

**EXPLORING THE EFFECTS OF ORGANISATIONAL CULTURE ON LEARNERS
LIVING WITH DISABILITIES IN PRIMARY SCHOOLS AT MALELANE CIRCUIT.**

By

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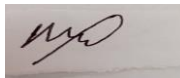
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ABSTRACT

There is a national concern that learners living with disabilities are unable to cope in mainstream schools where they must compete with learners who have no disabilities. Despite several studies pointing to these challenges, there have been no tangible strategies to mitigate challenges faced by learners living with disabilities at schools. There is a paucity of research on the influence of organisational culture and how it influences the learners living with disability at schools. There is a high number of learners living with disabilities dropping out since they cannot cope with the culture and infrastructure of mainstream schooling, which usually does not cater for physically challenged students. If this challenge is not addressed, it poses dire consequences for equal education provision in South Africa. To address these challenges, this qualitative study explored how the school's culture as an organisation influences the behaviour of learners living with disabilities in Malelane Circuit primary schools. Twelve participants (school principals, departmental heads, and educators) were purposefully selected, qualitative research was deemed the appropriate design for this study and the interpretive-constructive paradigm approach. Findings revealed that most of the principals, departmental heads, and educators do not understand organisational culture; hence their schools did not correctly implement morally based policies, school-based support team policies and assessment policies. Disciplinary or code of conduct policies are used to address the behaviour of learners learning with disabilities and integration of all learners. The lack of understanding organisational culture of schools resulted in poor performance of learners living with disabilities and worsened their behaviour. Therefore, among other recommendations, the study recommended that departmental policies that contribute to positive schools be implemented in schools to accommodate learners living with disabilities. The school management and other stakeholders be informed about the concept of the school's culture and how it can affect the behaviour of the learners living with disabilities.

Keywords: inclusive education, disability, organisational culture, school policy, leadership effects, teaching and learning, learner behaviour, Religious and Cultural factors.

DEDICATION

This piece of work is dedicated to all the important people in my life, and they are:

- ✓ My wife, Sinethemba Halala Gulwako, for being patient with me while the study has taken me away from her.
- ✓ My family for the support and understanding they have rendered and showed, more especially my only daughter, Priscilla Senzelwemusa Gulwako.

God Bless you all.

DECLARATION

I, Njabuliso Gulwako, hereby declare that this dissertation for Magister Education in Inclusion Education: 'Exploring the effects of organisational culture on learners living with disabilities in primary schools Malelane Circuit.' is my original work and was never submitted before. I commit myself to the principle that all sources referred to be indicated and acknowledged using a comprehensive list of references.

God bless.

Njabuliso Gulwako

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I extend my sincere gratitude and thanks to the following:

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- ✓ Principals, departmental heads and PL1 educators who agreed to participate in my study, thus making sure that the goals of the study could be achieved.

Thank you all for all your efforts and contributions.

God Bless.

LIST OF ABBREVIATIONS USED IN THIS DISSERTATION

CAPS - Curriculum and Assessment Policy Statement

ED - Educator

DBE - Department of Basic Education

DH - Departmental Head

GDE - Gauteng Department of Education

GET - General Education and Training

DH - Departmental Head

IP - Intermediate Phase

LO - Life Orientation

SASA - South African Schools Act (Act No. 84 of 1996)

SAT - School Assessment Team

SBST - School-Based Support Team

SGB - School Governing Body

SIAS - Selection, Identification, Assessment and Support

SMT - School Management Team

SP - School Principal

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CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION AND RATIONALE

The United States of America adopted an educational system that accommodates learners with disabilities more than three decades ago Anastasive (2016). In 1975, the government of America passed the Law 'Education for ALL Handicapped Act', and the policies were gazetted to accommodate all learners facing learning circumstances Zwane and Malale (2018) argued that, in the apartheid era of the education system, this education expected all learners to fit into one system of education and perform the same as others. However, this type of system was not designed to accommodate learners with disabilities.

Thus, the government of the United States of America implemented inclusive education first Anastasive (2016). At this stage, the United States of America had reached the entire country in terms of implementing inclusive education for learners with both physical and mental challenges. The Act of No Child Left Behind (NCLB) that was implemented by the United States of America in 2002, suggests that education should be given to all types of people regardless of their condition Heise (2017). The NCLB document outlines the wide state assessment, assessment standard, and suitable technology for this initiative. All learners must be taught and assessed in an environment that is good for teaching and learning to take place.

In 1994, South Africa became independent from its oppressors, among other things that they aimed to fix was the marginalization of people living with disabilities, women, and children. It was on that note that they introduced inclusive education in South African schools to accommodate learners with diverse needs. Act 108 of 1996 of the Republic of South African Constitution indicates that everyone has a right to education, which also includes basic adult education (ABET); the government is making sure that education is accessible to all citizens as part of implementing the constitution. Therefore, the government has the obligation not to discriminate indirectly or directly based on colour, gender, or race.

South Africa post-1994, developed legislation and policies of education that seek to restore human dignity, equality, human rights, and freedom. However, the implementation of these inclusive education policies and legislation faced some difficulties due to the lack of resources such as skills, ramps to accommodate learners walking with wheelchairs, learning materials for the blinds, and other challenges, Mpu and Adu (2021). The classrooms in South Africa are

created in a way that accommodates learners with disabilities and provides several opportunities for learners living with disabilities to receive a good education as stated by Mutanga (2017).

The policy document of education entails the vision that deals with the direction and guidelines of the ideal education system such as the set of principles which are human rights, equity, and development of human beings, Ball (2016). The Department of Education 1997 set up a commission and committee that came out with the medical model as an approach in terms of the implementation of inclusive education for learners with special needs, (DoE 1997).

The core principles of inclusive education are clearly outlined in white paper 6: *Education Special Needs: Building an Inclusive Education and Training System* Center- Department of Education (2001:15). The paper attempts to address the diverse barriers in the learning experience of all learners in South Africa. The paper emphasizes two vital policies whose vision states:

“Regardless of physical abilities and mental challenges, learners have the right to attend school and get the necessary support they deserve. It indicates the inability of the education system to accommodate all learners of diverse needs and address them.”

The white paper is designed to assist in the application of inclusive education so that the program becomes a reality, and a paradigm shift in educators and the entire system of education occurs about supporting learners who suffer from barriers to learning.

The assumption about inclusive education implementation was that policy implementers have the adequate capacity to deliver, and funding is enough to assist in implementing this project. Therefore, a study made by Wamala (2019), discovered that regardless of the effort that has been made in developing good guidelines for inclusive education, the project still suffers from the lack of funding, lack of resources, overcrowding of classrooms, incapacity of educators and negative school culture that influence the behaviour of learners living with disabilities.

A study conducted by one of Ruabohlale Soshanguve's educators, Tjale (2017), indicated that South African School culture emanates from moral degeneration as it affects vulnerable learners, and people living with disabilities. The researcher in her recommendations recognizes school organizational culture as something that needs to be partnered with an inclusive curriculum so that it can be taught in a classroom setting because it forms part of inclusive education policy. South Africa is a multicultural country, hence, educators and school management teams must understand the vitality of inclusive education to implement it correctly in a classroom context.

However, it is expected that society plays its role in inclusive education because it is also responsible for the feasibility of the smooth implementation of the hidden curriculum and the acceptance of all kinds of children, according to Shaeffer (2019).

However, some of the full-service schools, particularly in rural areas still find it difficult to admit learners living with disabilities due to lack of resources and capacity to cope with the curriculum as instructed by white paper 6. White paper 6 which was developed by the Department of Education in 2000, clearly affirms that all mainstreaming schools must be fully developed into beacons of evolving inclusive education system in South Africa which will become a model of good inclusive practices, according to Engelbrecht, Nel, Smit, and Van Deventer, (2016).

Organisational culture is a set of principles that are developed and supported by all members of the company; as a result, people in the organisation frequently use the values as a point of reference in their behaviour and problem-solving Ahmady, Nikooravesh, and Mehrpour, (2016). Organisations with excellence as part of their values usually perform very well, and members of the organisation carry out the given tasks with commitment. In this situation, organisational culture plays an imperative role in shaping the behaviour and morale of the members.

According to Rodriguez and Walters (2017), organisational culture not only guides the morals and behaviour of its people but further plays a vigorous role in the performance and affects the competitive strategy of the organisation. Researchers indicated that when competitive strategies are integrated with the organisational culture, excellent results are expected, according to Hartnell, Kinicki, Lambert, Fugate, and Doyle Corner (2016). The preceding reasoning implies that there is a positive relationship between organisational culture and organisational performance, which may be dependent on the fit of the competitive strategy with the operative organisational culture (Sinha and Dhall, 2020).

Disability has always existed in human history. There have always been persons with disabilities who needed extra care and support whenever and wherever people could be found. Schools have always been concerned with the welfare of all the learners entrusted to their care, particularly those with special needs or difficulties of a particular kind. The development of policies, criteria, and implementation procedures in a variety of educational settings, along with the proliferation of research findings, theories, guidelines, and models aimed at supporting learners with special learning needs, all serve to highlight the global educational phenomenon that a sizable percentage of school-age children are known to have learning disabilities or difficulties, Khumalo and Hodgson (2017). Indeed, in their endeavor to provide learners living with disabilities with

appropriate and relevant education, highly qualified educators from a variety of special education disciplines have been working extremely hard and utilising some of the most recent resources.

Seeing a young child struggle in school due to a disability is a disheartening sight. Since schools are primarily designed to serve the needs of the community, including young people and those with disabilities, they have a significant impact on the lives and futures of learners living with disabilities. Providing them with suitable educational options in school sets them up for a more satisfying life down the road, as well as the communities they serve. The World Conference on Special Needs Education (1994) estimated that around one in five school-age children worldwide is disabled, meaning they struggle with physical, sensory, mental, or medical issues, Ehebha and Adeyinka (2022).

1.2 Background of the Problem

The marginalization of the learners living with disabilities from the time past remains a very big challenge to global communities, the old education system was designed such that it categorises people according to their abilities and gender. Therefore, the development and implementation of inclusive education were encouraged to address the diverse needs of all learners in the classroom, and the policy of inclusive education was also encouraged to be implemented in all mainstreaming schools Engelbrecht, Savolainen, Nel, Koskela, and Okkolin, (2017). This new development demanded a new approach to the teaching profession and how the curriculum is delivered since the classrooms are now heterogeneously mixed with learners with different learning abilities and backgrounds.

International communities were able to adapt and adjust swiftly in terms of the implementation of inclusive education, and the quality of teaching grossly improved. The interaction between educators and learners improved the social processes that contribute to every learner's emotional development, social and academic, Duke, Pillay, Tones, Nickerson, Carrington,

and Loelu, (2016). Although the international communities are doing well in terms of implementing inclusive education, it is important to note that South Africa also restructured and recognizes the importance of inclusive education to encourage social wafer within the school environment, Shaeffer, (2019).

Inclusive education is not limited to the classroom context where teaching and formal learning take place, as it, goes beyond such that it also ensures socio-economic factors are taken care of. Social-economic factors include but are not limited to cultural backgrounds, gender orientation, ethnicity, and language, (Engelbertbrecht, Nel, Nel, & Tlale. 2015). Therefore, the school environment is often regarded as a place that accommodates and supports learners with diverse needs without any discrimination socially, economically, or academically.

The understanding and interpretation of inclusive education to educators in South Africa are most influenced by systematic contextual factors. The factors include cultural background, school ethos, and personalities, therefore, these factors affect the smooth implementation of inclusive education, (Duke, Pillay, Tones, Nickerson, Carrington, and Loelu, 2016). According to Engelbrecht, Nel, Nel, and Tlale (2016), the South African government introduced White Paper 6: Special Needs Education, building an inclusive education and training system which outlines the country's strategy to obtain an inclusive education system that is directed to cater and addresses diverse bearers experienced by learners during teaching and learning, particularly in mainstream schools.

The question of learners subscribing to moral standards and ethics in public schools, especially in schools in rural areas and townships remains a concern among scholars, Hand, (2018); Tjale (2017). These authors argued that learners fail to uphold the acceptable moral standard and are believed to be justified by such behaviour. According to Hand (2018), there is a need for morality to be taught at school as part of moral education. Tjale, (2017) argued that regardless of the effort put in by the South African government to bring quality education to schools, this effort is often distributed by violence that arises in schools and leads vulnerable learners to live in fear and withdraw from public participation.

South African government first established special schools to accommodate all learners with special needs, the schools are fully furnished to cater to the diverse needs of learners within the school environment. However, parents are reluctant to send their kids away from them as they want to keep an eye on their kids since they are vulnerable from time to time. For that reason, all South African schools are expected to adopt and implement the white paper 6 policies.

Engelbrecht, (2013). The challenge is that mainstreaming public schools does not have the full capacity to cater to all the needs of learners living with disabilities. Educators in mainstream public schools are not trained to integrate learners who are not physically and emotionally challenged with learners living with disabilities, learners who have no physical and emotional challenges hardly accommodate learners living with disabilities in the school environment, Ewing, Monsen, & Kielblock, (2017).

In developing countries such as South Africa, the practice of inclusive education is often challenged by several issues such as lack of support staff, additional administrative responsibilities, shortage of trained staff, and language barriers, Engelbrecht, Nel, Nel, and Tlale, (2016). The authors suggested that these challenges will continue to disturb the process of implementing inclusive education unless school principals provide leadership that will guide the process of inclusive practices. Ainscow, and Messiou, (2018) argued that workplace culture in organisations such as schools has a direct impact on both educators and learners. The author argued that developing more inclusive methods does not result from the use of a specific set of procedures that creates increasing levels of involvement. Rather, as previously said, building inclusive behaviours necessitates social learning processes within specific organizational contexts.

Besides, the above-mentioned inclusive practices challenges, other organizational factors contribute to school cultures, such as distributed leadership, highly trained educators, learner involvement, joint planning, and a commitment to the inquiry that encourages working together and problem-solving among the educators, which seeks to increase the inclusive response to diversity, Ainscow, and Messiou, (2018). The different cultures that coexist in one school play a vital role in shaping the character of a learner, therefore, it makes it difficult for the leadership to create one solid and positive school culture that is conducive for all learners across, as argued, Ainscow, and Messiou, (2018).

1.3 Statement of the Problem

The researcher is an educator in one of the schools in Malelane Circuit, the school is mainstreaming, which means the school accommodates learners with disabilities and learners without disabilities. The school is partially inclusive; it is because of that reason the researcher can observe the school's organizational culture on the learners living with disabilities. The researcher interacts with diverse learners every day at the school where he is teaching. The organizational culture of mainstream schools makes learners living with disabilities find it difficult

to cope such that their behavior changes. The researcher taught in two different primary schools, one in town and the other one in rural areas, he noticed that the behavior of the learners living with disabilities is not the same. For that reason, he sought to investigate the effect of organizational culture on the behavior of learners living with disabilities in primary schools at Malelane Circuit.

Self-esteem is an issue when it comes to learners living with disabilities at Malelane Circuit primary schools, especially when they are surrounded by non-disabled peers. In class, learners with disabilities do not connect with their classmates or participate in activities such as singing, dancing, and clapping. It takes a lot of effort to get children to try out for class assignments. "It is unclear if this sentiment stems from how they are treated by their classmates or how they are socialised in their households, Pangle, (2022). When in class, they stay apart from their peers without disabilities. They typically find it difficult to complete class tasks.

According to the researcher's observation, the following challenges are faced by educators: (1) learners with disabilities hardly concentrate during teaching and learning, then end up disturbing other learners, (2) Learners living with disabilities turn to be anti-social, they withdraw themselves from the other learners, hence they turn to bully other learners or being bullied by them, (3) Learners living with disabilities often refuse to read and write in the classroom. Educators are demotivated by this ongoing situation, while they are expected to increase learners' performance on the other hand. Despite the effort they put into teaching and learning, moral degeneration continues to deteriorate within the school system which often negatively affects the behaviour of learners living with disabilities. Regardless of having good policies that are provided by inclusive education, public schools turn out to be worse in terms of moral degeneration, Duke, Pillay, Tones, Nickerson, Carrington, and Loelu, (2016). For that reason, the study sought to investigate the effects of organizational culture on learners living with disabilities and propose possible strategies to address the phenomenon.

1.4 Purpose of the Study

This study sought to investigate the effects of the organizational culture on the behaviour of learners living with disabilities. To achieve this, the researcher used the knowledge of the school principals, the department heads who are serving in the school management team, and educators who are serving in the school-based support team. The demarcation of the study was primary schools of Malelane Circuit in Mpumalanga Province. Learners spend most of their time at school learning and interacting with their peers. They learn explicit and implicit curriculum. Therefore, it is because of that reason parents believe that the school system plays a major role in their children's lives. The learners start attending school at the age of five years old and are expected to leave matric at the age of seventeen years old. For that reason, they formulate their character within the school system. However, on the other hand, educators believe that learners' behaviour is something learners receive at home as part of parenting. Therefore, while parents blame the school environment for producing ill-disciplined kids, on the other hand, educators blame parents for the lack of good parenting.

1.5 Significance of the Study

The study might benefit educators, school management teams, and policymakers in dealing with the culture in schools that leads to moral degeneration in learners and causes learners living with disabilities to be negatively affected. The new information will be able to improve the implementation of inclusive education in public schools addressing the gap that exists between physically able learners and learners living with disabilities.

The findings of this study might benefit both parents and educators in answering the question, "What contributes to the behavior of learners?". The study might benefit the Mpumalanga Department of Education by providing the correct support to educators and principals to create a conducive environment for teaching and learning in schools. It might further empower curriculum developers, policymakers, and all role-players of inclusive education implementers to apply the recommendations provided in this study.

1.6 Primary Research Questions

Research question

The main research question is: To what extent does organisational culture affect the learners living with disabilities in Malelane Circuit Primary Schools?

Sub questions:

- Which theoretical frameworks emphasise the significance of organisational culture as an issue, specifically about the conduct of learners with disabilities?
- What opinions do school principals, department heads (DHs) from the School Management Team, and educators from the School Based Support Team (PL1) have regarding organisational culture and how it influences the conduct of learners who are living with disabilities at these schools?
- What plans of action may be developed to enable DHs, PL1 educators in SBST, and school principals to foster a positive school climate in primary schools, thereby improving the lives of learners with disabilities?

The aim of the study

The main aim of the study is to explore the effects of organizational culture on the learners living with disabilities in Malelane Circuit primary schools and to formulate possible strategies to influence good culture.

The following objectives were formulated to guide the study:

- To conduct a literature review on theories that emphasise the significance of organisational culture as an issue, specifically about the conduct of learners with disabilities.
- To determine the understanding of principals, department heads (DHs) who are serving from the SMT, and educators from the School Based Support Team (PL1) have regarding organisational culture and how it influences the conduct of learners who are disabled at these schools, and
- To propose recommendations that may empower DHs, PL 1 educators from SBST, and school principals to foster a positive school climate in primary schools, thereby improving the lives of learners with disabilities.

1.7 Research Paradigm

When scientists have the same understanding of a certain problem and come to the same conclusion about how the problem can be solved, this approach is called the research paradigm. The research Paradigm can be unfolded in three response questions: firstly, epistemological question; secondly, methodological question; and thirdly, ontological question. Another approach is constructivist-interpretivism: phenomenological paradigm.

