

THE CHALLENGES OF IMPLEMENTING INCLUSIVE EDUCATION IN FULL-SERVICE SCHOOLS: A CASE STUDY IN THABINA CIRCUIT, MOPANI-WEST DISTRICT AT LIMPOPO PROVINCE

BY
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THE CHALLENGES OF IMPLEMENTING INCLUSIVE EDUCATION IN FULL-SERVICE SCHOOLS: A CASE STUDY IN THABINA CIRCUIT, MOPANI-WEST DISTRICT AT LIMPOPO PROVINCE.

I declare that the above thesis 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 thesis 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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ABSTRACT

In South Africa, legislative and policy framework resulted in the creation of a new schooling system known as full-service schools. Full-service schools place students with mild educational challenges in the same classroom as students who are not academically challenged. The South African government established Full-Service Schools (FSS) to facilitate the practical implementation of inclusive education and to pave the way for all schools/institutions to eventually become inclusive institutions. The purpose of this study was to investigate the challenges in the implementation of inclusive education. Bronfensbrenner' social ecological theory was adopted as the theoretical framework that guided the study with the use of interpretive paradigm. This study adopted qualitative research approach to investigate the challenges in the implementation of inclusive education. The population of this study was made up of twelve participants. The study used purposive sampling to select twelve teachers (four teachers per school). Semi-structured interviews, observations and document analysis were used to collect data. Thematic data analysis was adopted. In order to ensure ethical considerations, procedures pertaining to anonymity, informed consent, confidentiality and voluntary participation were followed. The participants in the study were assured of their anonymity and safety. The study's findings revealed, among others that teachers misunderstand inclusive education policy; as they believe it to be the policy only meant to be practiced at special schools. The study further indicated that most of the schools in Thabina circuit do not have inclusive education committees. The study also revealed that learner profiling is not properly administered by teachers. Moreover, the study discovered that there is lack of parental involvement in the implementation of inclusive education. This study came to a conclusion that teachers were not given adequate support and resources to enhance the practice of inclusive education. The study recommends in-service training of teachers, continuous professional development of teachers on the policy of inclusivity, and teacher-parent collaboration adoption in order to achieve positive results.

Key concepts: Inclusivity, Full-service schools, Challenges, Implementation, Special needs, learning difficulties.

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DEDICATION

I dedicate this study to my late son Pheny Prince Moagi, my late grandfather Peter Ngoako Moagi. To my wife, thank you for being my number one supporter. To my mother, I know my childhood life was characterized by hospital visits. You have always been by my side from childhood. Thank you for loving and praying for me.

ACRONYMS

ATP	Annual Teaching Plan
CAPS	Curriculum Assessment Policy Statement
IE	Inclusive Education
ICT	Information Communication Technology
DBE	Department of Basic Education
DOE	Department of Education
EWP	Education White Paper
IESA	Inclusive Education South Africa
NEPI	National Education Policy Investigation
NSNET	National Commission on Special Needs in Education and Training
PPTC	Person-Process Context Time
UNESCO	United Nations Educational Scientific and Cultural Organization
SMT	School Management Team
SBST	School-Based Support Teams
SASA	South African Schools Act
SIAS	Screening, Identification, Assessment and Support

TABLE OF CONTENTS

DECLARATION	i
ABSTRACT	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
ACRONYMS	v
CHAPTER 1	1
INTRODUCTION AND BACKGROUND OF THE STUDY.....	1
1.1 INTRODUCTION AND BACKGROUND TO THE STUDY.....	1
1.2 RATIONALE OF THE STUDY	2
1.3 RESEARCH PROBLEM.....	2
1.4 SIGNIFICANCE OF THE STUDY.....	3
1.5 RESEARCH QUESTIONS	4
1.5.1 Main Research Question.....	4
1.5.2 Sub-questions	4
1.6 RESEARCH AIMS AND OBJECTIVES.....	4
1.7 RESEARCH METHODOLOGY	5
1.7.1 Research Paradigm: Interpretive	5
1.7.2 Research Approach: Qualitative.....	6
1.7.3 Research Design: Case study.....	6
1.7.4 Population of the study.....	7
1.7.5 Sampling techniques.....	8
1.7.6 Data collection methods.....	8
1.7.6.1 Document analysis	9
1.7.6.2 Interviews.....	9
1.7.6.3 Observation	10
1.7.7 Data Analysis	10
1.8 TRUSTWORTHINESS	11
1.8.1 Credibility	11
1.8.2 Transferability	11
1.8.3 Dependability	12
1.8.4 Confirmability	12
1.9 ETHICAL CONSIDERATIONS	12
1.9.1 Informed consent	12

1.9.2 Protection from harm.....	13
1.9.3 Confidentiality	13
1.10 LIMITATION OF THE STUDY.....	13
1.11 DELIMITATION OF THE STUDY.....	14
1.12 CHAPTER OUTLINE.....	14
1.13 CHAPTER SUMMARY	14
CHAPTER 2	15
THEORETICAL FRAMEWORK AND LITERATURE REVIEW	15
2.1 INTRODUCTION.....	15
2.2 THEORETICAL FRAMEWORK.....	15
2.3.1 Bronfenbrenner’s bio-ecological system theory of development.....	16
2.5 SUPPLEMENT TO BRONFENBRENNER’S ECOLOGICAL SYSTEMS THEORY IS LEV VYGOTSKY’S SOCIAL CONSTRUCTIVISM THEORY.....	21
2.5.1 Social constructivism: Lev Vygotsky (1962)	21
2.5.2 Social interactions	23
2.5.3 Collaboration in learning	23
2.6 SUMMARY OF THEORETICAL FRAMEWORK.....	24
2.7 LITERATURE REVIEW RELATED TO THE STUDY	25
2.8 POLICIES THAT GUIDE INCLUSIVE EDUCATION IN SOUTH AFRICA.....	28
2.8.2 National Education Policy Investigation (NEPI, 1992 report)	29
2.8.3 National Commission on Special Needs Evaluation and Training (NSCNET) and Commission on Education Support Services (NCESS)	29
2.8.4 Education White Paper 6: Building an inclusive education system	30
2.8.5 South African Schools Act (SASA, Act 84 of 1996)	30
2.8.6 Policy on Screening, Identification, Assessment and Support (SIAS, 2014)	31
2.9 SOME OF THE CHALLENGES FACING THE IMPLEMENTATION OF INCLUSIVE EDUCATION	31
2.9.1 Misconception on the policy of inclusive education.....	31
2.9.2 Training of teachers with regard to the implementation of inclusive education	33
2.9.3 Availability of resources of implementing inclusive education policy	35
2.9.4 Overcrowding in classrooms	36
2.9.5 Other challenges in the implementation of inclusive education policy.....	37
2.10 BARRIERS EXPERIENCED IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION	40
2.10.1 Curriculum barriers.....	41

2.10.2 Physical barriers	42
2.10.3 Lack of parental involvement	43
2.10.4 Financial barriers	43
2.10.5 Language barriers	44
2.10.6 Attitudes barriers	45
2.10.7 Communication barriers	46
2.10.8 Structural barriers.....	46
2.10.9 Isolation of learners with special disabilities.....	47
2.11 ELEMENTS TO PROMOTE THE IMPLEMENTATION OF INCLUSIVE EDUCATION	48
2.11.1 Support on teachers in the implementation of inclusive education.....	48
2.11.2 Structural changes	49
2.11.3 Access to facilities	50
2.11.4 Addressing attitude barriers.....	50
2.12 INTERVENTION TECHNIQUES TO ADDRESS THE CHALLENGES OF IMPLEMENTING INCLUSIVE EDUCATION	51
2.12.1 Policy review	51
2.12.2 Curriculum differentiation	52
2.12.3 Parental involvement.....	52
2.13 SUMMARY OF THE CHAPTER.....	53
CHAPTER 3	54
RESEARCH DESIGN AND METHODOLOGY	54
3.1 INTRODUCTION.....	54
3.2 RESEARCH PARADIGM: INTERPRETIVIST PARADIGM.....	54
3.2.1 Characteristics of Interpretivism	56
3.2.1.1 Epistemology	56
3.2.1.2 Ontology	57
3.3 RESEARCH APPROACH: QUALITATIVE.....	57
3.4 RESEARCH DESIGN: CASE STUDY.....	59
3.5 POPULATION AND SAMPLING.....	60
3.5.1 Population	60
3.5.2 Sampling	61
3.6 DATA COLLECTION METHODS.....	61
3.6.1 Individual Semi-structured interviews.....	62
3.6.1.1 Advantages of using interviews in a study:	62

3.6.1.2 Disadvantages of interviews	63
3.6.2 Observation.....	63
3.6.3 Document analysis.....	63
3.7 DATA ANALYSIS	64
3.8 MEASURES OF TRUSTWORTHINESS	64
3.8.1 Credibility	65
3.8.2 Dependability	65
3.8.2.1 Member checks	65
3.8.2.2 Triangulation	66
3.8.2.3 Confirmability	66
3.8.2.4 Transferability	66
3.9 ETHICAL CONSIDERATIONS	67
3.9.1 Permission and informed consent.....	67
3.9.2 Honesty and trust.....	67
3.9.3 Confidentiality, privacy, and anonymity	68
3.9.4 Voluntary participation.....	68
3.10 CHAPTER SUMMARY	68
CHAPTER 4	69
PRESENTATION AND INTERPRETATION OF FINDINGS	69
4.1 INTRODUCTION.....	69
4.2 DEMOGRAPHICAL INFORMATION OF PARTICIPANTS.....	69
4.3 PARTICIPANTS BIOGRAPHICAL DATA	70
4.4 TABLE: SUMMARY OF PARTICIPANTS PROFILES	71
4.5 PRESENTATION AND INTERPRETATION OF DATA FROM INTERVIEWS.....	72
4.6 THEME 1: TEACHERS' UNDERSTANDING OF INCLUSIVE EDUCATION PRACTICES.....	72
4.6.1 Participants responses on teachers' understanding of inclusive education practices.....	72
4.6.1.1 Misinterpretation of inclusive education policies	73
4.6.1.2 Lack of clear understanding on policy of inclusivity	74
4.6.2 SUMMARY OF THEME 1	74
4.7 THEME 2: CHALLENGES FACED BY TEACHERS IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION	75
4.7.1.1 Encouraging positive attitude towards inclusivity	75
4.7.1.2 The inflexible curriculum	76
4.7.1.3 Parental involvement	76

4.7.1.4 Poverty and illiteracy.....	77
4.7.1.5 Psycho-social elements of learners	78
4.7.1.6 Low morale on teachers.....	78
4.7.1.7 The practice of the Cascade model	79
4.7.2 SUMMARY OF THEME 2	80
4.8 THEME 3: RESOURCES AND SUPPORT STRUCTURES AVAILABLE FOR TEACHERS IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION	81
4.8.1. Participants’ responses on resources and support structures that enhance the practice of inclusive education	81
4.8.1.2 Learners and teachers support.....	82
4.8.2 SUMMARY OF THEME 3	83
4.10 THEME 4: EXPLORE PROFESSIONAL DEVELOPMENT OF TEACHERS INTHE IMPLEMENTATION OF INCLUSIVE EDUCATION.....	84
4.10.1 Participants responses on professional development of teachers	84
4.10.1.1 Insufficient workshops.....	84
4.10.1.2 Lack of in-service training on inclusive education policy	85
4.11 THEME 5: RECOMMENDED MEASURES TO INTERVENE AND COUNTERACT THE CHALLENGES OF THE IMPLEMENTATION OF INCLUSIVE EDUCATION	86
4.11.1 Responses of the participants on recommended measures to intervene and counteract the challenges of the implementation of inclusive education.....	86
4.11.1.1 Professional development of teachers	87
4.11.1.2 Proper implementation of the SIAS policy.....	88
4.11.1.3 Teacher and learner support	89
4.11.2 Summary of theme 5	89
4.12 DATA INTERPRETATION FROM OBSERVATIONS.....	90
4.12.1 Classroom environment	90
4.12.2 Content Differentiation	90
4.12.3 Resources used in teaching and learning	91
4.12.4 Teaching and learning strategies.....	91
4.12.5 General attitude towards inclusivity.....	91
4.13 SUMMARY OF CLASSROOM OBSERVATIONS.....	91
4.14 DATA PRESENTATION FROM DOCUMENT ANALYSIS	92
4.14.1 Inclusive education policies.....	92
4.14.2 Lesson preparation	92
4.14.3 Learners profiling records	92

4.14.4 Policy for Screening Identification Assessment and Support	93
4.14.5 Inclusive education committees	93
4.15 SUMMARY OF DOCUMENT ANALYSIS	93
4.16 SUMMARY OF THE CHAPTER.....	93
5.1 INTRODUCTION.....	95
5.2 DISCUSSIONS AND ANALYSIS OF THE FINDINGS	95
5.2.1 Misinterpretation of inclusive education policy	96
5.2.2 Lack of clear understanding on policies of inclusivity	97
5.2.3 Encouraging positive attitude towards inclusivity	97
5.2.4 The inflexible curriculum	98
5.2.5 Parental involvement.....	99
5.2.6 Poverty and illiteracy	99
5.2.7 Low morale on teachers due to lack of motivation	100
5.2.8 Resources aligned to inclusive education	101
5.2.9 Learner and teacher support.....	102
5.2.10 Lack of in-service training of inclusive education policy	103
5.2.11 Professional development of teachers	104
5.2.12 Proper implementation of SIAS policy	105
5.2.13 Inappropriate application of learner profiling	106
5.2.14 The functionality of School-Based Support Teams.....	107
5.2.15 Content differentiation	107
5.2.16 Suggested inclusive education models	108
5.2.16.1 Teaming model	108
5.2.16.2 Remedial model of teaching	109
5.3 SUMMARY OF THE CHAPTER.....	109
CHAPTER 6	110
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	110
6.1 INTRODUCTION.....	110
6.2 REVIEW OF RESEARCH PROBLEM.....	110
6.3 SUMMARY OF KEY IDEAS AS PER CHAPTER BY CHAPTER.....	111
6.3.1 Chapter One	111
6.3.2 Chapter Two.....	111
6.3.3 Chapter Three.....	111
6.3.4 Chapter Four.....	111
6.3.5 Chapter Five	112

6.3.6 Chapter Six	112
6.4 SUMMARY OF KEY FINDINGS PERTAINING TO RESEARCH QUESTIONS	112
6.4.1 Research sub-question 1: what challenges do teachers encounter in the implementation of inclusive education in full-service schools?.....	112
6.4.2 Research sub-question 2: what support structures and resources are put in place to assist teachers in the implementation of inclusive education?	112
6.4.3 Research sub-question 3: what are teachers' understanding of the practice of inclusive education?.....	113
6.4.5 Research sub-question 5: what models can be used to enhance the practice of inclusive education?.....	113
6.5 CONCLUSIONS	114
6.6 THE STUDY'S CONTRIBUTION TO NEW KNOWLEDGE	114
6.6.1 Parent-teacher collaboration	116
6.6.2 School-based support team-parent collaboration approach.....	116
6.6.2.1 Keeping parents informed about progress of their children.....	116
6.6.2.2 Establish clear channels of communication	116
6.6.2.3 Feedback and empowerment	117
6.6.2.4 Communication.....	117
6.6.2.3 Organizing extra-mural activities.....	117
6.7 RECOMMENDATIONS	117
6.7.1 Open communication with parents and other stakeholders.....	118
6.7.2 Appropriate practice of learner profiling.....	118
6.7.3 Proper development of teachers on inclusive education practices.....	118
6.7.4 Motivation of teachers in the practice of inclusive education.....	118
6.7.5 Appointment of professionals to support teachers	118
6.8 IMPLICATIONS FOR FURTHER STUDY.....	119
6.9 EVALUATION OF OBJECTIVES	119
6.10 CONCLUDING REMARKS	120
REFERENCES.....	120
Appendix A: Proof of registration	136
Appendix B: Interview Schedule.....	137
Appendix C: Consent letter	142
Appendix D: Request for permission to conduct research.....	143
Appendix E: Ethical certificate	145
Appendix G: Permission letter from Limpopo education department	148
Appendix H: Permission letter from school (B).....	150

Appendix I: Permission letter from school (M).....	151
Appendix J: Permission letter from school (Z).....	152

TABLE OF FIGURES

Figure 1: Bronfensbrenner bio-ecological system theory of development.....	17
Figure 2 : Recommended collaborative model	115

TABLE OF TABLES

Table 1: Participants Biographical Data	70
Table 2: Participants responses on teachers understanding of inclusive education practices.....	72
Table 3: Participants responses on challenges faced by teachers in the implementation of inclusive education.....	75
Table 4: Participant’s responses on resources and support structures that enhance the practice of inclusive education	81
Table 5: Participants responses on professional development of teachers	84
Table 6: Responses of the participants on recommended measures to intervene and counteract the challenges of the implementation of inclusive education	86

CHAPTER 1

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

South African education has evolved and gone through several phases since the advent of democracy in 1994. The curriculum changes are a result of some of the gaps that the curriculum failed to fill. Therefore, policymakers decided to make changes. Changes in educational legislation and policies on Inclusive Education (IE) aimed at transforming the school system for equity in order to meet the needs of South African citizens. For example, transforming traditional schools into full-service institutions that provide educational services to learners with diverse educational needs (Dalton, McKenzie & Kahonde, 2012). This legislative and policy framework resulted in the creation of a new schooling system known as full-service schools. Full-service schools place students with mild educational challenges in the same classroom as students who are not academically challenged. The South African government established Full-Service Schools (FSS) to facilitate the practical implementation of inclusive education and to pave the way for all schools/institutions to eventually become inclusive institutions (Swart & Mckenzie, 2012). According to Donohue and Bornman (2014) there are various contributing factors to the slow progress in the implementation of inclusive education. The purpose of this research is to explore the implementation of inclusive education in a full-service school (Motitswe, 2014). To be successful in the implementation of inclusive education at full-service schools, it is necessary for all stakeholders to collaborate in order to pursue collaborative decisions for the benefit of including all learners in education (Department of Basic Education, 2010).

When full-service schools was introduced in 2001, it was not intended to replace the current schooling system of special schools, but rather to strengthen the role that special schools play (Mphanda, 2018). Both of these types of schools aim to provide quality education to all students, regardless of their learning needs or educational challenges (Department of Basic Education, 2001: 3). According to White Paper 6, full-service schools must be responsive and flexible to the diverse needs of their students (Guideline for Full-service schools, 2010). Many factors contribute to the

school's responsiveness and flexibility, including a lack of resources, teacher training, and learning barriers. However, the importance of teachers' competencies in delivering inclusive curriculum cannot be overstated or understated. Teachers play an important role in curriculum implementation in full-service schools. The purpose of this study is to look into the curriculum implementation challenges that teachers face, with a focus on teacher competencies.

1.2 RATIONALE OF THE STUDY

A number of studies have been conducted to highlight the curriculum challenges that the South African education system faces. The literature also reveals the rapid and continuous changes in curriculum (Du Plessis, 2020). This literature includes the consequences of apartheid, which resulted in educational disadvantages based on race. These historical disadvantages negatively affected black people not only socially, but also academically. Furthermore, the literature discusses various policies, operational infrastructure, and leadership challenges that education faces. The challenges that education faces include issues such as inadequate resources, inadequate curriculum, lack of access to facilities and poor management of the curriculum.

The South African Constitution states very clearly in Chapter 2, Section 29 that every child has the right to basic education. Currently, we have a single curriculum system for all students. As a teacher I have observed the way in which learners with disabilities or special needs are perceived in schools, in some case learners are still excluded and discriminated based on the abilities. This system is the one that ensures that everyone receive meaningful learning that will later result in a formal qualification (Cape, 2016). This study aims to identify the challenges of implementing inclusive education in full-service schools by ensuring that teachers in full-service schools (FSS) are well trained and equipped to do so.

1.3 RESEARCH PROBLEM

The successful implementation of inclusive education is dependent on qualified and well-supported teachers. This helps to ensure that teachers carry out their professional responsibilities and that the policy of inclusive education is properly implemented. According to Thobejane and Themane (2015), failure to equip and train teachers will have an impact on the successful implementation of inclusive

education. Furthermore, according to Dalton, McKenzie, and Kahonde (2012: 1), a lack of teachers' skills and knowledge impedes the implementation of inclusive education in South African schools. As a result, a major challenge should be viewed as a lack of proper training, knowledge, and skills.

Full-service schools are regarded by the Department of Education as mainstream education institutions that would provide quality education to all learners by meeting the full range of learning needs (DoE, 2009). Furthermore, in order to provide quality education, factors such as overcrowding, lack of capacity, lack of collaboration between teachers, schools, teacher education, government departments, and parents; and insufficient knowledge acquisition should be eliminated (Thobejane & Themane, 2015: 15). Other difficulties that teachers face include a lack of professional development, a lack of pedagogical content knowledge, and a lack of emotional intelligence as a result of a high level of ill-discipline in schools (Nene, 2013). According to the researcher, these are some of the issues that make it difficult for teachers to carry out their responsibilities.

The proper implementation of full-service school curriculum is hampered by teachers' lack of knowledge about IE, as well as inadequate and under-equipped teachers with relevant competencies to teach in such schools. As a result, the researcher seeks to explore the difficulties teachers face when implementing inclusive education in Full-Service Schools (Nene, 2013).

1.4 SIGNIFICANCE OF THE STUDY

The importance of research is defined as the prominence of the study and how it is valuable in the expansion of academic knowledge in a field of study, as well as the benefit to society at large (Fink, 2019). This research focuses on challenges of the implementation of inclusive education. Teachers encounter numerous challenges when implementing inclusive education, which has an impact on curriculum delivery. The implementation of inclusive education is an on-going process with many variables. It is critical that teachers have access to relevant and necessary tools in order to effectively implement inclusive education.

The significance of this study can best be clarified from a personal statement of the current researcher. I am a teacher at a full-service school and I want to know the

challenges of implementing inclusive education. I personally believe that this study would help teachers to know the challenges that are faced by fellow teachers at other institutions. I want this study to prompt the perception of fellow teachers on inclusive education policy in terms of its challenges and also its benefits to the education system and society at large. This study would help teachers to realize the benefits of inclusive education and focus on aspects which support them in order to give more effort to implement this policy. On the other hand, highlighting the challenges that delay the process of implementing inclusive education would assist to uproot the challenges and suggest possible strategies to mitigate the impact they cause. It is my conviction as the researcher that the findings of this study would contribute to the body of the existing literature and discussions relating to the implementation of inclusive education in South African context and the rest of the world.

1.5 RESEARCH QUESTIONS

1.5.1 Main Research Question

- What challenges do teachers encounter in the implementation of inclusive education in full-service schools?

1.5.2 Sub-questions

- What are teachers' understanding on the practice of inclusive education?
- What are some of the challenges experienced by teachers when implementing inclusive education?
- What support structures and resources are put in place to assist teachers in the implementation of inclusive education policy?
- How effective is the professional development of teachers in implementing inclusive education?
- What model can be used to enhance the practice of inclusive education?

1.6 RESEARCH AIMS AND OBJECTIVES

The study intends to investigate the challenges that full-service school teachers face when implementing inclusive education in their respective schools. The researcher's goal is to propose potential solutions to the researched problem. The study's objectives are to:

- To explore teachers' understanding on the practice of inclusive education.
- To explore challenges experienced by teachers when implementing inclusive education.
- To explore support measures and resources that can be put in place to assist full-service school-teachers to implement inclusive education.
- To evaluate the professional development of teachers in the implementation of inclusive education.
- To recommend a model that can be used to enhance the practice of inclusive education.

1.7 RESEARCH METHODOLOGY

1.7.1 Research Paradigm: Interpretive

A research paradigm is a method or pattern for carrying out research, as well as a collection of ideas, beliefs, or understandings within which theories and practices can operate (Jesssica, 2022). The significance of a paradigm in research is that it aids in the establishment of a foundation for the study and its methodologies. A paradigm's purpose is to investigate how knowledge is perceived and researched. Research paradigms, according to Rehman (2016), are important because they form the philosophical foundation of a research project. A paradigm has an impact on how different schools of thought conduct research. Patton (2002) distinguishes three types of research paradigms: Positivism, Interpretivism, and Critical Theory.

Given the nature of this research, the Interpretivism Paradigm is used in this study. According to Grix (2004), interpretive paradigm researchers are a part of the social reality being studied and are not disconnected from the subject being studied. The goal of interpretivism is to understand the phenomena with which it interacts (Cohen, 2007). This paradigm is pertinent to the study because it is concerned with the challenges of implementing inclusive education, and the main aim of interpretivism is to comprehend the subjective experience of humans about the world (Guba & Lincoln, 1989). This is supported further by Bodgan and Biklen (1998), who claim that in the interpretivism paradigm, the emphasis is on understanding the individual and their interpretation of the world around them. In this case, interpretivism is used, allowing the researcher to collect data through direct contact with the participants. In

this case, teachers who implement the inclusive education at the school level are able to describe the challenges they face when implementing inclusive education.

1.7.2 Research Approach: Qualitative

According to Cresswell (2014), research approaches are research strategies and methods that extend decisions from broad assumptions to detailed methods of data gathering and reasoning. The qualitative approach is the proposed approach for this study. The term qualitative research refers to a set of non-statistical enquiry techniques and processes used to collect data about a social phenomenon (Macmillan & Schumacher, 2004). According to Cresswell (2010), qualitative research is a methodological process that investigates problems through social or human enquiry. Using this approach allows the researcher to study participants in their natural environment (Yilmaz, 2013: 312).

The researcher believes that a qualitative approach is appropriate for this study since it requires explanations rather than numerical quantities (Sullivan & Sargeant, 2011). Furthermore, it provides the researcher with access to the world of the participants, assisting the researcher in developing an understanding of the phenomenon under investigation (Daniel, 2016: 92). This approach provides the researcher with an opportunity to understand other related issues that contribute to the challenges that teachers face when implementing curriculum (Nevenglosky, 2019). The study is about teachers and the challenges they face with the implementation of inclusive education. A qualitative approach is the best choice because direct participation between the researcher and the participants is required. In order for the researcher to obtain first-hand information, direct interaction with the participants is required, and teachers are the most relevant participants in this case. Qualitative methods are used to answer questions about experience, meaning, and perspective, usually from the participant's point of view.

1.7.3 Research Design: Case study

According to Mouton (2006: 55), a research design is a plan or blueprint for how a researcher intends to conduct a study. Cresswell, Piano and Clark (2007) concede

that research design can be defined as the process of collecting, analyzing, interpreting, and reporting data in research studies. In qualitative research design, several modes of enquiry are used. This includes ethnography, case studies, phenomenology research, narrative research, and grounded theory, among other things (Maree, 2012: 3).

In this study, case study design is used. The use of a case study has the advantage of allowing an investigation to retain the holistic and meaningful characteristics of real-life events (Burns, 2000: 461). Maree (2012: 266) tends to agree with McMillan and Shumacher (2010) that a case study design opens a room for the researcher to have deeper understanding of a subject being investigated and can be used to establish the credibility of information obtained from various sources. The use of case study design is suggested by the researcher because it allows for the use of multiple data sources. Using multiple data sources ensures that the issues being investigated are examined through multiple lenses, rather than just one. This allows the researcher to better explore research questions and develop a clear understanding of the issue under investigation. To gain a thorough understanding of the phenomenon under investigation, the researcher consults a variety of sources, including interviews, observations, and document analysis.

1.7.4 Population of the study

Population of the study refers to a specific chosen community from which the participants of the study are sampled (Howe, & Robinson, 2018). The population of a study is critical because it allows the researcher to draw conclusions from the information obtained from the participants. Mahojan (2018) defines population as individuals who participate in a study. There are 426 teachers currently in Thabina circuit. The population size of the current study consists of 12 teachers teaching at full-service public schools. The inclusion criteria for being part of this study are:

- Only qualified teachers with qualifications form part of the study.
- Teachers who are currently experiencing challenges with the implementation of inclusive education.
- Teachers who give their consent to be part of the study.

In this study, the invitation of participants commences once the researcher has received ethical clearance from UNISA ethics review committee. Upon receiving the ethical clearance, the researcher writes a letter to Mopani-West education district requesting permission to conduct the study at the sampled schools.

1.7.5 Sampling techniques

Sampling refers to the specific group of people the investigator has selected to collect data from (McCombes, 2019). When conducting research, sampling is critical because it is impossible to collect data from every person in the group, especially when using a qualitative approach. Different sampling techniques are employed in research, including simple random sampling, purposive sampling, cluster sampling, and stratified sampling.

For this study, the researcher uses purposive sampling. This sampling method is commonly used in qualitative research. Purposive sampling is a technique whereby participants are selected based on predetermined criteria that are relevant to the research and ensure that the research question is answered (Hussey, 2012: 4). This sampling technique is used on participants who are the primary focus in the study and they also have valuable information about the implementation of inclusive education (Patton, 2015).

