accommodate those learners in mainstream classrooms. Teachers also need to develop positive attitudes towards learners with barriers to learning or special

educational needs. Teachers need to know that, in mainstream classrooms, all learners are teachable when proper adjustments are made to support them.

- The Department of Education should increase its work force and employ more District Based Support Team personnel, who are well trained, to visit schools regularly to monitor the practice and implementation of inclusive education in order to advise, support, plan and assist teachers on how to deal with barriers to learning in ordinary schools.
- Teachers should work together in order to learn skills from each other. This also involves teacher exchange programmes where lead teachers go to other countries and schools that have advanced their teaching methods and skills in inclusive education in order to acquire knowledge and skills they can share with other teachers as mentors.
- The government should improve on the provision of funding for government schools because it is slow and inefficient, leaving schools lacking necessary teaching resources and support materials that enhance learning. Teachers need to be supported with the required equipment in order to support learners with special needs.
- The community and schools should work together to ensure that teachers and parents collaborate in local activities and in the planning of their children's education.
- Curriculum developers should be directly involved with teachers and monitor the effectiveness of their curriculum in order to ensure that they understand the significance of a flexible curriculum in mainstream classrooms.
- There should be more studies conducted that focus on challenges encountered by learners with learning barriers as individuals in mainstream classrooms in order to understand this complexity from a person with a disability. Learners' real experiences and teachers' challenges need to be recognised in order to address and improve both teachers' and learners' needs holistically.

5.5 CONCLUSION

In conclusion, the goals of the study were met and all the sub-research questions and main objectives that guided the research were answered. The data from participants and documents that were analysed provided a comprehensive portrayal of the experiences of mainstream teachers in the Foundation Phase with the inclusion of learners with diverse barriers to learning. The study revealed that the lack of teachers' understanding and skills to address diverse barriers to learning in ordinary schools resulted in teachers having negative attitudes towards learners with barriers to learning or special needs. Capacitating teachers with skills needed to deal with diverse barriers to learning will restore confidence and create positive attitudes towards the implementation of inclusive education.

The study indicated that there were several factors influencing and affecting the smooth implementation of inclusive education in ordinary schools that needed to be attended to in order to improve the practice of inclusive education in mainstream schools. Large numbers of learners prevented teachers from providing individualised education, monitoring and managing the classroom effectively. A lack of support for teachers, inadequate teaching and learning resources, poor infrastructure, an inflexible curriculum, initial teacher training institutions that fail to train teachers practically on how to address diverse barriers to learning were noted. Well prepared workshops that address the needs of teachers dealing with learners with special needs are required for the success of inclusive education in Foundation Phase schools.

Finally, all the stakeholders need to work collaboratively to enhance the practice of inclusive education systems in mainstream schools. School Based Support Teams must initiate and facilitate team work in schools and the community. Curriculum developers and policy makers need to be included in the actual learning taking place in the schools to inform their decisions and planning that will enhance inclusion pedagogies in schools and not compromise the teaching and learning of learners with barriers to learning.

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APPENDIX A: PROOF OF REGISTRATION



2053

KASIKAKO S MRS
74 EATON ROAD
MEYERTON
1961

STUDENT NUMBER : 5853-311-7
ENQUIRIES TEL : 0861670411
FAX : (012)429-4150
eMAIL : mandd@unisa.ac.za

2019-04-04

Dear Student

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

Proposed Qualification: MED (INCLUSIVE EDUCATION) (98067)

CODE	PAPER	S NAME OF STUDY UNIT	NQF crdts	LANG.	PROVISIONAL EXAMINATION EXAM.DATE	CENTRE(PLACE)
Study units registered without formal exams:						
DLIED95		Dissertation of Limited Scope (Med - Inclusive Educatio	84	E		

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



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

APPENDIX B: GDE RESEARCH REQUEST FORM



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

For admin. use only:

Ref. no.:

REQUEST TO CONDUCT RESEARCH IN INSTITUTIONS AND/OR OFFICES OF
THE GAUTENG DEPARTMENT OF EDUCATION

1. PARTICULARS OF THE RESEARCHER

1.1	Details of the Researcher	
Surname and Initials:		KASIKAKO. S
First Name/s:		SIMILO
Title (Prof / Dr / Mr / Mrs / Ms):		MRS
Student Number (if relevant):		58533117
SA ID Number:		N/A
Work permit no. (If not SA citizen)		MID 124049/2018/ZEP

1.2	Private Contact Details	
Home Address		Postal Address (if different)
74 EATON ROAD		ASSEMBLIES OF GOD COLLEGE
HENLEY ON KLIP		P O BOX 489
MEYERTON		MEYERTON
Postal Code: 1962		Postal Code: 1961
Tel: 016 366 9907		Cell: 078 536 2873
Fax: 016 366 9908		E-mail: simmykassy@gmail.com

2. PURPOSE & DETAILS OF THE PROPOSED RESEARCH

2.1	Purpose of the Research (Place cross where appropriate)	
Undergraduate Study – Self		
Postgraduate Study – Self		X
Private Company/Agency – Commissioned by Provincial Government or Department		
Private Research by Independent Researcher		
Non-Governmental Organisation		
National Department of Education		