Constructivism philosophy has to do with how people acquire knowledge, interpret, and understand the world through coming across things and reflecting on those experiences, Honebein, (2016). The interpretive paradigm approach allows the researcher to observe the surroundings and interpret what has been observed as a method of data collection and interpret the collected information, according to Rahi, (2017). The main goal of the interpretive paradigm is to create insight and understanding of the world and create the experience of the subject dealing with at hand. The study used both approaches interpretive and constructive paradigms to investigate the effects of organizational culture on the learners living with disabilities in Primary Schools of Malelane Circuit. A qualitative approach was used when collecting the data, through semi-structured questionnaires and interviews. This is to say the study analyzed existing data and semi-structured interviews.

1.8 Research approach

The section on research approach deals with the method the researcher is going to use when investigating and solving the research problem, then, it is vital that when the research design is developed the research problem that needs to be addressed must be taken into consideration. The research approach is categorized into two segments: The first one is the data collection method approach and the second one is the data analysis method approach. The study used a qualitative research approach collecting data and analyzing it.

1.9 Research Design

The research approach is a method that the researcher is going to use when conducting the study. The procedures or techniques used to identify, select, process, and analyze information about a topic are referred to as research methodology, (Alase, 2017).

A case study is a suitable research design that enables researchers to learn specific, contextualised, in-depth information about a particular real-world topic. It enables the researcher to investigate the case's salient features, interpretations, and ramifications, Alase, (2017). The researcher selected this research method to get an in-depth understanding of the effect of organizational culture on the behavior of learners living with disabilities. Case study research involves the study of a case within a real-life, contemporary context or setting (Yin, 2009). The researcher chose a case study because it is a qualitative approach in which the researcher explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents). Therefore, the researcher used interviews to get in-depth of the subject matter.

Tomaszewski, Zarestky, and Gonzalez, (2020) defined methodology as the decisions that researchers make when planning research about which cases to study, how to collect data, and how to analyse data. This study's research methodology was based on the case-study method. The case studies in this study were the experiences of teaching staff and principals from the sampled primary schools in the Malelane Circuit. The interviews and document analysis used in this study focused on participants' perceptions of the effects of organisational culture on learners living with disabilities.

1.9.1 Research techniques

Research design can be defined as the techniques and methods followed by the researcher when collecting data. This design allows the researcher to identify a suitable research method for the topic being investigated. The research design is divided into three categories, quantitative, qualitative, and a combination of both methods. The research design gives researchers opportunities to select design methods that are best for the study such as experimental studies, surveys, correlational studies, or quasi-experimental review studies, according to Apuke, (2017).

The nature of this study is based on a socio-economical factor, therefore, qualitative research

methodology was used to understand the behaviour of learners living with disabilities. The qualitative research methodology includes reading existing documents such as the attendance register, period register, Inclusive Education policy and progression and promotion policy, and semi-structured interviews as part of collecting data from the sampled population. This approach is often used to understand people's philosophy and the causes of certain actions or behaviour. For that reason, the researcher selected the qualitative research method.

A multisite case study is applied to make the qualitative research method effective, and the findings to be appropriate. The researcher used a variety of instruments to harness rich data through the use of a case-study design, Apuke, (2017). Therefore, for this study case-study method was used, which included the experience of the sampled PL1 educators, departmental heads, and the principals of the sampled schools.

1.9.2 Population and Sampling Method

The population can be defined as the group of people that the researcher draws the sample from, according to Alvi, (2016). Rahi, (2017) indicated that a sample can be defined as a selection of certain numbers out of a defined population to make statements about the entire population. Therefore, in this study, the population was four [4] Primary Schools of Malelane Circuit and the sample includes the School principal, one teacher from the School Based Support Team (SBST), and one departmental head from the School Management Team (SMT), of the four sampled Schools. Purposive sampling was followed. A purposive sample implies that participants were sampled based on their knowledge and experience in working with learners with disabilities as a School-Based Support Team (SBST). Therefore, purposive sampling of twelve (12) participants from four sampled Malelane Circuit Schools was used. Three participants per School, which is: one School principal, one PL1 educator from the SBST, and one departmental head from the SMT who works directly with challenged learners daily.

1.9.3 Data collection techniques

Data collection techniques can be defined as methods of collecting data from the sampled population. The techniques among other things include structured and unstructured questionnaires, semi-structured interviews, and face to face, as prefaced by Tjale, (2017). The researcher employed the following data collection techniques:

1.72.1 Face-to-face semi-structured interviews.

Semi-structured interviews allow the researcher to make follow-up questions, clarifying questions that seem to confuse the respondent and provide more insight from the participants, Sounder, (2016). Therefore, Semi-structured interviews were conducted to obtain a detailed picture of respondents' beliefs about the effects of organizational culture on the learners living with disabilities. This type of interview gave the researcher and participants a lot more leeway when it came to data collection. The researcher was able to follow up on particularly interesting avenues that emerged during the interview, and the participants were able to provide a more detailed picture. During the semi-structured interview, the researcher followed an interview schedule and asked a set of pre-determined questions. These questions were used to guide the participants rather than to impose their will on them. The set of questions used by the researcher was also of great assistance to the researcher, as the participants brought to light issues that the researcher was not aware of. The participants were accepted as subject experts by the researcher and were given ample opportunity to tell their stories. Anderson, Armitage, Jack. and Wittner, (2019), questions during semi-structured interviews were almost always open-ended. Only twelve participants were interviewed. The researcher determined the overall issue to be tackled in the interview; in this case, it was 'Investigating the effects of organizational culture on the learners living with disabilities in primary schools of Malelane Circuit.'

The order of the questions was determined by determining the logical order in which to address both positive and negative behaviour, as well as the sensitive areas of moral education in both explicit and implicit curricula. The researcher saved sensitive topics for the end of the interview. The interview questions were arranged in a progression from simple to complex, and broad to specific. According to Anderson, Armitage, Jack. and Wittner, (2019), the above allowed participants to gradually adjust to the pattern of the interview schedule. The researcher made certain that the topic was thoroughly covered and that the questions were asked in a logical order.

Before developing the questions, a focused literature review on the subject was conducted. The researcher also made certain that jargon and ambiguous questions were avoided, that open-ended questions were asked to allow participants to be free to express themselves, that interview questions were non-judgmental and unbiased, and that the interviews provided specific information required for the study; as discussed by Anderson, Armitage, Jack. and Wittner, (2019).

The researcher also used the funneling techniques described by Smith, (1995:46-47), which were cited by Anderson, Armitage, and Jack. and Wittner, (2019). According to Smith, the funneling method can be used when the researcher wants to elicit not just the participant's general opinion, but also his or her response to more specific concerns about specific issues. It was not possible or permissible for the researcher to use a voice or tape recorder to capture the data, so the interview was written down word for word. The data was collected from school principals, departmental heads serving from the school management team, and educators who serve in school-based support teams. The interview was on one for a maximum time of 45 minutes for each participant.

1.9.3.2 Field note

The researcher took field notes after the interview and jotted down all of his impressions of the interview. During the interview, the researcher wrote down everything he saw, heard, felt, and thought about. This account helped the researcher recall and investigate the interview process. The researcher documented his feelings, expectations, and prejudices to incorporate them into the final product Vaismoradi, and Snelgrove, (2019). While the interview was still fresh in the researcher's mind, it was analysed.

1.9.3.3 Document Analysis

Official documents examined include school attendance registers for educators and learners, period registers for each subject, learners' code of conduct, school assessment policy, school moral policy, school religious policy, school policy on discipline, school-based support team policy, and copies of school results analyses. Before they could be studied, documents were evaluated by the researcher to see if they were valid, reliable, and dependable.

The data in the documents were verified by interviewing other participants, people in similar roles, people knowledgeable about the subject matter, or people who were personally involved in the

sample 'events or activities.' The contents of the 'events' were compared to the contents of the external sources. Because the purpose of the study is to investigate the effects of organisational culture on the learners living with disabilities, the above-mentioned official documents aided the researcher by providing rich information about organisational culture on the learners living with disabilities in the sampled schools (the researcher also used the funneling techniques described). To gather more information, the researcher consulted other official documents such as the South African Schools Act (SASA) of 1996, the Education Labour Relations Council (ELRC) Policy Handbook for Teachers, ELRC (2003: H-7), the Manifesto on Values, Education, and Democracy South Africa, Ministry of Education, (2001:3-4)), and the South African Constitution.

1.10 DATA ANALYSIS AND INTERPRETATION

1.10.1 Data analysis

Data analysis can be defined as a systematic way of interpreting the collected data or information to conclude. Vaismoradi, and Snelgrove, (2019), various analytic procedures provide a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data.

Data was inductively analysed into themes, categories, and patterns, and relationships among categories were identified. Vaismoradi, and Snelgrove, (2019) analysed, synthesized, and interpreted pages of interview transcripts. The analysis was carried out throughout the research, particularly during the data collection phase. The template analysis method was employed. The research question inspired the initial codes or categories. Vaismoradi, and Snelgrove, (2019), retained the initial set in their final analysis.

1.10.2 Data Interpretation

Data interpretation includes the following decoding concept that shares the same meaning and grouping database on the experience and the existing knowledge of the researcher. After the interview of every participant summary was made. Certain codes were used to assist when interpreting the collected data as outlined by Akinyode, and Khan, (2018).

To collect relevant data, the researcher used all necessary and relevant data collection techniques. Interviews and document analyses, in other words. The following individuals prepared the collected data:

Organizing: A large amount of data pertinent to the research question was divided into units. The researcher did so by taking into account the research instruments, themes, concepts, and categories based on prior knowledge or personal experiences of other researchers. Following each interview, summaries were expanded. An hour after the interview was scheduled, the researcher immediately summarized the interview. The segments gave rise to codes. Lines with similar ideas, episodes, or relevant information were analyzed to create a code, as explained by Anderson, Armitage, and Jack and Wittner, (2019). For example, different lines discussing possible signs of behaviour in learners were analysed.

The following types of codes were used:

To describe the research situation, such as a primary school's uncontrollable ill-disciplined learners such as bullies, emotional issues, low self-esteem, withdrawal from social activities, and aggressive behaviour.

Recurring and common activities, such as a high rate of fighting or aggressive behaviour in class, as well as class skipping. This resulted in events of specific activities occurring infrequently, such as an educator talking to learners about morals, ethics, and principles, particularly acceptable behaviour in general, or the principal attempting to motivate, encourage, and equip educators with all the necessary skills for dealing with unbecoming behaviour of learners. Codes were grouped according to meaning to produce themes. Discovering patterns was developed from the relationship among categories.

1.11 Theoretical Framework

A theoretical framework is a key part of an academic paper because it introduces the research and further identifies the existence of the research problem and the need why the topic needs to be researched under this study. It further assists the researcher to have more understanding of what was discovered before and the recommendations that were recommended about the problem, Richard, (2013).

Researchers use existing theories that have been approved and qualified by subject specialists to guide the study as a theoretical framework, base their argument on the pre-existing theory, analysis data that have been gathered, and interpret their findings based on the existing

knowledge. The researcher may agree with the existing theory based on his findings or reject the theory based on his findings. It is a structure that helps to sum up theories and concepts, which were theoretically proven and tested, and added to the body of knowledge which the researcher synthesis to assist in building theoretical background, or better analysis and put the data into contextual interpretation, Swanson, (2013). Therefore, the researcher chose the theory of culture and disability that was developed by Whyte and Ingstad (1995) as the focal point of this study. The theory of culture and disability is based on the belief that the perception, bahaviour, and norms of the society contribute to the behavior of people living with disabilities, Mugambi, (2017). People living with disability accept themselves through the eyes of society, and how society views them contributes to their level of self-acceptance. This theory argues that people living with disability are made or destroyed by the culture that exists in their communities, If the culture is positive, the people living with disability turn out to be productive in society, while on the other hand, if the culture is negative, the people living with disability turn to be unproductive, Mugambi, (2017). Therefore, while the theory of Whyte and Ingstad focuses on people living with disabilities in the community in general, this study narrowed to focus on the primary school level to validate or object to this theory. It is for that reason the researcher based the study on the theory of culture and disabilities because they share common grounds and arguments.

The theory provided a direction for the formulation of research questions, participant selection procedures, method selection for data collecting, and data analysis. The theory of culture and disability will help to investigate the effects of organisational culture on the behaviour of learners living with disabilities in primary schools.

Literature Review

McMillan, & Schumacher, (2010) define a literature review as a summary abstract of existing knowledge and data of the subject being investigated. This review is based on secondary data that is found from tapes, books, academic journals, periodicals, newspapers, and other media sources that are relevant to the research topic. It must be enumerated, empirically evaluated, condensed, and explained in the previous study.

This study used a literature review to examine how other researchers understood the organizational culture of the learners living with disabilities the response of educators towards learners with special needs and how they perform in the classroom. The literature review is necessary to help the researcher shape the study and avoid researching what already exists in

the body of knowledge. White, (2013), is further used as a tool that discloses that part of this topic is already researched and provides insight and understanding of the dimension and complexity of the problem. Further discussed that literature reviews show research gaps and inconsistencies of researchers that researched the topic up to so far.

School as an institution

A School is an institution of learning where teaching and learning take place under the direction of educators. It provides a learning space by creating a conducive environment that is good for both teaching and learning, Dalton, McKenzie, & Kahonde, (2012) Therefore, most countries including South Africa have systems of formal education, that make it compulsory for every child to attend school. Therefore, in the system created by countries, learners are promoted from one grade to the next and from one school to another. South African Schools are divided into three;

The primary is called the elementary level. Primary includes three phases that unfold as follows: The foundation phase, which starts from grade R to grade 3, the Intermediate phase, which starts from grade 4 to grade 6 and the senior phase which includes only grade 7. The second leg is Secondary, which includes the Senior phase which is grade 8 and grade 9, and Further Education and Training which starts from grade 10 to grade 12. The third leg is a tertiary institution, which is also called higher training and learning, Mturi, and Bechuke, (2019).

Huang, & Teo, (2019) that schools are classified as an institution because their primary duties are to impart knowledge or to impart education to those who need it. However, an organization can be defined as a group of people who have a common goal and mission to accomplish, and share the same vision, which includes a business entity, part of the society, and clubs such as football, netball, etc.

Organizational Culture

Organisational culture can be defined as the lifestyle of a society or group of people that they commonly share among themselves that holds them together and makes them different from others, Chatman, and O'Reilly, (2016). Therefore, the culture includes shared values, beliefs, norms, and principles that produce a unique character. Most of the school environment culture is formulated out of the communities where learners come from and what they daily practice at home. This creates a family culture that exists within the school environment while powers cascade from the top (the principal) down to educators. The factors that determine the organizational culture of a school can vary, depending on whether it's a public school or a privately owned institution. The conditions of a public school that contribute to organisational culture can

be influenced by distributed leadership, policies from the department, problem-solving among staff, promotion of working together, and learners' involvement, Malin, and Hackmann, (2017).

Inclusive practice

A study conducted in the UK shows that inclusive practices have to do with the social learning process that normally influences the school environment or causes learners and educators to behave in certain ways. This practice dictates schools or workplaces create a common language (jargon) to use when communicating among themselves, Hyland, (2022). The language created within the organization is used to influence the behaviour of both learners and educators. Alfadda, and Mahdi, (2021) argued that although the inclusive practice is good in influencing the behaviour of the learners and shaping their character, fails at some point due to the shortage of educators who understand inclusive education, big class size often makes educators fail to manage the classroom and control the behaviour of the learners, and educators are often reluctant to implement inclusive practices, particularly in rural schools.

Culture and leadership

Culture has a reality-defining role, allowing persons inside an institution to make meaning of themselves, their activities, and their surroundings. According to the researcher, a present reality-defining function of culture is frequently a problem-solving function inherited from the past, Clark, Dyson, and Millward, (2018). Therefore, Changing the norms that exist inside a school is tough, especially in a system with so many conflicting forces and practitioners who tend to work alone in solving the difficulties they encounter. The existence of learners who are not matched to the school's existing menu, on the other hand, can give some impetus to investigate a more collaborative culture in which educators assist one another in experimenting with novel teaching solutions. In this approach, problem-solving activities eventually become the reality-defining, taken-for-granted tasks that define a school's culture that is more geared toward supporting inclusive methods of functioning, Clark, Dyson, and Millward, (2018).

The role played by White Paper 6 in Learners with Disabilities Education

White Paper 6 (2001) was introduced by the government to ensure that all learners regardless of their physical or emotional condition have equal education opportunities and to integrate the special needs schools with mainstreaming schools. This paper ensures that people with special needs are given the attention that they deserve. The EWP 6 is the driver of inclusive education, which ensures among other things the prioritization of people living with disabilities and the

support they deserve. It spells out how the policies of inclusive education should be implemented and practiced. Nel, Engelbrecht, & Tlale, (2014), As part of the white paper 6 programs, the schools have established the National School-Based Support Team (NSBST) that helps to identify learners that need help and support them. Department of Basic Education, (2014), stated that learners should be identified according to their needs as embedded in the white paper 6 policy classified according to their special needs, and placed according to a special setting. Education White Paper 6 (2002) brings a new paradigm shift as it presents the combination of the social-ecological model to diagnose, recognize, and help learners who encounter difficulties in learning.

The Perspective of South Africans in Learning with Disability

South Africa has defined learning with disabilities in many ways. Therefore, White Paper 6 (2001), explains the two important barriers that exist in the teaching and learning environment, namely: Intrinsic barriers to learning, which refer to disabilities that exist within oneself, the other one is extrinsic barriers to learning, which refers to the limitation that is contributed by the environment learners learning in, the method of teaching educators are using and the management of the school. Therefore, the government by introducing white paper 6 aimed to abolish the perception of viewing disability as a medical model, hence viewing disabilities as factors that make one differ outward and inward which makes it hard for learning and development to take place (socio-ecological model).

Difficult in learning is perceived mostly as an external factor and can also be averted as argued by White, (2013). The researcher further argued that no learner experiences learning challenges across all the learning areas or content, that is to say, in some learning areas do excel. As soon as the educator identifies the weaknesses of the learner and starts paying attention as part of intervention or scaffolding, the learner will improve performance, regardless of the physical or mental challenge facing.

Several researchers agreed that there are factors that cause barriers to learning that cannot be alleviated regardless of how much attention and teaching strategies an educator can apply, such as impairment, Nel, & Grosser, (2016). This study used learning disability as it is general and researched by several authors, the researcher based the argument of the study on internal factors and paired it with external factors to find out the relationship within the context of South Africa.

The Epidemiology of Learning Disabilities

South Africa has not yet developed a model that will meet the needs of the learners living with disabilities in terms of teaching and learning. The statistics that were collected in 2001 indicate the discrepancy that exists between the learning environment of the able the one of the disabled. The Community Survey that was conducted in 2007 together with the Annual General Household Survey (GHS) as indicated by Unicef, (2011) shows that most disabilities are internal factors which include the capacity of their memory that cause them to forget quickly, process, and difficulties to recall information. Manyike, (2020), argued that the learning challenges are caused by social-economic circumstances such as visual impairment, hearing, motor, and physical impairments.

RELIABILITY AND VALIDITY/ CREDIBILITY AND TRUSTWORTHINESS

1.12 RELIABILITY AND VALIDITY

1.12.1 Reliability

The reliability of a research study refers to the consistency, and accurate representation of the total population and reproduction under a similar methodology.

This tool measures how much the study can be trusted and its credibility. It takes into account all the measures that are needed to make the study truthful and reliable, according to Louise, Lawrence, & Morrieson, (2017). To make sure that the data is reliable, the researcher designed the same questions for all the respondents, no leading question was posed to respondents, and respondents cannot be manipulated. The researcher avoided reputation and double counting as part of ensuring reliability

1.12.2 Validity

This part of the study helps to make sure that all the scientific methods required are met while the study is in progress. Therefore, validity has to be applied in all kinds of academic studies, Jacobs & Walker, (2018). Validity can be divided into five categories as discussed below.