Purposive sampling entails the researcher selecting a sample that is most useful to the purpose of the research (McCombes, 2019). According to Leedy and Ormrod (2010), the purposive sampling technique is used because the participants represent a diverse perspective of the study. The total sampling size of this study is 12 participants.

The principal, departmental head, and two teachers from each school are sampled. The reason for including these participants in this study is that principals, heads of departments and teachers are change agents, and we need to learn about the challenges they face when implementing inclusive education.

1.7.6 Data collection methods

According to Burns and Grove (2003: 33), data collection is the systematic gathering of information relevant to the research questions and problems. Qualitative data collection methods such as document analysis, interviews, and observation are the

suggested data collection methods for the study. These techniques are used to help the researcher gain a thorough understanding of the participants' experience about the issue under investigation.

1.7.6.1 Document analysis

Document analysis is a systematic procedure for reviewing or evaluating printed and electronic documents (Corbin & Strauss, 2008). Document analysis in qualitative research necessitates the examination and interpretation of data in order to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008). Documents of all kinds can assist researchers in discovering meaning, developing understanding, and discovering insights relevant to the research problem (Mills, Bonner & Francis, 2006). The researcher reviews and analyses Full-Service School Policy, Inclusive Education Policy, Inclusive Education Policy Implementation in Full-Service Schools Policy, and Curriculum Policy. The goal is to gain a clear understanding of inclusive education processes and issues as guiding steps for subject under investigation.

1.7.6.2 Interviews

An interview is defined as a one-on-one conversation with a single respondent that allows the participant to provide detailed descriptions and narratives (Brinkmann, 2012: 2). Structured or unstructured interviews are both possible. This implies that in structured interviews, specific guidelines and questions are already prepared for that specific interview, whereas in unstructured interviews, the researcher is free to go beyond the scope of already prepared questions and ask additional questions.

The researcher intends to use individual semi-structured interviews in the study and an interview guide. Furthermore, according to McGrath (2019), semi-structured interviews use questions that are pre-determined and also allowing a deeper probing into new themes (McGrath, Palmgren & Liljedahl, 2019). Using semi-structured interviews allows the researcher to be more flexible while conducting the study. This also assists the researcher to ask for more clarity in order to gain more depth from the participants' responses. Face-to-face interviews allow the researcher to speak one-on-one with identified and informative participants, allowing the researcher to better understand about the researched phenomena.

1.7.6.3 Observation

Observation is a method of gathering information by watching people, events, or noting physical characteristics in their natural environment (Bolster, 2010). McKechnie (2008) defines observation in qualitative research as one of the oldest and most fundamental research method approaches. It entails collecting data in a systematic and meaningful way using one's senses, particularly looking and listening. The researcher uses qualitative observation research to observe operational processes in schools in this study. Through this data collection method, it anticipates that participants' behaviour is intentional and thus attempts to document their experiences (McKechnie, 2012). This contributes to the progressive study of social processes by providing descriptions that aid in the development of a deeper understanding of the phenomena being studied (McKechnie, 2012). Using this method, the researcher creates an observation schedule that specifies which aspects of schools should be observed. Because this method is relevant to this study, classroom experience is required to comprehend curriculum issues concerning inclusive education.

1.7.7 Data Analysis

The process of interpreting collected data, identifying repeated themes, and gaining a deeper understanding of the phenomenon under investigation is known as qualitative content analysis (Nassaji, 2015). Thematic analysis is used to analyse data in this study. The process of identifying patterns in qualitative data is known as thematic analysis (Maguire & Delahun, 2017: 2). This study uses the data analysis process described by Van den Hoolaand (2012), with the researcher following the steps outlined below:

- Iterative data collection - the researcher will look at insights gained through interview in order to develop key themes.
- Memoing - the researcher will take notes of personal, conceptual or theoretical ideas.
- Coding – common themes will be derived from sentences and paragraphs in order to develop codes.
- Initial write-up - the researcher will write up data after coding.

- Conceptualisation - the researcher will develop concepts related to existing concepts.

1.8 TRUSTWORTHINESS

Gay (2011: 392) defines trustworthiness as the ability of the researcher to persuade the audience that the study's findings are important and that the research is of high quality. The researcher builds trust with the participants in order to establish trustworthiness in this study. The researcher is truthful with the participants and avoids any bias that may be discovered during the study. The researcher uses the important elements listed above to avoid bias and provide guidance in dealing with trustworthiness issues.

1.8.1 Credibility

The degree of trust that can be placed in the accuracy of the research findings is referred to as credibility (Korstjens, 2018). Credibility determines whether the research findings represent plausible information drawn from the original data of the participants and are a correct interpretation of the participants' original views. Prolonged engagement, persistent observation, triangulation, and member check are all strategies for ensuring credibility (Korstjens & Moser, 2018). The researcher uses a tape recorder to ensure that the findings are reliable and accurate based on the responses of the participants.

1.8.2 Transferability

The degree to which the findings of a qualitative research study can be applied to other contexts or settings with different respondents is referred to as transferability (Bairagi & Munot 2019). A researcher's responsibility is to provide a "thick description" of the participants and the research process so that the reader can determine whether your findings are transferable to their own context; this is known as the "transferability judgement" (Bairagi & Munot, 2019). Because you, as the researcher, do not know their specific settings, this implies that the reader, not the researcher, makes his own transferability judgement. The study's findings are applicable to other schools and circuits in order to address the challenges identified in the study.

1.8.3 Dependability

Dependability entails participants' evaluation of the study's findings, interpretation, and recommendations, all of which are supported by data collected from study participants (Korstjens, 2018). According to De Vos (2011: 220), dependability is realized when the researcher inquires whether the research process is logical, well documented, and audited. The interpretation of the research findings should not be based on the researcher's personal preferences and viewpoints, but rather on the data. Here, the emphasis is on the interpretation process embedded in the analysis process (Andrew et al.; Pedersen & McEvoy, 2019). To ensure dependability, the study provides a detailed description of the research collection and analysis methods used, as well as how they were used.

1.8.4 Confirmability

According to Anney (2014), confirmability in research occurs when the study's objectivity findings are reflective of the participants, rather than a manipulation of the researcher. Confirmability, as a research quality aspect, refers to the degree of neutrality or the extent to which a study's findings are shaped by the respondents, rather than researcher bias, motivation, or interest. In order to ensure confirmability in the study, the researcher avoids using any bias or attempt to influence the participants' narratives.

1.9 ETHICAL CONSIDERATIONS

According to Gratton and Jines (2010: 121), all researchers, regardless of research design, sampling techniques, or method of choice, are subject to ethical considerations. Principals, teachers, and departmental heads are asked in writing to participate in the study to ensure that it adheres to ethical considerations. The researcher ensures that all participant information is kept confidential and anonymous. Participants' gender, qualifications, teaching experience, and position held, however, will be required. This ensures that participants' backgrounds are well explained in order to determine how their experience influences how they carry out their professional duties.

1.9.1 Informed consent

Informed consent refers to the ethical obligation that all researchers have when conducting a study and this involves informing participants about the purpose, the

risks, and processes of the research. This is to ensure that participants are informed that they take part in the research on being fully informed (Soboan, Bertotti & Strom-Gottfried, 2018). No participant is forced to participate in the study by the researcher. All of the participants' rights are clearly explained, and all information is included in the letter to which they must consent. The researcher never puts participants under duress or intimidate them into taking part in the study.

1.9.2 Protection from harm

The researcher has an obligation to keep the participants as safe as possible. This basically means that if the participant is to be exposed to anything that can harm them, they should have been given full information about the details of the potential harm (Bhandari, 2021). Participants' rights, opinions, and responses are respected at all times. The District grants permission to conduct the study. The research does not interfere with teaching or learning in any way.

1.9.3 Confidentiality

Anonymity is defined as the absence of non-essential identification information that could reveal participants' identities (Yip, Han & Sng, 2016: 686). This may include names and other information that allows the identities of participants to be discovered. The researcher assures the participants that all information and responses are kept private and confidential during the study. To protect the identities of participants, the results are presented anonymously.

1.10 LIMITATION OF THE STUDY

According to Ross (2019), study limitations represent flaws in a research study that may influence research outcomes and conclusions. It is the academic obligation of every researcher to present complete and honest information when conducting a study. According to Cresswell (2014), qualitative studies rely heavily on the researcher's skills and expertise, which can be a limitation. The findings of this study would be useful to the education community. It would not be possible to generalize to other schools due to the population size. Possible limitations of this study include the researcher's limited time for conducting interviews and the researcher's inability to control the responses of the participants, as other participants may withhold valuable information.

1.11 DELIMITATION OF THE STUDY

The study was conducted in Thabina circuit of Mopani-West District of the Limpopo province and the study involved principals, heads of departments and teachers who are custodians in the implementation process of inclusive education policy. Therefore, this limited the findings of the study applicability to all of the schools in the district. This study was only limited to twelve participants.

1.12 CHAPTER OUTLINE

The research is divided into six chapters:

Chapter One

This chapter provides a detailed introduction and background of the study, followed by the study's rationale, problem statement, research questions, research aims, and objectives.

Chapter Two

It includes a thorough review of the literature. This entails comparing already published literature on the challenges teachers face when implementing inclusive education.

Chapter Three

The chapter includes a detailed research methodology, population and sampling of the study, processes of data collection, how data is analyzed and data interpretation.

Chapter Four

This chapter is based on data presentation and interpretation.

Chapter Five

This chapter is based on discussion and analysis of findings.

Chapter Six

This chapter draws conclusion, summary and recommendations of the study. Contribution to new body of knowledge is also presented in this study.

1.13 CHAPTER SUMMARY

This chapter serves as an introduction to the study. It gives an overview of the background of the study, a problem statement that includes study's aims and

objectives. A brief summary of literature review is given which is expanded further in chapter two. A brief presentation of study methodology which include research design, research paradigm, trustworthiness in research and ethical considerations is discussed, which is presented in details in chapter three. The next chapter reviews literature related to the phenomenon of the study under investigation.

CHAPTER 2

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 INTRODUCTION

Chapter 1 was based on the introduction and background of the study. Chapter 2 therefore discusses various views of authors on the challenges of implementing inclusive education. According to McCombes (2019), literature review is a survey of scholarly sources on a particular topic. Furthermore, a good literature review does not summarize sources only, it synthesizes, analyzes and critically evaluates sources in order to develop a clear picture and knowledge on the subject (McCombes, 2019).

The purpose of the current chapter was to discuss the theoretical framework of the study and literature review. The first section of this chapter highlighted the theory that underpinned this study and its implications to the study. The second part of this section reviewed literature on related studies on the challenges of implementation of inclusive education.

2.2 THEORETICAL FRAMEWORK

This section outlines the theoretical framework that underpins this study. This study adopted ecological system as a theoretical framework that guided the study. The first part of this section outlines the ecological system theory as the main theoretical framework. The second part of this section provides a link between the theory and the problem statement and how the findings and recommendations can be implemented. The section concludes with the implications that this theory has on the study.

Bronfensbrenner's ecological system theory links with the social model discourse used for the implementation of inclusive education in the South African education

system. This theory is relevant for this study as it is in line with the implementation of inclusive education as a process.

2.3 BRONFENBRENNER'S ECOLOGICAL SYSTEM THEORY

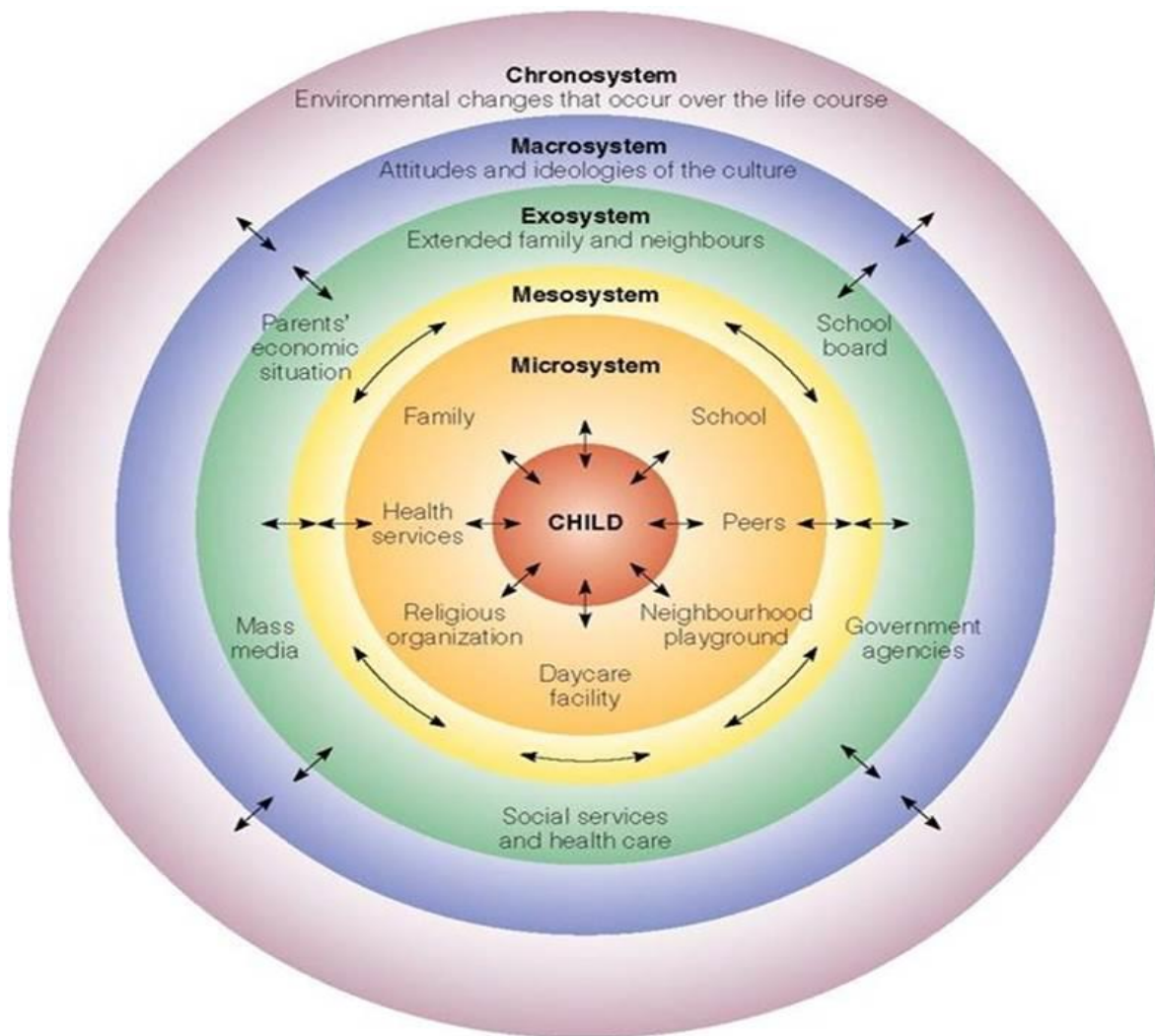
Bronfensbrenner's ecological system theory (1979) looks at how a child is developed through the perception around systems that influence each other around the child. This theory is based on how the development of a child is shaped by ecosystem functions (Sheldon, 2019). Bronfensbrenner's ecological theory was developed in 1989 and further turned into bio-ecological systems (Bronfensbrenner, 1989). Bronfensbrenner developed a model called person-process context model of development that consisted of three components (Sheldon, 2019). As He continued with his work, he then added an aspect of time in order to make it person-process-context-time (PPTC) model that has four components (Bronfensbrenner, 1979). The ecological systems theory deals with different systems at different levels ranging from that which is from the outside to the inside. This theory consists of components such as macrosystem, chronosystem, exosystem, microsystem, and mesosystem (Bronfensbrenner, 1979).

The theory of Bronfensbrenner brings forth a comprehensive framework to look at various systems which have an influence in the environment of a learner (Swart & Pettipher, 2016). The components of the ecological system theory by Bronfensbrenner require further discussions as they can be used in the development of a learner. The theory is represented by a model whereby an individual is placed in the centre and the universe around as the background layer and the outer layer as depicted in figure 2.1.

2.3.1 Bronfenbrenner's bio-ecological system theory of development

Bronfensbrenner's bio-ecological theory is represented by 5 layers. This model is characterized by understanding the core relationship between developing an individual and the ecology of human development. The layers as depicted in figure 2.3.1 are discussed in details in the following paragraphs.

Figure 1: Bronfenbrenner's bio-ecological system theory of development



2.3.1.1 The Mesosystem

The mesosystem is viewed as the relationship between two or more settings that a learner actively takes part or participate (Bronfenbrenner, 1979). The relationship can be between the learner, the school and the home environment. In the context of this study, the mesosystem was the relationship between the home environment and

the school. According to Swart and Pettipher (2011: 14), family, school and peer group interact with each other and modify each other's systems. The relationship between the learner and the teacher influences how the child interacts with peer group and family.

2.3.1.2 The Microsystem

The microsystem as depicted by Bronfensbrenner's model is the foundation of his theory as this component can be influenced by all other systems. In this system, one looks at the immediate context of an individual. In the context of this study, the microsystem refers to learners' home environment, as well as the school environment that plays a vital role as it ensures an active role in the process of learning. As suggested by the theory, the role that the school plays in shaping the learner is at this layer. The structure involved in the microsystem may include school, family, community and childcare surrounding. The people who are around an individual affect how one behaves and how one behaves also affect others around him.

2.3.1.3 The Exosystem

According to Bronfensbrenner (1979), the exosystem refers to one or more setting whereby the learner is not taking part, but events that happen affect the learner's environment. In the context of this study, settings that do not involve the learner directly may include school management team, department of education, district and training given to teachers. Furthermore, Berk (2000) affirms that in these systems, factors such as community, culture, family, friends, and society norms may influence the child's behaviour.

2.3.1.4 The Macrosystem

According to Bronfensbrenner (1979), the macrosystem refers to different lifestyles, belief systems, structures, resources and disciplines in all structures, resources and disciplines in all systems. Berk (2000) concurs that the macrosystem consists of customs, cultural values, health, politics and economics. This means that the macrosystem has an impact in all the structures as everyone who belongs to a nation is governed by its laws, values and customs put in place for everyone. This system is relevant to the implementation of inclusive education in a sense that

inclusive education is a societal issue. It also confirms that people are not just individuals, they cannot be isolated from the community they live in, and they should care and love each other. In the context of this study, learners cannot live in isolation from the society where they come from as the culture, ethos and beliefs affect them in one way or another.

2.3.1.5 The Chronosystem

According to Swart and Pettipher (2016), the chronosystem gives an outline on different patterns that vary over time in an individual's life. In this context, the time factor can either be external or internal. External factors, for example, can be a death of a loved one or a parent and for internal factors it can be physical changes that happen when one grows. These factors influence the learner and the learner has no control over them and the time they occur. Bronfensbrenner believes that all components and levels of the organizations involved in an individual's life are linked and related integratively. In the context of this study, if a learner experiences a loss of a loved one, either a parent or a guardian, this also is likely to affect the emotional and the way the learner responds to real life situations.

2.4 THE IMPLICATIONS OF ECOLOGICAL SYSTEM THEORY ON THE IMPLEMENTATION OF INCLUSIVE EDUCATION

In this study, ecological system theory forms the basis for understanding how challenges of the implementation of inclusive education have on learning. Bronfensbrenner's ecological system theory is of vital importance in the education system that follows social model discourse in order to achieve inclusivity.

2.4.1 Active participation by all parties in learning

Swart and Pettipher (2011: 10) highlight that Bronfensbrenner's social model theory emphasizes the interaction between the systems in the social context and an individual's development. Bronfensbrenner's ecological systems theory encourages the relations between an individual and his active multi-level ecology as the force that drives human development (Bronfensbrenner, 2005). The element of interaction is also urged by the Department of Basic Education (DBE, 2016). This is affirmed in the Policy for Quality and Assurance for SBA Grade 10-12 as it states that teachers are expected at all times to give feedback to learners after assessment (DBE, 2016).

Teachers are encouraged to actively select activities that promote participation between the learners, environment and themselves. In the context of this study, Bronfensbrenner's ecological theory is more relevant as it stresses much on the interaction between systems within social context and an individual. In other words, the school environment as a system is propelled to display a positive influence on the learners, so that they can interact and participate.

2.4.2 Setting of proximal processes

Swart and Pettipher (2011: 15) is of the view that proximal processes should involve more complex reciprocal interactions and relationships between individual, symbols, objects and persons in his environment. In this context, the word reciprocal plays a vital role as it suggests an agreement to assist one another and have the same behaviour towards one another. In the context of the implementation of inclusive education, reciprocity can be used as a tool by teachers to assist learners with barriers to learning and learners should in turn take responsibility for their own learning.

The teacher as the facilitator of learning should select teaching strategies that are suitable as per the learning needs of learners (Ruey, 2010). Looking through the lens of Bronfensbrenner's theory, in order for learning to take place, there should be a relationship between the teacher and the learner. This implies that the teacher has to facilitate learning and also open and create an environment that allows the learner to actively participate. This is supported by Peebles and Menaglio (2014: 249), when arguing that the teacher's role in the implementation of inclusive education does not only boost teachers' confidence, but can also be considered a positive element to learners.

2.4.3 Fulfilling the roles of an educator

As highlighted in the Norms and Standards for Educators (DBE, 2001), one of the role of a teacher is community, citizenship and pastoral role. This role implies that teachers are duty bound to practice and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others (DBE, 2001). This idea is central to Bronfensbrenner's theory which encourages learners to actively participate in their learning.

This aligns with the aims as depicted in the National Curriculum Statement Grade 10-12 to produce learners that are able to work effectively as individuals and with others as members of a team (DBE, 2021). Teachers play an important role both in the social and learning domains of a learner. Teachers are trusted with the future of learners in order to develop and nurture them into being responsible and respected members of a society.

2.4.4 Teachers' support on all round development of a learner

It is critical to note the fact that systems in which the learner is involved are linked. This is according to the belief of Bronfensbrenner in his theory of ecological theory when he states that all the elements of the systems do not operate in isolation (Bronfensbrenner, 1979). This implies that teachers when dealing with learners, they should not lose focus of the other systems that surround the learners. For example, a learner who is absent from school most of the times might possibly be going through family problems or disturbed by other factors. This means that teachers should take note of the environment which surrounds the learner. Teachers should look for proximal processes, which is the environment-person-interaction. The success or failure of teachers' efforts should not be determined by a single system. In the context of this theory, this is relevant for this study as this helps teachers to consider other underlying factors when dealing with learners.

2.5 SUPPLEMENT TO BRONFENSBRENNER'S ECOLOGICAL SYSTEMS THEORY IS LEV VYGOTSKY'S SOCIAL CONSTRUCTIVISM THEORY

2.5.1 Social constructivism: Lev Vygotsky (1962)

The supporting theory of this study is that of social constructivism theory by Lev Vygotsky. It is vital that the theory be aligned with the entire study. Vygotsky's theory of social constructivism emphasizes social interaction in learning (Liu, 2005). According to Shabani, Khatib and Ebadi (2010), the social constructivism theory of Vygotsky emphasizes the process of knowledge development of a group that may include teachers, peers or family. Vygotsky emphasizes that social interaction requires adult direction and peer participation, and he thought that the community plays a crucial role in the process of "making meaning" (Topciu, 2020). He referred to this as the zone of proximal development (ZPD), where life skills are developed through social contact. According to Vygotsky, "learning is cognitive development

through social interaction," and methods for assisting students in internalizing knowledge.

Constructivism theorist Vygotsky held that social processes acting within a particular environment both impact and precede development (Topciu, 2020). Topciu (2020) contends that the social constructivist theory emphasizes social elements as influencers and catalysts of people's cognitive and intellectual development, while accepting the significance of context as a component. Every child has a unique degree of development, which means that they all understand concepts differently. According to Vygotsky (1962), there is typically a more knowledgeable other (MKO), such as the teacher, in learning circumstances.

According to Dagar and Yadav (2016), Vygotsky believes that social contact among individuals, encompassing comparison, sharing, and dispute among students, is the source of knowledge. According to the notion, education should be learner-centered and collaborative. As a result, the teacher becomes a resource and motivator, rather than just the one who imparts knowledge (Dagar & Yadav, 2016).

There are three guiding ideas form the basis of Vygotsky's theory (Mugambi, 2016). According to Mugambi (2016), the first principle is social interaction, which states that a student's interactions with those around them shape their understanding of the world. Vygotsky's theory also holds a notion that a student's cognitive development pattern and rate are determined by the quality of the tools they employ (Mugambi, 2016). The second principle is that of more knowledge than others, which refers to anyone or everything that has a better understanding level than the learner with respect to a particular job, process, or concept in a class setting, which is another way that Jones and Brader-Araje (2002) expressed this premise.

The third principle is known as the Zone of Proximal Development (ZDP), which was defined by Mugambi (2016) as the point at which kids, working with peers or with adult supervision, are able to solve problems that are beyond the scope of their real development. The Zone of Proximal Development (ZPD), according to Jones and Brader-Araje (2002), is the difference between a learner's capacity for autonomous problem-solving and the potential level of development that could be realized with adult or more capable guidance. Social constructivism has been criticized a lot, just as other theories (Liu, 2005). According to Zhou and Brown (2017), some learners

may still find it difficult to understand concepts even with the assistance of others, indicating that evidence suggests that understanding is not always the result of active learning. The principles of Vygotsky's theory and its implications on the study are discussed below.

2.5.2 Social interactions

Woolfolk (2013: 12) states that the successful process of learning is linked with social interactions with others in the community. In the context of teaching and learning, this implies the classroom interactions that occur among learners and activities which are facilitated by the teacher. According to Jones and Brader (2002), Vygotsky's theory's theme of social interactions encourages an environment of learning that has guided interactions that lead learners to introspect and change how they see things through communication. DBE (2016) emphasizes the issue of interaction in the policy of quality assurance for Grade 10-12 that teachers should at all times give necessary feedback to learners through active engagements (DBE, 2016). Vygotsky argues that social interactions of higher mental abilities can be achieved through interactions with more advanced individuals (Vygotsky, 1979). This implies that teachers who are the implementers of inclusive education policy should receive training that is linked with inclusive education, so that they can be in a better position to put the policy in practice.

2.5.3 Collaboration in learning

The theory of Vygotsky encourages collaboration in learning between the teacher and the learner. The implementation of inclusive education requires all stakeholders to play their roles. The main purpose of inclusive education is to ensure that all learners are included in the learning process. Therefore, the teacher is referred to as the more knowledgeable other (MKO), the one who mediates the process of learning, whereby children acquire cultural values, problem solving skills and knowledge. According to Mcleod (2023), more knowledgeable other can be someone who has displayed higher level of skills and greater understanding than the learner on a certain concept, tasks or processes.

In the context of this study, teachers, curriculum specialists and subject advisors ought to work together in order to facilitate a successful implementation of inclusive education. Moreover, the successful implementation of inclusive education requires

all involved structures to work together. The researcher concurs with the above view, that collaboration of all parties involved results in all learners being included in the education system.

2.5.4 Scaffolding

According to Topciu and Myftiu (2015), scaffolding is an instructional method created by the teacher as a learning strategy before handing control of learning to a learner. Wood, Bruner and Ross (1976: 90) define scaffolding as a "process that enables a novice or a child to solve a problem, carry out a task, or achieve a goal which would be beyond his unassisted efforts. Additionally, Belland (2014) states that Scaffolding is the term for assistance given by a peer, a teacher/parent, or a computer or paper-based tool that enables pupils to participate actively in and develop proficiency in a task that they would not be able to perform on their own. The theory of Vygotsky (1978) emphasizes that teachers play an expert role that is important by creating an environment that promote guided interactions. In the context of this study, all learners must be included in the education system and learn to the best of their abilities through the guidance of their teachers. The researcher concurs with the above view; hence, for inclusive education to be a success, a teacher plays a critical role of facilitating the learning process and guiding learners. Therefore, the theory of Vygotsky remains relevant in this study as it stresses much on interventions that should be made by the teacher in order to assist the learner to develop perceptions.

2.6 SUMMARY OF THEORETICAL FRAMEWORK

The theory of Bronfensbrenner (1979) and Vygotsky (1962) are both applicable for this study as they both encourage social relations and collaboration between parents, teachers and stakeholders that have to join hands and work together to achieve the successful implementation of inclusive education policy. In addition, both theories respectively emphasize a good relationship among all stakeholders involved, namely, department of education, parents, teachers and learners. Furthermore, the theories emphasize the vital element of involvement and consultation of all structures from the upper level to the lower level in joining forces and working together to ensure the successful implementation of the policy. It is very important that the department of education should consult teachers and offer them support in the implementation of inclusive education policy. Teachers should be

supported and guided in order to be in a position to effectively practice inclusive education.