Commissions and Committees		
Independent Research Agencies		
Statutory Research Agencies		
Higher Education Institutions only		
2.2	Full title of Thesis / Dissertation / Research Project	
Teachers' experiences of the inclusion of learners with diverse barriers to learning in an ordinary Foundation Phase classroom.		
2.3	Value of the Research to Education (Attach Research Proposal)	
2.4		Date
<i>Envisaged date of completion of research in GDE Institutions</i>		
<i>Envisaged date of submission of Research Report and Research Summary to GDE:</i>		
2.5	Student and Postgraduate Enrolment Particulars	
Name of institution where enrolled:		UNISA
Degree / Qualification:		M Ed Inclusive Education
Faculty and Discipline / Area of Study:		Inclusive Education
Name of Supervisor / Promoter:		Dr MK. MALAHLELA

2.6	Employer
Name of Organisation:	ITHUBA COMMUNITY COLLEGE
Position in Organisation:	GRADE 1 TEACHER
Head of Organisation:	MR MUUSHA
Street Address:	36 TAMBOEKIESFONTEIN STREET
	KLIPRIVIER
Postal Code:	1871
Telephone Number (Code + Ext):	087 121 0452
Fax Number:	N/A
E-mail:	johannesburg@ithuba.org

2.7	PERSAL Number (GDE employees only)
-----	-------------------------------------

--	--	--	--	--	--	--	--

3. PROPOSED RESEARCH METHOD/S

(Please indicate by placing a cross in the appropriate block whether the following modes would be adopted)

3.1 Questionnaire/s (If Yes, supply copies of each to be used)

YES	X	NO	
-----	---	----	--

3.2 Interview/s (If Yes, provide copies of each schedule)

YES	X	NO	
-----	---	----	--

3.3 Use of official documents

YES	X	NO	
If Yes, please specify the document/s:			
Documents such as the Policy of Inclusive Education White Paper Six (2001), Conceptual and Operational Guidelines for Inclusive Education: Full- Service Schools (2005), Guideline for Inclusive Teaching and Learning (2010), and Guideline To ensure Quality Education and Support in Special Schools and Resource Centres (2014). Curriculum Assessment Policy Statement (CAPS) will also be deeply looked into.			

3.4 Workshop/s / Group Discussions (If Yes, Supply details)

YES		NO	X

3.5 Standardised Tests (e.g. Psychometric Tests)

YES		NO	X
If Yes, please specify the test/s to be used and provide a copy/ies			

4. INSTITUTIONS TO BE INVOLVED IN THE RESEARCH

4.1 Type and NUMBER of Institutions (Please indicate by placing a cross alongside all types of institutions to be researched)

INSTITUTIONS	Write NUMBER here
Primary Schools	X (5)
Secondary Schools	
ABET Centres	
ECD Sites	
LSEN Schools	
Further Education & Training Institutions	
Districts and / or Head Office	

4.2 Name/s of institutions to be researched (Please complete on a separate sheet if space is found to be insufficient)

Name/s of Institution/s			
District/s			
Ekurhuleni North		Ekurhuleni South	
Gauteng East		Gauteng North	
Gauteng West		Johannesburg Central	
Johannesburg East		Johannesburg North	
Johannesburg South		Johannesburg West	
Sedibeng East	X	Sedibeng West	
Tshwane North		Tshwane South	
Tshwane West			

4.3 District/s where the study is to be conducted. (Please indicate by placing a cross alongside the relevant district/s)

If Head Office/s (Please indicate Directorate/s)

4.4 Number of learners to be involved per school (Please indicate the

number by gender)

Grade	1		2		3		4		5		6	
Gender	B	G	B	G	B	G	B	G	B	G	B	G
Number												

Grade	7		8		9		10		11		12	
Gender	B	G	B	G	B	G	B	G	B	G	B	G
Number												

4.5 Number of educators/officials involved in the study (Please indicate the number in the relevant column)

Type of staff	Educators	HODs	Deputy Principals	Principal	Lecturers	Office Based Officials
Number	10					

4.6 Are the participants to be involved in groups or individually?

Groups		Individually	X
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4.7 Average period of time each participant will be involved in the test or other research activities (Please indicate time in minutes)

Participant/s	Activity	Time

Teacher	Interview	40 minutes
Learners	Observation (non participant)	20-30 minutes

4.8 Time of day that you propose to conduct your research.

During school hours (for <u>limited</u> observation only)	X	<u>After</u> School Hours	
---	---	---------------------------	--

4.9 School term/s during which the research would be undertaken

First Term	X	Second Term		Third Term	
------------	---	-------------	--	------------	--

CONDITIONS FOR CONDUCTING RESEARCH IN GDE

Permission may be granted to proceed with the above study subject to the conditions listed below being met and permission may be withdrawn should any of these conditions be flouted:

1. The District/Head Office Senior Manager/s concerned, the Principal/s and the chairperson/s of the School Governing Body (SGB.) must be presented with a copy of this letter.
2. The Researcher will make every effort to obtain the goodwill and co-operation of the GDE District officials, principals, SGBs, teachers, parents and learners involved. Participation is voluntary and additional remuneration will not be paid;

3. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal and/or Director must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
4. Research may only commence from the second week of February and must be concluded by the end of the THIRD quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
5. 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.
6. It is the researcher's responsibility to obtain written consent from the SGB/s; principal/s, educator/s, parents and learners, as applicable, before commencing with research.
7. The researcher is responsible for supplying and utilizing his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institution/s, staff and/or the office/s visited for supplying such resources.
8. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research title, report or summary.
9. On completion of the study the researcher must supply the Director: Education Research and Knowledge Management, with electronic copies of the Research Report, Thesis, Dissertation as well as a Research Summary (on the GDE Summary template).
10. 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;
11. Should the researcher have been involved with research at a school and/or

a district/head office level, the Director/s and school/s concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

DECLARATION BY THE RESEARCHER	
1. I declare that all statements made by myself in this application are true and accurate.	
2. I accept the conditions associated with the granting of approval to conduct research and undertake to abide by them.	
Signature:	
Date:	
DECLARATION BY SUPERVISOR / PROMOTER / LECTURER	
I declare that: (Name of <u>Researcher</u>).....	
1. is enrolled at the institution / employed by the organisation to which the undersigned is attached.	
<p>2. The questionnaires / structured interviews / tests meet the criteria of:</p> <ul style="list-style-type: none"> • Educational Accountability; • Proper Research Design; • Sensitivity towards Participants; • Correct Content and Terminology; • Acceptable Grammar; • Absence of Non-essential / Superfluous items; 	

<ul style="list-style-type: none"> • Ethical clearance 	
<p>3. I will ensure that after successful completion of the degree / project an electronic copy of the Research Report / Thesis / Dissertation and a Research Summary (on the GDE template) will be sent by the researcher to the GDE.</p>	
Surname:	
First Name/s:	
Institution / Organisation:	
Faculty / Department (where relevant):	
Telephone:	
E-mail:	
Signature:	
Date:	

ANNEXURE A: ADDITIONAL INFORMATION FOR GROUP RESEARCH

This information must be completed by **every** researcher/ student who will be visiting GDE Institutions for research purposes.

By signing this declaration, the researcher / students accept the conditions associated with the granting of approval to conduct research in GDE Institutions and undertakes to abide by them.

Supervisor/ Promoter / Lecturer's Surname and Name.....

DECLARATION BY RESEARCHERS / STUDENTS:

Surname & Name Initials	Tel	Cell	Email address	Signature

N.B. This form (and all other relevant documentation where available) may be completed and forwarded electronically to Gumani.mukatuni@gauteng.gov.za; Dineo.Mashigo@gauteng.gov.za and please copy (cc) ResearchInfo@gauteng.gov.za. The last 2 pages of this document must however have the original signatures of both the researcher and his/her supervisor or promoter. It should be scanned and emailed, posted or hand delivered (in a sealed envelope) to Gumani Mukatuni, 7th Floor, 6 Hollard Building, Main and Simmonds Streets, Johannesburg. All enquiries pertaining to the status of research requests can be directed to Gumani Mukatuni on tel. no. 011 355 0775 or Dineo Mashigo on tel. no. 011 355 0336.

APPENDIX C: REQUEST FOR PERMISSION TO CONDUCT RESEARCH FROM GDE

(GAUTENG PROVINCIAL DEPARTMENT OF EDUCATION)

College of Education

P. O. Box 392

Pretoria, South Africa

0003

Date:

The Head of Department

Gauteng Provincial Department of Education

Private Bag

Johannesburg, South Africa

0010

Tel:

Dear Sir/Madam

Re: Request for permission to conduct research in Gauteng Province's Foundation Phase mainstream primary schools.

I, Similo Kasikako am doing research in the Department of Inclusive Education under the supervision of Dr K. Malahlela towards a M Ed degree in Inclusive Education at the University of South Africa. I would like to conduct research in Foundation Phase mainstream primary schools where learners with barriers to learning learn side by side with their normal peers who have no developmental challenges. My research topic is as follows: **Teachers' experiences of the inclusion of learners with diverse barriers to learning in an ordinary Foundation Phase classroom.**

The study will entail in-depth interviews and non-participant observations that will collect detailed information to find out the real challenges and ways of enhancing education by teachers in ordinary Foundation Phase classrooms.

Policy makers will have knowledge of the teacher's challenges and views about the implementation of Inclusive education principles in Foundation Phase schools and give them a clear view of how to improve the current curriculum ideologies to make it more inclusive.

The researcher will give your office a copy of the research upon completion. For further information about clarities on my study and its outcomes, contact details are as follows: Cell- 0785362873 or email: simmykassy@gmail.com.

I thank you in advance and in anticipation of a positive response to my request so as to submit successfully to the University of South Africa.

Yours sincerely

Similo Kasikako

(Foundation Phase teacher)

Researcher's signature: _____

APPENDIX D: REQUEST FOR PERMISSION TO CONDUCT RESEARCH FROM CIRCUIT OFFICE

(GDE: SEDIBENG EAST D7 DISTRICT OFFICE)

College of Education

P. O. Box 392

Pretoria, South Africa

0003

Date:

The District Director

GDE Sedibeng East D7 District Office

Private Bag

Vereeniging, South Africa

0010

Tel:

Dear Sir/Madam

Re: Request for permission to conduct research in Gauteng Province's Foundation Phase mainstream primary schools.