Face Validity is based on a scientific approach and is highly subjective. It does not require any scientific justification. Construct Validity assesses a measurement tool that is suitable for the studied phenomenon. Criterion-related Validity includes the comparison of the results of tests with the outcome. Formative Validity has to do with the assessment of a useful measure that will help to provide data that can improve specific aspects of the phenomenon. Sampling Validity or similar

to content validity makes sure that the area covered by the research is vast.

The following as discussed by Linda, (2016) are methods that ensure the validity of the research study: the researcher must select a suitable methodology, by considering the type and nature of the study conducted; the most suitable sampling methods have to be selected, and no participant was forced to select certain options. Saunders, (2016), a study is reliable when it is trustworthy and valid.

1.13 RESEARCH ETHICS

This study ensured honesty, good study ethics, respect, truthfulness, and transparency to make sure that the research was ethical. Among other things to follow is that no participants less than 18 years of age participated in this study and before the study was conducted the researcher got permission from the Department of Education in the Mpumalanga province, got permission from Unisa Research Ethics Committee, Malelane Circuit Manager, and from the four schools selected. Participation in the study was voluntary. The research was impartial and independent. The researcher made sure that no duplicates occurred in this study because that might jeopardize the integrity of the study as argued by Jacobs and Walker, (2018). All participants were given a consent form to sign, protected from any harm and any form of influence when giving a response. The study is not harmful in any way to the participants. The research was abiding by the University of South Africa research ethics as set out in tutorial 101.

1.14 Assumptions, Limitations, and Scope (Delimitations)

1.14.1 LIMITATIONS OF THE STUDY

The limitations of the study are those aspects of design or methodology that impacted or influenced the interpretation of your research's findings. Study limitations are the constraints placed on the ability to generalize from the results, to further describe applications to practice, and/or related to the utility of findings that are the result of how you initially chose to design the study, the method used to establish internal and external validity, or the result of unanticipated challenges that emerged during the study, according to van der Ven, and Cashore, (2018).

The researcher conducted semi-structured interviews, consulting secondary data such as analyzing academic journals and document analysis such as period registers to investigate the behaviour of learners living with disability, in general, mainstreaming within the primary schools of Malelane Circuit. Therefore, it was limited to learners who speak siSwati mostly and that will make the focus to be too narrow.

1.14.2 DELIMITATION OF THE STUDY

Delimitations are characteristics that limit the scope and describe the boundaries of the study, such as sample size, geographical location or setting in which the study takes place, population traits, and so on. In addition, the researcher may choose to collect data using some research tools and methodologies but not others. These constraints may be imposed for practical reasons, such as a lack of time or financial resources to conduct a more thorough investigation. The study's delimitation section should explain why certain choices were made while others were not, and how this may have affected the research's outcome, according to van der Ven, and Cashore, (2018).

The radius of the study is easily reachable since the study focus is one circuit and less time is needed to complete the study with less cost involved because of the distance traveled from one school to another.

1.14.3 SCOPE OF THE STUDY

Malelane Circuit is in Ehlanzeni Region, Mpumalanga Province, South Africa. The circuit is a combination of both townships and rural areas. The demographic area is dominated by Swati-speaking people as it is close to the kingdom of Eswatini. The researcher sampled these schools according to their different historical locations to intensify and validate the originality of his findings on the topic.

1.15 Definition of key concepts

Constitution: The laws and principles that govern a group of people or country Mazzadra, (2015)

Constructivist paradigm: This is the phenomenon that explains how people decode information about their world and interpret their past experiences, Honebein, (1996)

Culture: A set of values, norms, beliefs, and principles that are commonly practiced by the community or society Vuong, (2021).

Education: Education: a method used to acquire new skills, knowledge, and information from other people formal or informal, Britannica, (2014)

Inclusive Education: A document developed by the Department of Basic Education to give learners equal opportunity regardless of their physical or mental challenges, White

paper 6.

Interpretative phenomenology paradigm: A research design that is used in qualitative to obtain data through deductive reasoning and reflecting on experience. Johnson, Adkins, and Chauvin, (2020).

Literature Review: The method used to review existing knowledge about the research topic to find out what researchers came before you concluded about that topic, Tjale, (2017).

Perception: To possess one understanding of certain information, includes what the researcher heard or observed and interpret it differently, Pageaux, (2016).

Phenomenological: Perspective of the participant about the event Vuong, (2021).

Research Approach: A method to be used when data is collected analyzed and interpreted, (Perera, 2018).

School governing body: A body of parents that represents entire parents of the learners that are registered in that certain school, those parents deal with the governance issues as assigned by the Department of Basic Education, Dass, and Rinquet, (2017).

South African Schools Act 84 of 1996 (SASA): A set of laws that is spelled out by the government to guide public schools in South Africa, Biegel, (2018).

Theoretical Framework: It is a piece of existing information that helps to support the study. It is based on secondary data from, tapes, magazines, the internet, journals, and periodicals, Richard, (2013).

1.16 Summary of the chapter

In conclusion, the study explores the effects of organizational culture on the learners living with a disability within Malelane Circuit primary schools, Ehlanzeni Region, Mpumalanga Province, South Africa. In both local and international communities' learners with disabilities were neglected for sometimes in time the past. The study sought to understand whether the relationship between school organizational culture and how learners with disabilities behave is positive, as nothing much has been done in terms of research in that regard. Therefore, this study investigated the relationship and submitted the report to the Mpumalanga Province Department of Education for

their consideration as indicated in the permission letter. To successfully pursue this study, the researcher used qualitative techniques in terms of research design and followed semi-structured interviews to ensure that all participants understood the questions posed to them. For this study, qualitative research techniques were followed since existing data was consulted as well to qualify the relationship between school organizational culture and the attitude of learners living with disabilities.

CHAPTER TWO

THEORETICAL FRAMEWORK

2.1 INTRODUCTION

In the previous chapter, the researcher discussed the background of the study, defined the problem statement, the aim of the study, the significance of the study, and the objectives. The researcher further discussed research design, methodology, data analysis, interpretation, reliability, and validity. This chapter focused more on the theoretical framework, the reason for choosing the theory that is used to pursue the study, the role of the theoretical framework, and the implications of this study.

Theoretical underpinnings act as a "blueprint" for the entire research. The theoretical framework provides guidelines for research papers or dissertations, where the researchers align certain approaches, such as methodologies, philosophies, epistemologies, and analytically, of this study, as argued by Osanloo and Grant (2016). The cited researcher argued that a theoretical framework is an existing theory that explains a certain study that is being investigated and how the study in question was discovered.

According to Nguyen (2020), a theoretical framework gives the study's justification, description of the problem, goal, meaning, and research question structures and support. Therefore, the researcher agreed with the observation made by Osanloo and Grant (2016) that technique, analysis, and assessment of literature are all built on or anchored by the theoretical framework. Therefore, if research does not outline a theoretical framework, it becomes irrelevant, redundant, and lacks a proper conclusion.

In light of the above theoretical framework discussion, this study uses the theory of culture and disability developed by Whyte and Ingstad (1995). The focus of this study is the theory of culture and disability which discusses the unfavorable community perception of disability Whyte and Ingstad, 1995; Widayanto, (2018).

2.2 THEORETICAL FRAMEWORK DEFINED: WHAT IS A THEORETICAL FRAMEWORK?

Researchers use existing theories that have been approved and qualified by subject specialists to guide the study as a theoretical framework, base their arguments on the pre-existing theories, analyse the data that has been gathered, and interpret their findings based on the existing knowledge. The researcher may agree with the existing theory based on his findings or reject the theory based on his findings. It is a structure that helps to sum up theories and concepts that were theoretically proven and tested and added to the body of knowledge that the researcher synthesises to assist in building theoretical background or better analysis and put the data into contextual interpretation Danese, Manfè, and Romano, (2018). Therefore, the researcher chose the theory of culture and disability as the focal point of this study, which was developed by Andrews, Forber-Pratt, Mona, Lund, Pilarski, and Balter (2019). The theory provided direction for the formulation of research questions, participant selection procedures, method selection for data collection, and data analysis. The theory of culture and disability helped to investigate the effects of organisational culture on the behaviour of learners living with disabilities in primary schools.

The rationale of choosing the theory of culture and disability. According to Andrews, Forber-Pratt, Mona, Lund, Pilarski, and Balter (2019), the environment where learners find themselves, mostly in schools and communities where they stay, has an impact on their attitudes and behaviors. Government policies play a major role in creating a culture in schools because they guide both educators and learners on how to conduct themselves within the school premises.

2.2.1 The Theory of Culture and Disability

The theory of culture and disability is based on the belief that the perception, behaviour, and norms of the society contribute to the behavior of people living with disabilities, Mugambi, (2017). People living with disability accept themselves through the eyes of society, and how society views them contributes to their level of self-acceptance. This theory argues that people living with disability are made or destroyed by the culture that exists in their communities, If the culture is positive, the people living with disability turn out to be productive in society, while on the other hand, if the culture is negative, the people living with disability turn to be unproductive, Mugambi, (2017). Therefore, while the theory of Whyte and Ingstad focuses on people living with disabilities in the community in general, this study narrowed to focus on the primary school level to validate or object to this theory. It is for that reason the researcher based the study on the theory of culture and disabilities because they share common grounds and arguments.

The framework for the study that the researcher chose and the foundation for his argument was the ideas of culture and disability. The theory explains how the government, school, and society's beliefs about people living with disabilities and the treatment they receive from these sectors also influence the perceptions of individuals about disability Andrews, Forber-Pratt, Mona, Lund, Pilarski, and Balter, (2019). When discussing disabilities within the contexts of social, bodily, and actions, as well as functionality, integration, segregation, daily activities, labeling and categorization, equality, and individual rights, this chain of influence is especially persuasive.

The theory of culture and disability argues that culture plays a normative role in society. Often, culture limits people's understanding and ability to make decisions, as it provides a way to live. Therefore, culture determines what is right and wrong for society. Culture provides people with self-identity, regards one gender as superior to the other, and draws a line between the young and the old Andrews, Forber-Pratt, Mona, Lund, Pilarski, and Balter, 2019; Whyte & Ingstad, (1995).

Whyte and Ingstad demonstrate how culture may be utilised to encourage socially acceptable behavior in persons with disabilities by rewarding those individuals when they act by societal norms. However, depending on the role and duties a person with a handicap plays in the community or society at large, different approaches are taken to treating them. Culture is understood from a societal and surrounding point of view, and the personhood economic system also influences cultural variables Seligman, Choudhury, and Kirmayer, (2016); Whyte & Ingstad, (1995).

Whyte and Ingstad (1995) noted that concepts of disability are established in conjunction with the perceptions of people who are rooted in a certain culture. Both monocultural and multicultural communities have diverse perspectives on the idea of disability. A person's social identity in single-culture communities is centered on their household, clan, and other appearances rather than their disabilities. The spontaneous incorporation of the disabled into household life and communal events is the norm in many single-cultural communities. Disabled people are regarded as individuals with disabilities rather than as people with disabilities. In diverse cultural communities, circumstances and social status are often more impersonal, and people are not glued to one another. There is a prevalent assumption, based on the principles of equality and individual rights, that distinctions between people are invisible and so do not exist. Thus, rather than developing

within the framework of a broader community and its social processes, notions of disability emerge within the context of a centralist state that enforces a universal policy through legislation Seligman, Choudhury, and Kirmayer, (2016).

The theory of culture and disability uses cultural themes to influence the behaviour of people living with disabilities in society or organisations Goodley, Liddiard, and Runswick-Cole, (2018). According to Andrews (2019), the body, identity and stigma, labeling, and personhood are the key cultural themes surrounding people with disabilities that traverse cultural boundaries. As discussed below:

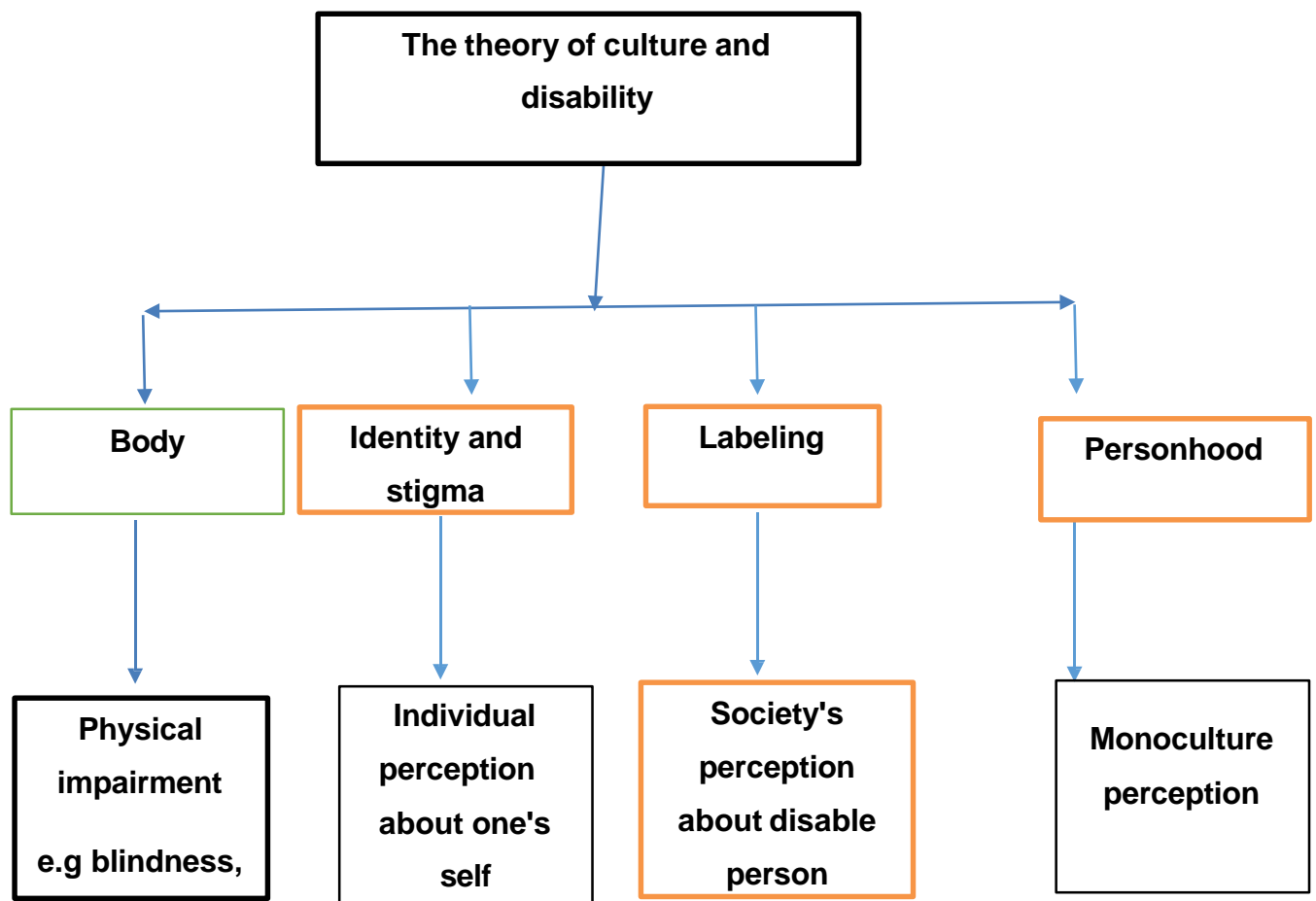


Figure 2.1 Summary of the theory of culture and disability, Macdonald, and Deacon, (2019)

Body. Every culture acknowledges that bodies have a function, a value, and a purpose that contribute to the survival and development of a particular society. Therefore, if a person is physically disabled, the cultural society will reject that person because the perception is that such a person needs more attention and patience to deal with Mantey, (2017). This culture turns out to

harm the person living with a disability because such people end up isolating themselves from society to avoid being cumbersome Kamyuka, Carlin, McPherson, and Misener, (2020).

Identity and stigma. The wider society's beliefs eventually influence how a person with a disability feels about themselves and their impairment. There is no room for compromise. Either the person with a disability experiences stigma or they are fully integrated into society's norms. Disability stigmatising cultures create an atmosphere that encourages a preoccupation with disability. People with disabilities are commonly classified and positioned in the same social group as criminals and members of particular minority groups as a result of this stigmatisation. They are all outcasts who violate basic social conventions. One's self-perception as a disabled person takes on supremacy, and the disability becomes a proverb for one's behavior. The learners' reactions to the disabled person feed into their worries, producing a vicious cycle of insecurity, stigma, and identity dissociation (Grech, 2017; Seligman, Choudhury, and Kirmayer, 2016; Whyte & Ingstad, 1995).

Labeling. In complex civilizations, as opposed to monocultural ones, the labeling process is more obvious. Regular face-to-face contact among community members is the norm for communication and involvement in monocultural communities. Through a variety of social roles and settings, people are related to and connected. In many cases, a single personality trait, like a physical disability, does not serve as a blanket descriptor of the person's entire social identity. People don't always communicate with one another in social settings and linkages in complex societies; they are more impersonal and task-specific. Labels limit what people can achieve, shape their thoughts and perceptions of themselves, and shape how others see them Weber, (2016).

Personhood. Personhood is characterised as a phenomenon that is malleable and has a cultural component that is essential to the understanding of disability in that culture. In monocultural societies, a person's sense of self is intimately correlated with their social function, or their ability to participate in their society's normal activities. In contrast, in complex civilizations, an individual's sense of self is predominantly impacted by their external appearance and social interactions Andrews, Forber-Pratt, Mona, Lund, Pilarski, and Balter, 2019; Whyte & Ingstad, (1995). Whyte and Ingstad, (1995) Disability and culture theory, which described how the prevalent ideas in my research context (school, government, and society) affected the services offered to individuals with disabilities and the activities they engage in, served as the foundation for this study's methodology. In contrast, in complex civilizations, an individual's sense of self is predominantly impacted by their external appearance and social interactions. The perspectives of sub-chiefs and chiefs provided insights into how the state treats children with disabilities, while parents and

religious leaders provided insights into how schools treat such learners.

Given the study's focus on learners with disabilities, it's critical to consider how accessible teaching resources, assistive technology, curriculum access and alignment, dropout prevention, family engagement, least restrictive environments, positive behaviour supports, and transitions from home to school are provided for learners with disabilities. My curiosity was sparked when I learned that children with disabilities participate in educational activities that create feelings of success, accomplishment, growth, and competence.

2.3 THE ROLE OF THE THEORY OF CULTURE AND DISABILITY AS THE THEORETICAL FRAMEWORK IN THIS STUDY

According to Nguyen, (2020), A theoretical framework is the use of a theory (or theories) in a study that both conveys the researcher(s)' core values and provides an articulated guidepost or lens for how the investigation will process new evidence. The framework is classified as the second of four levels of theory. It represents connections between prior discoveries that give information about phenomena in a conceptual and organised organisation. When using theoretical frameworks, researchers should aim to provide them the chance to discover their voice and intellectual resources to construct beliefs that strive to free rather than control, Crawford, (2021)

The theoretical framework supports and structures the problem statement, purpose, meaning, and research questions. The theoretical framework provides a foundation for performing a literature review as well as a point of reference for methodology and analysis, Grant, (2014). According to Sarter, (2006), says that a study without a validated theoretical grounding has "limited usefulness of findings and conclusions," underlining the need and use of a theoretical framework.