2.7 LITERATURE REVIEW RELATED TO THE STUDY

The first section of this chapter pointed out the theory that underpins the study and its implications to the study. The current section reviewed literature related to the current study. The objective of this study is to investigate the challenges on the implementation of inclusive education in full-service schools. Therefore, this study was conducted to collect perspectives of principals, head of departments and teachers who are involved in the implementation of inclusive education. In order for the researcher to fully understand the topic, the researcher went through and reviewed related literature that had information that links to the research problem. In order to achieve such, the researcher made use of journal articles, textbooks, theses, policies related to inclusivity such as CAPS policy, and policy of White Paper 6. This section involved overview of the background of inclusive education internationally, inclusive education in South Africa, policies that guide the implementation of inclusive education, some of the challenges of implementing inclusive education and summary of the findings of literature review.

2.7.1 Overview of the background of inclusive education

It is of vital importance to give a brief background on how inclusive education was brought into existence and how it became a global agenda. Inclusive education became a global agenda that focuses on the idea of full inclusion of every child in the education system not dictated by their abilities and disabilities (Walton, 2022). One of the basic human rights that people with disabilities wish to have on paper and in practice is access to equal education. Furthermore, it is equally important that people with disabilities have access to institutions and quality education.

Historically, learners were not placed in the same schools due to their disabilities. This is supported by Ydo (2020), who assert that learners with special needs were given different treatment. As times went by, the mainstreaming approach whereby learners with disabilities were being placed in mainstream schools started to gain popularity in many countries (Magnusson, 2019). The Salamanca conference is one of the platforms that discussed issues facing people with disabilities (UNESCO, 1994). The conference was held by 300 delegates representing 92 governments

across the world (UNESCO, 1994). The primary objective of the conference was to discuss access for all, particularly referring to those living with disabilities (UNESCO, 1994). As a result of the discussions in Salamanca conference, Salamanca statement and plan of action were developed. The statement became the most impactful document on inclusive education globally. The purpose of the Salamanca statement is to give guidance to governments and inform policy on how to build inclusive education systems. The Salamanca statement advocates for inclusive education worldwide. As a result of the conference, it proposed that all policies in education should be framed and channeled around the common principles of inclusive education. According to Salamanca framework for action, inclusive education is driven by the principle that education should serve all children. This means that education systems and institutions should accommodate everyone, despite the individual needs and differences (UNESCO, 1994).

According to the Salamanca conference, the delegates concluded that inclusive education can be a success if legislation can be considerate of the principles of equality and equal opportunities for all children, both in primary, secondary and tertiary education (UNESCO, 1994). Based on the Salamanca conference, it became apparent that issues such as school building, school ethos, school organization and discrimination are contributing factors in whether regular schools (mainstream schools) can become inclusive. The Salamanca conference suggested that in order to achieve inclusive education, government should also invest in building inclusive schools. This can be done by creating forceful policies, ensure public education, and equal financial support to schools. As a result of the Salamanca conference, the global agenda on inclusive education had an impact and changes in education globally. Therefore, South Africa also saw a need to be part in adhering to such an agenda and practice inclusive education.

Magnusson (2019) highlight that the purpose of the Salamanca conference was to develop mechanisms that encourage equal education for all learners. In support, Walton (2022) stated that the shift in education perspective worldwide reflects on human development and fosters a culture of promoting human rights and access to education for all. The core principles of the Salamanca statement are that all children can learn in the same environment and they should be cared for and given support. Yoro (2020) share the same sentiment that education should be restructured and

redesigned in order to accommodate various learning needs of learners. In agreement, Adewumi (2019) seem to suggest that having systems that accommodate all learners regardless of their learning barriers would promote inclusivity and equal access to education for all learners.

2.7.2 Inclusive education in South Africa

The global agenda of inclusive education resulted in changes in the education system of countries worldwide, South Africa also included. Inclusive education made the movement of equal education for all (EFA) to be realized. It also improved the participation of all learners in education and the quality of education received by learners with special needs (THove, 2023). Before 1994, the education system of South Africa was characterized by segregation and discrimination that was rooted along racial lines (Roldan, 2021). Pre 1994, colour and disability were the base and justification of discrimination. Thus, the new democratic constitution came in with a new mandate which guarantees that everyone has a right to equal education (Constitution of the Republic of South Africa, 1996). Consequently, this meant that South Africa had to employ a single education system and training that is flexible and can be differentiated in order to accommodate all learners, ensuring equal access to quality education.

Additionally, in South Africa, the inception of inclusive education became a way of ensuring that the education system of the past, of race and exclusion had to be abolished (Bornman & Donohue, 2014). As a result, the policy of inclusive education brought new hope, principles and values towards a democratic country that promotes the rights and access of individuals, acknowledging their differences and embracing that all children can learn and are capable, hence they need support.

It is equally important to note that South African inclusive education does not merely involve placing learners with special needs in mainstream schools. The Department of Education (1999) is of the belief that all learners have the same rights and capabilities to pursue their learning needs to the fullest, despite their barriers and disabilities. According to Albertyn (2019), the Constitution of South Africa requires that education be transformed in line with the values of equality, human rights, dignity and freedom. This is evident that inclusivity is based on respecting the difference that exists among various learners.

There are many definitions for inclusivity and they differ depending on the usage and the purpose type. Inclusivity refers to education for all learners as they are and accepting people as they are (Sapon-Shevin, 2007); while Nel et al., (2013: 4) assert that inclusion begins when the right of every child to be in the mainstream school of education is realized. Roldan (2021) add that inclusion takes place when learners do not have to earn to be in a particular school. Lastly, Naicker (2005) shares the same sentiment that inclusivity can be described as a system of education that is responsible and not selective to the diverse of learners' needs. This implies that inclusive education in the South African context is about accommodating and addressing learning barriers regardless of the character of an individual.

In South African system of education, inclusivity is based on the principle of acceptance of social change, perspectives and diversity. The DOE (1999) states that inclusive education is of the view that learners with disabilities should learn in an environment that is not restrictive of their nature in order to facilitate mutual acceptance and respect. The system does not only relate to the issues of disabilities, but also to any other related barriers that emanate from gender, race, culture, age language and ethnicity (DOE, 2001: 6). Therefore, this implies that inclusive education in South African context is there to address all forms of barriers to learning and ensure that human dignity aspect is restored (Ngubane, 2021). It is evident that inclusive education is most effective in alleviating issues relating to discrimination, creating and building a society that is inclusive and realizing equal education for all (DOE, 1999). Major policies that guide the implementation of inclusive education are discussed below.

2.8 POLICIES THAT GUIDE INCLUSIVE EDUCATION IN SOUTH AFRICA

2.8.1 The Constitution of the Republic of South Africa (1996)

In South Africa, in terms of the Constitution, everyone has the right to basic education. This is enshrined in Section 29(1) (a) of the Constitution of the Republic of South Africa (Constitution of the Republic of South Africa, 1996). It further states that everyone has the right to basic education, including adult basic education and further states that through reasonable measures, means should be made to progressively make it available and accessible. In terms of the constitution, everyone refers to all individuals who are within the borders of South Africa. This implies that

the right to education is not only restricted to citizens of the country (Constitution of the Republic of South Africa, 1996). The government is required to respect, protect, promote and fulfil the constitutional right of everyone in the country in establishing the education system that is relevant to the 21st century. Implementing such values would ensure that all learners, either with barriers or not, would pursue their academic journey to the best of their potential.

In the context of this study, the Constitution of the Republic of South Africa (1996) remains relevant as the state, through policies and laws should establish measures that safeguard the right to education of all citizens. Inclusive education policy is aimed at making education accessible to all learners and this is in line with what is required by the Constitution of the Republic of South Africa.

2.8.2 National Education Policy Investigation (NEPI, 1992 report)

The report suggested a shift of education that was characterized by discrimination and inequality to an education system with equal opportunities for all (Troyna & Williams, 2012). The report also provided guidelines for white paper on education that opened a room for inclusion of all excluded individuals in quality education. The report also brought forward the value of non-sexism society and democracy in education in order to redress the gap that was created during the apartheid system of education (Msila, 2013).

The above report and its mentioned recommendations are still relevant to the implementation of inclusive education. The recommendations remain the cornerstone of realizing a democratic education system in South Africa that is accessible for everyone.

2.8.3 National Commission on Special Needs Evaluation and Training (NSCNET) and Commission on Education Support Services (NCESS)

Both commissions were mandated and established to investigate the conditions and make recommendations on the findings in South Africa (Ainscow, 2005). These commissions together presented the findings on a final report to the education minister, and it was later gazetted in 1998 for public comment by the department of basic education. The commissions both recommended that education system be restructured as it did not meet the needs of diverse learners (DOE, 1997). As a result of the findings of these two commissions, there was a strong sentiment for the need

to have inclusive education as it gained momentum. The commissions alluded that learning barriers can be found inside the learner, inside the education system, inside the school environment and inside the community (Tett, 2010). Additionally, as a result of the findings of the commissions, there was a further need for structural and systematic changes in education.

According to Aarons and Akach (2002), the findings and recommendations of these commissions remain relevant as they both seek to promote education system for all and equal opportunities for all.

2.8.4 Education White Paper 6: Building an inclusive education system

As a result of the recommendations of the commission on special needs education and training (NCSNET) and national commission on education support services (NCESS), the White Paper 6 was drafted by the DOE in order to give guidance on the policy of inclusive education (Stofile & Green, 2007). The policy was released in 2001 and it brought forward a detailed description of inclusive education, training system and the model of funding the system (Ainscow, 2005). Naicker (2006) alludes that the White Paper 6 motive when developed was to design a single education system for all learners and the time frame set for establishing such an education system was 20 years. Policy document of South Africa did not provide clear guidelines on how to implement inclusive education by the DBE. Therefore, this lack of clarity on the programme of action resulted in various challenges with regard to the implementation of IE, and thus the provinces of South Africa, 9 in total make use of different strategies.

In the context of this study, it focuses on the challenges of the implementation of inclusive education in Limpopo Province schools.

2.8.5 South African Schools Act (SASA, Act 84 of 1996)

South African schools act regulates and facilitates a common system for school governance. This act is motivated by a need to have education system that is democratic and in position to cater various needs of all learners (Taylor & Francis, 2006). The act further facilitates for admission of learners in both public and private schools, with emphasis on providing equitable and equal opportunities for all. Additionally, SASA advocates for the education system that accommodates and is sensitive to various needs of learners (DOE, 1996). The act plays a vital role in

ensuring that inclusive education is realized. Furthermore, the act ensures that all schools are ready and equal to admit any learner without prejudice.

2.8.6 Policy on Screening, Identification, Assessment and Support (SIAS, 2014)

The policy on SIAS was developed in the year 2014. This was done after there were consultations with various offices in the education ministry, professional bodies and higher institutions of learning. The core objective of this policy is to pave a way for a framework of the standardization procedures that are used to identify, assess and offer support programmes for learners who are in need of extra support and assistance in order to maximize their participation in the schooling activities (DBE, 2014). According to the DBE (2014), the core objective of this policy is that it focuses on managing and supporting teaching and learning for learners who face barriers in the learning process. The policy of SIAS focuses on ensuring that transformation of education towards inclusivity is in line with special schools and full-service schools.

Therefore, the policy of SIAS is relevant to the implementation of inclusive education as it advocates for the development of schools to meet diverse needs of learners. Furthermore, this is echoed in the social model of inclusion that the government of South Africa seeks to implement (DOE, 2001). Scholars such as Murungi (2015) and Engelbrecht (2006) further support the course to have full-service schools that cater for development and educational needs of various learners. As guided by the policies that guide the implementation of inclusive education which was discussed above, the next section looks at some challenges with the implementation of inclusive education, which is the main focus of this research study.

2.9 SOME OF THE CHALLENGES FACING THE IMPLEMENTATION OF INCLUSIVE EDUCATION

2.9.1 Misconception on the policy of inclusive education

Inclusive education is dependent on teachers as the key role players who implement the policy. Teachers have an impact on how inclusive education policy is carried out at classroom level. As a result, if they lack knowledge and understanding on the policy, it affects how learners would be accommodated in inclusive classrooms. Ferguson, Delling, Djousse and Elkind (2019) state that it is equally important for teachers in their training to acquire knowledge and skills that would enable them to understand what inclusive education entails.

A study was conducted by Julia (2020) on factors affecting the implementation of inclusive education in Ekurhuleni district primary schools. The study aimed to investigate as to what are the factors that affect the implementation of inclusive education. The study employed qualitative research approach with the constructivist theory guiding the study. Qualitative data was collected through interviews, observations and questionnaires. Findings from the study revealed that teachers have scant knowledge on the policy of inclusive education. Consequently, this implies that teachers find it stressful and difficult to implement a policy they struggle to understand (Julia, 2020). A similar study was carried out in India by Amina and Tamheeda (2018) on inclusive education implementation challenges. The findings of the study revealed that the successful implementation of inclusive education is derailed by one of the serious factors, which is to prepare an effective, good teacher who is competent to lead, practice and show understanding on the policy of inclusive education.

Similarly, another study was conducted in Lesotho by Mareaboka (2022). Its findings reveal that teachers find it difficult to cope when it comes to the implementation of inclusive education, as they themselves do not understand the policy. Furthermore, the study findings also reported that inclusive education as a policy still poses strong challenge for teachers to implement in practice. Another study that is in support of the above findings was carried out by Phiri (2019) at Eswatini in Swaziland on assessing teachers' experience in the implementation of inclusive education in mainstream secondary school. The study employed qualitative approach. Data was collected by means of in-depth interviews and observations. The study's findings reported that there is a gap in the implementation of inclusive education due to a sense of misconception on the policy by teachers. This implies that due to lack of understanding of the policy, it results in the policy being jeopardized in practice.

Inclusive education seems to be a good policy on paper; hence research studies paint a gloomy picture with its implementation. Hodkinson (2015) seems to suggest that there are many competing agendas in the implementation of inclusive education policy and as a result, best efforts are not put in order to meet the needs of learners. Allan (2007) concurs as he states in his study that there seems to be a lip service from the powers that be about inclusive education policy with little investment to its practice. In addition, Harry and Klingner (2014) indicate that there are many

educational inequalities that hamper the implementation of inclusive education in practice. Ferreira (2019) conducted a study on the challenges experienced by teachers in the implementation of inclusive education policy in South Africa. The study reported that teachers are unable to cope with the implementation of inclusive education. Additionally, the study revealed that teachers were not confident to translate the theory of inclusive education policy into practice. In support of this, a similar study was carried out by Van Vuuren (2020) on the various challenges that teachers encounter when implementing inclusive education policies and also examining the impact of the legislation. The study was carried out by means of qualitative research approach with 42 participants. The study's findings echoed the same sentiments with the above mentioned researchers as it revealed that educational policies and laws do not impact on teaching and learning. It further revealed that all participants in the study did not show signs of understanding inclusive education as a policy (Van Vuuren, 2020). The researcher is of the view that teachers may not put into practice a policy that they themselves cannot understand. Furthermore, lack of understanding of the policy would result in its practice not being done properly. As such, a proper training on theory and practice on inclusive education policy would go a long way in ensuring that teachers are adequately trained to properly render a policy they understand (Regmi, 2019).

2.9.2 Training of teachers with regard to the implementation of inclusive education

Successful implementation of inclusive education requires a teacher who is equipped and trained to perform his/her duties. Studies carried out in countries such as Japan, Canada, US and Australia revealed that teachers are of the belief that they have adequate support and training on how to practice inclusive education policy (Collins, Presslee & Penkman, 2018). In each and every teaching process, the teacher is the driving force. Skae (2020) share the same sentiment as he stipulate that it is vital for teachers to know and understand the nature and barriers to learning in the inclusive classroom. According to Skae (2020), inclusive classroom is the one that accommodates all learners with various learning barriers and it is a system that ensures that barriers are identified and interventions are made to address such. Therefore, it is vital that teachers who are in the implementation of inclusive education get relevant support. When inclusive education was introduced in 2001,

majority of teachers were already in the system. There was a commitment that teachers already in the system would receive in-service training. However, it was revealed through a study conducted by Zwane (2018: 16) that there is little evidence of such training workshops taking place. Additionally, the study revealed that in most of the workshops that teachers attend, inclusive education policy does not feature and it is only mentioned in passing (Zwane, 2018). In another study by Holmes (2013), he seems to be in agreement that training that involves inclusive education is an area of concern. Mabasa-Manganyi (2023) is of the view that in teacher workshops, information on inclusive education is only given in what he refers to as a small chunk that does not make much of a difference in the implementation of the policy. Zwane (2018) maintains that such may have bad implications on the implementation of inclusive education policy.

In another study carried out by Zubeda (2020) in Tanzania on training given to teachers on the implementation of inclusive education, it revealed that there is a general belief from teachers that teachers who are already in the system should receive training on inclusive education as a subject. This is to ensure that teachers learn about inclusion and what it entails at training level. Adewumi (2019) contends that teachers need systematic training on inclusive education by competent people.

A study carried out in Swaziland by Madlela (2022) on support given to teachers on the implementation of inclusive education found that in Swaziland, both in primary and secondary schools, teachers lack relevant support to implement inclusive education. A similar study carried out in the same country by Thwala (2015: 496) on challenges faced by teachers in managing inclusive education in classrooms revealed that teachers do not have clear knowledge of what inclusive education entails. The same situation occurs in countries like Zimbabwe, as a study carried out by Hlatywayo (2020) revealed that teacher training is one of the factors that seem to derail the implementation of inclusive education. A study carried out by Vusi, Nicholas and Titus (2020) at Mafikeng with the aim of investigating challenges on the implementation of inclusive education at some selected schools revealed that there is grossly inadequate support given to teachers with regard to the implementation of inclusive education. Another study was carried out in Tanzania (Kenya) by Ileri (2020) with the aim to investigate the challenges facing the implementation of inclusive education programme in public secondary schools. The study was

employed by means of qualitative approach and data was collected from 170 participants by means of questionnaires and interviews for principals and teachers. The study's findings revealed the frustrations that teachers have. Hence, the study established that there is no proper training on inclusive education. Therefore, teachers welcomed the need to have training to professionally prepare them for inclusive education programme.

If one were to consider Bronfenbrenner's ecological systems theory in the context of the above situation, it is evident that teachers are struggling with regard to the implementation of inclusive education policy without training. Hence, the ecological systems theory implies that all social systems and components affect one another. Teachers' lack of training impact on how they implement the policy, hence there should be proper training (Bawani, 2021). In order to realize the success of the implementation of the policy, teachers should have necessary capacity to implement the programme. How can inclusive education take place if teachers themselves cannot display understanding of the policy?

In support of this, a study was carried out by Tshilo, Mary and Ruth (2022) on teachers' experiences of in-service training on inclusive education, a South African perspective. The study used phenomenological design and employed semi-structured interviews that were conducted telephonically. The study's findings revealed that in-service training is informative and necessary for professional development in the implementation of inclusive education.

2.9.3 Availability of resources of implementing inclusive education policy

Successful implementation of inclusive education requires intensive investment on the resources that would make it possible to achieve. Therefore, lack of resources and structural flaws would result in the effort of the policy being derailed (Uzzi, 2018). A study carried out in Buffalo city Metro by Yolanda and Emmanuel (2021) with the aim to investigate challenges with inclusive education and its implementation in schools revealed that issues such as overcrowding, insufficient training and lack of resources made teachers to feel a sense of inadequacy to teach in an inclusive classroom. Mkhandawire, Mphale and Tseeke (2016) support the aspect of lack of resources when they assert that one of the challenges faced by teachers with inclusive education is limited resources to implement the policy.

Similarly, Kgothule and Hay (2013) seem to confirm that lack of appropriate resources is a key barrier to the implementation of inclusive education. Asaram (2014) in his study carried out in KZN district of education that involved teachers and the challenges of implementing inclusive education policy found that the ministry of education cannot fulfil supportive duties at full-service schools due to financial and lack of infrastructure capacity. Similarly, another study carried out in the same area by Thabede (2017) reported that there is a serious lack of resources suitable for the implementation of inclusive education.

Scholars such as Bornman (2014) appear to have a different view on the aspect of lack of resources being a challenge to the implementation of inclusive education policy. He argues that many of the challenges faced in the implementation of the policy are as a result of the policy contradictions. He further concedes that while inclusive education is a good policy, its practicality and applicability are flawed. Jansen (2001: 46) seems to concur with the above view as he states that some of the policies passed in South Africa are so as to display a political symbolism, rather than their applicability and practicality. It is evident from the above, that there is no consensus as to how different individuals should implement inclusive education policy. This confirms a claim made by Bornman (2014) that there are a lot of disparities with regard to the implementation of inclusive education.

2.9.4 Overcrowding in classrooms

While the implementation of inclusive education seems to pave a way for all learners to be included in education despite their learning barriers, issues such as overcrowding in South African schools still pose a challenge to the department of basic education. A study by Mpu (2018) seems to suggest that an average class size in South Africa is between 80-100 learners. In Western countries, a classroom size that has more than 30 learners should be considered for a reduction as this number of learners has a negative impact on the performance (Benhow et al., 2007). Joyce and Corinne (2020) in their study revealed that the South African system is characterized by lack of infrastructure and this results in overcrowding classrooms. The learner teacher ratio currently is 33:1. However, it has been reported that in South Africa the ratio now is at 50:1 and higher (Joyce & Corinne, 2020). In the context of this study, overcrowding has a negative influence on the implementation of inclusive education. This is as a result that overcrowding leads to increased teacher

stress emanating from lack of discipline and behaviour problems (Marais, 2016: 5). In addition, a study was carried out in Limpopo province in the Sekhukhune region by Matsepe and Cross (2019). Its findings revealed that overcrowding makes teachers to endure many challenges during teaching and learning. Furthermore, overcrowding makes it harder for the teacher to instil critical thinking and also fails to stimulate learners' interest during teaching (Biyela, 2019). Tedia (2012) is of the view that resources are the sole vehicle that enhances teaching and learning. Therefore, it is necessary to ensure that infrastructure such a classrooms are conducive in order to enhance the implementation of inclusive education. As such, it is important that the department of basic education provides adequate facilities that accommodate all learners and eradicate the issue of overcrowding in schools.

2.9.5 Other challenges in the implementation of inclusive education policy

Adewun and Mosito (2019) state that some of the challenges of implementing inclusive education policy include lack of materials, shortage of teachers and overcrowding classrooms. Chisere (2011) indicates that the implementation of inclusive education in developing countries such as South Africa has been hampered by challenges such as financial challenges, inadequate support given to teachers and infrastructural facilities. On the other hand, Bett (2016) in his study expresses that there is a challenge of misinterpretation of vital information of inclusive policy and this is caused by cascade model. Skae (2020) reveals in his study lack of trust on the cascade model and he suggests that the department of education should focus on developing teachers' skills in order to be in a good space to practice inclusive education policy. In agreement, Shuelka (2018) indicates that there is a noticeable criticism of the cascade model that is used to transmit crucial information from top to bottom. Furthermore, the cascade model has repeatedly received criticism for lack of inadequate delivery of effective training. Thus, this results in critical information being misinterpreted or omitted.

Du Plessis (2013) suggests that in-service training should be established for teachers regarding the practice of inclusive education. Ainscow (2013) argues that the cascade model offers little support to teachers in its training in order to deal with the process of implementing the policy. The reviewed literature indicates that there is a concern that challenges facing the implementation of inclusive education in South Africa of misinterpretation of the policy go beyond the policy into the classroom

practice. According to Uniamu (2012), the attitude of teachers on the policy of inclusive education is one of the key challenges hampering its practice. Chapman (2009) further indicates in his study that some teachers express their frustrations on the level of preparedness to teach learners with special needs. According to Fulop (2013), when there is lack of interactions among the micro level and macro level, it affects the implementation of inclusive policy. As a result, no positive outcomes would come on the policy. In line with the above view, the researcher is of the view that teachers are challenged at the core of implementing inclusive education. Additionally, the success of the policy is embedded in how confident teachers are. However, in order for teachers to display high level of confidence, they should be provided with adequate support from the department of education and other stakeholders.

According to Aisncow (2012), teachers have raised a number of concerns informally through the media with regard to teaching learners with special needs and the frustrations they encounter. The challenges raised by teachers include diverse learners, lack of funding, inadequate support, curriculum differentiation, lack of time and heavy load of work (Singh, 2010). Hayes (2017) suggests that the success of the implementation of inclusive education is embedded in how teachers view the policy and learners with special needs. Whereas, Hays (2009) states that it is important for teachers to develop and promote acceptance and positive attitudes towards all learners including learners with special needs. Vanner (2022) encourages teachers to make use of positive interactions and create an environment that encourage learners to participate. This would ensure that various learners are prepared to accept others as they are and acknowledge others' rights. Weeks (2000) further states that most of the learners including learners with difficulties look up to their teachers for support in learning, love and respect. As a result, if teachers show love, respect and support towards learners, they would develop self-love and be encouraged to acknowledge their difference.

According to Allen (2021), there should be a good relationship that exists among teachers, other stakeholders and support staff from the department of education. Salovita (2019) argues that teachers' positive attitude towards inclusion is a prerequisite for the successful implementation of the policy. Furthermore, the negative attitude towards inclusivity derails the policy guarantee of inclusion for all learners.

On the other hand, Jensen (2018) seems to agree that teachers' attitude, be it positive or negative towards inclusivity may determine the success of the policy in the classroom. Cologan (2012) is of the same view that positive attitude by teachers with regard to inclusive education policy is essential to the successful implementation of the policy in the classroom. Castello and Boyle (2013) contend that teachers' attitudes are important in creating a positive learning environment in the implementation of inclusive education. It is understandable that the implementation of inclusive education policy would not reach its desired outcomes if teachers' attitudes are not changed. Therefore, the study of Castelo and Boyle is relevant to this study because their study is based on the attitudes of teachers with regard to the implementation of inclusive education and this resonates with the current study's objectives of establishing as to what are the barriers that prevent the policy from being a success.

In his study, Moisa (2019) found that teachers in Lesotho believe that support services in education play an important role in the support of inclusive education policy. Furthermore, the study also established that Lesotho institutions of higher learning do not offer training to teachers on how to deal with learners with special needs. A study by Pillay (2019) reported that in countries such as United States, Canada, France and Australia, learners with special needs were put in isolated schools. A study by Macky (2014) indicates that in the United States of America, teachers make use of curriculum differentiation as a support strategy to accommodate learners with special needs. Similarly, a study by Agrawal (2019) highlights that in Canada teachers differentiate their curriculum in classrooms to support learners with special needs. Therefore, it is not surprising that the above mentioned countries make use of curriculum differentiation, hence this is one of the strategies that can be used to provide intervention with the implementation of inclusive education.

According to Mpu and Emmanuel (2021), the process of implementing inclusive education seems to be slow in developing countries like South Africa. In their study, they highlighted lack of time and resources as some of the challenges that hamper the successful implementation of the policy (Mpu & Emmanule, 2021). Furthermore, the study explains that teachers feel a sense of inadequacy to practice inclusive education due to their lack of training. Ladbrook (2009) asserts that teachers'

challenges in the implementation of inclusive education in South Africa are unique. He identifies lack of training and infrastructural inadequacy as some of the challenges that teachers face. In addition, challenges at various levels impact on the quality of education that learners receive (Ladbrook, 2009). Ainscow in (Farrel, 2000: 254) gives insight that mainstream schools should cater for the needs of all learners and make all schools inclusive. Ainscow (2009) also warns against labels that are put on learners with special needs. Furthermore, communities and learners would benefit from schools that develop and practice inclusive education policy.

According to Prinsloo (2001), education should be relevant to learners' needs and should also be offered in supportive environment, as this would lead to the removal of barriers to learning. Lauwen (2007) maintains that the roll out of inclusive education policy is slow, while Ladbrook (2009) asserts that measures to support learners with disabilities must be established and be part of the bigger picture, and system of efficient supply of relevant utilization of teaching and learning. On the other hand, Wilderman and Nomdo (2007) seem to hold a belief that to realize the successful implementation of inclusive education, funding of the policy and service delivery should be confronted. Moreover, it is alleged that poor funding contributes to a delay in roll out of implementation of inclusive policy (Wilderman & Nomdo, 2007). Education White Paper 6 describes teachers as key role players and resources for achieving inclusive education. Therefore, it is in the interest of the policy that teachers should be trained and supported.

2.10 BARRIERS EXPERIENCED IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION

Nel, Lanbdsberg and Kruger (2008: 27) define barriers as an impediment or situation that divides people or things, hinders communication, and restricts access to advancement. In addition to providing a definition of the term "barriers," Landsberg, Kruger and Nel (2005: 363) note that learners encounter learning barriers practically in every classroom. Green (2023) defines barriers as anything that keeps a learner from participating completely in the process of learning. When learning obstacles are present, an individual or even a group of individuals experience dissatisfaction or resistance and are unable to meet their learning objectives. These obstacles may be formidable. This phenomenon can be attributed to the fact that certain learners attain specific learning objectives quickly, while others need more time. Nonetheless,

Engelbrecht and Green (2001: 28) assert that learning barriers must be understood to exist not just inside the learner, but also, if not more, within the learning system itself.