I, Similo Kasikako am doing research in the Department of Inclusive Education under the supervision of Dr K. Malahlela towards a M Ed degree in Inclusive Education at the University of South Africa. I would like to conduct research in Foundation Phase mainstream primary schools where learners with barriers to learning learn side by side with their normal peers who have no developmental challenges. My research topic is

as follows: **Teachers' experiences of the inclusion of learners with diverse barriers to learning in an ordinary Foundation Phase classroom.**

The study will entail in-depth interviews and non-participant observations that will collect detailed information to find out the real challenges and ways of enhancing education by teachers in ordinary Foundation Phase classrooms.

Policy makers will have knowledge of the teacher's challenges and views about the implementation of Inclusive education principles in Foundation Phase schools and give them a clear view of how to improve the current curriculum ideologies to make it more inclusive.

The researcher will give your office a copy of the research upon completion.

For further information about clarities on my study and its outcomes, contact details are as follows: Cell- 0785362873 or email: simmykassy@gmail.com.

I thank you in advance and in anticipation of a positive response to my request so as to submit successfully to the University of South Africa.

Yours sincerely

Similo Kasikako

(Foundation Phase teacher)

Researcher's signature: _____

APPENDIX E: REQUEST FOR PERMISSION TO CONDUCT RESEARCH FROM SCHOOL HEADS

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

Date:

The School Head
Sedibeng East D7 School
Gauteng Province
South Africa

Tel:

Dear Sir/Madam

Re: Request for permission to conduct research in Gauteng Province's Foundation Phase mainstream primary schools.

I, Similo Kasikako am doing research in the Department of Inclusive Education under the supervision of Dr K. Malahlela towards a M Ed degree in Inclusive Education at the University of South Africa. I would like to conduct research in Foundation Phase mainstream primary schools where learners with barriers to learning learn side by side with their normal peers who have no developmental challenges. My research topic is as follows: **Teachers' experiences of the inclusion of learners with diverse barriers to learning in an ordinary Foundation Phase classroom.**

The study will entail in-depth interviews and non-participant observations that will collect detailed information to find out the real challenges and ways of enhancing

education by teachers in ordinary Foundation Phase classrooms.

Interviews will be conducted face to face in a place that is secure and far from disturbances. Each session will take approximately 40 minutes. Observations will be carried out in selected mainstream primary schools to find out the challenges of educators in the implementation of inclusive education in ordinary classrooms. They will take place in 4 weeks.

The benefits to the Department of Education will be the acquisition of knowledge of the practical reality of Inclusive education's implementation in the District and challenges faced by teachers to inform practice.

Policy makers will have deep understanding and knowledge of teachers' perceptions of inclusive education practice.

If you require more information about anything, including the outcomes of the research, contact me at 0785362873 or email: simmykassy@gmail.com.

I thank you in advance and in anticipation of a positive response to my request so as to submit successfully to the University of South Africa.

Yours sincerely

Similo Kasikako

(Foundation Phase teacher)

Researcher's signature: _____

APPENDIX F: PARTICIPANT INFORMATION SHEET (INFORMED CONSENT) FOR TEACHERS

Title: Teachers' experiences of the inclusion of learners with diverse barriers to learning in an ordinary Foundation Phase classroom.

DEAR PROSPECTIVE PARTICIPANT

Date: _____

I am Similo Kasikako doing research under the supervision of Dr M.K. Malahlela, a lecturer in the Department of Inclusive Education towards a M Ed at the University of South Africa. We have funding from UNISA Masters by Dissertation and Doctoral study Bursary for research purposes. We are inviting you to participate in research entitled: **Teachers' experiences of the inclusion of learners with diverse barriers to learning in an ordinary Foundation Phase classroom.**

The research conducted needs to find the understanding of everyday challenges of educators in the implementation of inclusive education in Foundation Phase ordinary classrooms and to find possible solutions that will enhance the learning of students with barriers to learning in mainstream primary classrooms.

You have been selected purposively through assistance from your school to take part in this study for in-depth interviews because of your knowledge and understanding of inclusive education in the Foundation Phase. Teachers that will take part in this study will all be purposively selected and they will be ten in number.

The research involves semi-structured interviews which will be tape recorded. The questions will be open-ended to allow you to answer them while not using a one-word answer. The interview session will take approximately 40 minutes.

Participating in this research is voluntary there is no obligation that enforces you to participate. If you decide to withdraw at any time, you are free to do so without giving a reason.

From your participation you will not derive any benefit. There will be no payment or incentives. Knowledge can be gained by other persons and the communities. You will be given access to the information you contributed and the summary of findings upon request.

There are no risks involved in your participation under this study. There is no injury or harm that is anticipated in the research.

Any confidential information given to the researcher by the participant will not be disclosed.

Data collected from you will be used for research purposes on journal articles, research reports and conference proceedings. Your role and identity will not be mentioned in the report findings.