The study is based on the Whyte and Ingstad culture and disability hypothesis, which emphasises how culture affects how a handicapped person behaves in the community, school, and government. Whyte and Ingstad, (1995). According to Obat (2020), The theory of culture and disability outlines three key components that served as the study's overall direction: the function of academic institutions such as schools in influencing the behaviour of disabled pupils, the role that communities and governments play in shaping the behaviour of disabled pupils, and the role that the state plays in doing so. These three elements were fully discussed in the literature review.

According to Valle, and Connor, (2019), there is a positive relationship between the culture that exists in schools as an organization and the behavior of learners whether living with disabilities or not living with disabilities. Learners spend much of their time at school rather than at home or in

the community. Hence, this denotes that the school conditions that the child spends time in are very vital. The attitude and tolerance for variety that shapes behaviour cannot be divorced from school culture, thus educators must play a crucial role in fostering multiculturalism in their learners via moral and religious values, Widayanto, (2018).

This theoretical framework will assist the researcher in framing his argument on the effects of organizational culture on the behaviour of learners living with disabilities in Primary Schools, Malelane Circuit. As a result, it will help the researcher understand how a learner's character develops between the ages of 7 and 11 and how it influences the development of school culture, as claimed by Wuryani, and Yamtinah, (2018) based on the theory of culture and disability theory.

2.4 THE IMPLICATION OF THE THEORY OF CULTURE AND DISABILITY IN THIS STUDY

A collection of individuals who are working together towards a shared objective is referred to as an organisation. Therefore, an organisation can be a financial institution such as a bank, a religious institution such as a church, or an academic institution such as a school. Tjale (2017) and Obat (2020) assert that a variety of internal and external elements might have an impact on an organisation. Politics, the economy, and laws are examples of external influences; internal aspects include the organisation's goals, plans, and policies. The majority of internal elements are within the control of the organisation's personnel. Therefore, people's behaviour in the organisation is crucial in shaping the culture of the organisation.

The study conducted by Obat (2020) indicated that schools, as an organisation, accommodate all people regardless of their abilities. Although the regulations were developed to improve the education of learners with impairments, they conflict with the community's attitude about disability. He further argued that all stakeholders must be involved in the growth and shaping of the behaviour of learners living with disabilities in mainstream schools if there is to be any meaningful progress to be made in this area.

According to the theory of culture and disability, learners living with disabilities still face some difficulties fitting in or coping in general schools (mainstream schools) due to the negative attitude emanating from the community Mugambi, (2017). Often, learners practice at school what they have learned and practice at home Tjale, (2017). Since the community struggles to embrace people with disabilities and make them participate in the economy, such as by participating in the job market, social engagements such as sports activities, and even religious activities, it contributes to the cultural practice of learners at school when treating learners living with disabilities. According to Subba, Yangzom, Dorji, Choden, Namgay, Carrington, and Nickerson

(2019), understanding the cultural concerns around disability is essential to the process of incorporating disability into regular educational activities. To modify attitudes about disabilities in the community, educators and school principals must educate parents in parent meetings. Cultural prejudices shouldn't stand in the way of including kids with impairments.

The theory of culture and disability argues that the behaviour of people living with disabilities emanates from the school culture that learners learn from their communities. The theory based its argument on four facts, namely, body, identity and stigma, labeling, and personhood, as discussed in 2.3. Therefore, the study investigated the effects of organisational culture on the behaviour of learners living with disabilities in primary schools in the Malelane Circuit.

2.5 Summary of the chapter

In conclusion, the researcher bases the study on the theory of culture and disability developed by Whyte and Ingstad (1995). This theory helped the researcher contextualise his argument. The theoretical framework allowed the researcher to introduce the theory that is going to be used, discuss in depth the origin of the chosen theory, and discuss the role of the chosen theory. In this chapter, keywords were discussed such as culture, disability, body, identity and stigma, personhood, and labeling. Theories related to the study also greatly contributed to knowledge and perceptions about the impact of unfavorable community attitudes toward individuals with disabilities.

In the next chapter, we will unfold the existing literature review.

CHAPTER THREE

LITERATURE REVIEW

3.1 INTRODUCTION

In the previous chapter, the researcher focused on outlining and discussing a theoretical framework that guided this study. The researcher used the chosen theoretical framework to investigate the effects of organisational culture on the behaviour of learners living with disabilities in the primary schools of Malelane Circuit. The theoretical framework underpinning the study is the culture and disability theory, which argues that a child's behaviour is influenced by the environment he spends time in, and then the behaviour becomes a collection of habits that result in character.

The goal was to pinpoint the institutional practices and cultural elements that did or did not affect the learners with disabilities in primary schools. The next chapter discussed the research technique used as a lens to achieve the study's goal and answer the main research question. A literature review was required so that the researcher could define his frame of reference. According to Snyder (2019), a literature review is intended to show that a certain issue has already been studied and to provide information about its complexity and dimensions. Snyder, (2019) went on to say that another reason for conducting a literature study is to identify any "knowledge gaps" and look for contradictions in previous studies.

Therefore, the researcher identified that researchers who did not research much about the role played by organisational culture in the formation of character in the learners living with disabilities in mainstream public schools in South Africa. The study sought to investigate the role played by the culture of the organisation in the formation of behaviour in learners living with disabilities. Upon the findings, the researcher recommended to the National Department of Basic Education, the Provincial Mpumalanga Department of Education, school principals, the School Management Team, and educators what to do to maintain a positive culture that might positively influence the behaviour of learners living with disabilities and all learners in general. The researcher used all media channels, for example, visual and audio, and analysed dissertations, research journals, and theses to gain a better understanding of the context of organisational culture and the behaviour of learners living with disabilities. Different data are relevant to organisational behaviour and the behaviour of learners living with disabilities, as proposed by previous authors, were also looked at. Concepts such as culture, institutions, inclusive education, organisation, and behaviour received greater attention.

Disability is described as a condition that restricts a person's capacity to move, cope with stress, become sick, have an accident, communicate, hear, or see Silverberg and Kaufman, (2016). Disabilities are distinct from impairments, which are biological conditions, and handicaps, which are mental and physical limitations placed on a person. Disabilities arise in a physical, social, or environmental setting Silverberg and Kaufman, (2016); According to sociocultural context, inability to participate in society due to chronic illness or impairment, challenges in educational participation, or sickness with prejudicial attitudes, policies, culture, or institutional practices can be defined as disability Karalunas, Hawkey, Gustafsson, Miller, Langhorst, Cordova, Fair, and Nigg, (2018).

People living with disabilities are marginalised both in South Africa and in the rest of the world. In countries such as Greece, America, Europe, Babylon, and Africa, the perception of those societies is that people who are born with disabilities are cursed by God. Therefore, in some countries, they were considered threats to society, and as a result, they were marginalised and even massacred. Institutionalism was established to shelter people living with disabilities as a way of protecting them from people who massacred them by philanthropists who advocated peace in European countries. However, as the world started to recognise human rights, institutionalisation was replaced with normalisation because institutionalisation was separating people living with disabilities from their culture, customs, norms, values, and belief systems, where they belong. Normalisation is the process of instituting and maintaining culturally accepted personal behaviours and features Kumar, (2021).

The policies and attitudes that lasted almost forty years have been shafted by the organisations of disability rights movements across the world Oliver, (2018). The movement has expanded chances for persons living with disabilities to be involved in many activities, have equitable rights, and have economic access. The United Nations (UN) approved the United Nations Convention on the Rights and Dignity of Persons Living with Disabilities in 2006, which is an international policy that attempts to safeguard the rights and dignity of persons living with disabilities worldwide May-Simera, (2018).

Since the UN adopted the UN Convention, perceptions towards people living with disabilities have changed across all cultures, such that they are treated with respect and integrity in society. The fear that existed for people without disabilities when they see people who are living with disabilities has subsided May-Simera, (2018). Therefore, to comprehend the correlation that exists between environment and disability, three models of disability were used to demonstrate more understanding.

Models offer an understanding but inadequate representations of reality because they are distilled descriptions of complicated elements and processes Gjørseter, Radianti, and Chen, (2019). No disability model can fully represent the situation; the intricate interaction between individual disabilities and settings is handled by three fundamental models Lawson and Beckett, (2021). While these theories vary fundamentally, they are not mutually incompatible. Rather than seeking to choose the best model to depict disability, the researcher discovered that emphasising the strengths and shortcomings of each model helped him better understand disability.

Social model: Disability is viewed as a result of society in the social model. According to disability advocacy organisations, disability is a social construct, and the social model has been critical to the growth of the disability rights movement. According to this idea, disability is caused by the obstacles that society places on specific groups of individuals. Haegele and Hodge, (2016). People with disabilities are expected to conform to society's established structures rather than having those organisations realigned to better meet their needs. People with disabilities are unfairly segregated, ostracised, and denied full involvement in society, which imposes the construct of disability on top of the infirmities that individuals have, May-Simera, (2018). People with disabilities form a separate minority group that has a common history of oppression. Sociologists contend that in a society, special needs politics and disability politics coexist, Barton, (2018).

Medical model: The medical paradigm emphasises functional deficits and illnesses associated with disabilities. Disability is internal to the person and unrelated to their surroundings, Dirth and Branscombe, (2017). The medical model emphasises curing and is in line with the principle of individuality, according to which a person with a disability is supposed to overcome social issues like prejudice by working hard, being determined, and having a positive outlook. The medical model expects learners living with disabilities to overcome infirmity and self-pity courageously, exhibiting the strength of the human spirit in the face of their disabilities, Shikha, (2017).

Universalist Model: The universalist paradigm does not divide the population into those with and without disabilities but rather sees disabilities as being on a continuum, Stein, (2017). It acknowledges that disability is fluid and ongoing rather than fixed and binary. It asserts that people with or without disabilities face restrictions and disabilities across the lifespan and in environmental situations. Disability is not seen as a minority concern but as a universal human experience. Disability is not viewed as a distinct category requiring particular protection. Conversely, according to the universalist approach, everyone benefits from accommodations, universal design, and anti-discrimination legislation, May-Simera, (2018).

Inclusive education

According to Zigmond and Kloo (2017), inclusive education is defined as instruction given to learners with disabilities in the normal classroom by the regular classroom educator. Therefore, these authors describe inclusive education as more than just inclusion in the regular classroom. It includes attitudes, beliefs, and convictions that extend beyond the classroom and into the greater community. Qvortrup and Qvortrup, (2018) Additionally, in light of their fundamental human rights, inclusive education has been regarded as a "right" in which all children are welcomed and educated together in regular classes. According to their efforts and goals for the education of learners with disabilities, other groups have also developed a definition of inclusive education. Inclusion, for example, means giving all children equitable access to educational and social activities in which they may engage Gabor and Brooks, (2020).

According to Jang, and Mennis, (2021), to achieve inclusive education, the following was stated in the "Salamanca Statement on Special Needs Education," which was adopted in 1994 by 92 states and 25 international organisations: "Every child has a fundamental right to an education and must be allowed to achieve and maintain an acceptable level of learning; every child has unique characteristics, interests, abilities, and learning needs; education systems and educational programmes should be designed and implemented to take into account the wide variety of these characteristics and needs; people who require special education must be able to attend regular schools, which must provide. Most learners obtain an effective education in ordinary schools, which improves the overall efficacy and, eventually, the cost-efficiency of the educational system. Regular schools with an inclusive orientation are the most effective way to combat discriminatory attitudes, develop welcoming communities, build an inclusive society, and achieve education for all", (UNESCO, 1994, p. viii-ix)

According to Kerres and Buchner (2022), a learner's disabilities might worsen when they are left alone and do not receive the right guidance and corrective measures at the early stages of their development. However, Vygotsky (1993), cited in Eun, (2019) argued that disabled children may make improvements in a variety of areas—language acquisition, social skill development, behavioural problems, and academic achievement—by using proper teaching methodologies customised to match individual requirements. They require effective teaching methods, a curriculum, and a setting that promotes the greatest number of learning chances (Kerres and Buchner, 2022; Eun, 2019).

Inclusive and integrated

According to Francisco, Hartman, and Wang (2020), the mainstreaming principle is a change in education policy aimed at educating learners living with disabilities in ordinary classrooms. The original goal of mainstreaming, according to researchers, was to integrate learners with impairments and disabilities from segregated environments into ordinary classrooms (Chakraborti-Ghosh, 2017; Francisco, Hartman, and Wang, 2020). educators are concerned that 'main dumping,' or the placement of children with disabilities in conventional pre-schools and classrooms without the availability of resources to fulfill the child's specific learning requirements, would occur. While mainstreaming has been promoted on moral grounds, it has also been done so based on values Francisco, Hartman, and Wang, (2020).

Integration is a more difficult and broad term that refers to the placement, attendance, and involvement of learners with disabilities in standard educational settings Banerjee, Sundeen, Hutchinson, and Jackson, (2017). Integration is characterised as the 'bringing of children together as a whole' away from divided settings, as defined by Francisco, Hartman, and Wang (2020). Kart and Kart, (2021) define integration as the process through which learners with disabilities are relocated to a less restrictive setting. In integrated settings, learners with disabilities have more opportunities for engagement with "normal" classmates and the "community" than in segregated settings Kart and Kart, (2021). Apeldo, (2022), however, asserted that integration and inclusion are not equivalent notions. Integration frequently refers to interactions between disabled people and able-bodied groups outside of combined classrooms. The phrase has changed with use, and integration has become inclusion, according to Francisco, Hartman, and Wang (2020), who presented a contemporary direction. As a result, this research places more emphasis on inclusion than it does on mainstreaming and integration. Regardless of these points of view, Apeldo (2022) said that all educators must now be prepared to meet the needs of learners with disabilities in

their schools, regardless of whether those learners are integrated, mainstreamed, or included as well.

3.2 THE DIFFERENT BETWEEN ORGANISATIONAL CULTURE AND INSTITUTIONAL CULTURE

3.2.1 Organisational culture

According to Martínez-Caro, Cegarra-Navarro, and Alfonso-Ruiz (2020), organisational culture is a belief generated from an underlying assumption—created, found, or produced by a certain society—to deal with or cope with external adaptation difficulties and integrate them inside. These beliefs or practices must have worked well in society to be considered valid and to be carried on to upcoming generations as the sound doctrine to be kept, thought about, and felt about such problems, Gibbons, (2015).

According to Schröder, Hoey, and Rogers (2016), there is a cohesive cultural system of symbols and meanings relating to social interaction. Other researchers, such as Smircich (2017), consider culture to be normative glue, societal ideals, or a collection of norms, values, and beliefs shared by a society or group of people. Smircich went on to say that culture might also be a set of usually and generally accepted interpretations that define a certain group in a given situation. Notably, there are many descriptions of the concepts of organisational culture that emanate from different studies. However, while previously many organisations, whether non-profit or profit, were not aware of the importance of culture, nowadays it is viewed as something that gives a competitive advantage, Stratton & Northcote, (2016). Organisational culture provides members with a sense of belonging and also helps members to easily commit to the organisation since it offers rules on how to accomplish things and influences members' behaviour, Ndengwa, (2018).

Organisational culture is a set of principles that are developed and supported by all members of the company; as a result, people in the organisation frequently use the values as a point of reference in their behaviour and problem-solving Ahmady, Nikooravesh, and Mehrpour, (2016). Organisations with excellence as part of their values usually perform very well, and members of the organisation carry out the given tasks with commitment. In this situation, organisational culture plays an imperative role in shaping the behaviour and morale of the members.

Another essential element of the organisational culture revealed by researchers is the tremendous effects on staff job satisfaction in the organisation Sharma, (2017). Studies indicated that several things lead to job satisfaction. According to Hock, Clauss, and Schulz (2016), organizational

culture entails such things as (1) enhancing social stability; (2) setting boundaries; (3) promoting collective rather than individual commitment; (4) promoting a sense of identity for its members; and (5) being the mechanisms for the production of meaning and control that guide and shape the attitudes and behaviors of the organisation's members.

According to Rodriguez and Walters (2017), organisational culture not only guides the morals and behaviour of its people but further plays a vigorous role in the performance and affects the competitive strategy of the organisation. Researchers indicated that when competitive strategies are integrated with the organisational culture, excellent results are expected, according to Hartnell, Kinicki, Lambert, Fugate, and Doyle Corner (2016). The preceding reasoning implies that there is a positive relationship between organisational culture and organisational performance, which may be dependent on the fit of the competitive strategy with the operative organisational culture Sinha and Dhall, (2020).

According to Odor (2018), culture is the set of assumptions, beliefs, and values that an organisation or group shares among themselves as the code of conduct, leadership styles, administrative procedures, customs, and rituals. It is also described as ideologies, values, attitudes, expectations, beliefs, assumptions, norms, and shared philosophies. Organisational culture is viewed as an organisational structure, a system of shared values and interactions with the members of the organisation, and a control system to control behaviour.

According to Dörnyei and Muir (2019), the primary definition has the following aspects: shared values, beliefs, and norms of behaviour; underlying assumptions; and leadership styles. However, the central concepts and definitions that gained more recognition are those derived by Dörnyei and Muir (2019). According to the researcher, organisational culture is a set of underlying assumptions formed, found, and constructed by a specific team as it learns to deal with internal integration and external adaptation to difficulties. These assumptions were adopted as valid and worked well enough to be passed down to upcoming generations as an acceptable way to observe, feel, and think about their problems.

Odor (2018) further suggested that for an assumption to be essential, it should be disregarded, invisible, and preconscious. Further qualitative analysis proved that a line must be drawn between a weak and active culture. Considering the above statement, Gibbons (2015) suggests that successful organisations possess an active culture. Rodriguez and Walters (2017) argued that an influential culture is one where the explicit and implicit assumptions are change-resistant, deeply entrenched, and in harmony. However, a weak culture imposes strict rules, by-laws, and

procedures on the employees that may cause divisions between the employees and the organisational goal.

According to Dörnyei and Muir (2019), cultures cannot be defined or accurately described. However, all the definitions seek to convey the conventional idea of a set of norms, shared values, and beliefs that make members of an organisation unique and bring them together under the cover of the same norms and rules.

3.2.2 Institutional culture

Institutional culture in higher education is defined by Tierney and Lanford (2018) as the mutually reinforcing patterns of norms, values, practices, beliefs, and assumptions that influence individual and group conduct at a higher education institution and provide a frame of reference for interpreting the significance of events and acts on and off campus. Institutions also include religious, educational, professional, or social groups.

According to scholars such as Odor (2018) and Rodriguez and Walters (2017), institutions and organisations are synonyms. These two terms share the same definitions and can be used interchangeably. Both organisational and institutional culture can be defined as a set of norms, values, principles, and customs that are practiced by a group of people or society that make them different from other groups. The practices help them solve social issues among themselves because they serve as guidelines. Therefore, an institution is part of an organisation. Organisation is a general term used for all groups of people working together for common purposes and under the same vision and mission, while institutions refer to schools, financial institutions, and government institutions.

3.3 The effects of organisational culture on the behaviour of learners with disabilities

Organisational culture is described as a group of coordinated individuals with mutual expectations; it is shared, communicated, learned, and evolved, providing some predictability in any company Sandro, (2016). However, organisational culture and institutional culture share the same meanings and definitions, as argued by Odor (2018). School culture falls within the definition of institutional culture. Therefore, all the characteristics that characterise school culture are found in institutional culture and organisational culture. According to Deal and Peterson (2016), school culture is defined as the guiding concepts and values that may be reflected in how a school operates. The word "school culture" can apply to all of the attitudes, expected actions, and beliefs

that shape how a school operates.

The term "**school culture**" generally refers to the attitudes, relationships, and written and unwritten rules that shape and influence every aspect of how a school operates, but it also refers to more concrete concerns such as learners' physical and emotional safety, classroom and public area cleanliness, or the extent to which a school embraces and celebrates racial, ethnic, linguistic, or cultural diversity Deal and Peterson, (2016).