Jodie, Jones and Fiona (2018) define a barrier as anything that prevents a learner from learning properly. Additionally, a learner may encounter one or more learning obstacles during their academic career. For a child with a handicap to realize their full academic potential, they would perceive their disability as an inherent impediment to learning and would need varied degrees of support to adapt it (Jodie, Jones & Fiona, 2018). Intrinsic obstacles are not the only kind of hurdles to learning. Environmental or sociological barriers may also be among them. For instance, severe deprivation, maltreatment, or disregard can all function as obstacles to a child's education.

According to DBE (2012: 3), learning barriers are obstacles that some students face, which impede them from accessing learning and growth. These obstacles might originate within the learner, the learning site, or the education system. Collins, Presslee and Penkman (2018) allege that teachers' training that is provided to develop teachers with skills for implementing inclusive education does not aid with the challenges experienced during practice. Collins et al., (2018) further emphasizes that lack of training of teachers on inclusive education policy results in stress experienced by teachers as they execute their daily duties, and this leads to the progress of inclusive education being derailed. In his investigation of professional development to assist educators in implementing inclusive education, Zwane (2016: 45) discovered that insufficient training is provided to instructors. Consequently, they lack the necessary tools to perform their jobs effectively. Learning barriers and the factors influencing them are discussed to get an understanding of them in the next section.

2.10.1 Curriculum barriers

Woodcock (2023) asserts that teachers in inclusive classrooms are struggling to provide clear instructions and relevant content to learners with challenges due to rigid curriculum. Additionally, teachers' delivery of the curriculum is confined to the annual teaching plan (ATP). As a result, this makes it difficult for teachers to cater for learners with learning challenges, as the ATP is time-frame based and teachers are

expected to follow it. The above statement is correct. For instance, learners who are experiencing learning challenges like being slow to understand during the lesson, teachers would not have enough time to focus on them as the ATP does not allow for such interventions. The curriculum dictates that much of the time is given to the ATP and as a result, learners are not given attention. In agreement, Lindner (2020) asserts that curriculum differentiation and curriculum that is flexible is key to achieving inclusion of all learners. In agreement, Griffin and Sherlin (2019) suggest that teachers should practice curriculum differentiation, as this would allow learners to learn according to their differences.

The researcher is in support of the above statement of curriculum differentiation. This means that the curriculum should be aligned to the learning needs of learners. As a result, the curriculum would be focusing on the needs of the learners it is serving. The researcher is of the view that serving learners with the curriculum that is not relevant to them is implementing the curriculum for compliance. As a result, the purpose of the curriculum would not be realized.

2.10.2 Physical barriers

According to Okafor (2022), physical barriers refer to lack of resources that are tangible, resources that can be moved and smelled. Moreover, these are typically resources that are human made tools that make our daily tasks easier, for examples, of the tools may include desks, chairs, classrooms and building facilities. Banks (2022) identify lack of resources and facilities as factors impacting on the implementation of inclusive education. Deghaye (2021) notes that one of the physical obstacles to learning, particularly for students who are physically handicapped is the absence of access to basic services in schools that are in rural villages. Furthermore, Maffeeal (2020) raises concerns about how teachers in remote schools manage classes in the absence of facilities e.g. building with no ramps for learners using wheelchairs and no clear chalkboards for learners with eye problems.

On the other hand, Darling-Hammond (2020) in their study pointed out those learning processes are adversely affected by lack of access to basic facilities. The above statement makes sense to the researcher by virtue of being a teacher in full-service school. This is due to the fact that at my school, a noticeable number of learners faint time and again. As a result of not having adequate facilities to attend

such an emergency, this adds on teacher frustrations. Hence as parents, we become helpless. On the other hand, Nseibo (2022) is of the view that schools should develop programs that would facilitate guidelines of ensuring that learners with special needs are accommodated. The researcher is of the view that schools should try to accommodate learners with special needs. As a result, this would minimize the level of dropouts caused by frustrations of learners who feel helpless.

2.10.3 Lack of parental involvement

Emmanuel (2014) notes that involvement of parents in the implementation of inclusive education is critically important for teaching learners with special needs. Furthermore, parents are the key stakeholders as the primary caregivers of learners. Therefore, it is of vital that parents are involved in the education of their children, as this would result in management of education easier. Handerson and Mapp (2002) cite the danger and obstacles of teaching students without their parental involvement to both learning and teaching. Lee and Bowen (2006) maintain that parents should be accountable for lending a helping hand when teachers in the classroom need it most, especially when it comes to learners with special needs. The examined studies make sense, hence the current researcher has had first-hand experience working with learners who at times faint at schools, as previously indicated. When learners face difficulties in classrooms, parents were frequently out of reach. Parental engagement in this situation would therefore suggest that parents should be aware of such incidents their children face and collaborate with schools to make sure that those difficulties are successfully resolved. This implies that for this to happen, parents would need to always be accessible. Often, such incidents occur during lessons, and the condition of one learner affect teaching and learning, as a result of lack of parental involvement. Parental involvement is key to the safety and quick response for both learning and well-being of learners with special needs.

2.10.4 Financial barriers

Singal (2009) suggests that financial barriers is the key challenge to the implementation of inclusive education in full-service schools. According to Simelane (2010: 70), funding is a prerequisite for the successful implementation of inclusive education. Moreover, lack of funding would result in scarcity of materials and resources that hinder effective teaching and learning. Furthermore, McGrath (2006: 15) asserts that lack of funding would influence building and facility restorations.

According to Webster (2014: 11), the deficiency of funding in rural schools causes a shortage of resources for teaching and learning in the classroom. Phasha, Mahlo and Deli (2017) claim that lack of funding is due to the uneven distribution of funds to schools. This is so especially in rural schools and these results in the norms and standards money which is allocated to schools being categorized on how it should be spent, and inclusive education is not budgeted.

The researcher is of the view that a model of funding that includes inclusive education should be established. Furthermore, the researcher believes that this model of funding would assist teachers to have required resources for the practice of inclusive education. UNESCO (2017) indicates that systematic changes and transformation are necessary for inclusive education to be successful. Nonetheless, a success to this policy is based on the financial investment that should be made to realize such an objective.

2.10.5 Language barriers

Language is described as a means by which an individual learns to organize ideas, thoughts, and experiences (DBE, 2010: 5). Benson (2005: 2) raises a concern on the issue of language of teaching and learning in inclusive education. Furthermore, he indicates that teaching learners through a language that they do not speak is called “submersion”, as he links it with holding learners under water without the privilege of being taught how to swim. The Constitution of South Africa, Section 29(2) clearly states the right to receive education in the official language of their choice. Sadly, while this right is guaranteed by the constitution, its practical implementation is limited by the state capacity to fund it (DBE, 2015: 6). In South Africa, DBE (2011: 11) states that learners in schools are required and expected by the curriculum to learn and understand making use of an additional language. As the research criticism of the education system, one might ask as to whether continuity between policy and practice is there. In response to the above, Grimes (2010) contends that for students to achieve in inclusive education environment, the educational system must result in the external and internal barriers. Consequently, these result in learners’ different learning needs and get rid of inconsistencies that exist between practices and policies.

Mkhize and Balfouri (2017) indicate that African learners in rural schools who learn through the English language are struggling to participate in learning. As a result, they find it difficult to grasp information being delivered during teaching. The researcher challenges the department of basic education as to whether it is not possible to attend to intrinsic and extrinsic barriers that are language caused to accommodate all learners. Thus, South Africa's multilingualism is fluid and essential to the country's economic progress. The majority of South Africans speak two or more languages. Nonetheless, most the nation's formal activities are conducted in English (Pansalb, 2001). The multilingualism of South African culture complicates the formulation and application of language policies, particularly in the field of education, where non-indigenous language continues to be widely used. As a result, it also influences how people perceive and understand learning new language (Pansalb, 2001). According to Wolfolk (2013: 29), at remote schools, learners encounter language barriers and utilize English as a second language of learning and teaching. This could increase exclusivity to the point where learners feel unable to understand materials taught.

2.10.6 Attitudes barriers

Bueno (2016) defines attitude as an individual perspective and assessment of something or someone, a tendency and predisposition to respond negatively or positively to a certain idea, person, object, or situation. The notion of perspective on various aspects connotes affective reactions to the elements of judgements and beliefs. Alisha and Braun (2020) highlight that one of the obstacles to inclusive education was a negative attitude towards teaching learners with disabilities. Additionally, many members of the community, teachers, parents, and administrators still think that children with disabilities should be isolated and be kept away from everyone. Alisha and Braun (2020) further reveal that parents frequently choose to keep their disabled children at home, rather than send them to school, as a result of prejudice and how society perceives such learners. Havnevik (2010) states that many communities remain sceptical about accepting and integrating learners with disabilities and as a result, this derails the effectiveness of the implementation of inclusive education policy.

Kobova (2014) concurs with the above statement when stating that teachers and communities display signs of stigmatizing learners with disabilities. As the current

researcher, I am of the view that these kinds of attitudinal characteristics appear to be connected to ignorance about education and disabilities. As such, teachers should have clear understanding on what are the demands of dealing with learners with special needs. Hence, if not, this kind of attitude results in problems when it comes to teaching and learning. Therefore, it is equally important that the attitude of both teachers and communities in general should be addressed to create a safe place for learners with special needs to participate.

2.10.7 Communication barriers

Walton (2016: 17) contends that despite the DBE guidelines describing how an inclusive education system ought to be implemented in South African schools, the system frequently falls short of its goals. Ahmad (2012) indicates that absence of communication between specialists, policy makers, administrators and students is one of the obstacles of inclusive education. For effective inclusion of all learners with special needs, special education personnel and general teachers should openly communicate (Ahmad, 2012).

Heyne (2003) argues that decisions pertaining to inclusive education are decided at school level, with administration placing a greater emphasis on compliance, rather than high quality teaching and learning. The higher authorities are clueless about the reality that teachers deal with on daily basis in the classroom. Herinath (2007) demonstrates that many children remain kept out of the system because of many obstacles that teachers are struggling to address. Ahmad (2012) seems to suggest that specialists and teachers need time to collaborate, develop well thought out plans and execute accommodations, modifications, and targeted goals for each learner. Furthermore, working together, teachers, parents, and staff can better meet the needs of each learner and support their learning. The researcher is of the view that a common relationship that is based on communication would benefit both the learners and the education system.

2.10.8 Structural barriers

Christine (2006) is of the view that learning environment should be accessible to learners with disabilities. On the other hand, Zwane (2016: 46) explains that structural barriers occur when teachers and learners use resources that are not suitable for their circumstances. Morris (2004) demonstrates how accessible

classroom area should be to accommodate all learners, including those who need wheelchairs by allowing a flexible movement. For instance, a learner with disability may not learn in a classroom if he cannot access the classroom due to a building facility that does not have ramps. In the same view, Woolley (2006) shows that learners in rural schools face challenges with regard to accessing schools through the use of wheelchairs. Thus, such learners feel insecure as a result, which undermines the implementation of inclusive education strategies.

2.10.9 Isolation of learners with special disabilities

Study by Chataika (2012) indicates that in Tanzania, the issue of learners with disabilities is under-addressed. In the same country, the probability of a child dropping out of school or never attending school doubles because of disabilities (Chataika, 2012). A study by Eleweke and Rodda (2002) reported that inclusion is not being adequately implemented in Sub-Saharan Africa. On the other hand, Abosi (2007) reports issues such as discrimination and sensitivity towards learners with disability by peers, society, and parents. Braun (2022) in his study found that there is still existing perception that disabled learners should not mix with learners that are not disabled in a school. Additionally, such elements are the reason why there is a stigma in society that makes learners with disabilities to be perceived in a certain manner. Braun (2022) maintains that the problem that persists in the community is that people still have a mind-set that learners with disabilities should be in a separate school, have their own teachers and special arrangements be made for them. This is because the community is not aware that there is what is called inclusion (Braun, 2022).

According to Baglier and Shapiro (2012: 24), screening, identification, assessment, and support (SIAS) suggest that teachers should use this policy to identify and know the conditions of various learners. Teachers turn to focus on completing the annual teaching plan (ATP), rather than focusing on learners with barriers (Baglier & Shapiro, 2012). A study by Birkland (2020) asserts that learners who experience social isolation may turn to exhibit emotional instability, such as suicide thoughts or feelings of shame. Thus, this has a detrimental impact on both their personal and academic careers. Therefore, the research under consideration suggests that inclusive education be approached with integrity, so that its quality and practice are not jeopardized.

2.11 ELEMENTS TO PROMOTE THE IMPLEMENTATION OF INCLUSIVE EDUCATION

2.11.1 Support on teachers in the implementation of inclusive education

Teachers frequently perceive inclusive education as a top-down responsibility, rather than a collaborative effort (Singal, 2009). As a result, it is critical for teachers to have adequate skills and knowledge necessary to establish inclusive classrooms, as well as school administration to foster an inclusive and innovative environment in which teachers may thrive in their work. Kuroda, Kartika and Kitamura (2017) state that traditionally, training in inclusive education practices was provided through one-time seminars. Evidence seems to emerge that short-term training on the policy has limited impact and cause little systematic changes (Kuroda, Kartika & Kitamura, 2017). Rose and Doveston (2015) define teacher support as the provision of all activities that strengthen a school capacity to address issues of diversity.

Kiyuba and Tukur (2014) state that interactions between teachers, district officials, parents, principals and learners should take place in a friendly setting. Subban and Mahlo (2017) assert that more training to teachers on inclusive education policy would emphasize inclusive pedagogy in pre-service teacher training education for all teachers. As a result, this this would ensure continual teacher growth. Therefore, this would have good impact on teachers' views towards inclusion by highlighting that it is their professional responsibility to include all children in their classrooms, rather than simply as just the domain on special curriculum.

Teachers have been identified as the key stakeholders in the implementation of inclusive education, hence all relevant support given to them would be vital. Additionally, teachers influence how learners are accommodated in different classrooms in the learning process. As previously stated, most studies depict a grim picture of the support given to teachers on the implementation of inclusive education. Walton (2014) reports that teachers lack necessary skills and support to address concerns ranging from behavioural challenges to curriculum adaptation. This raises questions on the support given to teachers on the implementation of inclusive education policy. Singal (2009) contends that there are gaps in the delivery of teacher programs and barriers to inclusive principles are expressed in policy, rather than in practice. The Department of Basic Education does not visit schools to help

teachers, hence, there is an insufficient investment in money and time for practice, and infrastructure is not enough to promote inclusivity.

According to Subban and Mahlo (2017), support on the implementation of inclusive education would drive teachers to be more inclusive by establishing more defined and supported results for how they teach and how inclusive education is practiced in the classroom. A study by Walton (2014: 223) on the support given to teachers on the implementation of inclusive education found that to meet inclusion goals, teachers must not be supported in establishing educational reform and sharing network that may offer best practices in an inclusive setting.

2.11.2 Structural changes

According to Evance and Lunt (2002), studies seem to suggest that the implementation of inclusive education policy is uneven. Although there are many great stories to tell regarding the policy of inclusivity, there have been noticeable challenges and failures on the policy (Floran & Rouse, 2007). Sallies (2014) alludes that the goal of implementing inclusive education policy was to improve learners' quality of life, facilitate their social and personal growth, and ensure higher quality education. However, the policy has been repeatedly criticized for its lacking precise or consistent methods or strategies. Moreover, it has also been reported that the policy solely addresses physical integration of learners into mainstream schools (Winzer & Mazurek, 2009).

In addition, scholars such as Winter and O'Rawl (2010) have identified the shortcomings in converting inclusive theories and principles into practical teaching methods. According to UNESCO (2015), inclusivity has increasingly been recognized as a common global goal. Alexander (2012: 2) argues that inclusive education calls for a relevant curriculum that goes beyond what is generally being offered currently. Garner and Forbes (2015) assert that inclusive education policy is faced with tensions of different practices. In agreement, Norwich (2008) further states that with confusion around the policy of inclusive education and its practice, there can never be true inclusivity. Admittedly, the researcher is of the view that structural changes in the policy of inclusive education are necessary, so that common practice can be developed. Moreover, the researcher is of the conviction that common practice would ensure that there is consistency in the roll out of the policy.

2.11.3 Access to facilities

Hayes (2017) states that inclusive education policies instruct that schools should provide learners with a variety of unrestricted access of the physical spaces and other related resources. Ryan (2022) argues that an atmosphere that is accessible is one that permits learners with barriers to learning to participate in all educational activities without hindrance. In addition, Ahmad (2012) insists that access to facilities begins with enrolling all children in the same classroom, regardless of their social, physical, economic status and ensuring their equal participation in school activities. On the other hand, Jha (2002) indicates that access to facilities to all learners ensures that every location for activities is accessible and does not pose obstacles to inclusivity. Furthermore, environmental support facilities such as modified restrooms, wheelchair ramps and different classroom setup can help learners with disabilities, their peers and community members who need to enter school premises for meeting with teachers or other events.

Statistics South Africa (2017) asserts that creating access to education for children with disabilities is core to minimizing inequalities between those with disabilities and those who do not have disabilities. Nicola (2021) indicates that a good mainstream school is the one that provides the necessary facilities to accommodate learners with various special needs. According to previous studies, it was reported that the presence of support systems can be used as an indicator of how accessible a learning environment is (Warkins, Ebersold & Lenart, 2014). The researcher is of the view that access to facilities is important to realizing inclusive education.

2.11.4 Addressing attitude barriers

According to Bueno (2016), attitude barriers is one of the elements that derail inclusivity in communities. In addition, Ahmad (2012) claims that since attitudes are a source of beliefs, new information on inclusivity success stories can be told to communities to influence their attitude. Natarajan (2001) has a different view, when he states that it might be difficult to change attitude of communities, since attitudes are deeply rooted in cultural beliefs and assumptions. The researchers agree with both scholars, hence, it is necessary to address attitudes barriers, even though it would be difficult. Therefore, if not addressed, it would derail the progress of inclusive education.

Jah (2002) seems to suggest that attitudes among communities have influence across the whole community. This implies that attitudinal behaviour should be addressed. According to Ainscow (2001), to address attitudinal behaviour awareness at grass roots level should be done. Furthermore, the awareness should include communities, teachers, parents, and learners. Natarajan (2001) strongly believes that inclusion would be a vehicle for bringing changes in education and society. This is as a result that schools and communities would use inclusivity to achieve social justice and equity for all learners (Natarajan 2001). The researcher is of the view that developing policies and putting inclusive education into practice would bring positive attitudes and tolerance of indifference in communities.

2.12 INTERVENTION TECHNIQUES TO ADDRESS THE CHALLENGES OF IMPLEMENTING INCLUSIVE EDUCATION

2.12.1 Policy review

Rieser (2012) argues that it is critical that national policy on inclusivity and guidelines encourage and facilitate inclusive education practice in schools. The first step is for national policy to establish clearly that inclusive education is a fundamental right of all children. Furthermore, it is also crucial that policies should be developed in collaboration and consultation of disabled person, parents, and community stakeholders (Rieser, 2012). Schuelka (2017) emphasizes that techniques for implementing inclusive education policy should be reconsidered considering the current challenges facing inclusive practices in schools.

Zwane (2012) in his study also found that for the education system to achieve its goal of giving quality education to all learners, there is a need for inclusive education policy to be reviewed. Schuelka (2018) argues that reasons for the failure of inclusive education implementation in majority of countries of developing nations is as a result of teachers' inabilities to put inclusive education into practice. For instance, teachers who lack necessary qualifications may deny learners who possess exceptional abilities because they are perceived as a threat. As a result, a review of the policy is vital to ensure that the policy is relevant and also in line with practical realities facing teachers and learners at school level.

2.12.2 Curriculum differentiation

Banks and Banks (1995) state that curriculum differentiation occurs when teachers adapt their methods of teaching to support learners from different cultural, racial, and socio-economic backgrounds in achieving their academic goals. Nelson (2014) argues that an inflexible centrally planned curriculum that does not allow for adaptation or flexibility does not promote inclusive education in the classroom. According to Shuelka (2018), comprehensive education in schools is not supported by a rigid, centrally planned curriculum that offers no room for adaptation. The researcher agrees with the above scholars. Hence, learners differ in their learning abilities, meaning that the curriculum should also be differentiated in order to serve the needs of those very same learners.

In addition, Mahaye and Jacobs (2004) are of the view that learners are required to demonstrate initiative and a certain amount of autonomy in an inclusive classroom. When effective teaching strategies are used, learners can overcome their areas of weakness and perform to the best of their abilities. A teaching method is a particular technique a teacher uses to help learners to gain knowledge, which they need to achieve desired outcomes (Munna, 2021). They also define teaching method as a broad plan of action for teaching learning activities with the goal of achieving one or more learning outcomes. The current researcher agrees with the above view of curriculum differentiation as this would ensure that learners are accommodated and taught through a strategy that is in line with their learning needs as opposed to a rigid curriculum. The DOE (2005) contends with the idea of teaching methods that promote curriculum differentiation. It states that teachers should be able to recognize the various multiple intelligence that learners display (DOE, 2005). As a result, this would ensure the selection of suitable teaching and learning strategies for learners. In other words, one might conclude that teaching strategies and assessment processes used should be based on the intelligence of learners and their corresponding learning styles. Furthermore, it is vital that teachers in their selection of teaching strategies must put in mind those learners' differences and as such, they respond to different methods of teaching.

2.12.3 Parental involvement

Research studies indicate that collaboration among parents and teachers is key in the implementation of inclusive education (Nicola, 2021). According to DBE (2013:

4), parents are regarded as the most important stakeholders in the education of a learner, since they are the primary caregivers. Therefore, it is critical to involve parents in the educational process and to educate them on the issues of inclusivity. Esnie (2018) claims that inclusive schools foster inclusive communities among the traditional, intellectual, and right based justifications for inclusive education. While this may be true, the researcher is of the view that the Department of Education still needs to do more to bring parents on board with regard to inclusive education policy. In support of the above view, Dalton (2012) explains that the department of basic education can still do more and put more effort in the practice of inclusive education policy.

Bank and Pollack (2013) seem to believe that while policy goals on inclusivity are exciting on paper, they would even be more fascinating if they were appropriately implemented. This implies that having good policies would result in nothing if in the end what is written in the policy is not put to practice. On the other hand, Ahmad (2012) stresses the fear and attitude of parents who have learners with disabilities. This is because of lack of education about inclusivity with regards to parents. The researcher is of the view that if proper involvement of parents and education of inclusivity can be done, this would alleviate fear and attitudes that parents have towards learners with disabilities and inclusivity policy in general.

2.13 SUMMARY OF THE CHAPTER

The literature reviewed in this study on challenges in the implementation of inclusive education seems to confirm that few studies were carried out on the current topic, especially in rural areas of Limpopo Province. Some of the research studies on the same topic were carried out in other provinces, but the explanations given were not appropriate to address the challenges faced in the implementation of inclusive education. As a result, the current study intended to collect perceptions from principals, departmental heads, and teachers regarding the challenges of implementing inclusive education. Hence, this seems to be one of the gaps the study seeks to fill. The literature review has been done to check how major questions and sub-questions were addressed in similar studies previously.

The current chapter outlined literature related to challenges faced when implementing inclusive education in line with identified subtopics, such as teachers'

misconnection of inclusive education policy, teachers training on the implementation of inclusive education, availability of resources in the implementation of inclusive education and the impact of overcrowding classrooms on inclusive education implementation. The literature was obtained from studies conducted nationally and internationally. Theoretical framework that underpinned this study was also formulated and discussed. The next chapter discusses the research methodology.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter discussed literature review of related studies with the objective of establishing broader understanding of the study phenomenon. The previous chapter included detailed discussions on the aspects of theoretical framework that guided the study and its application to the study. A broader view of inclusive practices in education for both South African and international perspectives was discussed. At the end of the chapter, conclusion was drawn to summarize key issues which were discussed in the chapter. The purpose of the current chapter is to discuss research methods, research design and motivate the choice of these methods. The current chapter provides detailed discussions of the following aspects: Research approach, research paradigm, research design, data collection methods, sampling, data analysis and presentation. Lastly, the chapter discusses the process of dealing with issues of ethical considerations such as credibility, trustworthiness transferability and confirmability by the researcher.

3.2 RESEARCH PARADIGM: INTERPRETIVIST PARADIGM

A research paradigm is a method or pattern for carrying out research, as well as a collection of ideas, beliefs, or understandings within which theories and practices can operate (Jessica, 2022). The significance of a paradigm in research is that it aids in the establishment of a foundation for the study and its methodologies. A paradigm's purpose is to investigate how knowledge is perceived and researched. Research paradigms, according to Rehman (2016), are important because they form the philosophical foundation of a research project. A paradigm has an impact on how

different schools of thought conduct research. Patton (2002) distinguishes three types of research paradigms: Positivism, Interpretivism, and Critical Theory. Ryan (2018) claims that there are three commonly known types of research paradigms, namely, interpretivist, critical theory, and positivism. According to Ryan (2018), critical theory involves the critique of society and reflective assessment to challenge power structures. Positivist paradigms involve scientific researchers who make use of scientific data and view human behaviour as controlled, passive, and determined by external factors of the environment. Kivunja (2017) argues that interpretivist researchers are concerned with understanding of subjective experiences of individuals in the world. In addition, interpretivist researchers use methods such as interviews and observation of participants that rely on the subjective relationships among the researcher and subjects. The current study followed interpretivist paradigm.

Given the nature of this research, the Interpretivism paradigm was used in this study. According to Grix (2004), interpretive paradigm researchers are a part of the social reality being studied and are not disconnected from the subject being studied. The goal of interpretivism is to understand the phenomena with which it interacts (Cohen, 2007). This paradigm is pertinent to the study because it is concerned with the challenges of implementing inclusive education, and the main aim of interpretivism is to comprehend the subjective experience of humans about the world (Guba & Lincoln, 1989). This is supported further by Bodgan and Biklen (1998), who claim that in the interpretivism paradigm, the emphasis is on understanding the individual and their interpretation of the world around them. In this case, interpretivism is used, allowing the researcher to collect data through direct contact with the participants. In this case, teachers who implement inclusive education policy at the school level are able to describe the challenges they face when implementing inclusive education.

Based on Makue (2015), the study made use of interpretivism paradigm as it regards humans as elements and the environment as a factor that influences their lives and decisions. This study regards people as important elements in the environment and the environment can influence their decisions and perceptions. Similar to the current study, the interpretivism paradigm is applicable to the study as it helped the researcher to analyse the implementation of inclusive education in schools of Thabina circuit. The researcher viewed challenges as elements in the practice of

inclusive education in schools of Thabina Circuit. Thus, making use of this paradigm assisted the researcher to critique various environmental factors that affect the implementation of inclusive education policy. Furthermore, making use of this paradigm ensured that the researcher was able to investigate challenges and attitudes teachers experience in the implementation of inclusive education.

Denzin and Lincoln (2005) explain that interpretivism paradigm is concerned with understanding of the world as it appears and from the subjective experiences of individuals. Bevir (2002) asserts that in the tradition of interpretivism paradigm, there are no correct or incorrect theories. Instead, theories should be criticized on their relevancy on the research study and objectives. Malhotra (2017) alludes that interpretive paradigm emphasizes the complexity of human sense in relation to current or emergent events, rather than pre-defining dependant and independent variables. Hence, this study investigated the challenges in the implementation of inclusive education. Lastly, the study made use of interpretivism paradigm because it is based on natural data. As a result, this allowed the researcher to gather detailed information from the participants using open-ended methods like interviews, document analysis and observations.

3.2.1 Characteristics of Interpretivism

3.2.1.1 Epistemology

According to Gorton (2010), interpretivism understands the importance of human interpretations in understanding the world. Reeves and Hedberg (2003: 32) argue that interpretivism researchers are concerned with the need to put analysis in context. In addition, interpretivism researchers stress understanding the world as a subjective analysis of the experiences of individuals. In the context of the current study, the idea of interpretation was used to imply, but not limited to the explanations from teachers, parents, learners with special needs and policy designers. This involved the interpretations that contribute to the enhancement of the practice of inclusive education in the schools investigated. Teachers' daily practices impact and determine the successful implementation of inclusive education. Interpretivists make use of meaning that relies on the relationship that exists between the researcher and participants (Reeves & Herdberg, 2003). On the other hand, Van Der Walt (2020) states that interpretive researchers construct new knowledge by experiencing natural setting or real-life practices. In the context of the current study, the process of

inclusive education practices was evaluated and the performed evaluations resulted in new knowledge being constructed on inclusive education practices.