The researcher will protect your identity by using pseudonyms rather than your real name and the name of your institution. Your name will not be written anywhere apart from the researchers'. Your participation will be enclosed.

The researcher will store hard copies of your responses in a locked cupboard where only the researcher will have access to the keys for future studies. Electronic information will be kept in a computer with a password and is protected by the researcher. After a period of five years, the researcher will permanently delete all the electronic information and destroy hard copies of the research findings.

There are no incentives and contributions to be given to the participant. This research received approval from the Ethics Committee of the Senate Research, Innovation and Postgraduate Degrees Committee (SRIPDC), UNISA. A copy of approval can be obtained from the researcher if required.

If you want to be informed of the outcome of this research you can contact me at

0785362873 or email me at simmykassy@gmail.com. Any queries and concerns on the way research is conducted, you can contact Dr K. Malahlela on her email at

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

Researcher's signature

Similo Kasikako

CONSENT/ASSENT TO PARTICIPATE IN THIS STUDY (Return slip)

I, _____, confirm that the researcher asking my consent to partake in this research made me aware of the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read and received clear explanations from the researcher about procedures as well as the conduction of the research. I have asked questions and I am prepared to participate in the research.

I understand that I am voluntarily in participating and I am free to withdraw any time I feel like without and penalty.

I am aware that research findings will be published into a research report, journal publications and/or conference proceedings and that my participation will be kept confidential.

I give my consent to the audio recordings from a semi-structured interview. I have received the consent form and signed a copy of the informed consent agreement.

Participant Name & Surname (please print) _____

Participant Signature

Date

Researcher's Name & Surname

Similo Kasikako

Researcher's signature

Date

APPENDIX G: INTERVIEW SCHEDULE

The following questions will be asked during in-depth interviews

1.1 TEACHERS' UNDERSTANDING OF INCLUSION OF LEARNERS WITH SPECIAL NEEDS

1.1.1 What is inclusive education?

1.1.2 What is your belief of inclusion of learners with special needs or barriers to learning in an ordinary Foundation Phase classroom?

1.1.3 What are your positive and negative experiences of the inclusion of learners with special needs or barriers to learning in the Foundation Phase classroom?

1.1.4 Do you think teachers in mainstream understand and practice inclusive education effectively?

1.1.5 What are teachers attitudes and views about inclusion of learners with special needs or barriers to learning and inclusive education in mainstream schools?

1.1.6 How would you rate your knowledge and understanding of inclusion in relation to your initial teacher training? Do you feel you adequately covered ground of teaching learners with educational needs? Explain, giving examples.

2.1 CHALLENGES IMPLEMENTING INCLUSIVE EDUCATION

2.1.1 What are the factors that influence the inclusion of learners with barriers to learning in an inclusive classroom?

2.1.2 How much is the inclusion of learners affected by large classrooms in your opinion?

2.1.3 Is your school providing you with adequate resources to deal with learners with

special needs? Explain.

2.1.4 What help do you receive from your school support team in dealing with learners with barriers to learning?

2.1.5 Does the District based support team offer you any help in dealing with learners with barriers to learning? How do they offer help and services to you as an ordinary school that has learners with special needs?

2.1.6 Do you use technology to help improve the abilities of learners with barriers to learning? Explain and state some technological equipment you have in your class.

2.1.7 What are your challenges of inclusion of learners with barriers in the classroom?

2.1.8 What are the factors that influence the attitudes of teachers in the inclusion of learners with barriers to learning?

2.1.9 To what extent do you think inclusive education is affected by teachers who lack expertise to deal with learners with barriers to learning?

2.1.10 What is the role of the Department of Education in the implementation of inclusive education?

2.1.11 Do you see the Department of Education active in the implementation of inclusive education? Explain giving reasons to your answer.

2.1.12 Is your school having the infrastructure that allows inclusion to take place easily? Explain and describe your environment.

3. HOW TEACHERS APPLY AND ENHANCE INCLUSIVE EDUCATION

3.1.1 What methods do you use in class to cater for learners with special needs or barriers to learning?

3.1.2 How do you deal with difficult learners in your class?

3.1.3 What challenges do you encounter in relation to curriculum modification

mainstream classrooms? Explain how you deal with those challenges.

3.1.4 How do you view team teaching as a way of promoting inclusive education principles?

3.1.5 Do you think peer teaching facilitates inclusive education? Explain how you use and employ it.

3.1.6 How do you think inclusive education workshops will improve teachers' skills of teaching in mainstream classrooms?

3.1.7 Which policy documents do you refer to when planning and teaching in your classroom?

3.1.8 How do you deal with assessment issues in relation to learners with barriers to learning? Explain.

3.1.9 Which things would you have to improve in order to improve inclusive education practices in your class?

APPENDIX H: RESEARCH APPROACHES AND DESIGN

Qualitative

- Action research
- Narrative inquiry
- Phenomenology
- Document analysis

Authors to consult: John W Creswell or NL Leech and AJ Onwuegbuzie

APPENDIX I: SAMPLING METHODS

Qualitative sampling

(always purposive)

- Homogeneous sampling
- Critical Case sampling
- Convenience sampling
- Combination or Mixed Purposeful sampling