Positive and negative school cultures can be divided into two groups. Several research studies, articles, and books on the subject are available, to describe the essential aspects of both positive and negative school cultures. According to Deal and Peterson (2016), several educational groups have developed detailed definitions of good school cultures as well as ways to enhance them. However, due to the subject's complexities, it is not feasible to discuss every distinction here.

Positive school cultures are generally defined as those that promote learners learning, happiness, and well-being, as well as professional satisfaction, morale, and efficacy. The following are Ismail, Khatibi, and Azam's (2021: 261-279) list of a few attributes usually associated with good school cultures:

- Educators and learners are rewarded and applauded for their particular achievements.
- Relationships and exchanges are defined by openness, trust, respect, and admiration.
- All staff members are held to the highest standards of professionalism, and their interactions are friendly, collaborative, and fruitful.
- The school's policies and infrastructure support learners' safety, and both learners and staff members have a sense of emotional and physical safety.
- Educators, administrators, and other staff members set a good example for kids by acting positively and healthily.
- Both learners and educators see mistakes as opportunities to learn and grow rather than as failures that must be fixed.
- Learners are continually held to high academic standards, and the vast majority of them are reached or exceeded.
- Staff, learners, and parents all contribute to the discussion on key leadership choices.

- When criticism is addressed, it is constructive and well-intended; it is neither antagonistic nor self-serving.
- All learners, particularly those from marginalised groups and those with disabilities, have equal access to educational resources and opportunities.
- All learners have access to the resources and academic help they may need to achieve their goals.

Negative school cultures, broadly defined, are detrimental to professional satisfaction, immorality, and ineffectiveness, as well as learner learning, discontent, and impairment. According to Deal and Peterson (2016), the following is a sample of a few traits usually linked with unfavourable school cultures: Ismail, Khatibi, and Azam (2021: 261-279):

- Others do not recognise an individual's accomplishment.
- Selfishness, mistrust, contempt, and bad reception describe relationships and encounters.
- Educators and the school management team alike feel emotionally and physically endangered, and the school's policies and facilities do not promote safety.
- Not all children have access to the academic support and resources they need to succeed.
- All learners, especially minorities and learners with disabilities, face unequal educational resources and learning opportunities.
- When criticism is expressed, it is not helpful and is not meant to be hostile or self-serving.
- even though errors are treated as failures, both learners and educators see them as opportunities to develop.

The concept of school culture is central to many projects aimed at changing how schools operate and improving academic achievement. While the institutional history of a school has a substantial effect on its culture, culture also determines social patterns, attitudes, and dynamics that can stymie development and advancement Capoccia, (2016). For example, if a school culture is generally dysfunctional—that is, if interpersonal conflicts and mistrust are common, issues are rarely addressed or resolved, or staff members frequently argue instead of working together or having fruitful professional discussions—any efforts to change how the school operates will likely be greatly complicated or hampered Deal and Peterson, (2016). This simple picture explains why so many research studies and reform programs have focused on school culture: without a supportive school culture, transformation becomes exponentially more difficult.

The unwritten rules that schools follow, such as the environment, humanity, code of conduct, and the way learners and educators interact with one another, are referred to as school culture

Gregory and Fergus, (2017). Religion, decision-making autonomy, who has that power, whether kids and staff are divided based on linguistic or religious differences, and so on are all characteristics of a school's culture.

Learning abilities, social behaviour, emotional stability, and moral growth are all impacted by the organisational culture within the school environment, according to Deal and Peterson (2016).

3.3.1 Learning Capabilities

Learning something new or expanding on prior information may be a laborious endeavour, especially for young children. We are always learning, despite having certain skills and talents from birth. If a learner feels at home while at school, the school has a positive culture. Children interact more effectively with their educators when they feel comfortable sharing difficult experiences and opening up to them Deal and Peterson, (2016). This enables educators to identify problem areas and collaborate with learners to devise creative solutions. However, when learners feel that they are not safe, they turn into introverts and isolate themselves. Educators can teach learners within a short space of time what their parents took time to make their kids understand. This is because kids are more likely to listen to educators when they are in a setting that is focused on education. Consequently, a supportive school environment can help learners learn more effectively and more quickly. Capoccia, (2016) While a bad school environment may make learning difficult and boring and have a detrimental impact on academic performance.

3.3.2 Social Behaviour

Every school has a vision and a motto that serve as compass points for attaining its goals and establishing its culture. This is reflected in a variety of decisions, including the employment of educators and non-teaching staff, the inclusion of extracurricular activities in the curriculum, and the scheduling of breaks and playtime Pollard, Wyse, Craig, Daly, Harmey, Hayward, Higgins, McCrory, and Seleznyov, (2023).

Children's formative years are spent in school. Children gain an understanding of diverse viewpoints, cultures, and languages through interaction with peers and adults from various social backgrounds. All of these elements have a role in the social behaviour of a child's overall development. Being kind, welcoming, and nurturing are characteristics of a healthy school culture. Children who witness these characteristics often imitate them in their own lives. Learners themselves, their families, and ultimately society as a whole may benefit from this Gomez,

Trespalacios, Hsu, and Yang, (2022). On the other hand, a negative school culture is neglectful, exclusive, and selfish.

Bullying exists among children and contributes to the vulnerability of the learners' withdrawal from social engagement with other learners. Bullying comes in many forms, such as verbal bullying, cyberbullying, and physical bullying. Learners who are bullied tend to lose self-confidence in themselves Pangle, (2022).

3.3.3 Emotional Strength

Childhood memories are a lasting phenomenon. Children are prepared for life beyond school by the challenges and experiences they encounter. Fewer learners report emotional issues, despair, and anxiety at schools with a culture that values close ties between educators and learners Pangle, (2022).

According to research, there is a strong link between a good school climate, emotional well-being, and mental health. This is attributed to elements including a sense of belonging to one's school, feeling comfortable at school, and being around peers and educators who are supportive. When a learner goes through this, they are better prepared to deal with changes later on. Research also indicates that when the environment is not conducive and self-centered, it creates emotional distress and a negative school culture Gomez, Trespalacios, Hsu, and Yang, (2022).

Parental involvement plays a vital role in the development of their kids, which includes their academic behaviour and personal behaviour. Therefore, parents, to strengthen the emotional behaviour of learners, must work with educators and be involved in the education of their kids. Parental involvement in the education of their kids can be in many ways, such as coming to school from time to time to check the books of their kids, attending meetings and policy development of the school, and furnishing educators with vital health information partnering the learners, Deal, and Peterson, (2016).

3.3.4 Moral Development

Human behaviour is strongly influenced by morality. School culture has a huge impact on a child's personality, which is developed by strong values, higher ideals, self-sacrifice, and pro-social behaviours. Regardless of a person's origin or colour, principles such as honesty, equality, truthfulness, justice, and politeness are valued and expected Pangle, (2022).

A child is more likely to internalise these ideas if they are taught in an inclusive and supportive school environment. Whether learners can make their own decisions or must rely on those made by educators or the school management team depends on the culture of the school. They follow the laws and regulations established by their educational institutions, as well as the conventions, traditions, and rituals practiced there, and this moral development is eventually mirrored throughout their entire lives Coates, (2016). This also applies to exclusive environments and negative school cultures, which result in immoral development in learners.

3.3.5 The role of extracurricular activities in creating a positive school culture

Extracurricular activities are those sponsored by a school that takes place outside of the normal school day. Sports like football and hockey, organisations like Springbok Ruby and Bafana Bafana football clubs, and other pursuits like theatre, tutoring, and leadership classes can all fall within this category. Hensch (2020) found that extracurricular activities had three key components: learners' choice to engage, adult leaders' framework, and the requirement that participants make an effort. This study examined the relationship between extracurricular involvement and educational performance.

Extracurricular activities include sports, the arts, socialising, and academic enrichment activities. Wilson Heenan, De Paor, Lafferty, and Mannix McNamara (2023) defined extracurriculars as activities that take place after school. There are two key points to note in the concept, even if the categories give additional context for what extracurricular activities might entail. First, some extracurricular activities meet before school, but the majority take place after school; second, clubs—a crucial example of an extracurricular activity—are not included in the categories they employ. It is crucial to keep in mind that extracurricular activities include educators or other adults "investing their resources into...extra-role time behaviour," such as "mentoring students, leading learner organisations, and coaching teams." Activities that learners choose to participate in outside of the usual school day, such as athletics, clubs, leadership roles, cheer squads, drill teams, theatre, school publications, musical groups, and more, can take place during this personal time, which can happen before or after school Hensch, (2020).

3.4 Positioning of the research site in the context of school culture

The first phase of formal education in South Africa is primary education. Primary education starts in grade 1 at the age of six and ends in grade 7. Primary education is divided into three categories: from grade 1 to grade 3 is called the foundation phase; from grade 4 to grade 6 is called the intermediate phase; and grade 7 is where the senior phase starts. Malelane Circuit is in Ehlanzeni district in Mpumalanga province; it is a rural-urban place. Malelane Circuit has 12 government primary schools and 5 private primary schools; all these primary schools are mainstream. Learner's progress to the next grade at the end of the year.

The experiences of learners with disabilities at Malelane Circuit Elementary Schools may differ depending on the school they attend. Learners with disabilities are shielded from child maltreatment because people in the community believe they are incapable of performing any work. This behaviour of the community emanates from existing cultural beliefs that people living with disabilities are less human or more vulnerable than people living without disabilities. This communal attitude also contributes to why learners with disabilities enroll later in school, have low self-esteem, and are tagged with labels and nicknames.

The school culture contributes to the behaviour of learners with disabilities in both positive and negative if the culture demonstrated by the school is negative. Therefore, from the perception of the researcher, the primary schools of Malelane Circuit vary in terms of culture; hence, some are positive and others are negative, depending on the leadership of that school. From the positive cultural point of view as discussed by Capoccia, (2016),

The individual successes of learners living with disabilities are recognised and celebrated. Therefore, it boosts the confidence of the learner, allows the learner to learn more, and makes them want to do more. Openness, trust, respect, and appreciation describe relationships and exchanges. Therefore, this resulted in learners living with disabilities in the circuit being free and open at school. Learners living with disabilities feel more welcome at school and freer than when they are at home Pangle, (2022).

Learners with disabilities feel emotionally and physically safe, and the school's policies and facilities, as well as the school management team, educators, and non-teaching professionals, promote learner safety. The decisions of the leadership are made collaboratively with input from learners living with disabilities and their parents. Every voice, regardless of physical and emotional

status, is considered and respected Gomez, Trespalacios, Hsu, and Yang, (2022). Therefore, all these positive school cultures contribute to the behaviour of learners living with disabilities in the circuit. On the other hand, Capoccia (2016) argues that negative school culture affects learners living with disabilities in primary schools in Malelane Circuit in this way:

In some primary schools, individual achievement is not celebrated, which demotivates the learners living with disabilities and results in poor performance. Relationships and interactions are characterised by selfishness, distrust, disrespect, and negative reception; therefore, it results in aggressive behaviour toward the learners, both those who are living with disabilities and those who are not living with disabilities, Goldschmidt-Gjerløw, (2022).

Learners living with disabilities tend to distance themselves emotionally and physically because of insecurity, and criticism comes from a fear of voicing their voices. Learners living with disabilities experience low self-esteem since mistakes are treated as failures and not as opportunities to learn. The lack of equitable distribution of academic support results in poor performance for learners living with disabilities and creates a negative attitude towards education Goldschmidt-Gjerløw, (2022).

Self-esteem is an issue when it comes to learners living with disabilities at Malelane Circuit primary schools, especially when they are surrounded by non-disabled peers. In class, learners with disabilities do not connect with their classmates or participate in activities such as singing, dancing, and clapping. It takes a lot of effort to get children to try out for class assignments. "It is unclear if this sentiment stems from how they are treated by their classmates or how they are socialised in their households, Pangle, (2022). When in class, they stay apart from their peers without disabilities. They typically find it difficult to complete class tasks.

The emotional stability of learners living with disabilities is often low. When they don't get their way, they act out, become easily agitated, withdraw from class activities, and pout." They have been viewed as outsiders by the neighbourhood, and they have learned to survive by abstaining from social interactions. The learners with disabilities are seen by the community as being unable and unsuitable. This has affected the learners with disabilities in turn, and as a result, they no longer desire to engage in activities with other people Capoccia, (2016).

Due to the prevalent culture in Malelane Circuit primary schools, learners who have disabilities are given names that correspond to the type of disability they have; some of these names are the

actual Swazi names for those disabilities, while others are made up to make fun of disabled people. Parents of learners living with disabilities are very supportive of their children because they mostly accompany them to school and fetch them in the afternoon Capoccia, (2016). Such parents are aware that, in large part, how well they carry out their parenting duties affects how well their kids do in school. Parents who were supportive made sure their kids arrived and left school on time and in safety.

3.5 School Culture and Inclusive Practices

According to Freitag-Hild (2018), culture is a complex and elusive concept, a heterogeneous social experience, subjective and dynamic, and situationally specific. However, using the idea of culture in organisational analysis is incredibly valuable. The researcher referred to the collection of principles, values, knowledge, and beliefs that an organisation uses to guide its behaviour when I use this phrase. This indicates that culture is a complicated phenomenon that is challenging to categorise and understand. According to Capoccia (2016), culture is passed down in social circumstances through language and expressive acts and is connected to deeper patterns of human life. Additionally, according to Freitag-Hild (2018), culture is implicit, with just the surface aspects apparent, making it difficult to observe and comprehend. According to these researchers, cultural norms and rituals are common in educational settings, making it crucial to describe and comprehend them.

Some scholars use an organisational lens to describe and analyse "school culture." For example, culture has been defined as observed behavioural patterns such as language and rituals, norms that develop within working groups, an organisation's dominant values, the philosophy that informs policy, the rules of engagement for interacting within the organisation, and the mood or climate that is communicated within the organisation. They are the most difficult to comprehend and change since they constitute the foundation of school culture, Woodcock, Sharma, Subban, and Hitches, (2022).

'Shared language' is important to school culture. Shared language is an understanding that develops through a group's interactions and is observable in their behaviour, activities, and practices Byram and Golubeva, (2020). In their research, they discovered that the common language was crucial to comprehending school culture since it had an impact on organisational members and newcomers and facilitated organisational adjustments. As a result, they advised learning the "shared language" to comprehend the educational environment. Pangle, (2022) drew

attention to the fact that members of the school organisation are deeply entrenched in common linguistic presumptions. Capoccia, (2016) asserts that both internal and external school environments influence how learners with disabilities are included in regular classrooms. What is occurring in the school and classroom settings is referred to as the internal school environment. She discussed the variances in how the educational environment was arranged about the school architecture and disability situations. There should be enough room in the classrooms to accommodate learners with a variety of disabilities, especially those who use wheelchairs, crutches, or calipers. Pangle, (2022), highlighted that educators' ability to move about and assist learners with disabilities in the inclusive classroom required flexibility.

Pangle goes on to say that the issue of space is closely tied to learners' safety, particularly for learners with disabilities such as blindness, deafness, or physical limitations such as sitting in chairs. The type and extent of support provided also depended on the size of the class and how the classroom was organised, both of which were preferences and concerns of the educators.

Two difficulties arose from this literature review: first, the educator's role in the inclusive education process, and second, the dissatisfaction, tension, and anxiety that resulted from it. According to Byram and Golubeva (2020), some educators expressed concerns about the necessity of allowing for withdrawal for one-on-one or group study. Instead of going through various procedures, such as gaining full building board clearance to expand the buildings and classroom space, Webb-Hendy determined that utilising the existing space inside the individual courses was the best option. The larger school culture, which affects inclusive education, must take into account the external school environment Pangle, (2022).

Changes to the educational environment, according to Pangle (2022), make it possible to enroll and put learners in inclusive classrooms. How pupils are encouraged to register in school has a direct impact on whatever classroom or educational setting suits them the best Arifin, (2017). To fulfill the requirements of each child, placement decisions must be made on a case-by-case basis after enrollment.

The external school environment is one of two key factors that must be taken into consideration, according to Byram and Golubeva (2020). First, there has to be a provision for learners with disabilities that allows them to fairly access the facilities and locations open to the public. For instance, Section 25 of the Disabled Person's Community Welfare Act of 1975 in New Zealand

supports this by ensuring that the learning environment in schools is conducive to inclusion. Second, general inclusive education practices may be impacted by the design and organisation of the school environment. Accordingly, the structures, stairways, pathways, and other architectural elements of the school must guarantee that learners with disabilities may attend ordinary schools, Capoccia, (2016). This clause is supported in New Zealand by the Building Act of 1991, which stipulates that all relevant alterations and changes must adhere to established regulations. The alterations made to the educational environment will surely influence how the needs of learners with disabilities are served in inclusive classrooms, Capoccia, (2016).

Studies have looked at how the environment affects educators' practices and how they interact with learners who have disabilities, Pangle, (2022). Provision of assistance in the classroom and at schools has been repeatedly found to be connected with good behaviours and practices. Assistance might be viewed as both human and physical, including learning support assistants, special education educators, and speech therapists, among others. Physical help could take the form of tools, educational materials, and a physically reorganised setting. In a different study, Goldschmidt-Gjerlw (2022), discovered that most principals in their sample were initially hesitant to admit learners with disabilities into their schools. This was due to their worst-case scenario planning, which included leaving the learners with disabilities and with educators who are not well capacitated on how to handle learners living with disabilities.

Another researcher stated that the help they received from the proper authorities was critical in assuaging their fears that inclusive educational practices might result in excessive workloads Goldschmidt-Gjerlw, (2022). It was also discovered that a significant restructuring of the physical environment, including making buildings accessible to learners with physical disabilities and providing them with sufficient and appropriate tools and materials, greatly aided the development of those positive viewpoints and behaviours. Other types of physical assistance, such as the availability of modified teaching materials and smaller classes, in addition to those listed by Pangle (2022), have also been shown to result in positive educator attitudes, behaviours, and practices toward inclusive education.

3.6 In what way do these effects of organisational culture affect behaviour and learning?

The effect of school culture on behaviors and learning.

It is acknowledged and appreciated when educators and learners achieve it personally.

Nourishing the accomplishments of learners might help to keep them motivated and dedicated to making consistent efforts and working hard. Celebrations not only serve to encourage learners but also to keep them focused and motivated in their academics. Learners are more likely to keep striving hard for their individual goals when they feel comforted and encouraged by educators and role models who recognise their accomplishments Riddell & Watson, (2014). Nothing is more encouraging for learners than hearing from a mentor, parent, or educator that they are doing well.

Capoccia, (2016) asserts that celebrations increase learners' self-confidence. As crucial to learners' self-esteem and confidence as attaining accomplishment, celebrating success is equally significant. Recognising and applauding your learners' accomplishments, whether great or small, gives them a sense of pride and builds their confidence. For instance, passing an exam in class is an accomplishment to be proud of since it boosts learners' self-esteem and demonstrates to them that their efforts can be rewarded, no matter how big or small the accomplishment.

Celebrations and recognition make the effort put in worthwhile, particularly because they let learners feel as though their efforts are respected and appreciated. Learners may have difficulties and disappointments along the way since success doesn't always come easily. Celebrating learner achievement is a wonderful opportunity to recognise the perseverance and work put in to achieve success. Learners can reflect on themselves and their efforts by recognising both the positive and negative consequences, which is an important part of their learning process, Riddell & Watson, (2014).