3.2.1.2 Ontology

Ryan (2018) asserts that interpretivism paradigm is a paradigm with multiple truths and knowledge is subjective. In the context of this study, the argument of Ryan (2018) may be put within the context of the idea that inclusive education practice in South Africa is viewed differently. Therefore, it is debatable that teachers' perceptions or realities regarding inclusive education differ based on the challenges they face in their various social, geographical and economic environments. In the context of this study, through interpretivist paradigm, the reality of inclusive education practices can be explored through interactions of teachers and learners. Creswell (1998) alludes that interpretivism studies explain meaning through lived experiences of individuals. Kaushik (2019) on the other hand claims that researchers who make use of interpretivism paradigm shed light on how people make sense of the world around them by examining individuals in their natural environment, everyday activities and daily interactions. Therefore, in this study, realities regarding inclusive education practices were explored by means of interviewing principals, deputy principals, departmental heads and teachers. According to Mamba (2019), interpretivism study is concerned with collecting deep information and perspectives using inductive techniques such as interviews and observations from the viewpoint of participants. In this study, semi-structured interviews were conducted with teachers in order to establish the challenges they face on a day-to-day practice of the implementation of inclusive education.

3.3 RESEARCH APPROACH: QUALITATIVE

According to Myers (2009), research methodology is a method of inquiry which moves from the underlying assumptions to a research design and data collection methods. Schoonenboom (2017) asserts that there are three main research approaches, namely, qualitative approach, quantitative approach, and mixed method approach. The current study adopted qualitative research approach to investigate challenges in the implementation of inclusive education in secondary schools of Thabina circuit. The use of this method allowed the researcher to produce detailed information about attitudes, feelings, and opinions of teachers towards the implementation of inclusive education practices at schools. According to Sutton

(2015), qualitative research assists the researcher to interpret and understand participants' viewpoints on elements related to the phenomena being investigated. In addition, Austin (2014) states that qualitative research is concerned with how individuals make sense of their experiences, understand their realities and assign meaning to their experiences. Thus, this approach is relevant to the current study; hence it allowed participants to describe their lived experiences and understanding about the practice of inclusive education.

According to Lincoln (2003), qualitative research approach is naturalistic. Hence, it attempts to study daily lives of people and societies in their natural environments, which are helpful when examining educational environment and procedures. Mahojan (2018) asserts that qualitative research involves data collection techniques such as open-ended questions and makes use of discursive data analyzed using non-statistical methods. Teherajan (2015) seems to suggest that qualitative research approach is relevant for a study that describes individual experiences and that of social actions of a collective regarding the phenomenon being researched. On the other hand, Mears (2012) indicates that qualitative research approach assists the researcher to look at an issue through its examining of strenuous factors and situations regarding individuals. In the context of this study, the social collective action was limited to only the school principals, deputy principals, departmental heads and teachers.

According to Collins (2018), qualitative studies make use of inductive approach and it is founded on the viewpoints that arise from realistic data, rather than on previous notions or predefined assumptions. The researcher adopted the same approach of inductive strategy to eradicate bias. Furthermore, the researcher adopted qualitative approach since it enabled participants to fully express themselves, their experiences, and their thoughts regarding the researched phenomenon. According to Nevenglosky (2019), qualitative approach provides the researcher with the opportunity to understand other related issues that contribute to the researched phenomenon. Daniel (2016) asserts that qualitative research approach enables the researcher to access the world of participants, thereby assisting the researcher in developing an understanding of the phenomenon under investigation. Furthermore, Tenny (2022) implies that qualitative research approach recognizes researchers as members of the world they are investigating, so that they can interpret and respond

to data being collected. In line with the above views, the current researcher is a teacher in a full-service school at Thabina Circuit. Therefore, the researcher is part of the world being investigated. In the context of the current study, the researcher used semi-structured interviews in order to enhance participants' participation. Alhazmi (2022) claims that qualitative researchers strategically monitor their emotional reaction, knowledge, and aspects of themselves by bracketing their bias. In the current study, the researcher ensured that he played a role of putting himself in the shoes of the participants to comprehend their responses without combining them with their personal encounters.

3.4 RESEARCH DESIGN: CASE STUDY

Creswell, Plano and Clark (2007) explain research design as the process of collecting, analyzing, interpreting and reporting data in research. Durrheim (2004: 29) defines research design as a strategic framework that the researcher uses in anticipation on how to put their study plans into action. According to Crowe (2011), in a case study design, a particular community of subjects is examined in order to get detailed information about phenomena. Khan (2014) indicates that there are several research designs such as case study, ethnography and grounded theory which all clarify the steps the researcher should take in ensuring that their study is headed in the right direction. Due to the nature of the current study, a Case study design was selected to direct the study. Case study design was deemed relevant as it assisted the researcher to identify subjects and addressing them in their nature. In the context of this study, a Case study design brought an opportunity for the researcher to clearly understand the challenges in the implementation of inclusive education in full-service schools based on the practice of inclusive education in the classroom. In addition, Case study design enabled the researcher to further explore teachers' attitudes and understanding of the policy.

McCombes (2019) defines research design as an action plan used for moving from one place to another, where in case of the idea of (where) may be described as the initial questions set to be answered in a study and (there) implies the set of conclusions that the study would reach. The current study involved teachers who are practicing inclusive education policy in full-service schools of Thabina circuit. Moreover, to reach where the study is going, teachers were deemed relevant to answer questions as the study relate to their area of practice. The questions that

were used to drive the study were questions such as what are the challenges faced in the implementation of inclusive education, what support do teachers receive in relation to inclusive education, what resources are available to assist the roll-out of the policy and what strategies could be applied to promote the effectiveness of the practice of the policy. According to Crowe (2011), Case study design is advantageous and more specific in the following ways:

- It enables various perspectives of participants.
- Allows for multiple of data collection methods.
- It promotes an integration of face-to-face approaches.

According to Priya (2021), case study research design is most effective in qualitative studies, hence it allows the researcher to understand the experiences of individuals in their social context by analyzing and interpreting their actions as one subject group. In the context of the current study, principals, deputy principals, departmental heads and teachers who participated in the study are human beings who work in various environments that enhance the facilitation of social interactions among learners and other social partners who are affected by the practice of inclusive education policy. In addition, Crowe (2011) asserts that a case study design attempts to answer certain specific questions through various evidence emanating from case settings. However, due to the nature of a case study research design, it is not possible to conduct research on a large scale. In the context of this study, the researcher collected a range of evidence and order to draw conclusions and arguments on the practices and challenges of inclusive education.

3.5 POPULATION AND SAMPLING

3.5.1 Population

Howe and Robinson (2018) describe population of a study as a specific chosen community from which participants of the study are sampled. According to Garg (2016), population can be defined as a group of cases or elements, whether objects, and individuals that conform to a certain criterion to which the results of a research study may be generalized. The population that this study had targeted was teachers who taught at secondary schools of Thabina circuit in Limpopo Province. There are a total of 11 secondary schools in Thabina circuit, with a total population of 426

teachers across the circuit. Thabina circuit was selected because it is one of the circuits that have full-service schools that practice inclusive education.

3.5.2 Sampling

According to McCombes (2019), sampling refers to a specific group of people the researcher has selected to collect data from. In this current study, the research subjects included teachers who are deemed relevant to the study as they possess relevant knowledge of inclusive education practices. The current study adopted purposive sampling technique. Hussey (2012: 4) claims that purposive sampling technique is a technique whereby participants are selected on predetermined criteria that are relevant to the research that ensures that research question is answered. Thus, the current researcher adopted this sampling technique to select participants who possess rich knowledge through their depth knowledge of the phenomena being investigated. In addition, Patton (2015) notes that purposive sampling technique is used on participants who are the primary focus in the study, and they also have valuable information about phenomenon in question. This technique is commonly used in qualitative studies because it helps to gather rich information (McCombes, 2019).

This study purposefully selected 3 schools from Thabina circuit. In each of the 3 schools, 3 principals were selected, 3 departmental heads and 2 teachers in each school were selected and this made a total of twelve participants in the study. The twelve participants were selected based on the depth knowledge and experience on the implementation of inclusive education. These sampling criteria enabled the researcher to have an opportunity to obtain relevant data on inclusive education practices and policies. The other reason for the selection of the above participants is that they have been teaching for a very long period. Thus, they provided relevant information on the policy. The researcher ensured that the sampled schools were accessible and cost effective due to their proximity. Additionally, the proximity among the schools ensured convenience and made it easy and reasonable for the researcher economically.

3.6 DATA COLLECTION METHODS

Kabiv (2016) defines data collection as the systematic gathering of information relevant to the research problems. Data collection enables the researcher to collect

data so that research questions can be answered. According to McMillan and Shumacher (2011), there are various methods of data collection in qualitative research, namely: interviews, observations and critical analysis of audio-visuals. This study made use of individual semi-structured interviews, observations, and document analysis as its qualitative data collection methods.

3.6.1 Individual Semi-structured interviews

Interview is one of the most popular techniques used for obtaining data in qualitative studies. Brinkmann (2012: 2) defines interview as one on one conversation with a single respondent that allows the participants to provide descriptions and narratives. Hurst (2023) defines interview as a face-to-face discussion in which the interviewer asks questions to elicit replies that can be analyzed in qualitative study. Knott (2022) mentions that one of the benefits of interview is that they provide participants with the flexibility to respond to open-ended questions, which can yield more fascinating and in-depth details about the phenomenon being studied.

The current study adopted semi-structured interviews. McCombes (2019) indicates that semi-structured interviews make use of questions that are pre-determined and allow deeper probing. Semi-structured interviews enabled the researcher to ask for more clarity to gain more depth from participants' responses.

3.6.1.1 Advantages of using interviews in a study:

- Interviews help the researcher to capture behaviour and emotions. - In the context of this study, the researcher analyzed participants' feelings and attitudes about inclusive education during the interview session.
- Interview provides flexibility to the researcher- this enables the researcher to probe more for further in-depth clarity to understand clearly the phenomenon under investigation.
- Interviews allow face to face contact with participants- in the context of this study, having direct contact with participants enabled the researcher to collect quality data.
- Interviews allow the researcher to accommodate a wide range of people. - In this study, interviews enabled the researcher to have insight of various types of participants and their personalities.

3.6.1.2 Disadvantages of interviews

- Interviews can be time consuming.
- Interviews can be costly, in a sense that at times the researcher has to travel in order to access participants.
- They are a great deal of concern to participants who are not comfortable with direct contact.

According to Yin (2016: 5), one on one conversation with participants is beneficial as it allows a room for follow up questions where necessary. To mitigate the above-mentioned concerns of interviews, the researcher set pre-planned core questions in order to provide guidance in important areas of the study and also to save time. According to Miller and Crabtree (2015), semi-structured interviews provide interesting, consistent, and reliable first-hand data from taking turns in conversations with participants. In the context of this study, the researcher ensured that participants are comfortable and at ease to be able to share their experiences without fear. The distance among the sampled schools was approximately 6 to 8 kilometres and this made it easy for the researcher to access the schools.

3.6.2 Observation

Bolster (2010) defines observation as a method of gathering information by watching people, events and noting physical characteristics in their natural setting. Observation contributes to the progressive study of social processes by providing descriptions that aid the development of the phenomenon being studied. In the context of this study, the researcher designed an observation tool to observe specific activities that are relevant to the study. The elements that the researcher observed include, but not limited to teachers teaching in classrooms, school environment, resources that are relevant to the implementation of inclusive education and the attitude of both teachers and learners towards learners with special needs.

3.6.3 Document analysis

Corbin and Strauss (2008) explain document analysis as a systematic procedure for reviewing or evaluating printed and electronic documents in a study. Document analysis in qualitative research necessitates the examination and interpretation of data to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008). Mills, Bonner and Francis (2006) argue that documents of all kinds

in a study can assist researchers in discovering meaning, developing understanding, and discovering insights relevant to the research problem. In the context of the current study, the researcher reviewed and analyzed documents such as Full-Service School Policy, Inclusive Education Policy, and Guidelines on Inclusive Education Implementation Policy, and Curriculum Policy. The goal was to gain a clear in-depth understanding of inclusive education processes and issues as guiding steps for the subject under investigation.

3.7 DATA ANALYSIS

According to Vosloo (2014), data analysis can be defined as the process of maintaining order, meaning and structure to the mass of data collected in a study. Sileyew (2019) states that data analysis is the process whereby researchers synthesize and make sense of data through the process of data analysis, which culminate in categories and patterns from specific data. In this study, thematic analysis was used. Maguire and Delahun (2017: 2) state that the process of identifying patterns in a qualitative study is known as thematic analysis. Thematic data analysis was chosen by the researcher as it fits with the research paradigm underpinning this study, which is interpretivism.

Data collected from interviews and observations was sorted into themes following the guidance of Van Den Hoonaard (2012). According to Nowell (2017), qualitative data analysis transforms data collected into study findings. This involves the minimizing of raw data, sifting significance from trivia identifying patterns and communicating the essence of what data collected reveals. In the current study, data was analyzed using content analysis. According to Slejham (2018), content analysis is a repeatable, systematic method for considering a large text into fewer content categories using clear coding guidelines. Gant (2019) adds that content analysis enables the researcher to sift large volumes of information with relative ease in a systematic process.

3.8 MEASURES OF TRUSTWORTHINESS

According to Gay (2011: 392), trustworthiness is the ability of the researcher to persuade audience that the study's findings are important and of a high quality. Mowell (2017) expands it further that trustworthiness is the extent to which findings of the study provide a true value of the data collected. This means that the

trustworthiness of the findings of the study and its interpretations is in the hands of the researcher and to demonstrate how the conclusions in the study were reached (Stahl, 2020). In the current study, data that was collected from various sources was used interchangeably and substantiated by citations in order to maintain trustworthiness. The following measures were followed by the researcher in order to ensure trustworthiness in the study:

3.8.1 Credibility

Stahl (2020) asserts that credibility is the confidence that one can place in the findings of the research study. Korstjens and Moser (2018) add that credibility is the degree of trust that can be placed in research findings. In the context of this study, the researcher sent participants the transcripts to check and verify that what was captured was correct. This study ensured credibility by conducting semi-structured interviews with principals, deputy principals, departmental heads and teachers who voluntarily gave consent to take part in the study. The interviews enabled the researcher to collect in-depth data regarding the implementation of inclusive education policy; hence the participants were able to discuss their opinions in great length.

3.8.2 Dependability

According to De Vos (2011: 220), dependability is realized when the researcher can be able to tell if the research process is logical, well documented and audited. Korstjens and Moser (2018) assert that dependability entails the data consistency over time. On the other hand, Mowell (2017) indicates that for a researcher to obtain dependability in a study, all processes should be explained in such a way that auditors and readers of the findings would believe it. Considering the above, the researcher recorded all proceedings of data collection, the process of data analysis and interpretations. In addition, in this study, the researcher used transparency and coherence when arranging data in a format that is accessible and understandable to other researchers. The researcher also followed the following principles to ensure validity of the study:

3.8.2.1 Member checks

According to Birt (2016), a member check is a technique used for exploring the credibility of research findings. Thus, in this current study, in order to do member

checks, after analyzing and interpreting data provided by principals, deputy principals, departmental heads and teachers, the researcher took back the interpretations to the participants in order to verify if the results were credible.

3.8.2.2 Triangulation

According to Machum (2022), triangulation refers to the collection and use of various sources of data to confirm the findings of the study from various sets of evidence. In the current study, interviews and observations were used in order to collect information to ensure triangulation.

3.8.2.3 Confirmability

Anney (2014) explains that confirmability in research occurs when the study's findings are reflective of participants, rather than manipulation of the researcher. Korstjens and Moser (2018) indicate that confirmability refers to the degree that the findings of the research study can be confirmed by others. In addition, Korstjens and Moser (2018) indicate that confirmability is concerned with elements of neutrality in a study. Elo (2014) argues that another way to ensure confirmability is through auditing, where the researcher provides a methodologically self-critical explanation of how the study was carried out. On the other hand, Lau (2021) notes that in order to make auditing possible, the researcher should keep all the data gathered easily accessible in a well organized format, so that other researchers can access it. In this study, to ensure confirmability, the researcher withdrew his personal experiences, feelings and attitudes during data collection and analysis to minimize bias.

3.8.2.4 Transferability

Schloemer (2018) defines transferability as the extent to which findings of the study can be useful if put to other settings. Polit (2010) indicates that transferability is the degree to which the researcher's working hypothesis can be used in different circumstances. Korstjens and Moser (2017) note that it is the researcher's duty to give the reader enough information about the study's methodology and subjects, so that they may determine whether the results of the study apply to their own situations. In the context of the current study, the researcher ensured that the views and ideas of principals, deputy principals, departmental heads and teachers who participated in the study and were interviewed from Thabina circuit represented the challenges and ideas of schools in Thabina cluster regarding the challenges in the

implementation of inclusive education. In addition, the researcher documented all proceedings leading to the final report to provide the reader with sufficient information in order to decide if the study is transferable to other context.

3.9 ETHICAL CONSIDERATIONS

According to McMillan and Schumacher (2014: 362), a credible research design involves not only selecting participants and relevant strategies, but also adhering to research ethics. Gratton and Jines (2010: 121) argue that all researchers, regardless of designs, methods, and sampling techniques are subject to ethical considerations. Engward (2022) asserts that it is important for researchers to never forget that they are entering the private places of their subjects when conducting research. Therefore, this raises important aspects of ethics in research that should be adhered to. Holmes (2020) further argues that the value of the researcher and participants' cultural characteristics need to be considered during the interview process. Therefore, relevant steps should be taken to adhere to ethical issues to uphold the participants' rights to privacy, confidentiality and anonymity. In this study, the researcher respected the rights of participants, which included values, needs and desires. The study was granted approval from the ethics committee of UNISA with the protocol number **(2024/02/14/16670817/AM)**. The researcher adhered to the following principles of ethics in research:

3.9.1 Permission and informed consent

The researcher took the responsibility to inform participants about the background and purpose of the current study. A letter to seek permission from the head of the department of education and the circuit manager of Thabina circuit was submitted. Additionally, the researcher informed the principals, deputy principals, departmental heads, and teachers about their roles in the current study. Participants were also allowed to ask questions about the study prior to its commencement. Thus, the researcher also obtained a signed consent from the participants giving consent to participate in the study.

3.9.2 Honesty and trust

The researcher strictly followed ethical principles which function as a standard of integrity and honesty for the data gathered and the corresponding data analysis. The researcher was truthful, honest and refrained from bias when presenting and

analyzing data in the current study. The researcher also ensured that the participants' information accurately reflected their sincere answers to the questions as they were asked about occurrence in question.

3.9.3 Confidentiality, privacy, and anonymity

In this study, the researcher ensured that the participants' names were kept anonymous. Thus, the researcher maintained confidentiality and anonymity throughout the research study by removing all elements that might identify the characteristics of participants. The researcher made it very clear to the participants that their real names would not be used in the study, nor would the recorded proceedings of interviews be shared or given to any other person. The researcher also gave the participants guarantees that their names would be kept confidential, and their privacy be respected throughout the entire study.

3.9.4 Voluntary participation

In this current study, the researcher ensured that participants exercised their right to take part in the study and to withdraw their participation if they did not feel comfortable to participate. The participants of the study were informed that their participation in the current study was done on voluntary basis and there was no form of monetary benefits for taking part in the study.

3.10 CHAPTER SUMMARY

The current chapter discussed in detail the research paradigm, research approach, research design, population and sampling, as well as data collection tools and how data was analyzed. The discussions in this chapter also involved procedures and reasons for choosing participants who played a vital role in the study. In addition, the current chapter indicated how principals, deputy principals, departmental heads and teachers were approached in their schools in Thabina circuit for consent and permission to take part in the study. Thus, the applicability of the above-mentioned techniques and methods is illustrated in the following chapter of data presentation and interpretation of study findings.

CHAPTER 4

PRESENTATION AND INTERPRETATION OF FINDINGS

4.1 INTRODUCTION

The previous chapter presented research methodology which articulated research approach, research design, research paradigm, population and sampling, data collection instruments and data analysis procedure. Furthermore, the previous chapter presented ethics and issues of trustworthiness in research. The current chapter presents and interprets the findings of the study generated from collected data that was guided by the study's research questions. Data presented in this chapter emerged from observations, interviews, and document analysis, as they were used as data collection instruments. To promote the issue of anonymity and for ethical reasons, this chapter introduces codes that served as pseudonyms instead of using participants' real names. In this chapter, thematic approach was used to present and interpret the findings. Therefore, data was organized, reduced, and described to answer the research questions. The process for data interpretation involved getting familiar with data, generating codes, searching, as well as reviewing themes, defining, naming, and making sense of data collected.

4.2 DEMOGRAPHICAL INFORMATION OF PARTICIPANTS

The study was conducted in three secondary schools in Thabina circuit, Mopani-West district of Limpopo province. The schools are in the township of Lenyenye. The schools are not far apart in terms of distance as they are approximately 6 to 8 kilometres apart. In adherence to ethics in research, in ensuring anonymity in a study and protection of participants' data, the selected schools were given codes. The participants in the study were given codes in adherence to their school codes. The study comprised of three selected schools, meaning that the study comprised of school B, school M and school Z. In each of the three sampled schools, four participants were selected. In school B, the participants were two females and two males, school M, participants were one female and three males, while in school Z participants were one female and three males.

4.3 PARTICIPANTS BIOGRAPHICAL DATA

Table 1: Participants Biographical Data

Code name	Gender	Teaching experience	Highest qualification	Training of inclusivity	Workshop attendance on inclusivity	School codes
BP Principal	F	24 years	ACE/DIP	NO	YES	B: Secondary
MP Principal	M	21 years	STD	NO	YES	M: Secondary
ZP Principal	M	28 years	B.ED HONS	NO	NO	Z: Secondary
BP HOD	M	14 years	B.ED	NO	Yes	B: Secondary
MP HOD	F	19 years	B.ED HONS	NO	Yes	M: Secondary
ZP HOD	M	24 years	M.ED	NO	Yes	Z: Secondary
TB1 Teacher	F	11 years	B.ED	NO	YES	B: Secondary
TB2 Teacher	M	14 years	B.ED SPF	NO	YES	B: Secondary

TM1 Teacher	M	10 years	B.ED SPF	YES	YES	M: Secondary
TM2 Teacher	M	20 years	ACE	NO	NO	M: Secondary
TZ1 Teacher	F	22 years	B.ED	NO	NO	Z: Secondary
TZ2 Teacher	M	15 years	B.EDSPF	YES	YES	Z: Secondary
Total	Males		Females			
	8		4			

Data of this study was collected from principals, heads of departments and teachers teaching in full-service schools in Thabina circuit. The researcher selected the participants as they are implementing inclusive education at their respective schools. The researcher made use of three methods of data collection, namely: semi-structured interviews, document reviews and observations. Participants' biographical information was illustrated in a table on the section that follows. Selected schools in the study were given codes to represent their identities on the table. The goal of this information is to depict that there was a representation of all genders in the study. The table below shows the information in the following order: participants' code name, gender, teaching experience, highest qualification, and training on inclusivity, workshop attendance on inclusivity, position, and school codes names.

4.4 TABLE: SUMMARY OF PARTICIPANTS PROFILES

Key: M= Male, F=Female, STD= Secondary Teachers Diploma, BED= Bachelor of Education, Hons= Bachelor of Education Honours, BEDSPF= Bachelor of Education

Degree Senior Phase and FET, ACE= Advanced Certificate in Education, Med= Master's Degree in Education

4.5 PRESENTATION AND INTERPRETATION OF DATA FROM INTERVIEWS

In this study, interviews were selected as the main tool of data collection process. However, for reliability of the findings and triangulation, observations and document analysis were also used in addition. The participants were three principals, three heads of departments and six teachers. The participants were selected to give responses regarding the challenges faced during the implementation of inclusive education policy. The following issues and themes were raised: During the process, sub-questions were derived from research questions which were subsequently turned into main themes of the study. The following presentation and interpretation of findings reflect individual responses of participants' data.

4.6 THEME 1: TEACHERS' UNDERSTANDING OF INCLUSIVE EDUCATION PRACTICES

Policies play a vital role in assisting teachers and schools to establish quality and standardized operating processes of teaching and learning. In the context of this study, policies should set a quality and standardized processes of dealing with challenges faced by both teachers and learners. Clear policy guidelines assist in maintaining school environment that promotes enjoyable learning and space where learners are free. It is vital for principals, departmental heads, and teachers to have clear understanding on policies of education, so that they can effectively practice them. In addition, the participants indicated that they have limited knowledge on the implementation of inclusive education policy. As a result, the level of commitment on the implementation of the policy is not satisfying. The following sub-theme and issues raised emerged from participants' responses.

4.6.1 Participants responses on teachers' understanding of inclusive education practices

Table 2: Participants responses on teachers' understanding of inclusive education practices

Research objective	Sub-themes
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To explore teachers' understanding on the practice of inclusive education	<ul style="list-style-type: none"> • Misinterpretation of inclusive education policy. • Lack of clear understanding on the policy
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4.6.1.1 Misinterpretation of inclusive education policies

The participants indicated that when inclusive education was introduced, they struggled to find meaning and understanding of its practices. Participants emphasized that the issue of inclusive education is not even included in the workshops of teachers. The participants further indicated that school management teams are often called to attend workshops with the intention that they would brief all the other teachers remaining at the school. In addition, teachers acknowledged that they lack clear understanding of inclusive education practices. During the interview, the participants expressed the frustration they go through as they do not have clear understanding on the policy practice. The objective of the study, which is teachers' understanding of inclusive education practices was presented with sub-themes. Below are verbatim responses that emerged during interviews:

BP: The challenges of implementing inclusive education emanate from the fact that some of us teachers do not even understand the policy of inclusive education itself. Most of the frustrations we have are that we do not even know where to start in practicing the policy. (Semi-structured interview).

MP: The policy of inclusive education are good if they are implemented well, inclusive education is about accommodating and ensuring equal opportunities for all learners.

ZP: I know about the white paper 6 policy. I don't know how to practice it as I don't even know where to start.

Based on the responses above, it is evident that teachers are struggling to make meaning and understanding of the concept of inclusive education. This basically means that participants have little light as to what is inclusive education, but find it

difficult to put it into practice. Therefore, from the assertions above, one can deduce that some teachers are still struggling to conceptualize inclusive education policy.

4.6.1.2 Lack of clear understanding on policy of inclusivity

Participants seem to lack clear understanding of inclusive education policy. According to their responses, it is obvious that they possess little knowledge about the policy of inclusivity. The participants indicated that their idea of inclusivity is that it is all about including all learners in education. Participants seem to struggle to give a deeper knowledge in the practices and processes of inclusive education. The following are the responses of the participants:

PBP: Oh ok, inclusive education is a policy that aims to include all students regardless of their challenges such as , can I say their learning barriers can I say physical disabilities or to be included in a curriculum of any school.

TB1: Ok (eh) inclusive education according to me is the kind of education that aims .to provides quality education for all students.

TB2 What I understand is that we have to include every learner despite their learning challenges, this is what I know and my knowledge is limited to this to be honest with you.

BPHOD: inclusive education is not long since it was introduced, what I can say is that I do not have more information on the policy itself but what I know is that all learners should be included in education.

From the responses above, participants do not have critical knowledge that they possess on the policy of inclusivity. On the contrary, teachers are expected to implement policies and if they struggle to interpret the policy, it leads to the ineffective practice of such policy.

4.6.2 SUMMARY OF THEME 1

This theme involved teachers' understanding of policy practices of inclusive education in full-service schools. The participants acknowledged the confusion they have with understanding what the policy entails. The confusion of teachers on the policy goes further to other related policies related to inclusive education. Furthermore, the participants indicated that they only know White Paper 6 policy as the policy of inclusivity.

4.7 THEME 2: CHALLENGES FACED BY TEACHERS IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION

This study mainly focused on the challenges faced by teachers in the implementation of inclusive education. Teachers are regarded as agents of change. They are tasked with the responsibility to see to it that policies of education are practiced effectively, despite the challenges they encounter. Sub-questions were generated from the main research questions of the study. The table below represents responses of individual participants on the research question: What are the challenges experienced by teachers in the implementation of inclusive education policy?

4.7.1 Participants responses on challenges faced by teachers in the implementation of inclusive education

Table 3: Participants responses on challenges faced by teachers in the implementation of inclusive education

Research objective	Sub-theme
To explore challenges experienced by teachers when implementing inclusive education	<ul style="list-style-type: none"> • Encouraging positive attitudes towards inclusivity • The inflexible curriculum • Low morale on teachers • The use of cascade model • Poverty and illiteracy • Psychological elements of learners

4.7.1.1 Encouraging positive attitude towards inclusivity

Chetty (2018) describes an inclusive education classroom culture as one in which there is a positive, respectful, and caring environment for all learners. It is where there is an atmosphere of a shared purpose that is conducive to teaching and learning and learners are given equal opportunities to learn. The participants

emphasized the significance of establishing positive attitude in the school and classroom environment towards inclusivity. Nonetheless, the participants reported that the following elements make it difficult to instil positive attitude as a regular practice:

4.7.1.2 The inflexible curriculum

Teachers in the study expressed their desire to help learners with special needs to reach their full potential, but they feel hampered by the inflexible curriculum that is practiced at schools. The participants further indicated that they are confined by the annual teaching plan (ATP) and the syllabus that they must follow as a policy. This is supported by TM1, TZ2, TB2 and TM2

TM1: Our curriculum is inflexible in a way that does not cater for learners with learning challenges. We as teachers are supposed to follow the ATP and syllabus. This makes it impossible to come up with means which are out of the scope of the ATP to assist learners.