APPENDIX J: ETHICS APPROVAL LETTER



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2019/11/13

Ref: **2019/11/13/58533117/12/AM**

Name: Mrs S Kasikako

Student No.: 58533117

Dear Mrs S Kasikako

Decision: Ethics Approval from
2019/11/13 to 2022/11/13

Researcher(s): Name: Mrs S Kasikako
E-mail address: simmykassy@gmail.com
Telephone: 0785362873

Supervisor(s): Name: Dr MK Malahlela
E-mail address: malahmk@unisa.ac.za
Telephone: 012 481 2755

Title of research:

**Teachers' experiences of the inclusion of learners with diverse barriers to learning
in an ordinary foundation phase classroom.**

Qualification: MEd 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 2019/11/13 to 2022/11/13.

*The **low risk** application was reviewed by the Ethics Review Committee on 2019/11/13 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 **2022/11/13**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2019/11/13/58533117/12/AM** 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

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

APPENDIX K: EDITOR'S LETTER

Barbara Shaw

Editing/proofreading services

18 Balvicar Road, Blairgowrie, 2194

Tel: 011 888 4788 Cell: 072 1233 881

Email: bmslaw@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 OF THE INCLUSION OF LEARNERS WITH DIVERSE BARRIERS TO LEARNING IN AN ORDINARY FOUNDATION PHASE CLASSROOM** by **SIMILO KASIKAKO**



Barbara Shaw

30/07/2020

ISiNdebele

Igama lomfundi: Mrs S Kasikako

Inomboro yomfundi: 58533117

Iziqu: Master of Education (Inclusive Education)

IsiHloko serhubhululo: ILWAZI ELIHLANGABEZANA NABOTITJHERE LOKHA NGOKUFAKWA
KWABAFUNDI ABANEENKHINYABEZO EZAHLUKAHLUKENEKO ZOKUFUNDA ETLASINI YESIKOLO
ESIJAYELEKILEKO SEBANGA ELISISEKELO

NGOBUFITJHAZANA

Irhubhululo belinqophe ukuphenya ilwazi elihlangabezana nabotitjhere kanye nokuveza iintjijilo ezihlangabezana nabotitjhere bomkhakha wefundo omkhulu lokha nakufakwa abafundi abaneenqabo ezahlukehlukeneko eziphazamisa ukufunda ematlasini weSigaba esisiSekelo (*Foundation Phase*) eLigwa (*Vaal*), esiyingini esise-Gauteng. Irhubhululo linikela amano lawo angasetjenziswa botitjhere ukuqinisa ihlelo lefundo efaka woke umfundi ematlasini womkhakha wefundo omkhulu. Abotitjhere abalisumi bakhethwe ngehloso eenkolweni zomkhakha omkhulu, eenkolweni ezihlanu zamabanga aphasi, kanti zinabadlalindima ababili abavela kuzo zohlanu iinkolo. Boke abadlalindima bekubotitjhere abaphuma kuGreyidi 3 wesikolo esisesiGabeni esisiSekelo. Idatha ibuthelelwe ngokusebenzisa iinhlolombono ezidephileko ezisize umrhubhululi bona angene atjlinge bese athole ilwazi lesifundo elinothileko nelifaneleko. Ngokulandela iinzathu zokusebenzisa iindlela ezinengi zokubuthelela idatha, umrhubhululi usebenzise ihlelo lokutsenga umtlolo (*document analysis*) njengendlela yesibili yokubuthelela idatha yaleli rhubhululo. Irhubhululo lilandele indlela yokutsenga enamathele kwingcoco, mayelana nokuhlukanisa ngeengaba kwedatha etloliweko, okuyidatha leyo umcwaningi ayisusele emiqondweni yabadlalindima begodu yakha iindikimba eziqakathekileko. Irhubhululo liveze ukuthi abotitjhere bahlangabezane neentjijilo eziqakathekileko ezimalungana nokulandelako: Ukuthayela kwelwazi namakghono ukulungisa ngokwaneleko

iinkhinyabezo zokukhubazeka ezihlukahlukene; ibandulo lokuthoma elingasebenzi kuhle malungana nokuqalana nabafundi abanokukhubazeka okusiqabo eziphazamisa ukufunda; isikhala selwazi esikhona phakathi kwethiyori kanye nokwenza; ukutlhayela kwemithombo eyaneleko; umthangalasisekelo omumbi; imbalo ephezulu yabafundi abagcwele ngetlasini; ukutlhayela kwesekelo elivela eenqhemeni ezidzimelele kudistriki; kanye nekharikhyulamu e ngatjhugutjhugulukiko. Irubhululo lincoma ihlelo lokufundisa elitjhebisanako, lapho abotitjhere bafunda komunye; ukufundisana kwabafundi; amaphrogremu wokutjhentjhisana ngabotitjhere; ukutjhugululwa kwekarikhyulamu efaka abafundi abaneenqabo ezibavimbela ukufunda; kanye nesifundobandulo esiqale ekufundiseni amakghonofundwa wokusebenza azokusiza ukuqinisa ihlelo lefundo efaka wo ke umfundi eenkolweni zomkhakha wefundo omkhulu.