Celebration of a learner's accomplishment aids in the formation of positive habits in learners. By assisting learners in linking effort and achievement, we may help our learners develop healthy habits. As learners recognise that success can result from what they constantly do, building solid foundations for success involves several factors, including habits, Capoccia, (2016). No matter how large or small, make sure you recognise and appreciate completing each checkpoint and completing each objective.

Openness, trust, respect, and admiration define relationships and interactions.

Learners excel in an environment where respect and trust exist among the learners and the educators as well. The relationship becomes strong and based on mutual respect, Riddell & Watson, (2014).

A school that promotes positive connections upholds a high standard of discipline for its learners,

and learners are willing to speak up about their difficulties because they feel safe and secure. Since learners respect one another, which eventually has a good impact on their behaviour and learning, there is less aggression and rudeness Goldschmidt-Gjerlw, (2022).

When connections and interactions are bad, learners perform poorly and exhibit hostile behaviour. Because of the lack of respect among learners, the most vulnerable ones isolate themselves. Demotivated educators handle the classroom poorly as a result. As a result, Tjale, (2017), learners' behaviour is badly impacted.

All personnel are held to the highest standards of professionalism, and they have strong collegial, collaborative, and productive bonds.

Peer connections between educators, support workers, and other stakeholders provide excellent role models for learners. According to researchers, children learn more from what the educator models for them than from what she says. Therefore, learning and teaching are successful when educators respect one another and professionally communicate with one another. This is because learners learn how to behave themselves professionally Riddell & Watson, (2014).

Educators, on the other hand, play an important part in the teaching and learning process. Educators who act erratically and disrespectfully towards the school management team and among themselves have an impact on learners' behavior since they can learn from them. Teaching and learning are made more challenging as a result of learners sensing their educators' attitudes towards what they say.

Learner safety is supported by the school's rules and facilities, and both students and staff members report feeling emotionally and physically safe there.

Well-being is important at school because schools play an important role in aiding learners in selecting healthy lifestyles and understanding how those choices influence their health and well-being. Childhood and adolescence are crucial years for shaping long-term views toward one's lifestyle choices and level of personal well-being, Tjale, (2017). Learners' classroom social and emotional competencies, facts, and behaviours help them develop resilience and provide the groundwork for the lifelong management of their physical and mental health.

Academic achievement and well-being are closely intertwined, with success required for well-being and success a fundamental prerequisite for both. Physical activity improves both learning

and focus. Strong, encouraging connections give learners the emotional resources they need to move beyond their intellectual "comfort zone" and consider novel concepts and ways of thinking, which is essential for academic success, Goldschmidt-Gjerlw, (2022).

For both learners and educators, mistakes are not treated as failures but rather as chances to learn and advance.

In a healthy school that separates mistakes from failure, educators use mistakes to help learners learn, grow in their learning, and develop positive behavior. Educators frequently refrain from pointing out errors made by learners in the classroom. This makes sense since no educator wants to undermine a learner's self-esteem or cause them to feel awful about themselves. Additionally, educators don't want to point out learner errors since they don't want to criticise the learner in front of their classmates, Riddell & Watson, (2014). The act of correcting a learner who has difficulty participating in class discussions or speaking out might make them less likely to speak up in the future. Therefore, in a negative culture environment where mistakes are used as failures, learners turn to avoid participation in the classroom and socially distance themselves from their peers. They also tend to avoid speaking out about their challenges because they fear being judged, and as a result, they develop negative behaviour that is rude, introverted, and disrespectful. In such an environment, learning becomes hostile, Riddell & Watson, (2014).

Staff, learners, and parents provide input as important leadership choices are made jointly.

Effective school leadership is critical to improving educational efficacy and equity because it acts as the key link between the classroom, the specific school, and the education system as a whole. By influencing the environments and cultures in which teaching and learning take place within each specific school, leadership may help learners learn more effectively, Riddell & Watson, (2014). The school management team can collaborate with other institutions and adapt their institutions to changing external conditions. At the point where schools and systems collide, school leadership also serves as a connection between internal school improvement activities and externally driven transformation, Riddell & Watson, (2014).

Before drafting or adopting any policies, the leadership of the school must confer with all parties involved to ensure that all difficulties experienced by the learners are addressed. Every learner feels welcomed, and the atmosphere is made healthy through consultation. But as more learners fight against rules and regulations, leadership's unilateral actions that stifle teaching and learning

also become more common, Capoccia, (2016).

stakeholders. The average class size is 23 learners, and the educator-to-learner ratio is quite high, making individualised instruction difficult or impossible, Ehebha and Adeyinka, (2022). As a result, a lot must be done to ensure that inclusive education goals are reached. Buhere and Ochieng, (2013) studied the effective use of particular teaching and learning materials as an intervention to enhance inclusive practices in standard South African schools. The findings suggested that the school management team and educators need support mechanisms and training in organisational aspects that allow inclusive education to function. According to the report, most school management teams and educators lack the required skills and competence to organise and strengthen collaboration between special education and regular education educators. Reduced chances for collaboration have resulted in inefficient use of teaching and learning resources, and the South African Department of Education has failed to create procedures to manage and monitor the use of special education in general schools. Reduced chances for collaboration have resulted in inefficient use of teaching and learning resources, and the South African Department of Education has failed to create procedures to manage and monitor the use of special education in general schools Kirby, (2017). The biggest obstacle to inclusive schools is a culture that rejects learners with disabilities by barring access to them rather than providing them with accommodations. The accessibility of the school environment is an essential component of inclusive education since it is a school resource that may boost the enrollment of learners with disabilities. Kirby (2017) argues that effective movement and mobility inside a school accommodates learners with diverse physical disabilities and provides safety, especially for learners with visual and physical disabilities.

3.7 The fundamental policy of inclusive education is White Paper 6.

White Paper 6 is a policy document that guides the implementation of Inclusive education in South African schools. The document outlines the different needs that learners have and how their needs can be met to accommodate all learners regardless of their abilities, Miller (2019). Accordingly, White Paper 6, emphasises the following as key strategies and levers for establishing our inclusive education and training system: The qualitative improvement of special schools for the learners that they serve and their phased conversion to resource centers that provide professional support to neighborhood schools and are integrated into district-based support teams. The overhauling of the process of identifying, assessing, and enrolling learners in special schools, and its replacement by one that acknowledges the central role played by educators and parents. Within mainstream education, the general orientation and introduction of management, governing bodies, and professional staff to the inclusion model, and the targeting of early identification of the

range of diverse learning needs and intervention in the Foundation Phase, Khumalo and Hodgson, (2017). The establishment of district-based support teams to provide a coordinated professional support service that draws on expertise in further and higher education and local communities, targeting special schools and specialized settings, designated full-service and other primary schools and educational institutions, beginning with the 30 districts that are part of the national district development program. The launch of a national advocacy and information program in support of the inclusion model focusing on the roles, responsibilities, and rights of all learning institutions, parents, and local communities; highlighting the focal programs; and reporting on their progress, Kirby (2017).

Inclusive education acknowledges that all learners can learn when their learning styles are identified by their educators and also acknowledges and respects differences in learners, whether due to age, gender, ethnicity, language, class, disability, HIV, or other infectious diseases. Broader than formal schooling and acknowledging that learning also occurs in the home and community, and within formal and informal settings and structures. Changing attitudes, behaviour, teaching methods, curricula, and environment to meet the needs of all learners. Maximising the participation of all learners in the culture and the curriculum of educational institutions and uncovering and minimising barriers to learning, Education White Paper 6 (2001).

3.9 Summary of the Chapter.

The literature review was divided into five components. These include the differentiation between the organisation and institution, school culture, the effects of organisational culture on the behaviour of learners living with disabilities, and inclusive practices in the primary schools of Malelane circuits. According to the literature review, there is a positive relationship between school culture and the behaviour of learners, both those living with disabilities and those without disabilities. History, time, and location, as well as disability discourses, have all had an impact on inclusive education. The literature also implies that several school- and teacher-related practices, such as policies, curriculum, assessment, knowledge, and experiences, work together to impact school culture. White Paper 6, which specifies how learners with special needs should be treated, supports inclusion in education in South Africa. The study tried to achieve one primary goal after providing a full overview of what the literature says regarding school cultural traits, practices, and

inclusiveness. The goal was to pinpoint the institutional practices and cultural elements that did or did not affect the learners living with disabilities in primary schools. The next chapter discussed the research technique used as a lens to achieve the study's goal and answer the four main research questions

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

In the previous chapter, the researcher focused on a literature review. The following concepts were discussed: organisational culture, institutional culture, school culture, learning capabilities, emotional strength, moral development, social behaviour, and inclusive education in South Africa. This chapter describes the study's strategy and methods that were utilised for data collection and analysis to look into how organisational culture affects the conduct of learners with disabilities in the Malelane Circuit's elementary schools.

The researcher concentrates on the research methodology and design in this chapter, which describes how the investigation proceeds. Döken & Kartal (2019) and Nickolay Zosimovych (2018), both researchers define research methodology as expected ideas and theories that support and reinforce the research approaches that direct the researchers in formulating their research topic as well as the methodologies to use while performing their investigations.

To properly address the research problem, the numerous study components must be integrated sensibly and logically, according to Döken & Kartal (2019). The researcher goes on to characterise it as a guide for data collection, measurement, and analysis that takes ethics into account. The study paradigm, which is a framework for understanding how society interprets culture and its influences on how learners with disabilities behave, was considered with the goal of creating strategies to promote a positive school climate that supports learners' positive behaviour, the mode of inquiry, assumptions, and perceptions about the study also received full consideration. Research design, as described by Döken and Kartal (2019), is a comprehensive approach to combining a variety of study components reasonably and logically to effectively answer the research topic. The researcher goes on to say that it serves as a guide for collecting, measuring, and analysing data while considering ethics. The study paradigm, or model of how culture is seen in the world and how it affects human behaviour and those learners living with disabilities, was taken into account. The aim was to establish techniques to establish a positive culture that influences learners living with disabilities to flourish in their academic performance and positively engage in their social surroundings. There was a discussion of suitable and pertinent research locations, population and sampling, data collection, analysis, and interpretation techniques.

4.2 RESEARCH PARADIGM

A research paradigm, as defined by Denzin and Lincoln, (2011), is an interpretative framework or a core set of ideas that governs activity. The ontological, epistemological, and methodological tenets of the researcher were woven into the paradigm for this study. According to Zhilyaev (2019), ontology is the perception of the nature of reality in general, whether it is a subjective reality formed in our thoughts or an objective reality that truly exists. Numerous researchers use various approaches to discuss and clarify epistemology. For example, Hall (2019) defines epistemology as "how and what it is possible to know" and the necessity to reflect on procedures and criteria by which accurate and varied knowledge is generated. Zhilyaev (2019), The term "the theory of the grounds of knowledge," which is enlarged to encompass a collection of assumptions about how it is possible to learn about reality, is used to describe epistemology.

Finally, Miller (2019) strengthens the assertion that epistemology is the study of knowledge acquisition. They look into how knowledge is created, how to tell good information from bad, and how to define reality. According to Phelan (2017) and Miller (2019), epistemology is the most appropriate approach to asking about the nature of the universe. Further explaining epistemology as "how knowledge may be generated and argued for," the subsequent researcher went further.

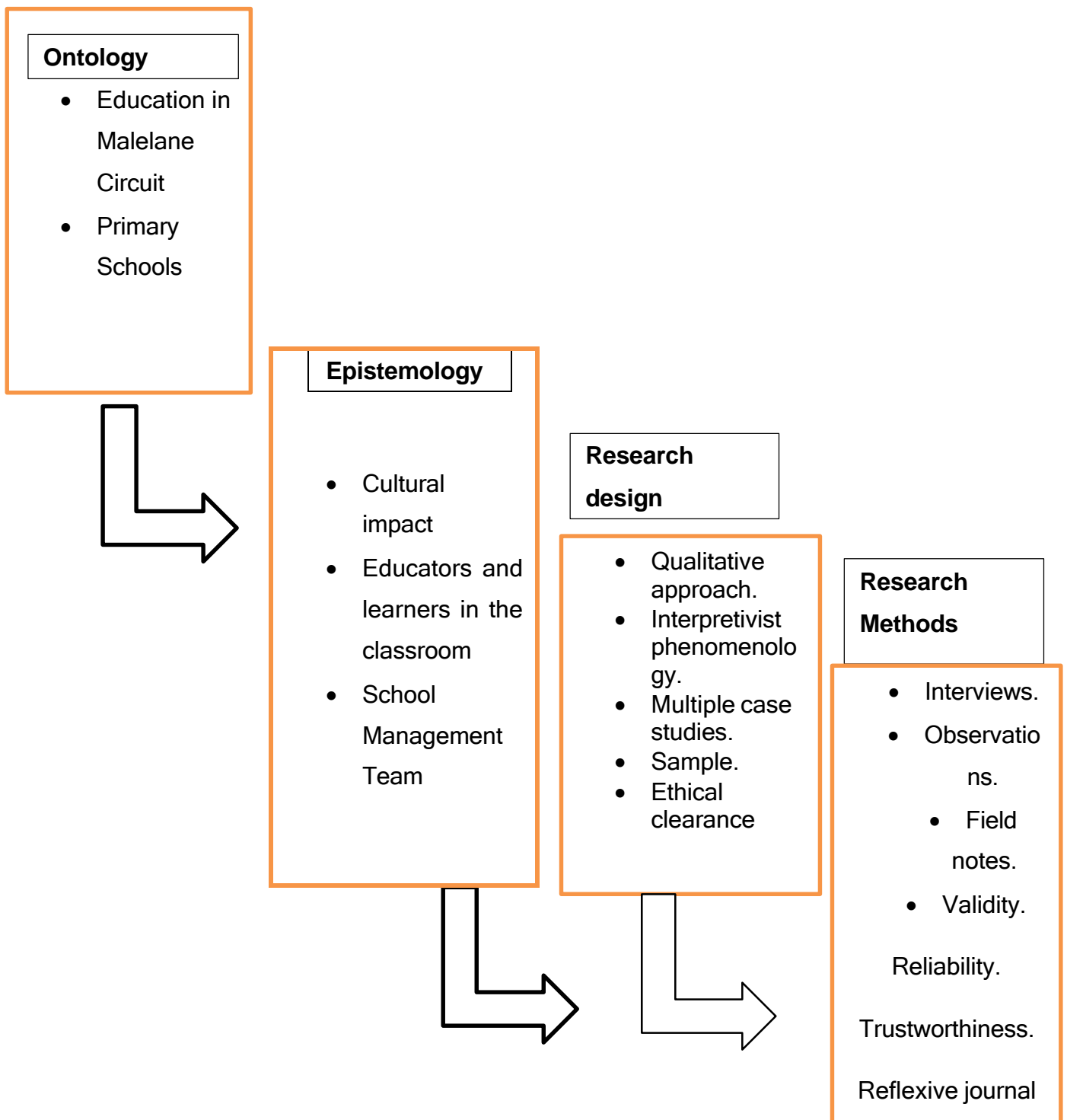


FIGURE 4.1 RESEARCH PARADIGM

In terms of ontology, the study focuses on the contribution of culture to the learners living with disabilities in the Malelane Circuit's primary schools. If not, what prevents it, and what are some practical and successful ways to make improvements? The realities of the influence of culture in

the four chosen schools were observed objectively rather than subjectively. This emphasises the necessity of an argument and investigation into the potential causes of the negative behaviour of learners in these institutions. This aided in the creation of pertinent tactics to enhance it. The difficulties educators and the school management team encounter while attempting to teach learners living with disabilities in the same class as learners without disabilities raise an epistemological perspective.

The researcher evaluates the three research paradigms before choosing one that is suitable for this study. According to Tjali (2017), the positivity paradigm is objectivity, systematic and detailed observation. Seeks to explore cause and effect, it is used in the quantitative approach because it involves sciences and mathematics. constructivist -The interpretive paradigm sought to understand what is to be human, and the significance and meanings people ascribe to life events. The aim is to identify what is important and what is evidence, Miller (2019). However, Duffy, Fernandez, and Sène-Harper (2020) argued that post post-structuralist paradigm denotes that no one can stand outside the traditions or discourses of their time. In this approach the participants as subjects of discourse, in which the researcher is also embedded.

Therefore, considering the above arguments, the constructivist-interpretivist paradigm was adopted. This paradigm was chosen because the researcher recognised or realised differences between it and the other two paradigms, realism and positivism.

4.2.1 Constructivist-interpretivist paradigm

Miller (2019) and Zhilyaev (2019) provide different definitions of constructivism; in the former, it is categorised as post-positivist, while in the latter, it is categorised as anti-positivist. In a social situation, persons or groups continually pay attention to how they perceive their regular interactions, recollections, and expectations. This has been made possible in many diverse ways in which they have been understood, which ultimately results in the creation of an acting social reality. Denzin and Lincoln, (2011) claim that different worlds exist. Miller (2019) shows that interpretivists desire to work with others. This enabled the researcher to understand other people's perspectives and analyse all of these events from the researcher's point of view. By giving their realities context and making sense of them, interpretivists create their own realities. Furthermore, according to interpretivists, all knowledge is relative to the "knower," who in this context is referred to as someone who has a thorough comprehension of the subject at issue.

4.2.2 Justification for using the constructivist interpretive paradigm.

This study uses interviews and document analysis as instruments to collect data using a qualitative methodology. According to Duffy, Fernandez, and Sène-Harper (2020) Constructivist-interpretivist researchers, respect the contribution of participant backgrounds and experiences to the study and typically include their perspectives on the issue being examined. The researcher relied on the participants since they were the “knowers.” According to Ocean & Hicks (2021), due to the impact of observations on reality, the participants in this study were free to talk and discuss their social surroundings with the researcher instead of any direct or practical observation being conducted.

This study considered exploring the social context and the location where teaching and learning occur—for educators, learners, and the school management team. This made it feasible to debate the culture, educators’ experiences, and school management perspectives in a context that is relevant to learners’ daily lives. Discussions on whether culture has an impact on the behaviour of learners living with disabilities within the school context Ocean & Hicks (2021) argue that a qualitative investigation’s objective is to understand the phenomenon under study by clarifying statements using facts and evidence from the literature. Salkind, (2012), the theory that qualitative research investigates circumstances and phenomena within the context in which they occur will be employed by the researcher. Individual educators and principals questioned by the researcher to accomplish this. Interview schedules and document analysis were used as instruments to get the data.

The constructivist-interpretivist theoretical approach to the research dictated that one of the main objectives be understanding via interpretation of the subjects’ responses and views. Understanding the difficulties educators encounter when teaching in mainstream classrooms and the difficulties the school management team faces when managing mainstream schools due to the behaviour of learners, both the learners living with disabilities and the learners without disabilities, are important objectives.

Because educators, departmental heads, and school principals are the ones with the rich and thorough knowledge the researcher requires for his study, the participants are the "knowers" and experts of their lives who gave the researcher rich information for the study.

4.3 RESEARCH METHODOLOGY AND DESIGN

Methodology is the study of how to solve a research problem and how to interpret the results by controlling the gathering of data. According to Wahyuni (2012), the research method is a collection of precise steps, instruments, and strategies used to gather more analysed data within the framework of a given paradigm. Research methodology, according to Soones (2012), is a set of techniques employed in a certain subject to arrive at a legitimate and trustworthy assessment of events, processes, or challenges at many levels.

The guiding principles that direct the researcher to select one set of beliefs over another are known as research methodology. Research design, according to Lehtonen (2021), is a tactical plan of action that connects the research questions with the course of the study.