TZ2: We have a challenge of dealing with learners who are different. Some of the learners learn very well while others are slow, the learners who are slow need extra time as compared with other learners. This is a challenge on its own as the time factor makes it difficult to give attention to individual learners.

TM2: Eh, there are different learners in the classrooms with different needs and in our schools we have limited resources to accommodate all of these learners. I think that is the challenge that we have as most teachers and the issue of the rigid curriculum that does not allow us to be flexible.

The participants in this study indicated that curriculum that is inflexible discourages effective teaching and learning, which makes it difficult for teachers to perform remedial interventions. In addition, the participants emphasized that inflexible curriculum does not allow schools and teachers to address individual needs of learners.

4.7.1.3 Parental involvement

Parents are the essential stakeholders in the implementation of inclusive education because for the school to function properly, parents should be involved in schools and education in general. Teachers during the interview asserted their frustrations

concerning lack of parental involvement in inclusive education. Participants indicated that parents do not come to meetings when invited by the school. The participants highlighted the following elements as contributing factors to lack of parental involvement:

MPP: Most of the parents do not show up for our parents meeting. Some of the parents of learners are still young and some are alcoholics while some are focusing on their relationships and neglecting their children.

TZ1: To be honest the parents in this area do not take school meetings serious, beside most of the learners here have a tendency of sending people whom they don't even know to come to school on behalf of their parents.

It can be deduced from these teachers' comments on the issue of parental involvement that this is a source of frustration that teachers encounter. Both teachers in their responses indicate the level of ignorance and the length learners are prepared to go to avoid responsibility by calling just anybody they meet on the street to come represent them in school meetings as their parent.

4.7.1.4 Poverty and illiteracy

According to Simweleba (2020), majority of parents that are in rural areas are still very young. Most of the parents are not employed and as such, they spent most of their time trying to make a living to support their families. Furthermore, some parents are illiterates and as a result, they do not see the value of education. TZ2, ZPP, MPHOD and MPP confirmed the above submissions.

TZ2: Most of the parents around here are unemployed; they spent their time trying to make a living to feed their children. I personally believe that some parents do want to attend meetings but are not able to due to other circumstances.

ZPP: Parents in this area are not educated, so education matters are not their priority, you can even see the attitude when they are called to school.

MPHOD: Parents in this area are not educated and therefore they do not take inclusive education as a concern and that is why when they are called at school to discuss their children, they display negative attitude.

During the interview, teachers expressed that poverty and illiteracy are elements that shift the focus of parents into taking responsibility for the education of their children.

This is because most parents are struggling to fit in or rather seeing themselves as irrelevant since they are not educated. Some of the parents are staying far away from their homes and their children due to unemployment issues.

4.7.1.5 Psycho-social elements of learners

Data collection shows that apart from classroom challenges they face with learners, there are also external factors that seem to be a hindrance to the learners and the practice of inclusive education. In addition, teachers also expressed challenges of having social problems, such as substance abuse, poor family background and being orphans. Teachers indicated that most learners are staying in child-headed families, while others are staying with their grandparents. TZ2, TB2, BPHOD and TZ1 supported the above.

TZ2: It is heart-breaking that most learners are left alone without parents. Some of the learners have given up in life while others are unruly in the classroom as they deal with frustrations of their family backgrounds. Some learners become rebellious, while some isolate themselves.

TB2: Some of the learners are orphans and they are staying with their grandparents. Some of the grandparents do take good care of them while others do not even care about the future of these learners.

BPHOD: Some of the parents are working at the farms and as such they hardly come back home. The children end up developing unruly behaviour as there is no one to discipline them.

TZ1: (mmm) to be honest some of these learners are staying in very terrible conditions in their homes and as such this impact on the school performance and their behaviour in general.

This theme emerged when teachers spoke about some of the challenges they encounter with the learners. Teachers stressed that most of the challenges they face with learners are because of social factors that seem to be troubling learners. It becomes very challenging for teachers to assist the learners with limited resources.

4.7.1.6 Low morale on teachers

One of the things that demotivate teachers to practice inclusive education is lack of motivation among teachers. The participants highlighted that the education system appears to prioritize learners often over teachers. In addition, participants indicated

that teachers are working in conditions that are not good for their well-being. The participants indicated how they have lost faith in the department of basic education. Teachers described the working circumstances at schools as not safe, unstable, poor, and also the fact that the education department does not value teachers, as they feel unappreciated for their efforts. The above is confirmed by the responses of the following participants:

TM1: One of the challenges to us as teachers is that we are not motivated as most of us have lost interest. The department of education seems to be doing everything in their power to give learners everything while teachers are having various concerns which are not attended to. Teachers are giving all they got while their salaries are not in line with economic conditions in the country, can you believe that some of us till to date, we cannot even afford to take our children to tertiary.

TM2: Teachers are faced with a mountain of challenges at schools. How can we be motivated as teachers while we are not even able to afford tertiary education for our children? Most of us are swimming in a pool of debts but yet we are serving the department with everything we got.

TB2: As teachers we risk our lives for the department, we sacrifice our time, our holidays and our family time in trying to help these learners to pass, but no one acknowledges our efforts.

During the interview, teachers emphasized that they are not motivated to even further their studies for their own professional development. It is evident from the participants' responses that teachers are not happy with their working conditions. From the above, one may deduce that the level of frustration that teachers are experiencing makes most of the teachers not to commit themselves to the practices of inclusive education.

4.7.1.7 The practice of the Cascade model

Ngeze (2023) defines the cascade model as the flow of information or a model for professional development that flows information from expert to secondary trainers. The participants expressed their stress on the use of the cascade model. They further described the cascade model as a source of many of their frustrations in workshops. Most of the frustrations experienced in the workshops are because of incompetent people who are tasked to train teachers. Furthermore, participants

indicated that they attend workshops with hope that most of their questions on the practice of inclusive education could be answered by facilitators. The following are participants' responses:

MPHOD: The department of education sends people who seem not to know their story to train teachers. As teachers we are expected to implement inclusive education but yet we are trained by incompetent individuals.

TB2: Cascade model is proving to be a challenge in the education department. This is because as teachers we ask questions that remain unanswered by facilitators. It is obvious to see that the reason they do not give answers is because they do not have them.

TZ2: The training on inclusive education provided by the department is not working. It is very much surprising that people who got training like us are expected to train us. It is obvious that what we get from them is not first-hand information.

TM1: Teachers are getting support from their district level since we know that they are offered workshops and from there they should practice it in their teaching and include every learner in their classroom. The workshops are not enough as there is a difference between been taught and implementing.

TZ1: There are training programs that we receive from the department as an institution which is there to develop us to be accommodative to learners who are physically impaired even though it is not good enough, I personally believe the training is not talking to inclusive education as the facilitators are struggling to answer some questions raised by teachers.

In line with participants' assertions, it is clear that teachers are criticizing the use of the cascade model by the department of education. The participants alluded that the use of the cascade model does not yield positive results, **but** instead, the important information get diluted when it is delivered from one party to another. The participants recommended that this model should be reviewed.

4.7.2 SUMMARY OF THEME 2

Theme 2 dealt with challenges faced by teachers during the implementation of inclusive education policies. The participants expressed that various elements are a reason for the unsuccessful implementation of inclusive education. The study revealed that training given to teachers on inclusive education policy is not good

enough. These challenges require all parties involved to work together. The following sub-themes were formulated: encouraging positive attitudes towards inclusivity, the inflexible curriculum, parental involvement, poverty and illiteracy, psycho-social elements of learners, low morale on teachers and the practice of the cascade model.

4.8 THEME 3: RESOURCES AND SUPPORT STRUCTURES AVAILABLE FOR TEACHERS IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION

One of the objectives of this study was to determine the resources and support structures put in place for teachers to enhance the implementation of inclusive education. Teachers are expected to practice inclusive education policy effectively and ensure that all learners are accommodated in learning. Therefore, resources and support structures are supposed to be put in place as they play a crucial role in the implementation processes. The following table illustrates teachers’ submissions on the research question: What support structures and resources are put in place to assist teachers in the implementation of inclusive education policy?

4.8.1. Participants’ responses on resources and support structures that enhance the practice of inclusive education

Table 4: Participants’ responses on resources and support structures that enhance the practice of inclusive education

Research objective	Sub-theme
To explore support measures that can be put in place to assist full-service school teachers to implement inclusive education	<ul style="list-style-type: none"> • Resources aligned to inclusive education. • Teachers and learners support

4.8.1.1 Resources aligned to inclusive education

One of the factors that seem to be hampering the implementation of inclusive education at schools raised by participants is that there are no resources that are aligned to the policy of inclusivity. The participants indicated that even though the policy is there on paper, the resources that are available seem not aligned with the

policy of inclusivity. As such, it makes it difficult for teachers to implement the policy with limited resources. The following participants support the above perspective:

MPP: In my own opinion, we need assistive devices for learners for example, for learners with learning problems who can't see very well, learners who are partially blind and automated wheelchairs.

ZPHOD: I think the kinds of resources needed include teaching materials, assistive technology such as overhead projectors for those with visual impairment.

BPHOD: So, I think the Department of Education can assist through professional development as I said before, professional development, access to specialised personnel, adapted curriculum methods, technological equipment's and collaboration and modified textbooks, physical accommodation which is one of the most important intervention and lastly ensure that resources aligned to the policy are available.

TM2: ICT resources, we are moving in the world of 4th industrial revolution and most of our problems we can solve them by engaging online and through research for if teachers are having support or they are able to research more and share experience. The department should provide relevant resources that are required for the implementation of inclusive education.

Based on the assertions of the teachers, one can deduce that resources aligned to inclusive education play a critical role in the implementation of inclusive education practices. From the teachers' responses, it is evident that teachers are willing and ready to implement inclusive education. However, the availability of resources aligned to the policy of inclusivity remain a concern in their day-to-day practice of the policy. Therefore, teachers are willing to be capacitated, so that they can practice inclusive education effectively and efficiently.

4.8.1.2 Learners and teachers support

The participants expressed that those learners and teachers support is vital in ensuring good relationship between the teacher and the learner. It is therefore vital that teachers should be able to identify such learners and offer support. The participants emphasized that schools should be provided with external support of professionals such as psychologists, police officers and social workers. This intervention would ensure that teachers and learners are safe and engage in

teaching and learning activities freely. The participants expressed the following views:

TZ2: The support of professionals such police officers, social workers and psychologist will play a very important role in schools. It will assist teachers to get help on issues that are out of their scope.

TB2: I think for this thing of inclusive education to work teachers should receive all necessary support since they are one to implement all policies.

TM1: I believe that teachers and learners should have good relationship. The department should also extend their appreciation towards teachers as they are doing a good job under difficult conditions. The department seems to prioritise learners more than the teachers.

BPHOD: Well, we need as much as training as we can get, we still need (eh) clinical psychologist, we need nurses, we need actually the entire health department should work hand in glove with the department of education so that we know and we realize what we need to do to help or to implement inclusive education to be specific.

The above assertions indicate that teachers are of the view that learner and teacher support is another intervention strategy that can be used to enhance the effective practice of inclusive education. The participants emphasized that appreciating and acknowledging teachers for their work would serve as motivation towards teachers. It is worth noting that from the participants, there seems to be a general belief that support of teachers and learners would assist in the practice of inclusive education.

4.8.2 SUMMARY OF THEME 3

Theme 3 dealt with resources and support structures available for teachers in the implementation of inclusive education. The participants indicated that resources aligned to inclusive education are scarce. Moreover, participants highlighted on the vital role of support offered to teachers and learners in the implementation of inclusive education policy. Resources and support structures are essential in enhancing the practice of inclusive education. The following themes were established, which include resources aligned to inclusive education and teachers and learners support.

4.10 THEME 4: EXPLORE PROFESSIONAL DEVELOPMENT OF TEACHERS IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION

This study also focused on the professional development of teachers in the implementation of inclusive education. Teachers as agents of change are entrusted with the responsibility of the practices of inclusive education policy. Despite the challenges they encounter, teachers are expected to ensure successful implementation of inclusive education policy. The table below reflects teachers' responses on the professional development of teachers in the implementation of inclusive education policy.

4.10.1 Participants responses on professional development of teachers

Table 5: Participants responses on professional development of teachers

Research objective	Sub-theme
To evaluate professional development of teachers in the implementation of inclusive education	<ul style="list-style-type: none"> • In-service training • Insufficient workshops

4.10.1.1 Insufficient workshops

According to participants, workshops organized by the department of education do not serve their purpose. Moreover, participants revealed that facilitators who are entrusted with the role of training teachers appear to be incompetent. Participants further revealed that they attend workshops. However, inclusive education hardly features in those workshops. In addition, participants expressed that as long as they are not trained properly on inclusive education practices, it would never be a success. Participants alluded at the level of frustrations they encounter with limited knowledge on the policy of inclusivity, and they admit that at times they have abandoned the practice of inclusivity. Hence, the implementation of inclusive education is not successful. The following are expressions of the participants:

TM2: (Eish), this policy has become a thorn to us teachers. You know what; I blame the department of education for introducing this policy of inclusivity without proper resources and personnel.

TZ2: I am going to be honest with you (neh) I have never attended a single workshop on inclusivity. These kinds of workshops they only invite members of the SMT but then what worries me is that we are all teachers, we are all expected to contribute to the successful implementation of this policy, you see what I am talking about.

MPHOD: You see for as long as the workshops do not serve purpose and are not inclusive of all teachers, the practice of the policy will always have problems for teachers and the department itself.

TB1: The workshops are discriminating, only members of the SMT get to go. The worst part is that the workshops that we get to attend hardly talk about inclusivity but in the end all of us teachers are expected to perform miracles and practice it well.

Teachers expressed their frustration on the workshops organized by the department of basic education. Based on the submissions above, teachers are not satisfied with how the workshops are conducted. The findings indicate the need for all teachers to be included in the workshops.

4.10.1.2 Lack of in-service training on inclusive education policy

Participants revealed that there is a gap in the training they receive regarding the policy of inclusive education. The participants indicated that their lack of in-service training on the policy impact on their effectiveness in the implementation process. Participants struggle to conceptualize the concept of inclusive education and this is because there is no formal in-service training of the policy. Their views are expressed below:

MP: There is no training on the policy of inclusive education that we receive as teachers. We only know that inclusivity means education for all learners despite their challenges.

TM1: The districts do offer us workshops but the issue of inclusive education hardly features in the workshops. I think the department education do not have competent personnel to train teachers in this policy.

TM2: The implementation of inclusive education is unsuccessful hence we don't have proper training while we are the people expected to implement the policy.

MPHOD: Ok, the challenges that we face normally with this kind of education are challenges such as inadequate resources, lack of teachers specifically trained for inclusive education, societal attitude especially in rural areas and acceptance of learners with special needs.

From teachers' assertions, it is clear that in-service training is crucial in order to enhance the practice of inclusive education. From the responses of the teachers, it is evident that they hold a view that much can still be done through professional development. Teachers acknowledge the role played by workshops. However, they are concerned about the way inclusivity is not discussed in detail in those workshops.

4.11 THEME 5: RECOMMENDED MEASURES TO INTERVENE AND COUNTERACT THE CHALLENGES OF THE IMPLEMENTATION OF INCLUSIVE EDUCATION

One of the aims of this study was to recommend measures and intervention strategies to assist teachers and learners in the practice of inclusive education. Teachers as custodians of the curriculum are expected to implement inclusive education policies despite the challenges they experience. Different sub-themes were formulated from the main research question. The table below represents the responses of the participants on the challenges faced by teachers during the implementation of inclusive education.

4.11.1 Responses of the participants on recommended measures to intervene and counteract the challenges of the implementation of inclusive education

Table 6: Responses of the participants on recommended measures to intervene and counteract the challenges of the implementation of inclusive education

Research objective	Sub-themes
To recommend models that can be used to enhance the practice of inclusive education	<ul style="list-style-type: none"> • Sufficient training and workshops • Application of SIAS policy • Motivation and support of teachers • Team teaching model

	<ul style="list-style-type: none"> • Team building sessions
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4.11.1.1 Professional development of teachers

Teachers' responses during the interview stressed much on the important role played by continuous professional development of teachers as an important factor in the successful implementation of inclusive education. Assertions of the participants also indicated that the workshops that are organized by the department are not effective as they are held after a very long time. Participants expressed that workshops should be held regularly, as they would go a long way in enhancing the practice of inclusive education. Workshops are vital as they assist teachers with knowledge and skills to practice inclusive education. The participants gave the following responses regarding professional development of teachers:

ZPHOD: Lack of training on inclusive education is one of the contributing factors to the unsuccessful implementation of inclusive education policy in schools. Continuous training of teachers will make inclusive education objectives to be achieved.

TB1: The department of education should just come up with a plan on how to train all teachers because it is important that every teacher get first-hand information and training on the policy of inclusivity.

TZ2: I think one of the most viable intervention strategies is to organise in-service training for teachers. I don't know how it can be done but the department should select teachers who can get in-service training on the policy of inclusivity.

TPP: Eh, I think one of the strategies can be to involve providing awareness, providing on-going training and fostering a culture of inclusion among teachers.

TB2: I think one of the most viable intervention strategies is to organize in-service training for teachers. I don't know how it can be done but the department should select teachers who can get in-service training on the policy.

Based on the above assertions, it is evident that most teachers agree that they attend workshops, although inclusive education does not feature much. Teachers acknowledge the vital role of attending workshops. However, they indicated that workshops on inclusivity should be done by people who have skill and knowledge regarding the policy.

4.11.1.2 Proper implementation of the SIAS policy

The policy on screening, identification, assessment, and support (SIAS) was brought to provide guidelines to teachers on how to conduct standard operating procedures and provide assistance to learners with challenges (DBE, 2014). The policies provide learners with opportunities to improve their learning through proper remedial interventions brought by the teacher. The participants of the study seemed convinced that proper implementation of the SIAS policy could assist with the challenges experienced during the implementation of inclusive education policy. Participants' views are as follows:

TZ1: Teachers are faced with various challenges in their day-to-day practice. It is high time teachers get trained specifically on SIAS policy so that they can be able to deal with inclusive education properly.

MPHOD: Most of us teachers neglect the SIAS policy. To be honest the policy is mentioned in passing in our line of work. How can we be able to practice something we don't even know about or understand?

TM1: I think there should be proper practice and monitoring of the practice of the SIAS policy. As things stand majority of us teachers do not even know what the policy is all about.

TB1: The department of education should just come up with a plan on how to train all teachers because it is important that every teacher get first-hand information and training on the policy of inclusive education.

The findings of the study indicate that teachers acknowledge that they do not have proper knowledge and skills to practice SIAS policy. Participants indicated that the policy is available at schools, while others have alluded that they never saw the policy with their eyes before. Based on the assertions made by the above participants, it is evident that most teachers lack policy guidelines when it comes to the SIAS policy. Therefore, it is evident that more training on the policy is required.

4.11.1.3 Teacher and learner support

Participants indicated that it is crucial for teachers and learners to get support in the implementation of inclusive education. This would enable school environment to be conducive for teaching and learning. A supportive environment would ensure that both teachers and learners are comfortable and feel that they have moral support on the practices of inclusive education. Team building in schools should be given a priority to restore the work morale of teachers. Support from other organizations in the communities should be given to learners with learning barriers. The following are responses of the participants:

ZP: I think the support of communities and other organizations will be important, this is because we have learners who come from poor families who might need funds to assist them with important valuables.

MPHOD: The department should show appreciation to teachers for the work and sacrifices they put. Teachers go through the most in schools especially with this generation of learners. I think at times the department should organize team building outings for teaches to rejuvenate.

BPP: Department must recognize teachers as the most important partners in the implementation of inclusive education. All the energy the department put in introducing policies will result to failure if the teachers are not taken into consideration as implementers of policies.

Participants cited teacher and learner support as one of the intervention strategies to enhance the implementation of inclusive education. Moreover, participants emphasized the need for the department to show appreciation to teachers as a way of uplifting their morale. Participants are of the view that team building would create an opportunity for teachers to relax outside the school environment.

4.11.2 Summary of theme 5

This theme dealt with intervention strategies to counteract the challenges in the implementation of inclusive education in schools. The participants indicated that inclusive education practices can be a success if learners and teachers receive adequate support. From this theme, the following sub-themes were formulated: professional development of teachers, proper implementation of SIAS policy and learner and teacher support. The participants suggested two models which they

believe would enhance and yield positive results regarding the implementation of inclusive education policy. The participants firstly recommended remedial teaching model, where a timetable is formulated to offer remedial teaching to only those who are willing to attend. Secondly, the participants suggested the use of team-teaching model, where specialized teachers are placed in schools to offer support.

4.12 DATA INTERPRETATION FROM OBSERVATIONS

Observations data were the second phase of data collection in this study. The observations were conducted in three sampled schools. Observations sought to explore how teachers apply teaching strategies and inclusive practices to ensure that the diverse needs of all learners are catered for during classroom teaching and learning. In addition, the observations were also conducted to examine the resources that teachers use in inclusive classrooms. The intention of the observation process was to answer the study's research question: what kind of resources and support measures are put in place to enhance the implementation of inclusive education? The reason for this observation was to observe teachers while teaching to establish how they interact with learners and practice inclusive education. The framework of the observation was based on five elements, namely, classroom environment, content differentiation, resources used in teaching and learning, teaching strategies and general attitude towards inclusivity. From the lesson observations, the following elements were established:

4.12.1 Classroom environment

The classroom environment plays a crucial role in learning and is one aspect that allows learners to feel accepted and accommodated. Therefore, it was important to capture how teachers relate and interact with learners during teaching and learning. During observation, it was discovered that teachers greet learners when they enter the classroom and they call them by their names. However, the state of the furniture in the classroom undermines the good work done by teachers.

4.12.2 Content Differentiation

Content differentiation is important for ensuring that various needs of learners are accommodated. Content differentiation is a method used by the teacher to deliver the same content to learners in different ways to accommodate different learning needs. Teachers select content that suit the needs of learners during teaching and

learning. In the classroom that the researcher conducted observation, the teacher made use of content differentiation during the lesson.

4.12.3 Resources used in teaching and learning

Resources used in teaching and learning have been proved to yield positive contributions in how learners learn. These are resources that must be provided by the department of basic education in all schools. The observation conducted revealed that resources aligned with inclusive education are scarce and as such, the implementation of the policy of inclusive education is hampered.

4.12.4 Teaching and learning strategies

Teaching strategy is a method used by a teacher in delivering content to learners. It is the teacher's responsibility to select teaching strategies that suit the needs of learners. From the lesson observation, teachers used whole class teaching strategy when teaching the learners, although this strategy was not suitable for some learners.

4.12.5 General attitude towards inclusivity

Attitude refers to the way in which people feel and react towards a particular aspect. General attitude in the context of this study refers to how teachers perceive and feel about inclusive education policy. During lesson observations, **teachers'** attitude towards learners with barriers was positive. However, lack of adequate resources undermines their effort in trying to practice inclusive education.

4.13 SUMMARY OF CLASSROOM OBSERVATIONS

This section presented interpretation of classroom observation under the following themes: teachers' understanding of inclusive education practices, challenges faced by teachers in the implementation of inclusive education and resources and support structures required to enhance the implementation of inclusive education. Based on the observation conducted by the researcher, one can deduce that teachers displayed positive attitude towards inclusivity. However, lack of adequate resources aligned to inclusive education is a cause for concern. In addition, teachers employed teaching strategies that do not accommodate learners' needs, as they are confined to time frames. Data from observation indicate that schools are not yet in conformity with the policy of inclusivity. Furthermore, classroom observations indicated that schools still lack resources that are aligned to inclusive education.

4.14 DATA PRESENTATION FROM DOCUMENT ANALYSIS

In this study, two categories of documents were reviewed, textual documents and official documents. Textual documents are the internal documents that differ among schools. On the other hand, the official documents are official materials released by the government and other parties affiliated with the department of education. The researcher reviewed inclusive education policies, lesson preparations, learners profiling records, SIAS policy and inclusive education committees to answer the research question: What is teachers' understanding on inclusive education practices? In this study, the review of policies of inclusivity assisted the researcher in addressing challenges that teachers face during the implementation of inclusive education.

4.14.1 Inclusive education policies

Policies on inclusivity are vital for the practice of inclusive education, as they outline the regulations and standard operating procedures for inclusive education processes. Policies play a guiding role to schools on how inclusive education should be practiced appropriately and provide clarity where necessary. Evidence from the study indicates that from the three sampled schools, only one school had White Paper 6, while two schools had SIAS policy.

4.14.2 Lesson preparation

In relation to this study, document analyses were conducted to evaluate lesson preparation and time allocated for learners with barriers to learning. It was established that some teachers prepare their lessons, while others fail to prepare. However, lesson preparations do not indicate time frame for remedial interventions for learners with various needs.

4.14.3 Learners profiling records

Profiling of learners assist teachers to know their learners' abilities and weaknesses. This helps the teacher to explore strengths and interests of the learners to highlight their barriers to learning. The study revealed that from the three sampled schools, not all teachers perform learner profiling. This is evident, hence teachers failed to produce records that show that learners profiling is practiced. It came out clearly that lack of learner profile records makes it difficult for teachers to trace learners' progress and provide necessary support.

4.14.4 Policy for Screening Identification Assessment and Support

The policy of SIAS was introduced to provide standard operating procedure to standardize the process of identifying learners and offer support to promote inclusivity in schools. In this study, the researcher evaluated whether schools have the SIAS policy and examined if schools implement SIAS policy properly. Evidence reveals that from the three sampled schools, only two schools are in position of the policy. However, application of the policy is still a concern.

4.14.5 Inclusive education committees

Inclusive education committees play a vital role in enhancing the practice of inclusive education. Major documents that indicate that a school has a committee on inclusivity are minute books and reports. From the document analysis, it came out that of all the three sampled schools; none has established school Based Support Team.

4.15 SUMMARY OF DOCUMENT ANALYSIS

This section presented document analysis from five elements. The five focused elements were lesson preparations, inclusive education file, SIAS policy, learners profile records and inclusive education committees. On the element of lesson preparation, the evidence indicates that not all teachers prepare their lessons, despite lesson plan being one of their responsibility as teachers. On the element of inclusive education file, evidence shows that of all the three sampled schools, none have established inclusive education policy. On the SIAS policy, evidence indicates that not all schools have the policy. However, evidence further indicates that even the schools that have the policy fail to practice it. Lastly, on the element of learners profiling, evidence reveal that, although teachers are expected to profile learners and keep records, teachers do not profile learners, hence there is no evidence.

4.16 SUMMARY OF THE CHAPTER

The main focus of this chapter was on data presentations and interpretations. Data was presented in accordance with participants responses. The participants' responses were in accordance with the study's interviews, observations, and documents reviews. The findings of the study revealed that there are still contributing factors to the unsuccessful implementation of inclusive education. The findings indicated that professional development of teachers was not sufficient and adequate.

Documents reviewed indicated that to date, there are schools that do not know about policies of inclusivity. Furthermore, some of the teachers are not properly administering learner profiling. The upcoming chapter addresses discussions and interpretations of the study findings. This is achieved by validating responses as mentioned in chapter two of the literature review.

CHAPTER 5

DISCUSSION AND ANALYSIS OF FINDINGS

5.1 INTRODUCTION

The previous chapter discussed data presentation and interpretation of the study. The key information of principals, departmental heads and teachers, as well as their background information was presented in the form of a table e.g., participants' age group, gender, qualifications, post level and codes of the schools were shared. This current chapter presents discussions and analysis of findings obtained from semi-structured interviews, observations, and document analysis on the practice of inclusive education. The discussion is further confirmed by the existing literature. Below are sub-themes that emerged from this study guiding the discussions.

5.2 DISCUSSIONS AND ANALYSIS OF THE FINDINGS

The discussions of this current study are guided by the sub-topics that follow:

- Misinterpretation of inclusive education policies
- Lack of clear understanding on policy of inclusivity
- Encouraging positive attitude towards inclusivity
- The inflexible curriculum
- Parental involvement
- Poverty and illiteracy
- Lack of morale on teachers due to lack of motivation
- Resources aligned to inclusive education
- Learner and teacher support
- Lack of in-service training on inclusive education policy
- Professional development of teachers
- Proper implementation of SIAS policy
- Inappropriate application of learner profiling
- The functionality of school-based support teams

- Content differentiation
- Practice of inclusive education models.