Amagama aqakathekileko

Ifundo efaka wo ke umfundi; ukufakwa; iinkolo zomkhakha omkhulu; iintjhijilo; iinqabo eziphazamisa ukufunda; iinqabo zokukhubazeka eziphazamisa ukufunda; IsiGaba esiseSekelo

IsiZulu

Igama lomfundi: Mrs S Kasikako

Inombolo yomfundi: 58533117

Iziqu: Master of Education (Inclusive Education)

Isihloko socwaningo: ULWAZI OTHISHA ABAHLANGABEZANA NALO OHLELWENI LWEMFUNDO
OLUHLANGANISA NDAWONYE ABAFUNDI ABANEZIHIBHE EZAHLUKAHLUKENE EZIPHAZAMISA
UKUFUNDA KWIGUMBI ELEJWAYELEKILE LOKUFUNDA KWIBANGA LESIKOLE ELIYISISEKELO

NGAMAFUPHI

Ucwaningo beluhlose ukuphenya izinto ezihlangabezana nothisha kanye nokuveza izinselele ezihlangabezana nothisha abakwingxenye enkulu yemfundo kanti kuxutshwa phakathi abafundi abanezihibhe ezahlukahlukene eziphazamisa ukufunda emagunjini okufunda aseSigabeni esiyisiSekelo (*Foundation Phase*) ngase-Vaal, esifundeni sase-Gauteng. Ucwaningo lunikeza amasu angasetshenziswa wothisha ukuqinisa uhlelo lwemfundo oluxuba wonke umfundi emagunjini okufunda. Othisha abayishumi bakhethwe ngenhloso kwizikole zemfundo esebangeni eliphansi, kanti abadlalindima ababili bavela kuzo zonke lezo zikole. Bonke abadlalindima abangothisha ababekwiGreyidi 3 ye-*Foundation Phase*. Idatha yaqoqwa ngokusebenzisa izinhlobo ezijulile ezasiza umcwaningi ukuba agxile ngokujulile futhi athole ulwazi olunothile nolufanele lwalesi sifundo socwaningo. Ngenhloso yokusebenzisa izindlela eziningi zokuqoqwa kwedatha, umcwaningi wasebenzisa uhlelo lokuhlaziya umbhalo njengendlela yesibili yokuqoqwa idatha yalolu cwaningo. Ucwaningo luye lwalandela uhlelo lokuhlaziya idatha olugxile kwingxoxo (*qualitative data analysis method*), mayelana nokwehlukanisa ngezigaba kwedatha ebhalwe phansi, okuyidatha umcwaningi ayisusele kwimiqondo yabadlalindima kanti futhi iye yakha izindikimba ezisemqoka. Ucwaningo luveze ukuthi othisha bahlangabezane nezinselelo ezisemqoka mayelana nalokhu okulandelayo: ukusweleka kolwazi kanye namakhono okulungisa ngokwanele izihibhe eziphazamisa ukufunda; ukuqeqeshwa

kokuqala okungenamthelela omuhle ekubhekaneni nabafundi abanezihibhe ezahlukahlukene zokufunda; isikhala solwazi esikhona phakathi kwethiyori kanye nalokho okuyizenzo eziphathekayo; ukusweleka kwemithombo yolwazi eyanele; ukwentuleka kwemithombo eyanele; ingqalasizinda engathokozisi; inani eliphezulu labafundi emagumbini okufunda; ukusweleka koxhaso oluvela kumaqembu axhasayo esifundazwe; kanye nohlelo lwemfundo oluqinile. Ucwango luncoma uhlelo lokufundisa olusebenzisanayo, lapho othisha bafunda komunye; ukufundisana kwabafundi; izinhlelo zothisha zokuphakelana ngolwazi; ukuguqulwa kwekharikhyulamu efaka abafundi abanezihibhe ezibaphazamisa ukuthi bafunde; kanye nezinhlelo zokuqeqeshwa eziphokophele kuqeqesho lwamakhono okukhombisa ngezenzo, okungamakhono azoqinisa uhlelo lwemfundo oluxuba wonke umfundi kwizikole zengxenywe yomkhakha wemfundo omkhulu.

Amagama asemqoka

Uhlelo lwemfundo oluxuba wonke umfundi, ukuxutshwa komfundi wonke; umkhakha wezemfundo omkhulu; izinselele; izihibhe eziphazamisa ukufunda; Ukukhubazeka okuphazamisa ukufunda; iSigaba seMfundo esiyiSisekelo

EDITED ENGLISH ABSTRACT

Student name: Mrs S Kasikako

Student number: 58533117

Degree: Master of Education (Inclusive Education)

Topic of research: **TEACHERS' EXPERIENCES OF THE INCLUSION OF LEARNERS WITH DIVERSE BARRIERS TO LEARNING IN AN ORDINARY FOUNDATION PHASE CLASSROOM**