4.3.1 Research design

This study employed a qualitative research methodology. The researcher chose qualitative approaches because they include participants who are more interested in the observed things than just seeking outcomes or outputs. According to LaTulippe (2018), the qualitative approach is multi-method, holistic, and inductive in character. While the quantitative method is concerned with facts and figures, the qualitative approach is concentrated on how people feel, think, and make decisions.

The researcher concentrated on a practical case study to get insight into a particular problem, namely, culture and negative behaviour. When defining what the phrase "instrumental case study" entails, Wu (2023) provided some guidance. This investigation focused on an in-depth comprehension of culture and moral behaviour. This is further emphasised by Yin (2013), who asserts that the case study method allows for the preservation of the comprehensive and important features of actual events, such as individual life cycles. That is, how much does organisational culture affect learners living with disabilities at Malelane Circuit Primary Schools, and how do educators and the school management team feel about it?

These benefits of the case study approach are backed up by LaTulippe (2018), which was mentioned by Ababacar Sy Diop & Liu (2020). They assert that the case study data collection approach obtains thorough information on individuals used in the investigation. The researcher refers to information found in papers (such as newspaper stories), interviews, observations, etc. According to Ababacar Sy Diop & Liu (2020), it is important to document every aspect of the case

study background.

Since the objective of this study is to comprehend and deduce the importance that the participants attach to their daily lives regarding moral behaviour in general, the case study approach be employed as the research methodology. While the research's output (appropriate strategies to help with influencing positive behaviour in learners living with disabilities in mainstream schools) is a description of the essence of the experiences studied, the essence is to distil the experiences to a central meaning (to what extent organisational culture affects the behaviour of learners). The purpose of using a phenomenological method is to understand what educators and the school management team's impressions are with regards to how the culture is being used to impact the positive behaviour of learners living with disabilities in primary schools where the behaviour of learners living with disabilities results in poor performance.

4.3.2 Research methodology

Research methodology refers to the precise procedures or techniques used to locate, select, organise, and analyse material about a subject. The participant is allowed to evaluate the general validity and dependability of a study in the methodology section of a research report Kuecker (2021). Therefore, in this research methodology, the researcher discussed the population, the background of the selected sites, and the procedure to be followed when sampling the participants.

4.3.2.1 Population and sample

According to Babu and Shenoy (2022), the sample is defined as several pertinent individuals from the population who are believed to be the most important to the study due to the wealth of information it is assumed they may have. The population is defined as a significant group of people or objects that contain the information that aids the study. The term "population" is further defined as a large group of items or individuals from which the researcher hopes to extract characteristics. The sample, as defined by Bless (2011), is a subset of the population.

SITES/ FIELDS FOR THE STUDY

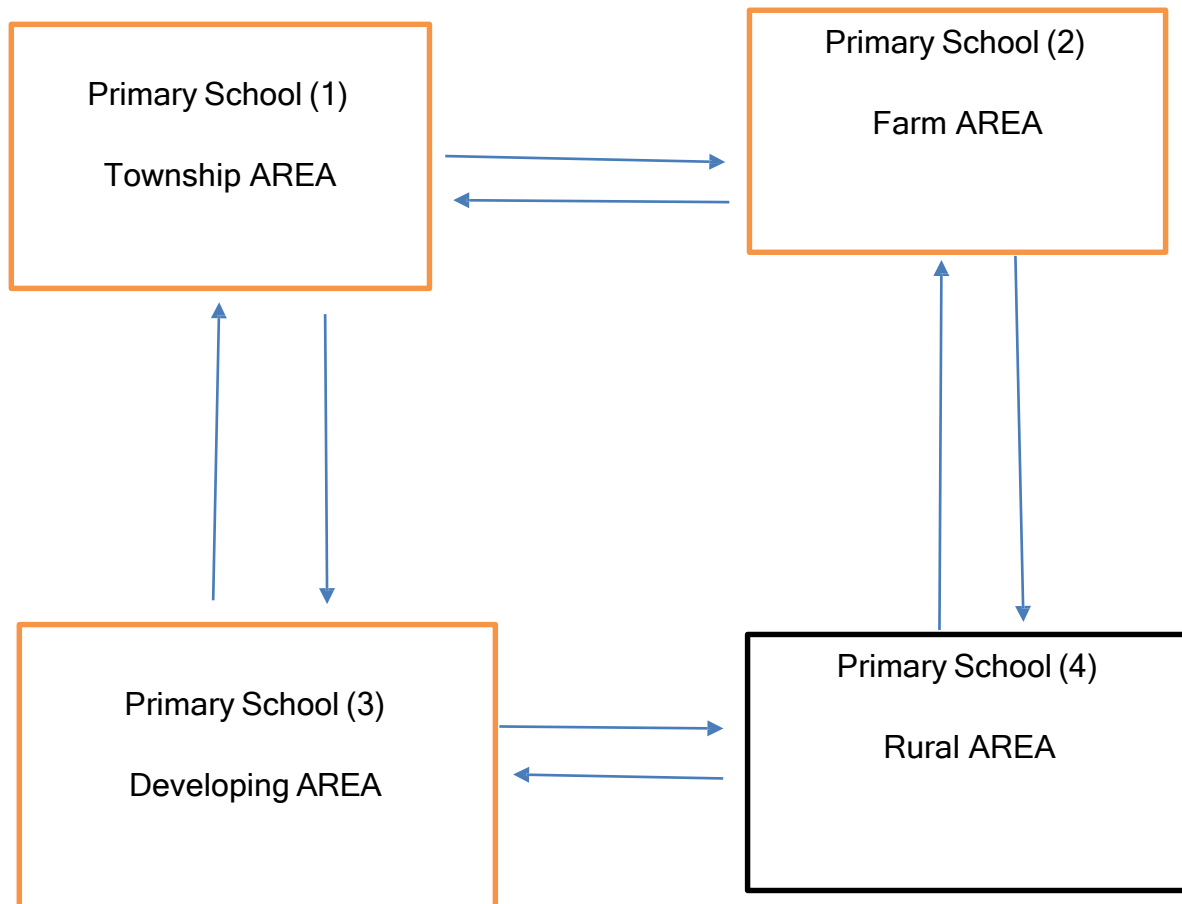


FIGURE 4.2 Location of selected sites.

4.3.3 Background of the Selected Research Sites.

Malelane Circuit in Mpumalanga is where you can find all of the chosen locations. Purposefully, the researcher chose the schools based on their various locations. As the same topic was addressed from diverse standards of locations and settlements, this helped the study obtain rich and relevant material for the study and avoid or reduce broad judgements about culture and behaviour in general. Dilley, Earle, Euston-Brown, Keats, Nxele, and Ravenscroft, (2013) define a settlement as a collection of people, businesses, and structures. The schools that are chosen as study venues are listed under the following settlement types:

The informal settlement is referred to by Dilley et al. (2013) as an unplanned neighbourhood of independently constructed homes consisting of salvaged, discovered, and purchased materials (such as wood, iron, or plastics) built on the property to which the residents often have no legal claim. The dwellings do not conform to most of the regulations, such as health regulations, safety regulations, building regulations, etc. Not all informal settlements lack basic needs such as water, electricity, and sanitation. Education is also a priority because most of these settlements have schools.

A growing rural area settlement: A rural settlement, according to Dilley et al. (2013), is a place where a small number of residents who depend on primary activities dwell. Both the population and the physical size of these locations are modest. Rural depopulation is a phenomenon that affects rural regions and is influenced by pushing and pulling elements. This is restrained by raising the standard of living in rural communities to entice residents to stay or to stop the emigration movement. All of the services have been upgraded to do this. In this sampling of school sites, all the services, including education, health, water, and sanitation, have been enhanced. Because of this, the researcher refers to this location as a school in a rural region that is developing.

Townships in the middle class: Here, living standards are generally average. The residents are members of the working middle class, and the residences are reasonably priced and simple to maintain. They are compensated at middle-class levels. There are all the services, and the communities respect.

4.3.4 Sampling method

According to Zhilyaev (2019), a sample is a selection of data from a population used to conclude the entire population. The population of this study consisted of the four primary schools on the Malelane Circuit. Therefore, in each school, the following participants were sampled: a school principal, one departmental head (DH) from the School Management Team (SMT), and one PL1 educator from the School Based Support Team (SBST). The researcher also goes through the procedures for gathering, interpreting, and analysing data.

Purposive sampling was used because the researcher wanted to gather data from educators, department heads, and principals. Regarding the volunteers, the researcher has a clear goal in mind. It implies that participants were recruited for the study based on their familiarity with a specific field and experience with the challenges educators may face while attempting to teach and learn in a morally bankrupt culture. This makes it easier to provide the inquiry with rich and required information from the three main categories of deliberate sampling, quota, and judgmental sampling, as defined. Not all population members are aware of the factors contributing to the behaviour of learners at their school. Some individuals might simply attribute it to the typical misbehaviour of learners; therefore, the researcher agrees with Tjale (2017) when they state that this kind of deliberate sampling (judgmental) is utilized when a small group of people possess the desired information. The principals, departmental heads and educators are the only sampled participants in this study.

Twelve people were intentionally selected from the four Malelane Circuit primary schools that were sampled. Three participants from each school, consisting of a school principal, one head of department from the School Management Team (SMT) member, and one PL educator from the School-Based Support Team (SBST) member, were more pertinent because they are all regularly exposed to the subject of education. The chosen sample's involvement in this study helped with perceptions of how organisational culture influences learners and the pertinent methods to influence positive school culture. Since participants are required to provide exact information on the organisational culture and learners' behaviour (whether positive or negative), they were chosen as a trustworthy sample.

The criteria that were used when choosing three participants per school are as follows: they must be the school's principal, members of the school-based support staff, and members of the school assessment staff serving as departmental heads. The members of the school-based support team

can provide rich information, including statistics, cases, and the rate of incident reports from learners living with disabilities, or the number of reported cases of ill-disciplined behaviour, as well as the intervention strategies they attempted to put in place to help these learners. The school management team can assist in determining how ill behaviour is impacting teaching and learning as well as how it is contributing to the attitudes of learners living with disabilities.

The School Management Team can help with potential causes of the school's declining results and educators' poor performance, for instance, and the school-based support team could help with pertinent strategies to develop positive behaviour in learners living with disabilities. These three groups of participants can provide the researcher with good data for the study, as stated above.

4.4 ETHICAL CONSIDERATIONS.

According to Sadzaglishvili, Gotsiridze, and Lekeshvili (2021), ethics are convictions about what is right and wrong. Ethics in research refers to appropriate and inappropriate behaviour while interacting with participants. This is a vital aspect of the study because if the participants were spoken to in a more disagreeable manner, the study would not provide the proper findings.

The following were considered for the study to conform to ethical principles:

4.4.1 Access and Acceptance

For ethical approval, the UNISA College of Education Research Ethics Committee was contacted. A request for approval to carry out the study and gather data was made to the Mpumalanga Department of Education and Unisa Research Ethics Committee, asking permission from Malelane Circuit and the primary schools that were sampled. The researcher started gathering data after securing approval from the Unisa Ethics Committee, the Mpumalanga Department of Education Ethics Committee, and the Malelane Circuit Manager.

4.4.2 Informed consent:

The researcher ensured that each participant was aware of and comprehended the purpose of their participation in the study. Furthermore, individuals were made aware that participation is entirely optional and that they are free to discontinue at any time. Before giving participants the permission form, the researcher thoroughly explained its contents to them. Because participants are possibly older than 18 and did not require parental agreement to participate in the study, a form of consent will be employed.

4.4.3 Protection from harm

Participants were guaranteed protection from damage by not disclosing any information that would humiliate them. The researcher considered the individual's physical, mental, emotional, and spiritual health. Participants' ages must be at least 18, their genders must be evenly distributed, and they must adhere to a South African-recognised religion, such as Christianity or Islam, as well as a variety of other cultures, including Swazi, Indian, and White people's cultures.

4.4.4 Privacy

Confidentiality, anonymity, and appropriate data storage practices were all provided to safeguard the participants' privacy. By maintaining secrecy, the researcher made sure that she was the only one who had access to the data and the participant's details, such as their real identities. This is related to anonymity since, during data collection, there is no connection between the data and the participants because they use codes instead of actual names. This promotes participation and sincere involvement, which gives the researcher rich, worthwhile study findings. To ensure participant privacy, data will also be stored.

4.5 DATA COLLECTION METHODS & INSTRUMENTS

Data-collection instruments include tests, questionnaires, inventories, interview schedules or guides, rating scales, survey plans, and any other tools used to collect information on virtually similar topics from 10 or more respondents Dolczewski (2022). The researcher in this section discussed the data collection method and instruments that were used to collect data, such as face-to-face semi-structured interviews, document analysis and field notes.

4.5.1 Face-to-face semi-structured interviews.

To get a clear picture of the participants' experiences of the school culture and the behaviour of learners, semi-structured interviews were conducted. Data-collection instruments include tests, questionnaires, inventories, interview schedules or guides, rating scales, survey plans, and any other tools used to collect information on virtually similar topics from 10 or more respondents. (Paine 2015) claims that because semi-structured interviews allow respondents to speak freely and honestly, the researcher may elicit rich data from them. With this kind of interview, the participants can provide a thorough description of themselves, and the researcher can follow up on especially intriguing areas that will appear throughout the interview. According to

Sadzaglishvili, Gotsiridze, and Lekeshvili (2021), the use of interviews will help with the data on how people perceive their world and the respect they give to their lives. Paine, (2015), provides evidence for this assertion. Although semi-structured interviews may only provide interviewers with a little level of control, Dolczewski (2022) clarifies and emphasises this: during the semi-structured interview sessions, the researcher employed an interview schedule containing a series of pre-determined questions. The purpose of these questions is to aid the participants, not to direct them. Because the participants might bring up concerns the researcher has not considered, the questions the researcher employed are also quite helpful.

The participants ultimately gain a reputation as subject-matter authorities when given adequate time to share their perspectives. "Interviews Should Include Open-Ended Questions," (2022), states that open-ended questions are virtually always used during semi-structured interviews. Twelve people were the only ones interviewed. The main topic that was covered in the interviews, according to the researcher, is "The effect of organisational culture on learners with disabilities." The sequence is established by considering how to address cultural sensitivity in learner conduct and morality in general.

Sensitive subjects were postponed in the interview process by the researcher. From straightforward to intricate and from general to more particular, the interview questions are organized. As stated in "Interviews Should Include Open-Ended Questions" (2022), this allowed participants to gradually become accustomed to the interview schedule's pattern. The researcher also ensured that the subject was fully covered, the questions made sense, and a focused literature review on the subject was done before developing the questions. The researcher also made sure that he avoided using jargon and asking ambiguous questions, asked open-ended questions to encourage participants to express themselves freely, asked non-judgmental and unbiased interview questions, and ensured that the interview yielded the precise information needed for the study's objectives "Interviews Should Include Open-Ended Questions" (2022).

The researcher applied the funnelling strategies outlined in "Interviews Should Include Open-Ended Questions" (2022). The researcher could use the funnelling approach for some topics if they want to get more precise responses from participants rather than just their overall opinions. Only the handwritten interview schedules were utilised because the researcher was not allowed to record the interviews using a voice recorder. The interviews were arranged one on one to enable individuals to be free without any intermediations. Participants were given a maximum time of 45

minutes each in the interview. All participants were given consent forms to sign before they participated in the interview.

4.5.2 Field notes

After the interview, the researcher jotted down all the impressions of the interview; that is, the researcher made field notes. The researcher composed a written account of all the things he saw, heard, experienced, and thought about in the course of the interview. This account assisted the researcher in remembering and exploring the interview process. To incorporate his feelings, expectations, and biases into the finished output, the researcher recorded them in writing. by Tatham-Fashanu (2022).

4.6 DATA ANALYSIS

Data was inductively analysed into themes, categories, and correlations between categories Sadzaglishvili, Gotsiridze, & Lekeshvili, (2021). The handwritten transcripts of interviews were analysed, synthesised, and interpreted. Analysis was conducted at every stage of the study, particularly during data gathering. The data that was gathered was examined using the data analysis template. The study question serves as the basis for the first codes or classifications. In the end, the basic set is kept Sadzaglishvili, Gotsiridze, & Lekeshvili, (2021).

4.6.1 Analysis of the interviews.

To eliminate needless discrepancies, interviews were analysed as soon as possible. The availability of the disciplinary policy and other policies at the sampled school, the significance participants attached to the effects of organisational culture on the behaviour of learners living with disabilities can be achieved if culture can be fully covered in this study, and the strategies to maintain a good school culture can be developed as part of restoring good practice in the sampled schools Silver (2020)

4.6.2 Documents analysis.

The researcher looked at all the pertinent official documents, such as the learners' code of conduct, classroom rules, learners' books, discipline policies, and religious policies, as well as the daily attendance records of educators and learners, the learners' period attendance, the school assessment policy, and the policy for the school-based support team, to learn more about the negative school culture and potential methods to correct it to be positive. The aforementioned materials helped the researcher by offering rich information regarding the influence of learners, as stressed by Tatham-Fashanu (2022) because the study aims to scrutinise how organisational culture affects the conduct of learners who live with disabilities. The researcher also made use of documents such as the South African School Act (SASA) of 1996, the Education Labour Relations Council ELRC 2003 (H-7), the Manifesto on Values, Education, and Democracy (2001), and the South African Constitution to gather more information.

4.6.3 Data interpretation and analysis.

Data reduction, data presentation, and data verification are the three interconnected subprocesses of qualitative data analysis, according to Denzin and Lincoln, (2011) Using analysis to break down a complex entity into its constituent parts, as defined by Sechelski & Onwuegbuzie (2019).

To gather pertinent data, the researcher used all necessary and appropriate data collection techniques, including document analysis and interviews. The data was prepared by:

Organising: Units were created from a tremendous amount of data that were pertinent to the study subject. The researcher took into account other researchers' past knowledge or personal experiences while deciding on the study tools, the theme's concepts, and the categories. After interviews, quick summaries were expanded. It is planned to summarize the interview within an hour after the end of the session. The segments revealed codes. To create a code, Sechelski, & Onwuegbuzie, (2019). A Call for Using Multiple Qualitative Data Analysis Approaches to Increase Saturation at the Qualitative Data Analysis Stage. *The Qualitative Report*. April, 17 Analyse lines with related topics, narratives, or data. For instance, several sentences from the interviewee's response discuss the potential learner's behaviour.

The researcher employed the following sorts of codes to represent the context in which the

research is done, such as a primary school with a population of disorganized learners, which were modified from Darya Garmonenko (2021), as referenced in Sechelski & Onwuegbuzie (2019). A Call for Using Multiple Qualitative Data Analysis Approaches to Increase Saturation at the Qualitative Data Analysis Stage. *The Qualitative Report*. (April, 17). Recurring and frequent behaviours, such as teasing learners living with disabilities, aggressiveness towards learners living with disabilities, fighting or performance of learners living with disabilities were taken into consideration.

To create themes, codes were grouped according to their meaning. For instance, the code "antisocial learners" might include learners who distance themselves from other learners, or aggressive learners, might include learners who skip class, disrespect educators, and steal from both other learners and educators as well teasing learners living with disabilities. The relationships between categories led to the formation of patterns. The categories were given names by the researcher by what was indicated or clarified in the naming of categories, Darya Garmonenko (2021). The categories included poor performance, bullying, negative and positive culture, as well as lack of parental support. The researcher evaluated many sources, scenarios, and study techniques to determine whether a consistent pattern emerged.