5.2.1 Misinterpretation of inclusive education policy

The current study revealed that understanding of inclusive education policies is key to the successful practice of inclusive education policy. Moreover, the study revealed that lack of understanding and misinterpretation of inclusive education policy by teachers is a concern. Although, the misinterpretation of inclusive education policy remains a barrier to the effective practice of inclusive education policy, the study also established that some teachers do put an effort in practicing inclusive education. Mupa (2015) asserts that misunderstanding a policy can lead to teachers rejecting or accepting it based on false information, which can have a beneficial or bad effect on how the policy is implemented. Ferrero, Tom, Emmanouil and Miguel (2020) recommend using of the texts of refutation as a tactic to deal with the misunderstanding of education policies like inclusive education. In addition, Schroeder (2022) defines refutation of texts as a method for dispelling misunderstanding about a subject. Furthermore, the study found that certain schools try to implement inclusive education policies. However, the schools fall short of the quality and standard of executing the policy. Du Plessis (2013) argues that the goal of implementing inclusive education was to improve the quality of life, foster the social and personal growth and ensure the quality of education. However, Keiler (2018) indicates that teachers do not devote much time to the implementation process because they believe it is not necessary, hence the policy is intended for special schools.

Sakata (2019) concedes that schools would be safer and better places for teachers and learners if inclusive education policy was implemented appropriately. For example, no one would be discussing concerning issues such as drug abuse, bullying, harassment and homicides in schools. However, these issues are common in educational institutions. According to Shuelka (2018), practicing inclusive education entails carrying out all inclusion policies. Ndinisa (2016) suggests that to ensure learners with barriers to learning obtain equal learning opportunities as learners who are in the mainstream schools; teachers should be given freedom to apply their unique skills, knowledge, expertise and other traits. According to Dignath

(2022), misunderstanding of the inclusion policies lead to circumstances in which teachers are deemed to be incompetent and unable to handle burning issues in schools.

5.2.2 Lack of clear understanding on policies of inclusivity

The findings of the current study indicate that teachers are still struggling to understand the policies of inclusive education. Teachers as implementers of the policies should demonstrate high level of understanding of the policies they are expected to practice. A study by Ferreira (2019) revealed that teachers are not confident enough to interpret theory of inclusive education into practice. Similarly, Van Vuuren (2020) in his study found that teachers are not fully aware and do not have proper understanding of the policy of inclusivity. According to teachers' responses, it is obvious that the participants only have basic knowledge on the policy of inclusivity, although they struggle to give further clarity on what the policy entails. The study revealed some extensive frustration that teachers encounter in their daily activities in trying to implement the policy of inclusivity and ensure that learners with diverse learning needs are accommodated. Consequently, these have a negative impact on how the policy of inclusive education is practiced.

5.2.3 Encouraging positive attitude towards inclusivity

The study findings revealed that positive attitude and environment that enables inclusive culture are important in the practices of inclusive education. Teachers indicated that as much as they are willing to instil positive attitude, there are still other contributing factors that hinder their efforts. Moreover, it was reported that teachers try to eliminate the challenges of implementing inclusive education. However, behaviour displayed by some of the learners is destructive towards other learners and the environment in general. Moletsane (2013: 18) demonstrated that classroom environment that enables inclusivity starts by having classroom rules and guidelines that ensure positive attitude towards inclusivity. Positive environment that enables inclusivity is critical in ensuring that learners with diverse needs develop acceptance of their challenges and realize that the environment around them support and acknowledge their needs.

The study established that some of the destructive behaviour portrayed by learners is because of social factors and family background of the learners. This is in line with

the theoretical framework that guided this study. Bronfenbrenner's ecological theory (1979) emphasizes that the systems around the child influence how the child relate with others. In the context of this study, learners' behaviour which is the Mesosystem seems to be affecting how the learner interacts with learners and teachers at school. Muthusamy (2015: 36) indicates that learners from supportive psychological environment do well academically and behaviour wise, while learners from less supported environment do poorly and can be destructive at school. In support, Luning (2015) testified that certain behaviours of learners are shaped by the social environment in which they reside. The above view on behaviour of learners seems to suggest that schools would not have to deal with misbehaviour if they could manage to establish a positive environment that supports all learners. Nonetheless, Motitswe (2012: 15) urges all teachers to keep fostering a positive environment that enables inclusivity where learners are free to express themselves and feel accepted.

5.2.4 The inflexible curriculum

This study found that inflexible curriculum impacts on the practices of inclusive education. Participants indicated that they are confined to follow the Annual Teaching Plan and the Syllabus in their teaching. As a result, they find it difficult to select other methods for learners with diverse needs as time constrains do not allow for such interventions. Tsai (2015) explains inflexible curriculum as the curriculum that does not promote discovery and exploratory learning that encourage creative problem-solving skills. Donnely (2010: 9) indicates that curriculum plays a key role in generating positive outcomes of educational objectives, even though it is not productive when it is rigid. This implies that inflexible curriculum does not serve the purpose, as in reality we have learners with various diverse needs who receive learning differently. Moreover, McCall (2016: 7) states that rigid curriculum has severe impact on the practices of inclusive education; hence it hinders learners from accessing the curriculum through the provision of adequate materials and learning strategies. Ludago (2020) asserts that inflexible curriculum has serious repercussions for learners with special needs, as some are forced to repeat certain grades or even drop from school as their needs are not addressed. A study by Agrawal (2019) seems to suggest that teachers should support learners by differentiating the curriculum and adopt teaching strategies that suit the needs of various learners. Sharing the same sentiment on curriculum differentiation is Zubeda

(2020), who reports in his study that it is important for teachers to differentiate teaching and learning strategies in order to accommodate diverse needs of learners. The reviewed studies seemed to be aligned with the current study, although the reviewed studies were conducted in primary schools, while the current study was conducted in secondary schools.

5.2.5 Parental involvement

This study established that parents of learners are the vital pillars of schools and without their support, the practice of the implementation of inclusive education will not be a success. However, this study found that parental involvement in the education of their children is still an area of great concern. This study also found that most of the parents when they are called at school do not show up to offer support for their children. The results of this study are in line with the study conducted by Liu, Mona and John (2016), who found that parents choose not to engage in the learning of their children because they feel humiliated when they are invited to schools to discuss their children's learning difficulties. Furthermore, Liu, Mona and John (2016) suggest that parents should be encouraged to increase their knowledge about the education of their children. Ntekane (2018) emphasizes that schools should support parents in helping their children succeed in their education and assist them to have high hopes of obtaining better results despite learning challenges that exist. This implies that schools should come up with strategies that influence and encourage parents to participate in their children's learning. In addition, Baker (2016) seems to suggest that parents that are knowledgeable and involved in their children's education foster positivity and confidence in their children's performance and attitude towards learning. Furthermore, the study revealed that factors such as poverty, ignorance and illiteracy among others are the contributing factors to the lack of parental involvement, as some of the parents are illiterates. Hence, they do not see the value of being involved in the education of their children.

5.2.6 Poverty and illiteracy

Findings of this study revealed that contributing factors to the lack of parental involvement are poverty and illiteracy. Most of the parents in rural areas are living under the conditions of poverty, hence they hardly have time to come to school and support their children when called at school. These findings are supported by Drajea (2014), who in his study found that poverty and illiteracy are the main cause of

problems between parents and schools, since they limit their ability to interact. As a result, some of the parents spend most of their time trying to make a living in order to support their families. Hence, they do not even value being at school to support their children. The findings of this study are supported by Du Plessis (2019), as he contends that some parents because of poverty background, they do not have an opportunity to participate in their children's education. Lack of parental involvement increases the burden on teachers having to deal with learning issues alone, as they find it difficult to interact with parents about the progress of their children. Mokaleng (2020) seems to agree that society should understand the concerns surrounding inclusive education practices, in order to be able to offer support when there are problems between teachers and learners. According to Ntekane (2018), parental involvement is important in the implementation of inclusive education. The results of this study are in line with the study conducted by Toquero (2020), who found that teachers are of the opinion that parents are sceptical, especially parents of learners with special needs to be involved in the education of their children. Parents should be encouraged to take part in learning activities of their children and motivate them to do well, so that they can have brighter future and support their families.

5.2.7 Low morale on teachers due to lack of motivation

The study found that teachers have low work morale because of lack of motivation. In addition, the study also revealed that poor working conditions of the system of education weaken teachers' interest to take part in educational activities. Van Tonder, Kloppers and Grosser (2022) in their study of personal well-being revealed that cheerful people are more likely to be creative and productive at work. In support, Mupa (2015) highlights that some teachers do not see the relevance of dedicating themselves to the implementation of policies because they are genuinely unhappy. It seems as if the Department of Basic Education priorities learners and does not acknowledge the effort that teachers display. In addition, the study also discovered that most teachers are discouraged due to their conditions of work. Swai (2022) alludes that poor reward system is a result of teachers' lack of motivation in the workplace. Teachers who pursue their studies further to advance their careers to improve the quality of education and productivity are not fairly remunerated.

Seligamn (2011) is of the view that ensuring teachers' well-being is one of the ways of making sure that teachers are well paid. Considering the results of this study,

factors such as teachers' workload, inadequate pay packages, lack of social recognition, and curriculum limitations have a negative effect on teachers' morale at work. The participants highlighted that salary scales are not in line with economic conditions, as the standard of living becomes more expensive by the day.

5.2.8 Resources aligned to inclusive education

In this current study, it was revealed that resources and infrastructure are some of the factors that have an enormous impact on the successful implementation of inclusive education policy. Okongo (2015) defines resources in inclusive education as the supplies, infrastructure and personnel available within the regular setting of mainstream schools to teachers from districts. Barolli, Hussain and Tomoya (2022) further define resources and infrastructure as having enough funding, classroom facilities such as visual aids, computers, textbooks and having support or intervention programmes available for diverse needs of learners. The implementation of inclusive education practices should take place in building environments that are well structured and properly ventilated to accommodate various needs of learners. However, this current study revealed that resources and infrastructure are not properly addressed in schools. This is so because the school buildings are not in a state that accommodates learners with special needs, such as learners with physical challenges, learners using clutches and wheelchairs. Mokaleng (2020) indicates that inadequate funding and lack of resources for inclusive education are barriers to the effective implementation of the policy.

On the other hand, Okongo (2015) alludes that the quality of the implementation of inclusive education policy is dependable on the kind of resources that are accessible in schools and that the infrastructure sustainability affects the well-being of learners with various learning needs. Melissa, Kristen and Lynn (2022) in their study revealed that teachers who work in an under-resourced environment experience stress, demotivation and inability to fulfil their responsibility of providing care and assistance to learners with various learning needs. A study by Melissa, Kristen and Lynn (2022) revealed that most of the schools, due to lack of adequate resources do not accept learners with severe challenges. As a result, parents of children with disabilities feel discouraged to enrol their children in schools as this is confirmed by Odongo (2018).

The study revealed that some parents who have children with disabilities choose to register their children at special schools, while other parents due to their economic background decide to keep their children at home without education and this kind of practice is highly discouraged by the Department of Basic Education. Du Plessis (2019) states that in rural conditions where majority of learners are psycho-socially and ecologically impoverished, teachers require additional resources and time to effectively develop concepts and knowledge in their learners. Suleymanov (2015) argues that it is impossible for inclusive education to exist in a vacuum, meaning that without appropriate resources and infrastructure, the successful implementation of inclusive education policy will not be realized. The findings of this study are in line with a study conducted by Ralejoe (2019), who found that teachers experience challenges in supporting learners with learning barriers, as they are frustrated by lack of resources aligned to inclusive education.

5.2.9 Learner and teacher support

This study revealed that learners and teachers support is vital in strengthening of relationships in the classroom. Bronfensbrenner's theory is vital in the practice of inclusive education. The Bio-ecological systems theory advocates for strong relations between the teacher and the learner. The above view on support of teachers and learners is in line with the theory as it advocates for active participation by all parties involved in the learning process. This is supported by Swart and Pettipher (2011: 10), when they assert that the Bio-ecological theory of development is relevant. Hence, it emphasizes the interaction between the system and individuals within the social context.

According to Ndlela (2021), teachers who are given enough assistance and support perform better and are more equipped to handle challenging situations when they arise. In addition, Adewumi (2019) is of the view that teachers who can improve their own well-being are better equipped to carry out their responsibility of implementing curriculum policies and are able to deal with challenges that arise from learners. The study also found that team-buildings that are conducted outside the school yards for teachers are therapeutic to teachers' well-being, and this allows them to deal with issues they experience daily in the classrooms and revive their work morale. Furthermore, the findings of this study are in line with the findings made by Falecki (2020), when he found in his study that taking care of the well-being of teachers

promotes productivity in the classroom because this ensures that teachers operate with confidence rather than fear.

Joyce and Corrine (2020) state that teachers at schools are faced with working under pressure, encounter anxiety due to lack of resources and classrooms that are overcrowded. These put a burden on teachers to help learners who fully encounter learning difficulties. These support the need to have team building events often for teachers to renew their working morale. The findings of this study are supported by Spilt (2011), when he asserts that participating in team-building makes teachers to develop a sense of self-direction and responsibility. Teachers indicated that support given often does not regard innovative practices of inclusive education. Furthermore, it came out that some schools do not support learners and teachers by means of encouraging them. Previous studies conducted by Pillay (2019) emphasize the importance of supporting teachers on the implementation of inclusive education. Sharma (2018) in his study revealed that teachers who are not given the necessary support are unable to provide support for learners with barriers to learning. Therefore, it is vital that teachers be given necessary support to be able to support learners with barriers to learning.

5.2.10 Lack of in-service training of inclusive education policy

The study found that lack of in-service training on inclusive education policy has severe consequences on the successful implementation of inclusive education policy. Mukhopadhyay, Molosiwa and Moselwa (2013: 11) highlight the provision of inclusive education training on teachers especially on inclusive education practice as an important factor in ensuring that teachers are well prepared with necessary knowledge and skills to practice inclusive education. However, the study revealed that teachers do attend workshops and training offered, although most workshops on the policy of inclusive education are not productive. In the end, this impacts negatively on the practice of inclusive education.

Motitswe (2012) believes that the use of the cascade model by the Department of Basic Education to train teachers is not effective. Members of the SMT only attend the initial training, and after the training, they are expected to train the rest of the teachers in their respective schools. Mckenzie and Kahonde (2012: 9) demonstrate that inadequate flow of information from facilitators entrusted with the training of

teachers' causes teachers to remain with unanswered questions on educational policy practices. Similarly, this study revealed that the training that is given is not effective as it is not aligned to inclusive education practice. Zwane (2016) seems to suggest that DBE should prioritize appointing qualified and competent facilitators to train teachers. This study found that the cascade model does not yield desired outcomes. Spilt (2011) is of the view that teachers who are adequately informed generate a sense of belonging and acquire information that enhances their own well-being, as well as their interactions with learners, particularly learners with diverse needs.

5.2.11 Professional development of teachers

This study revealed that professional development of teachers is important for the effective practice of inclusive education policies. Donath (2023) emphasizes the importance of teacher professional development in ensuring that teachers have the abilities and know how they are required to carry out inclusive education practices. However, the study found that factors such as poor planning at micro-level remain a hindrance in the practice of inclusive education and the training process of teachers. Bett (2016) believes that the cascade model is ineffective and criticizes the department of basic education for utilizing it to train teachers for professional development in inclusive education. Pillay (2014) emphasizes that because of the inadequate flow of information, teachers have questions that remain unresolved about educational policies. Equally, the study revealed that facilitators from the department of education who are providing the initial training to teachers are unskilled, incompetent, and lack conceptual knowledge on inclusive education policies.

Mogale (2021) is of the view that the unsuccessful implementation of inclusive education policies is blamed on teachers by most people. As a result, this sparked interest in their expertise, planning and most importantly, the kind of training they receive as facilitators. Deacon (2016) asserts that the department of basic education should think about assigning qualified officials with knowledge and competency to give teachers training. This study found that the cascade model does not reach the desired outcomes as the quality of the content of training teachers gets diluted. As a result, teachers are not happy with the value of training they receive on inclusive education. Therefore, this means that there is a need for a review. Spilt (2011)

echoes the same sentiment as he alludes that everything that detracts teachers' well-being must be reviewed.

On the other hand, the study also revealed that teachers' workshops that are conducted on professional development of teachers were ineffective as inclusivity was only mentioned in passing. According to Shani (2016), teachers admit that there was limited time for training on inclusive education when it was introduced. However, teachers are concerned with the workshops that are conducted on inclusivity that take place for about 2 to 3 hours and take place once a year. It came out in this study that workshops are not enough for them to grasp all the necessary information they need. Fakudze (2012) strongly criticizes the norm of having workshops after a very long time as he is of the view that constant training of teachers helps them to develop self-realisation and see themselves as being able to implement inclusive education practices. Mazinyo (2017) in his study found that teachers encounter various challenges in their work, hence the need for on-going professional development. This is supported by Ajani (2020), who highlights the significance of development of teachers continuously to enhance their performance at work. Findings from the current study concur with the research study of Pillay (2019) in mainstream schools of South Africa. The study reported that teachers were of the view that they lacked proper and sufficient training on inclusive education practices

5.2.12 Proper implementation of SIAS policy

The policy on screening, identification, assessment and support was initiated to provide guidelines for schools to enhance the practice of inclusive education. The study revealed that SIAS policy is a vital tool in the process of implementing inclusive education, hence it provides opportunities and support measures to improve the quality of inclusive education practices in schools. Nevertheless, teachers in this study seemed to have limited knowledge regarding the practice of SIAS forms to ensure learners are given referrals and concessions where necessary. The DBE (2012) describes a range of common learning challenges, medical conditions, and disabilities, along with methods for teachers to identify the challenges and address them. This study indicated that some schools were adhering to the policy with limited knowledge on its practice, while other schools struggled to practice it.

Woolfolk (2012) concedes that certain learning challenges originate from learners internally and are because of their social environment. Nel, Nel and Hugo (2012) in their study discovered that inadequate provisioning not only cause a deficiency in necessary knowledge and abilities, but also makes the system incapable of identifying issues faced by learners. The factor of knowledge of the practices of inclusive education is very crucial in ensuring the successful implementation of the policy, because the whole process unfolds through application. In this sense, it means that without basic knowledge, the practice of inclusive education fails at school level. Chimhenga (2016) advocates that the use of SIAS policy along with parents' involvement yields positive results. Chiroodza (2020) supports the practice of SIAS policy as he contends that the policy aims to improve education access for vulnerable learners and those facing challenges to learning. In agreement, Matolo (2022) seems to highlight that all teachers are expected to play a role in practicing SIAS policy, as it assists to render support for learners with barriers. Therefore, it is vital to encourage teachers to practice the SIAS policy, as this benefit the learners with diverse needs.

5.2.13 Inappropriate application of learner profiling

This study discovered that profiling of learners is inappropriately practiced in schools. It is important for teachers to know their learners, be able to identify their diverse needs and failure to do so poses a challenge for teachers in their practice of inclusive education. Makofane (2022) emphasizes that learner profiling is an essential component of inclusive education, hence it enables teachers to plan ahead and find effective teaching strategies for learners who struggle with learning or have a variety of learning difficulties. In addition, the findings of this study are in line with the views of Keser (2022), who seems to suggest that learner profiling is a method that helps learners become among other things like communicators, critical thinkers, investigators, principled, tolerant, thoughtful, and caring. According to Roberts (2022), learner profiling assists teachers to understand learners' perspectives on the curriculum and fosters healthy relationship among teachers and learners.

The study further revealed that majority of teachers are not familiar with support needs assessment forms that are used to profile learners as stipulated by the policy of screening, identification, assessment, and support. Teachers viewed learner profiling as one of the strategies and process that is time consuming and

complicated. However, the study also revealed that few schools appreciate the contribution of the process of learner profiling. The study revealed that some teachers are not doing justice to the process of learner profiling.

5.2.14 The functionality of School-Based Support Teams

The study discovered that School-Based Support Teams are crucial structures that must organize and provide teachers with support and tools to improve the quality of education for all learners, including learners with special needs. However, the study found that School-Based Support Teams (SBST) in the sampled schools are neither functional nor established. Mahlo (2011) seems to have a view that the greatest way to improve the practices of the implementation of inclusive education is by empowering SBST, hence now they lack the necessary knowledge and abilities to assist learners and teachers. Kirschner (2015: 19) states that SBST is expected to help teachers identify and evaluate the obstacles that learners face and develop a strategic action plan to address those obstacles. According to Bagree and Lewis (2013: 2), the DBE should assign specialized personnel to give sufficient foundational training for on-going, high-quality training. In agreement, Floran (2015) states that to achieve high quality inclusive education practices, teachers must be assisted in recognizing that learning challenges stand in their way of creating an inclusive environment.

5.2.15 Content differentiation

The study revealed that teachers are unable to practice content differentiation most of the times due to time frames. DOE (2005: 22) stipulates that teaching, learning and assessment should be differentiated to meet diverse needs of individual learners. The general observation findings revealed that teachers are compelled to use content workbooks and other related materials chosen by the department. These materials stipulate content to be taught per week, per term and when assessment should take place. According to Fourie (2012: 4), these kinds of approach whereby teachers are given materials to follow when teaching learners, they describe it as the blueprint approach. In addition, according to Fourie (2012), the approach does not promote learners to be critical, analytical, or creative, hence the teacher is always responsible for pouring information to the learner.

According to Abodey and Ato Ansa (2017), it is vital that teachers present content differently and use various teaching strategies, so that various learning needs of learners can be addressed. From the observation, it came out that teaching strategies used by teachers are also a contributing factor to the ineffective practice of inclusive education policy. Teachers are confined by the curriculum policy that expects them to adhere to the Annual Teaching Plan (ATP) with time frames. For instance, teachers are supposed to follow the content on the ATP. This means that teachers teach learners with the primary goal of covering what is on the ATP, as they are racing against time to teach and assess learners. Consequently, this compromises the remedial interventions that teachers can have to assist learners with learning difficulties. Observations indicated time constrains and inflexible teaching strategies as contributing factors impacting negatively on the practices of inclusive education and learners with diverse learning needs.

5.2.16 Suggested inclusive education models

The study discovered that most of the teachers are not even aware of what model of inclusive education entails. However, it had to be after discussions and clarifications that they showed little understanding of it. Although it was difficult to understand what a model entails, participants did make a few suggestions in their own understanding. There is no dominating model for the practice of inclusive education. Scholars have proposed numerous methods for the practice of inclusive education. According to Mahlo (2017), a model of inclusion advocates for serving learners with various learning needs in the general classroom. In addition, Kager (2023) views teaching approaches as models that guide teachers in developing study programmes, systematically teaching and learning process. Even though there are no models aligned with the kind of schooling, whether private or public, this study required participants of the study to recommend models that could be most relevant to schools. This study suggested the following models:

5.2.16.1 Teaming model

This study suggested teaming model to promote inclusivity. According to Adewumi (2019), teaming model or team teaching is the model whereby one teaches and the other assists method, where qualified special teachers would be put in a certain school and work alongside other teachers in the classroom. Furthermore, Smith, Ralston, Naegele and Waggoner (2020) explain team teaching model as one that

assists to uncover both academic or behavioural difficulties and learners receive as much as attention to their unique needs and benefit from it. Keiler (2018) suggests that in circumstances where there are learners who display unusual behaviours and teachers do not understand what the learner is struggling with, the availability of specialist teachers is critical for playing a guiding role. This would benefit both the learners and the teachers.

5.2.16.2 Remedial model of teaching

This study further suggested remedial model of teaching, whereby a timetable is drafted with the primary focus of providing remedial lessons only for learners who are interested in attending. Ordu (2021) asserts that remediation is the process of teaching that makes use of suitable teaching methods designed to meet the unique needs of individual learners. Taukeni (2019) highlights that remedial model of teaching enhance abilities and the skills of individual learners. Taukeni (2019) is of the view that remedial teaching model should be applied when the teacher needs to identify the need for exceptional assistance to the learner. Teachers view this model as relevant because they have many learners with severe learning difficulties, hence they need additional support. For example, there are learners who are orphans and learners with emotional or mental challenges. These learners find it difficult to easily cope during learning. Therefore, such learners benefit from teachers and any other form of external support.

5.3 SUMMARY OF THE CHAPTER

This chapter discussed the findings of the current study. The discussion on misinterpretation of inclusive education policies, lack of clear understanding of the policy, creating positive attitudes towards inclusivity, the inflexible curriculum, parental involvement, poverty and illiteracy, low morale on teachers, resources aligned to inclusive education, learner and teacher support, lack of in-service training, professional development of teachers, proper implementation of SIAS policy, proper application of learner profiling, the functionality of school-based support teams, content differentiation and inclusive education models was done. All of the above-mentioned findings were discussed, confirmed and analyzed through relevant literature. The next chapter presents a summary of findings of the study, conclusions, recommendations, and contribution to new knowledge.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The previous chapter dealt with the discussion and analysis of findings of the study. The current chapter presents the study outline through the provision of summary of the study findings and highlights how objectives of the study were obtained. Furthermore, this chapter presents conclusions, recommendations, as well as study's contribution of new knowledge. This chapter further provides propositions for future studies.

6.2 REVIEW OF RESEARCH PROBLEM

The study was conducted based on challenges on the implementation of inclusive education in full-service schools, a case study in Thabina Circuit, Mopani West district of Limpopo province. There are challenges in the implementation of inclusive education policy, hence the poor practice of the policy. Elements such as misinterpretation of the policy and lack of professional development of teachers on inclusive education policy pose a threat to the effective practice of inclusive education. The department of basic education is seen to be taking for granted the quality of training that should be given to teachers to be better equipped to practice the policy. The practice of learner profiling and the practice of SIAS policy is not properly carried out at school level.

Various studies have been conducted by different scholars on the context of inclusive education. However, the focus of those studies seems to be more on inclusivity in the context of learners with special needs or disabilities. As a result, few studies have been conducted specifically on challenges teachers in Limpopo encounter with the practice of inclusive education. Policies of inclusivity pave a way for schools on how they should enable the school environment to accept all learners and ensure equal education opportunities for all, despite diverse learning needs of learners. According to Skae (2020), the successful implementation of inclusive education practice can be realized when learners and teachers have proper support and resources. Mahlo (2011: 25) highlights that research has been conducted in an effort to enhance the practice of inclusive education, yet there is still a need for efficient

tactics and models for inclusive education practices. Inclusive education is recognized worldwide as a means for achieving equity, safety, justice, and quality education for all learners (Du Plessis, 2013). Hence, this current study explored the challenges of implementing inclusive education in full-service schools of Thabina circuit, Mopani-west district of Limpopo province, in order to recommend intervention strategies and inclusion models of empowering schools for effective practice of the policy of inclusivity. The models of interventions in the practice of inclusive education should motivate teachers to be well aligned with the policy of Screening, Identification, Assessment and Support in promoting the effective practice of inclusive education.

6.3 SUMMARY OF KEY IDEAS AS PER CHAPTER BY CHAPTER

6.3.1 Chapter One

Chapter one outlined introduction and background of the study, followed by the study's rationale, problem statement, research questions, research aims, and objectives.

6.3.2 Chapter Two

This chapter discussed the review of literature related to the study. This chapter made comparison of already published literature on the challenges teachers face when implementing inclusive education. Theoretical framework used in the study was also described.

6.3.3 Chapter Three

This chapter outlined research methodology in which research approach, research design, population and sampling of the study, and processes of data collection methods were discussed.

6.3.4 Chapter Four

This chapter discussed interpretation of shared results of the study. Verbatim findings of the study were shared and extracted into sub-themes and later discussed in detail in chapter 5.

6.3.5 Chapter Five

This chapter discussed and analyzed the results of the study. The discussion of study' results was confirmed by relevant literature.

6.3.6 Chapter Six

This chapter provided summary of the findings of the study, conclusion, and contribution of new knowledge. This chapter also provided recommendations for future studies.

6.4 SUMMARY OF KEY FINDINGS PERTAINING TO RESEARCH QUESTIONS

The following are the main findings of the study summarized in terms of research sub-questions 1, 2, 3, 4 and 5. The findings were drawn from the way in which each of the research sub-questions were answered.

6.4.1 Research sub-question 1: what challenges do teachers encounter in the implementation of inclusive education in full-service schools?

This sub-question involved the challenges experienced by teachers in the implementation of inclusive education. It revealed that various challenges faced by teachers in the implementation of inclusive education delay the quality of the standard practices of the policy. The study further revealed that there is a strong need of intervention for teachers from external stakeholders in the practice of inclusive education from the education community for the betterment of the practice policy. The findings of this study indicate that while there are teachers trying to implement inclusive education, others display lack of interest in the policy, as they believe that inclusive education is actually designed to be practiced in schools with learners with special needs.