ABSTRACT

The study aimed to explore teachers' experiences and to discover the challenges encountered by mainstream teachers when including learners with diverse barriers to learning in the Foundation Phase mainstream classrooms in the Vaal, Gauteng region. The study provides strategies that can be utilised by the teachers to enhance inclusive education practice in mainstream classrooms. Ten teachers were purposively selected from five mainstream primary schools, with two participants from each school. All participants were Grade 3 Foundation Phase teachers. Data were collected through in-depth interviews that enabled the researcher to delve deeply and find rich and relevant information for the study. For triangulation purposes, the researcher made use of document analysis as a second method of collecting data for this study. The study followed a qualitative data analysis method, in terms of categorising the transcribed data which the researcher derived from the perceptions of the participants and formed significant themes. The study revealed that teachers experience significant challenges with regard to the following: a lack of knowledge and skills to address diverse learning disabilities adequately; initial training that is ineffective in dealing with learners with diverse barriers to learning; a knowledge gap that exists between theory and practice; a lack of adequate resources; poor infrastructure; large numbers of learners in a class; a lack of support from district- based support teams; and an inflexible curriculum. The study recommends collaborative teaching, whereby teachers learn from one another; peer teaching; teacher exchange programmes;

curriculum modification that caters for learners with barriers to learning; and workshop training that focuses on practical skills that will enhance inclusive education in mainstream schools.

Keywords

inclusive education; inclusion; mainstream schools; challenges; barriers to learning; learning disabilities; Foundation Phase

Tshivenda

Dzina la mutshudeni: Mufumakadzi Vho S Kasikako

Nomboro ya mutshudeni: 58533117

Digirii: Master of Education (Pfunzonyangaredzi)

Tshoho ya thodiso: TSHENZHELO DZA VHADEDDZI DZA U KATELA VHAGUDISWA VHA RE NA ZWITHIVHELI ZWA U GUDA ZWO FHAMBANAHO KHA KILASIRUMU ZWAYO YA VHUIMO HA FHASI

MANWELEDZO

Thodiso yo livhiswa kha u wanulusa tshenzhelo dza vhadededzi na u wanulusa khaedu dzine dza tangana na vhadededzi vhane vha funza kha zwickolo zwa vhagudiswa vha re na tshumelo dzo khetheaho musi vha tshi katela vhagudiswa vha re na zwithivheli zwa u guda zwo fhambanaho kha u guda kha Vhuimo ha Fhasi kilasini dza vhagudiswa vha si na tshumelo dzo khetheaho ngei Vaal, kha dzingu la Gauteng. Thodiso yo netshedza zwithirathedzhi zwine zwa nga shumiswa nga vhadededzi u khwinisa maithele a pfunzo nyangaredzi kilasini dza vhagudiswa vha si na tshumelo dzo khetheaho. Vhadededzi vha 10 vho nangwa ho sedzwa vhukoni u bva kha zwickolo zwa phuraimari zwithanu zwa vhagudiswa vha si na tshumelo dzo khetheaho. Vhadzheneleli vhothe vho vha vhadededzi vha Gireidi ya 3 ya Vhuimo ha Fhasi. Data yo kuvhanganyiwa nga kha inthaviwu dzo tangavhuwaho ine ya konisa mutodiso u todiso nga vhudzivha na u wana mafhungo o pfumaho o teaho kha ngudo. Kha ndivho tharu, mutodiso o shumisa u saukanya linwalwa sa ngona ya vuvhili ya u kuvhanganya data ya thodiso iyi. Ngudo yo tevhedza ngona ya u saukanya ya khwanthithathi data, u ya nga khethekanyo ya data yo nwalululwaho ye mutodiso a i bvisa kha kuvhonele kwa vhadzheneleli na u vhumba thero dza ndeme. Thodiso yo wanulusa uri vhadededzi vha tshenzhela khaedu dza ndeme musi zwi tshi da kha zwi tevheleho: u sa vha na ndivho na zwickili u amba nga ha zwithivheli zwa u guda zwo fhambanaho nga ndila yo teaho, vhubudeli thangeli vhu songo teaho kha u shumana na vhagudiswa vha re na zwithivheli zwa u guda zwo fhambanaho; phambano ya ndivho ine ya vha hone vhukati ha thiori na nyito; thahalelo ya zwishumiswa zwo teaho;

thahalelo ya themamveledziso; tshivhalo tshinzhi tsha vhagudiswa kijasini; u sa wana thikhedzo u bva kha thimu dza thikhedzo dza tshiriki; na kharikhulamu ine ya thivhela u swikelela thodea dzo fhambanaho dza vhagudiswa. Ngudo yo themendela tshumisano kha u funza, hune vhadededzi vha guda u bva kha muñwe, pfunzo ya thangana ya murele, mbekanyamushumo dza u tshintshisana ha vhadededzi; u khwinisa kharikhulamu dzine dza katela vhagudiswa vha re na zwithivheli zwa u guda; na vhugudisi ha u pfumbudzwa ho sedzaho kha zwikili zwine zwa do khwinisa pfunzonyangaredzi kha zwikolo zwa vhagudiswa vha si na tshumelo dzo khetheaho.

Maipfi a ndeme

pfunzonyangaredzi; katela; zwikolo zwa vhagudiswa vha si na tshumelo dzo khetheaho, khaedu; zwithivheli kha u guda; u kundelwa u guda; Vhuimo ha Fhasi