6.4.2 Research sub-question 2: what support structures and resources are put in place to assist teachers in the implementation of inclusive education?

This sub-question involves the support measures that are put in place to support teachers in the implementation of inclusive education. This study found that there seems to be a trend of not practicing the policy properly by some schools, while in other schools, the policy is not applied at all. It is important for teachers to have skills and necessary training that enable them to perform their duties. In the context of this study, it is presumed that due to time constrains teachers do not receive adequate training on the policy of inclusivity. The department of basic education should provide

in-depth training on the policy to all teachers, rather than training few with the belief that they will train their colleagues.

6.4.3 Research sub-question 3: what are teachers' understanding of the practice of inclusive education?

This sub-question involves the way in which teachers practice inclusive education policies. The study found that majority of teachers do not understand what policy of inclusive education entails. As a result, there seems to be a trend of misinterpretation of the policy. It is important for teachers as policy implementers to clearly understand the policy they are expected to practice. The study further found that SIAS policy and learner profiling are not properly practiced, while in other schools, teachers lack understanding on how learner profiling should be administered. It is also evident from the study that teachers do not know nor understand how to apply the policy of screening, identification, assessment and support. As a result, this is a cause for ineffective practice of inclusive education policy.

6.4.4 Research sub-question 4: How effective is the professional development of teachers in implementing inclusive education?

This sub-question dealt with how professional development of teachers is in the implementation of inclusive education. The study revealed that most teachers do not have trust in the workshops that are organized by the department of basic education. The study further established that teachers believe that continuous professional development would equip them to be in a better position to effectively practice inclusive education. From the evidence of the study, it is evident that the training that teachers receive lacks conceptual knowledge on the practices of inclusive education. Professional development of teachers remains an important factor that needs consideration in order to equip teachers with the necessary skills to implement inclusive education effectively.

6.4.5 Research sub-question 5: what models can be used to enhance the practice of inclusive education?

This sub-question involves models that can be suggested to better the practice of inclusive education at school level. The study discovered that most teachers do not even understand what a model entails in the context of education. Although, after

several discussions and interactions, they were able to have a sense of understanding and recommended models which they believed were appropriate in schools. During the interview, teachers suggested team teaching and remedial teaching models as models that can be used to enhance the practice of inclusive education. It is evident that there has never been a dominating model for the practice of inclusive education policy. Therefore, various models were suggested to enhance the practice of inclusive education.

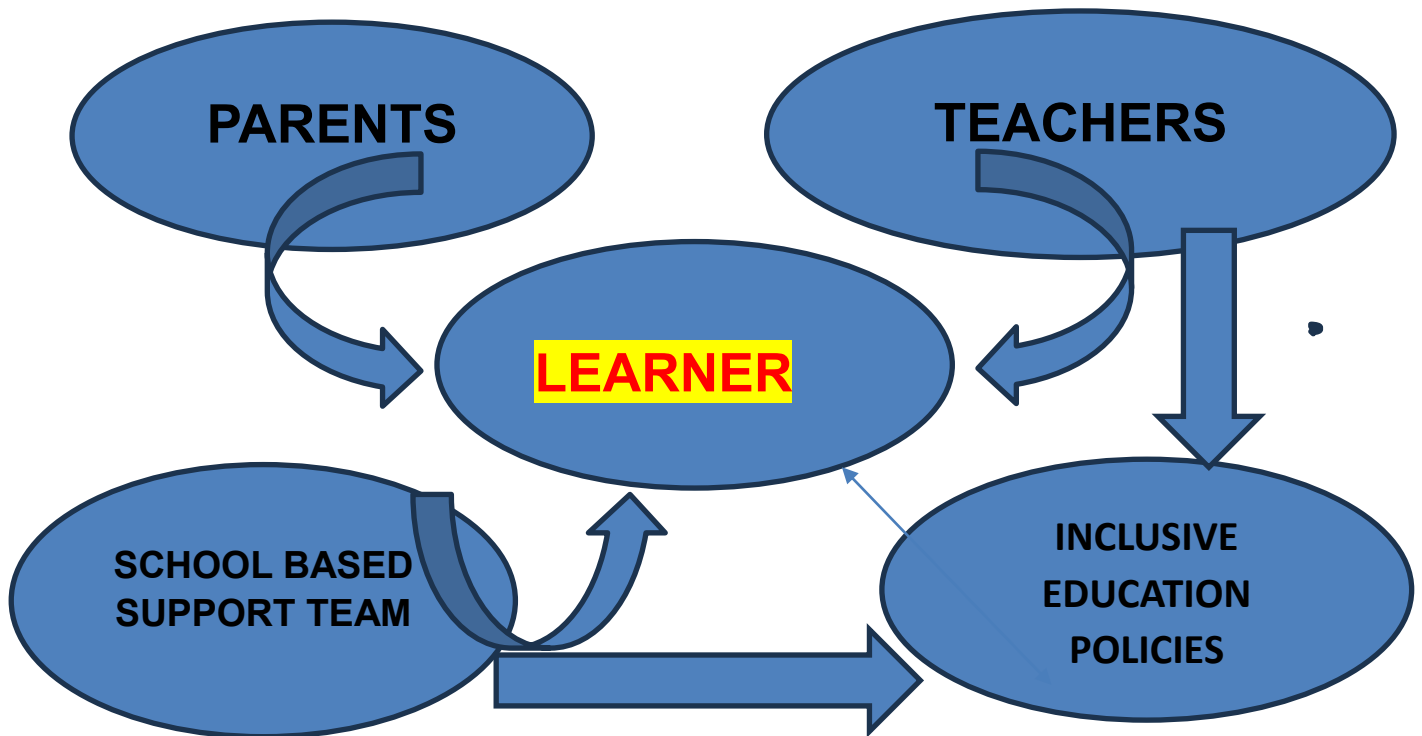
6.5 CONCLUSIONS

This study concluded that teachers lack the necessary knowledge to implement inclusive education effectively. The slow progress of inclusive education policy is as a result of lack of participation in inclusive education activities. The study further revealed that the department of basic education is not giving teachers adequate support in the practice of inclusive education. This is evident in a sense that the department of basic education train few teachers and in the end, it expects the trained teachers to train other teachers. Furthermore, the study revealed that schools lack adequate resources and facilities to help learners who are experiencing challenges. In addition, the study found that teachers do not know how to practice the policy on screening, identification, assessment, and support (SIAS). As a result, these pose a threat to the effective practice of inclusive education policy. The department of basic education's lack of proper training of teachers on the policy of inclusivity and lack of support are contributing factors for the poor practice of the implementation of inclusive education.

6.6 THE STUDY'S CONTRIBUTION TO NEW KNOWLEDGE

This study was conducted in secondary schools of Thabina Circuit, Mopani-West District in Limpopo Province. The study found crucial elements as strategies that can enhance the practice and quality of the implementation of inclusive education in schools.

Figure 2: Recommended collaborative model



The model above advocates the importance of collaboration for the success of any inclusive education practice. The model puts a learner at the centre, which means that all other stakeholders as presented on the model need to work together to ensure that the learner is supported. The collaboration between teachers and parents becomes vital in ensuring that learners receive full support both at school and at home. Moreover, School Based Support Team also plays a critical role in promoting inclusivity in any school. This involves identifying any challenges that learners may experience and initiate a strong support team (SBST) that consists of people of different expertise from the community. For example, the SBST may consist of teachers or SMT, police, nurses, psychologists, Social Workers, retired teachers, etc. in a community to support learners in a particular school. The last theoretical lens that the recommended model advocates talks to the implementation of inclusive education policies in schools. This model emphasizes the importance of implementing inclusive education in schools to ensure a total inclusive environment that overcomes all challenges that both learners and teachers might experience in schools.

6.6.1 Parent-teacher collaboration

Tomori, Imael, Nakama Ohno and Sawada (2019) define collaboration as an arrangement wherein two or more parties cooperate to accomplish shared objectives. Scholars refer to this strategy as teacher-parent approach. Although as far as I am aware, there is no any empirical evidence in support of this strategy in schools of Limpopo Province. Hence, this study revealed that in order to have successful implementation of inclusive education, there should be partnership among parents and school-based support teams. This approach seems to suggest that parents and teachers should work together as this could bring creative and innovative strategies in addressing learners' diverse needs. This is because the study found that some parents hardly participate or show interest in their children's learning.

6.6.2 School-based support team-parent collaboration approach

School-based support is important in fostering the ability to operate as a team that is united. In this approach, parents and school-based support teams share knowledge in relation to learners who need additional support. This approach is effective as it assists in facilitating the generation of innovation and creativity for the creation of engaging instructional programs. In addition, this approach maximizes learners' observation and learning, leading to successful academic outcomes, thereby realizing learners' full potential. Lastly, the approach streamlines the process which teachers and parents must consult, collaborate, and make well informed decisions in order to give learners meaningful and successful education. Reasons for making use of school-based support teams-parents' collaboration are as follows:

6.6.2.1 Keeping parents informed about progress of their children

Giving parents regular updates about the learning progress of their children encourage parents to become more interested in learning about learning difficulties and behaviour of their children. This would facilitate the learning and teaching process because learners would be motivated to do well and achieve good results.

6.6.2.2 Establish clear channels of communication

Building a relationship among school-based support teams and parents assists them to communicate with each other regarding learners' academic progress. Schools in Thabina Circuit are in rural areas. As such, most of the learners are from poor family

backgrounds where most of the parents are unemployed and illiterates. It was revealed by the study that most of the parents are not involved in the education of their children.

6.6.2.3 Feedback and empowerment

Frequent feedback on learners' progress is crucial and would foster productive teacher-parent collaboration. Additionally, it would inspire parents to engage in deep dialogue with their children about their academic results and performance. Regular updates enable the ability for parents to keep an eye on their own children's intellectual development.

6.6.2.4 Communication

In order to minimize negative attitude and bad behaviour of learners, teachers can use regular collaborative avenues such as regular phone calls to parents. This would enable parents to monitor their children. Teachers can also send weekly reports to parents updating them about progress of their children.

6.6.2.3 Organizing extra-mural activities

Fostering extra-curricular activities outside the classroom environment could assist in getting parents involved in activities that enhance what learners learn in the classroom. Parents can assist children in learning more at home. This can be obtained by selecting activities that enrich their children, such as pointing geographical features in the surrounding area.

6.6.2.6 Inclusive education policies implementation

The implementation of inclusive education policies ensures equal opportunities and access to education for all learners despite diverse learning needs. Therefore, it is equally important that teachers should be given support in the practice of inclusive education. Monitoring on the implementation of inclusive education policy should be done regularly. This ensures that all teachers adhere to standard operating procedures in order to enhance the quality of the practice of inclusive education.

6.7 RECOMMENDATIONS

This study made the following recommendations.

6.7.1 Open communication with parents and other stakeholders

The study found that majority of parents are not active in their children's academic life. Therefore, the study suggests developing extensive relationship with parents and ensures that parents are also enlightened about inclusive education practices.

6.7.2 Appropriate practice of learner profiling

From the findings of the study, it was revealed that learners profiling policy is not practiced properly by most teachers. The study recommends extensive monitoring on the policy and ensuring proper training of all teachers on the practice of learner profiling. The study further recommends that teachers should be encouraged to do justice to the policy of learner profiling. Learner profiling should be done at the beginning of the year and ensure that learners are profiled properly, and not at the end of the year.

6.7.3 Proper development of teachers on inclusive education practices

The study discovered that training of teachers on inclusive education practices is not properly done. The study suggests that the department of basic education do justice of training teachers on the policy. The study recommends that the department of basic education should organize qualified and relevant facilitators who have skills on the policy of inclusivity to train teachers.

6.7.4 Motivation of teachers in the practice of inclusive education

The study found that some teachers distance themselves from the practice of inclusive education. This is due to the general belief of some teachers that inclusive education is meant to be practiced by special schools. The study recommends that teachers be motivated and acknowledged for their efforts.

6.7.5 Appointment of professionals to support teachers

From the findings of the study, most of the schools do not have professional support from social workers and psychologists. The presence of such support in schools is very important as they help lower the burden on teachers, as some of the challenges learners are faced with are out of their scope. The department of basic education should be made aware, so that such support structures should be made available as they play a vital role.

6.8 IMPLICATIONS FOR FURTHER STUDY

This study only involved schools from one of the circuits in the Mopani-west district of Limpopo Province. Similar studies can be conducted in a broader scale in other circuits and districts within Limpopo Province to have broader perspectives of results. Therefore, there is still a need for further studies to be carried out on the challenges of the implementation of inclusive education in full-service schools. There is a general perception that, since the introduction of inclusive education in 2001, the policy has never reached its intended success. Therefore, researchers may research on intervention strategies that enhance the practice of inclusive education.

6.9 EVALUATION OF OBJECTIVES

The study aimed to achieve the following objectives.

- To explore teachers' understanding on the practice of inclusive education.
- To explore challenges experienced by teachers when implementing inclusive education.
- To explore support measures that can be put in place to assist full-service school teachers to implement inclusive education.
- To evaluate the effectiveness of professional development of teachers in the implementation of inclusive education.
- To recommend models that can be used to enhance the practice of inclusive education.

Looking at the data collected through interviews, document analysis and observations, all the planned objectives of the study were achieved. Teachers' perceptions on inclusive education policy were explored to establish the challenges that they face with the implementation of inclusive education policy and to come up with intervention strategies to counteract the challenges experienced. The practice of inclusive education was discussed and clarified in detail in chapter two of this study. The study found that schools at times were not properly practicing inclusive education and ways on how to practice the policy appropriately were explored. The study recommended that proper training be given to all teachers and that various stakeholders in education work together to see inclusive education policy as a success. Therefore, this study succeeded in achieving all the desired objectives.

6.10 CONCLUDING REMARKS

The study's intention was to investigate the challenges in the implementation of inclusive education in full-service schools of Thabina circuit, Mopani-West district of Limpopo Province. The study revealed that teachers are struggling to put the policy into practice, hence they do not receive proper training and support. In addition, the study also found that policy on screening, identification, and support (SIAS) is not practiced properly in schools. Therefore, the study recommended that individuals with proper knowledge and skills be tasked to offer training to all teachers. As a result, it can be concluded that teachers lack understanding of inclusive education policy. Therefore, the study suggests professional training to close the gap, so that teachers can be able to practice inclusive education policy effectively. These recommendations are suggested to schools in Thabina circuit, and if applied properly, great results would be produced.

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Appendix A: Proof of registration



2020

MOAGI D MR
P O BOX 1346
TZANEEN
0850

STUDENT NUMBER : 16670817
ENQUIRIES TEL : 0861670411
FAX : (012)429-4150
eMAIL : mandd@unisa.ac.za

2024-01-25

Dear Student

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

Proposed Qualification: MED (CURRICULUM STUDIES) (98434)

CODE	PAPER	S NAME OF STUDY UNIT	NQF crdts	LANG.	PROVISIONAL EXAMINATION	
					EXAM.DATE	CENTRE(PLACE)
Study units registered without formal exams:						
@ DFDID95		MED - Didactics	**	E		
DFDID95		MED - Didactics	**	E		
@ Exam transferred from previous academic year						

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

Your attention is drawn to University rules and regulations (www.unisa.ac.za/register).

Please note the new requirements for reregistration and the number of credits per year which state that students registered for the first time from 2013, must complete 36 NQF credits in the first year of study, and thereafter must complete 48 NQF credits per year.

Students registered for the MBA, MBL and DBL degrees must visit the SBL's ESONline for study material and other important information.

Readmission rules for Honours: Note that in terms of the Unisa Admission Policy academic activity must be demonstrated to the satisfaction of the University during each year of study. If you fail to meet this requirement in the first year of study, you will be admitted to another year of study. After a second year of not demonstrating academic activity to the satisfaction of the University, you will not be re-admitted, except with the express approval of the Executive Dean of the College in which you are registered. Note too, that this study programme must be completed within three years. Non-compliance will result in your academic exclusion, and you will therefore not be allowed to re-register for a qualification at the same level on the National Qualifications Framework in the same College for a period of five years after such exclusion, after which you will have to re-apply for admission to any such qualification.

Readmission rules for M&D: Note that in terms of the Unisa Admission Policy, a candidate must complete a Master's qualification within three years. Under exceptional circumstances and on recommendation of the Executive Dean, a candidate may be allowed an extra (fourth) year to complete the qualification. For a Doctoral degree, a candidate must complete the study programme within six years. Under exceptional circumstances, and on recommendation by the Executive Dean, a candidate may be allowed an extra (seventh) year to complete the qualification.

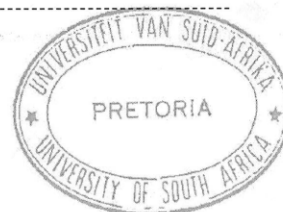
BALANCE ON STUDY ACCOUNT: 17965.00

Payable on or before:	2024/03/31:	0.00	2024/05/15:	0.00	2024/08/15:	0.00
Immediately:17965.00	2024/11/15:	0.00	2025/03/15:	0.00		

Yours faithfully,

Prof MM Sepota
Acting Registrar

1031 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: Interview Schedule



Interview Schedule for Principals/ Head of Department /Teachers

Main question	Guiding question	Possible interview questions	Follow up question/probe
<p>What is your understanding on the practice of inclusive education policy?</p>	<p>What are the challenges teachers faces when implementing inclusive education policy?</p>	<ul style="list-style-type: none"> • What challenges do you face when implementing inclusive education? • How best do you deal with the challenges of implementing inclusive education? • What are some of the policy issues that make implementation of inclusive education difficult? • What are some of structural 	<ul style="list-style-type: none"> • Why do you think so? May you please elaborate further?

		<p>issues that make it difficult to implement IE in schools?</p> <ul style="list-style-type: none"> • What are the attitudes of teachers towards the inclusive education policy? • What are the attitudes of learners towards learners with special needs? 	
	<p>What support measures can be put in place to support teachers in the implementation of inclusive education?</p>	<ul style="list-style-type: none"> • What method of support do teachers get with regard to the implementation of inclusive education? • In which way can the department of education assist in the implementation of inclusive education? 	<ul style="list-style-type: none"> • Why do you think so?

		<ul style="list-style-type: none"> • What kind of resources are needed to support teachers during the implementation of inclusive education? 	
	<p>What strategies can be recommended to improve the practice of inclusive education?</p>	<ul style="list-style-type: none"> • What can be done at school level to ensure the effective practice of inclusive education? • Which resources do teachers need in order to enhance the practice of the policy? • Which approach can be used in order to better the practice of inclusive education? 	<ul style="list-style-type: none"> • Why do you think the strategies will work?
<p>What are the challenges faced when</p>	<p>What role does support structures play in the</p>	<ul style="list-style-type: none"> • Which policy do you use to roll-out the 	<ul style="list-style-type: none"> • May you kindly give examples?

<p>implementing inclusive education in full-service schools of Thabina circuit?</p>	<p>implementation of inclusive education?</p>	<p>implementation of inclusive education?</p> <ul style="list-style-type: none"> • What support structures do you have for the implementation of inclusive education? 	
	<p>What can be done to enhance support given to teachers on the practice of inclusive education?</p>	<ul style="list-style-type: none"> • What strategies can be put in place to address the challenges of inclusive education practice? • How will the strategies contribute to the betterment of the implementation of inclusive education policy? • What can be done by teachers to address the challenges of inclusive 	<ul style="list-style-type: none"> • Why do you think so? Please elaborate further?

		education? • What can be done by the DBE to address the challenges of inclusive education?	
--	--	---	--

I humbly want to express my appreciation to you for taking your time to participate in this interview.

Thank you.

Appendix C: Consent letter



CONSENT TO PARTICIPATE IN THIS STUDY

Research title: “The challenges of implementing inclusive education in full-service schools. A case study in Thabina Circuit, Mopani-west District, at Limpopo province.”

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

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

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

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

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

I agree to the recording of the Interview session data collection method.

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

Participant Name & Surname..... (please print)

Participant Signature..... Date.....

Appendix D: Request for permission to conduct research



University of South Africa
College of Graduate Studies
Faculty of Education
5 Mar. 2024

Head of Department
Limpopo Education Department
Private Bag X 9489
Polokwane
0700

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am employed by the Limpopo Department of Basic Education and currently teaching at a Secondary school. I am currently registered for a Master of Education degree (M. Ed.) at the University of South Africa within the department of Curriculum and Instructional Studies. The topic of my research project is: **The challenges of implementing inclusive education in full-service schools. A case study in Thabina Circuit, Mopani-west District at Limpopo province.**

I cordially request for permission to conduct research in schools of Thabina Circuit. The educators that teach in the sampled schools will be used as participants to collect data for the study. The researcher requests to conduct interviews and observations from these teachers.

The researcher will schedule convenient times with the selected teachers to conduct interviews, observations and document analysis.

I hope the findings of this study will benefit and assist the Department of Basic Education and educators in the practices of inclusive education.

Yours faithfully

Mr. Moagi Donald

073 645 6009 or email: moagidonald1@gmail.com

Prof K.S. Malatji (Supervisor)

Appendix E: Ethical certificate



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2024/02/14

Ref: **2024/02/14/16670817/10/AM**

Name: Mr D MOAGI

Student No.:16670817

Dear Mr D MOAGI

Decision: Ethics Approval from
2024/02/14 to 2027/02/14

Researcher(s): Name: Mr D MOAGI
E-mail address: 16670817@mylife.unisa.ac.za
Telephone: 073 645 6009

Supervisor(s): Name: PROF K.S MALATJIE
E-mail address: emalatks@unisa.ac.za
Telephone: 073 131 4054

Title of research:

THE CHALLENGES OF IMPLEMENTING INCLUSIVE EDUCATION IN FULL-SERVICE SCHOOLS, A CASE STUDY IN THABINA CIRCUIT, MOPANI WEST DISTRICT AT LIMPOPO PROVINCE.

Qualification: MEd CURRICULUM STUDIES

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 2024/02/14 to 2027/02/14.

*The **medium risk** application was reviewed by the Ethics Review Committee on 2024/02/14 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 will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



Open Rubric

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

3. 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.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. 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.
6. 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.
7. 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.
8. No field work activities may continue after the expiry date **2027/02/14**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2024/02/14/16670817/10/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 Mpine Makoe
EXECUTIVE DEAN
qakisme@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 F: Proof of editing



Dr Mathobela's Chipmunk Language Editing Service
"Where Professional and Corporate Language matters"

To whom it may concern

Re: Confirmation of Professional Language Editing Service

This is to certify that I, Dr. Moodiela Victor Mathobela (MA, Linguistics, PhD, Higher Education Studies: Linguistics Specialization) language edited **Mr Donald Moagi's Master's Thesis** entitled:

"THE CHALLENGES OF IMPLEMENTING INCLUSIVE EDUCATION IN FULL-SERVICE SCHOOLS: A CASE STUDY IN THABINA CIRCUIT, MOPANI-WEST DISTRICT AT LIMPOPO PROVINCE"

For further inquiries, please feel free to contact me.

I hope you find the above in order.

Kind regards,

A small, rectangular image of a handwritten signature in brown ink, which appears to be "Moodiela".

Dr. Moodiela Mathobela
Professional Language Editor
C: 063 073 3135
E: moodiela@yahoo.com
Date: 04 April 2024

Appendix G: Permission letter from Limpopo education department



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

CONFIDENTIAL

Ref: 2/2/2 Enq: Makola MC Tel No: 015 290 9448 E-mail: MakolaMC@edu.limpopo.gov.za

Moagi D
BOX 1346,
TZANEEN
0850
Moagidonald1@gmail.com

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: "The challenges of implementing inclusive education in full-service schools. A case study in Thabina Circuit, Mopani-west District, at Limpopo province."
3. The following conditions should be considered:
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with the District or Circuit Office and the School concerned.
 - 3.3 The conduct of research should not in anyhow disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
 - 3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).
 - 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

REQUEST FOR PERMISSION TO CONDUCT RESEARCH : MOAGI D Page 1

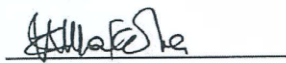
Cnr 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X 9489, Polokwane, 0700
Tel: 015 290 7600/ 7702 Fax 086 218 0560

The heartland of Southern Africa-development is about people

4 Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

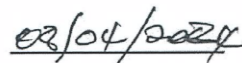
5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.

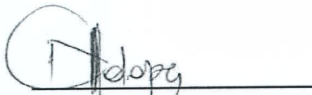


Dr. Makola MC

Director: IPR & R

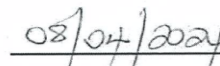


Date



Molope NM

ACTING DDG: CORPORATE SERVICES





Date

REQUEST FOR PERMISSION TO CONDUCT RESEARCH : MOAGI D Page 2

Cnr 113 Biccadd & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X 9489, Polokwane, 0700
Tel:015 290 7600/ 7702 Fax 086 218 0560

The heartland of Southern Africa-development is about people

Appendix H: Permission letter from school (B)

	<p>SEBOYE SECONDARY SCHOOL 2237 INDUSTRIAL STREET, LENYENYE, TZANEEN, 0857 PO BOX 1095, LENYENYE, TZANEEN, 0857 sebovehighschool@gmail.com MOTTO=:PHAFOGA - AWAKE</p>	
---	---	---

22/03/2024

Mr Moagi Donald
University of South Africa
P O BOX 392
South Africa
0003

Dear Sir/Madam

Re: Permission to conduct research in our school

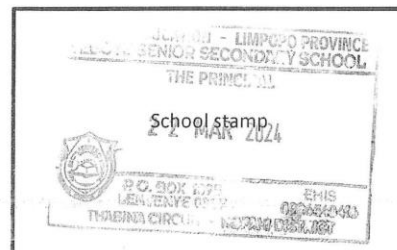
This is to confirm that we did receive your letter of request to conduct research in our school and we *officially grant you permission* to do so. As a school we encourage educational research as we hope it will benefit us as professional in our line of work.

Best wishes with your studies.



Yours faithfully



Principal



Appendix I: Permission letter from school (M)

 NAPSCOM Secondary School	NAPSCOM SECONDARY SCHOOL NAPSCOM SECONDARY SCHOOL
 Education is Light	P O BOX 1626 LENYENYE 0857 CELL : 0832480232

24/03/2024

Dear Sir/Madam

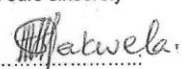
Re: Permission to conduct research in our school: Donald Moagi


This is to confirm that we have received your letter for permission to conduct research at our school and we grant you full permission officially to go ahead with your research. As a school we will help by all means necessary as we encourage educational research. May we take this opportunity to wish you the best of luck as you undertake this important study.

For further clarity please feel free to contact us.

Thank you

Yours sincerely


^ (Principal)

DEPT. OF EDUCATION - LIMPOPO PROVINCE	
NAPSCOM SECONDARY SCHOOL	
NAPSCOM SECONDARY SCHOOL	EMIS NO: 926541985
 2024-04-08	EDUCATION IS LIGHT
H.O.D. - LANGUAGES	
PRIVATE BAG X 1409 LENYENYE 0857 THABANA CIRCUIT - MOPANI DISTRICT	

Appendix J: Permission letter from school (Z)



PHUSELA HIGH SCHOOL

DEPARTMENT OF EDUCATION - LIMPOPO PROVINCE
PRIVATE BAG X1408 ENQ: MALAHELE M.E CIRCUIT: THABINA
LENYENYE CELL: 0712203180 DISTRICT: MOPANI WEST
0857 EMIS : 926540355
Email Address phuselahigh@gmail.com

Motto: Education for Liberation CONTACT : 015 355 9027

20/03/2024

Mr Moagi Donald
University of South Africa
P O BOX 392
South Africa
0003
20 March 2024

Re: Permission to conduct research in the school: Donald Moagi

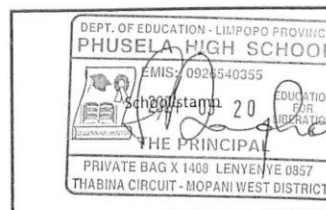
The above mentioned school hereby confirm that permission is granted to Mr Donald Moagi to conduct educational research in our school. The school will assist him in availing all relevant information and material needs in his research.

For further clarity and information contact us using the above contacts.

Thank you

Yours sincerely

Principal :



Appendix K: Turnitin report

MOAGI DONALD FINAL SUBMISSION

ORIGINALITY REPORT

20%

SIMILARITY INDEX

18%

INTERNET SOURCES

8%

PUBLICATIONS

7%

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4	Submitted to University of South Africa Student Paper	1%
5	vital.seals.ac.za:8080 Internet Source	<1%
6	"Furthering Inclusive Education through Full-Service Schools: A Workable Strategy?", Mediterranean Journal of Social Sciences, 2014. Publication	<1%
7	Submitted to University of Witwatersrand Student Paper	<1%
8	Submitted to University of Venda Student Paper	<1%