4.7. INSTRUMENTS FOR TRUSTWORTHINESS

4.7.1. Reliability

The researcher made sure to employ dependable samples, tools, and research techniques to gather data for the analysis and conclusions. The school principal, departmental head as a member of the school assessment team, and PL1 educator as a member of the school-based support team were used as examples in this process. Because they are personally connected and pertinent to the circumstances, these sampled individuals' information was the most accurate. The researcher ensured that the data collection methods he employed (interviews and document analysis) were valid and trustworthy to yield rich data for the study. To provide trustworthy and comprehensive data for the inquiry, the researcher additionally made sure that the research technique (qualitative approach) he picked for the study was user-friendly and credible.

4.7.2. Validity

Validity is another word for the study report's credibility. All studies must address the concepts that serve as the project's measuring criterion, according to Darya Garmonenko (2021). The standards determining validity were introduced by Bashir and Marudhar (2018) as classical

contributions to the technique of qualitative research. The two researchers previously cited all agree that such standards are credible, transferrable, reliable, and confirmable.

4.7.2.1 Credibility: the study was checked to determine how sincere its findings would be and by what criterion they could be judged.

4.7.2.2 Transferability: The conclusions are put to the test to see how transferrable and adaptable they are or maybe to different populations or environments.

4.7.2.3 Dependability: The researcher ensured that the findings were unique, comprehensive, and trustworthy by using the same subjects who were exposed to the occurrence of issues in their daily lives.

4.7.2.4 Conformability: This has to do with whether or not the study's findings are supported by other studies. The burden of evaluation was taken off the researcher and placed on the data. In other words, the facts should be the sole source of illumination for the range of the overall conclusions and drive their applications.

4.8 REFLEXIVE JOURNAL

According to Sadzaglishvili, Gotsiridze, and Lekeshvili (2021), reflexivity is a thorough self-evaluation by the researcher. Throughout the process, the researcher thoroughly assessed himself in light of his research. This helped with the study's important, true, trustworthy, and rich conclusions and suggestions. Reflexive inquiries are revealed by examining the perspectives of the participants, the audience, and the researcher Hess, Waller, & Lai, (2022). Hess, Waller, and Lai referred to this as being guided by a reflective screen. Age, gender, class, social standing, education, family politics, language, and beliefs are all reflected on this screen. Age, gender, class, social standing, education, family politics, language, and beliefs are all reflected on this screen. The researcher took into account his participants' perspectives as well as their perspectives on behaviour, organisational culture, the extent of their knowledge on the subject, the context in which they acquired it, and the factors that influenced it.

Field log: fieldwork documentation, which includes timelines.

Reflex journal: keeping track of choices made during emergent design.

4.9 Summary of the chapter

The researcher concentrated on the study's research design and procedures in Chapter 4. The following topics were covered: the research paradigm, entry, the researcher's role, research design and methodology, participant selection, contextual description of data collection and analysis techniques, measures taken to ensure reliability, and ethical considerations. The reader was given an explanation and a discussion of trustworthiness.

The next chapter focused on the analysis and interpretation of the data collected.

CHAPTER FIVE

DATA COLLECTION, PRESENTATION AND ANALYSIS OF RESULTS

5.1 INTRODUCTION

The previous chapter outlined the research design and methodology that were followed to conduct the study. In this chapter, the researcher explains what happened during the data-gathering procedure as well as how it helped the overall study. To meet the study's particular aims, data were obtained from participants using semi-structured interviews as well as document analysis. Each stage mentioned in this chapter was given adequate time to unfold, including data preparation, data management, data processing, the interview process, and document analysis. The researcher was extra cautious with this method to obtain rich, informed results that led to useful suggestions for the study.

5.2 THE DEMOGRAPHIC INFORMATION OF THE PARTICIPANTS

The researcher investigated numerous participant characteristics that were important to his understanding of how school principals, departmental heads (DH) serving in the SMT, and PL1 educators serving in the SBST understand and perceive the organisation culture of the learners living with disabilities in primary schools, in Malelane circuit. The researcher examines the participants' key attributes in the section that follows, including their credentials, age, and teaching experience at the designated schools.

Table 5.1 Participants demographics

SCHOOL	PARTICIPANT CODE	GENDER	AGE GROUP	NUMBER OF YEARS IN THE SCHOOL	HIGHEST QUALIFICATIONS
SCHOOL 1	SP 1	MALE	55-60	27	Primary teacher diploma
SCHOOL 2	SP 2	MALE	55-60 -	32	BA in education
SCHOOL 3	SP 3	FEMALE	55-60	34	BeD in honours
SCHOOL 4	SP 4	FEMALE	50-55	34	BeD Honours
SCHOOL 1	DH 1	FEMALE	55-60	18	Honours degree in Education
SCHOOL 2	DH 2	MALE	45-50	24	Master's degree in Inclusive Education
SCHOOL 3	DH 3	MALE	55-60	23	Honour degree in education
SCHOOL 4	DH 4	FEMALE	50-55	10	Honours degree
SCHOOL 1	ED 1	FEMALE	45-50	17	Diploma in Teaching
SCHOOL 2	ED 2	MALE	45-50	10	BeD Degree
SCHOOL 3	ED 3	FEMALE	35-40	12	BeD Degree
SCHOOL 4	ED 4	MALE	25-30	3	BeD Degree

Key codes: SP= SCHOOL Principal, DH = DEPARTMENTAL HEAD, ED= EDUCATOR

5.2.1 A brief exposure to the characteristics of participants

The researcher evaluated several parameters while selecting participants because the school is a large premise with a diverse population of people. The researcher ensured that all of the participants he picked for the study generated appropriate results. The method he used for sampling is purposive sampling. Also known as judgement, selective, or subjective sampling, and purposeful sampling Dudovskiy (2016). Purposive sampling is a technique that is employed by a researcher when using his or her judgement when selecting participants from the population to participate in the study.

The researcher purposefully selected three participants per school from four different schools. The schools that are sampled come from different historical settlements: one from a township (Malelane), another from a farm (Mhlathi Farm), and two from rural areas (Schoemansdal and Bufelspruit). The researcher purposefully chose these four schools based on their locations and backgrounds. These four schools share different cultural backgrounds that could affect a learner's behaviour.

The researcher considered gender balance when selecting participants, especially post-level one educators. The researcher did this to ensure that all the views come from different gender perspectives since males and females interpret things differently.

SCHOOL PRINCIPALS

Of the four sampled schools, only one school where the principal did not have allocated subjects; the principal is from school 2, while all other three school principals do have classes to teach. The subjects that all three principals teach are social sciences and life skills.

SCHOOL PRINCIPAL 1 (SP1)

School Principal 1 is an experienced African male educator who has 27 years of teaching experience, with 8 years experience as a post-level one educator, 5 years as a head of department, and 4 years as a principal of a primary school. He taught in different areas, such as Mkhwarukhwaru, a farm in Malelane, and in informal settlements, such as Mhlathi Primary School, where he became a school principal.

SCHOOL PRINCIPAL 2 (SP2)

School principal 2 is also an experienced male African educator with 32 years of experience in teaching, including teaching in full-service schools. He is in the 55- to 60-year-old age bracket. He has 22 years of experience in management, including four years as a head of the department at the same school, six years as a deputy principal at the same school, and ten years as a principal of the primary school in rural areas of Malelane Circuit called Schoemansdal. He is a principal at a full-service school.

SCHOOL PRINCIPAL 3 (SP3)

She is an African female, aged 55 to 60. She is also an experienced educator with 10 years of experience as a deputy principal in the sampled school. She is the principal at the sampled school. She has a total of 34 years of teaching experience. She teaches social sciences and life skills.

SCHOOL PRINCIPAL 4 (SP4)

This is an African female aged 50 to 55 with 23 years' experience in the teaching profession, of which 9 years as a departmental head and 11 years as a school deputy principal. She was a deputy principal at the sampled school, and then, after serving some years, she became a school principal at the very same school.

DEPARTMENTAL HEADS

DEPARTMENTAL HEAD 1 (DH1)

She is a female educator with 18 years of experience teaching at the same school. She has 8 years as departmental head and serves on the school management team. She is a traditionalist. She is teaching SiSwati in grades 4 and 5. She was born and raised at KaMhlashwa.

EDUCATOR 1 (ED1)

She is a female educator with 17 years of experience teaching at the same school. She has been serving the school-based support team for the past 7 years.

She is a born-again Christian. She was born and raised in Mpumalanga, KaMhlushwa. She is morally grounded. She teaches English as a First Additional Language for grade 4-6 learners. She is serving on a school-based support team.

DEPARTMENTAL HEAD 2 (DH2)

He is a male educator with 24 years of experience in teaching and 10 years of teaching in the same school where he is currently working. He served six years as departmental head of the school where he is working. He teaches mathematics in grades 5 and 6. He serves on both the school assessment team and the school-based support team. He holds a master's degree in inclusive education.

EDUCATOR 2 (ED 2)

He is a male educator with 10 years of experience teaching at the sample school. He is serving on both the school-based support team and the school assessment team. He teaches the foundation phase.

DEPARTMENTAL HEAD 3 (DH3)

He is an African male, 55-60 years old. He is the departmental head of the senior phase and teaches natural sciences in grade 7. He also serves on the school assessment team. He has five years' experience as the departmental head.

EDUCATOR 3 (ED3)

She is a female educator in the 35-40 age group who has 12 years of experience in teaching. She is a hard-working educator serving on the school-based support team. She teaches mathematics in grade 7 and life skills in grade 6.

DEPARTMENTAL HEAD 4 (DH4)

She holds an honours degree in curriculum studies with 10 years of teaching experience, of which 6 years she served as departmental head at the sampled school. She is an African female who serves on the school assessment team. She is teaching English in grades 5-6.

EDUCATOR 4 (ED 4)

He is a male African educator who falls within the age range of 25-30 with 3 years of teaching experience at the sampled school. He serves on the school-based support team committee. He teaches mathematics in grade 6, social sciences in grade 7, and life orientation in grade 7.

Participants in this study were PL1 educators, departmental heads, and school principals serving

in public primary schools; departmental heads who are serving on the school-based assessment team; and educators who are serving on the school-based support team. Membership in these teams was considered a criterion when selecting participants because the topic of the study compelled the researcher to know more about how organisational culture impacts learners living with disabilities. Educators in the school-based support team are working with different behavioural learners, and departmental heads in the school management team are working on the performance of learners and the school. Some of the educators on both committees had attended several workshops to be equipped with more information and knowledge.

5.3 DATA PREPARATION

5.3.1 Data organisation

According to Rosenblum, Ristvey, and Hospital (2019), as cited by Kizilaslan, Zorluoglu, and Sozbilir (2021), during the stage of data organisation, the researchers need to distance themselves from the data so that it sinks in and for better organisation, categorization, and coding.

The researcher organised data guided by the following:

- The research question and the subquestions (see Chapter 1, cf. 1.6),
- The research instrument (Appendices I and J),
- The themes, concepts, and categories used by other researchers,
- The personal experience of the researcher,
- The data collection and analysis itself.

Interview data transcription

Transcription, as explained by Chevalier and Buckles (2019), is the process of taking notes and other information and converting them into a format that will facilitate analysis. The researcher used handwritten transcription in the form of summaries after each interview. As recommended by Chevalier and Buckles, (2019), the following procedures were incorporated into the transcription:

- Large margins were left for additional comments and coding.
- Spaces were left between the interviewer's question and the participant's response.
- Everything was typed in Microsoft Word to record what was occurring during the session,

and that could be important.

5.3.2 Data Coding:

Data from all participants, that is, educators, departmental heads, and school principals, were coded.

Data elements that could be understood by them (segments) were identified by the researcher. The researcher analysed the segments to come up with the codes. Codes, as explained by Rosenblum, Ristvey, and Hospitál (2019), are names or phrases that are used to provide meaning to a segment.

5.4 QUALITATIVE DATA ANALYSIS

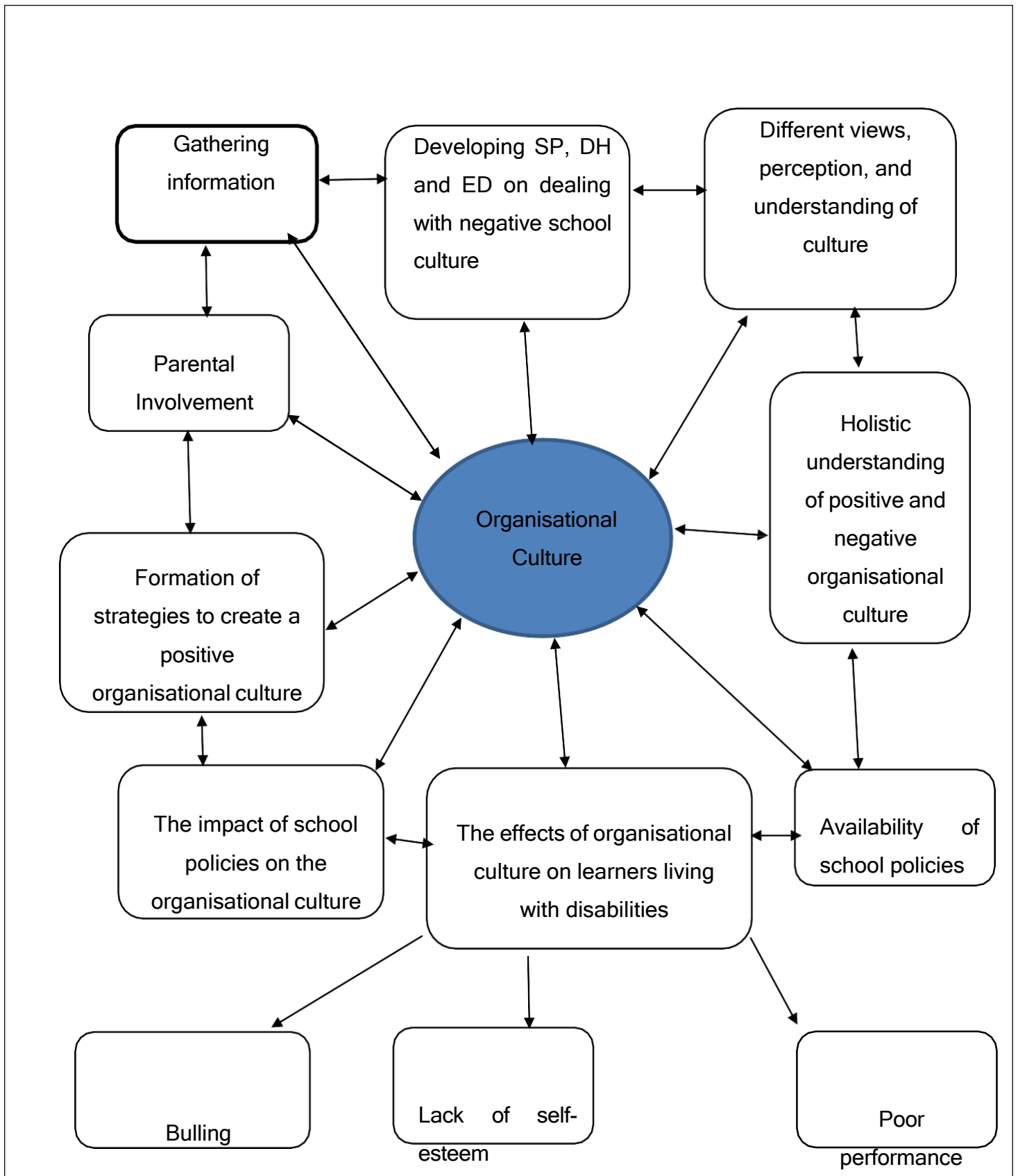
Through the qualitative research design, the researcher analysed the collected data using interviews and document analysis. The reason for collecting data from the selected participants was to authenticate knowledge and gain more in-depth information about the effects of organisational culture on the behaviour of learners living with disabilities. Learners start their schooling journey in grade R and continue until grade 7. Therefore, the participants watch learners as they grow until they enter the puberty stage, where their character is formed. Also observed the behaviour of learners who are coming from other schools and how their behaviour changes. Therefore, these experiences were used by the researcher to interpret his findings.

Mahajan (2018) established that, during the first stage of constant comparison, the data should be openly coded. The data that was collected was broken down into smaller units, to which the researcher assigned the codes. From the chunked units (codes), all the similar codes were put together into a single category. This stage is termed axial coding. From the categories that express each group, the researcher developed more themes. This is the final stage of data analysis, called selective coding.

5.4.1 Themes

The researcher grouped the questions into four categories to be answered in this study, each theme attempts to answer these different questions. The questions were answered during the interviews and document analysis. The following themes emerged from the data collection process and analysis.

FIGURE 5.1: INTEGRATION BETWEEN THEMES AND SUBTHEMES



5.4.1 Themes

5.4.2. THEMES AND SUBTHEMES FROM SCHOOL PRINCIPALS' RESPONSE ANALYSIS.

In this section, the researcher presents the responses of the school principal from the interviews. The researcher presents the responses in terms of themes and subthemes. A deductive approach was used to develop codes to assist in developing themes and subthemes. Deductive coding implies that you start by presenting a set of codes, and then assign those codes to the fresh qualitative data. These codes can originate from earlier research, or you might already know what themes you're interested in examining Alyona Nefyodova, (2022).

TABLE 5.2 EMERGING THEMES AND SUBTHEMES FROM SCHOOL PRINCIPALS' RESPONSE ANALYSIS

Questions	CODES	THEMES	SUBTHEMES
1. What are school principals' understanding of the Concept of 'organisational culture'?	Define organisational culture	Theme 1: Holistic understanding of organisational culture.	Subtheme 1: Different views, perceptions, and understanding of organisational culture.
2. How does the school policies influence organisational culture? Positive or Negative?	Morality of learners	Theme 2: Availability of the school policies and the implementation.	Subtheme 1: Availability of moral policy. Subtheme 2: Parental involvement during the formulation of school policies.
3. Are there any programs that integrate learners living with disabilities and learners without disabilities as part of social cohesion?	social cohesion	Theme 3: Programs that bring both learners living with disabilities and learners without disabilities together in the mainstream school.	Subtheme 1: Cultural activities Subtheme 2: Sports activities

4. Tell me about the general effect of organisational culture on learners living with disabilities.	Learner behaviour	Theme 4: Effects of organisational culture on learners living with disabilities.	Subtheme 1: Bullying. Subtheme 2: Law self-esteem. Subtheme 3: poor performance in schoolwork.
5. What is the role of leadership in creating a positive school culture?	Key functions of a principal	Theme 5: The leadership role in school culture formation.	Subtheme 1: Negative Subtheme 2: Positive
6. What strategies do school principals employ to create an organisational culture that will positively impact learners who are living with disabilities?	Parents, Knowledge Development	Theme 6: Formulation of strategies to infuse positive culture in school.	Subtheme 1: Parental involvement. Subtheme 2: Gathering more information and knowledge about positive and negative school culture influence. Subtheme 3: Developing school principals with skills on how to deal with negative school culture.

5.4.2.1 THEME 1: Holistic understanding of the concept ‘organisational culture’

Subtheme 1: Different views, perceptions, and understandings of organisational culture

The understanding and perception of organisational culture by participants are very vital for one to be able to distinguish individual behaviour at school from common behaviour that emanates

from the school culture. Organisational culture or school culture, as discussed by Fitria (2018), All the attitudes, expected behaviours, and values that influence how the school runs may be referred to as the guiding principles and values that are visible in the way the school functions. The above discussion is further alluded to by Lawrence and Tar (2018), who discuss the expectations of educators on what takes place in the classroom, how educators are expected to act when conducting teaching and learning, and how learners should communicate with the line of function at school should they have any challenges.

Participants' responses revealed that both educators and principals have a shallow understanding of what the concept of 'organisational (school) culture' means and perceive it in different ways. School principals responded like this:

(Participant SP1): *'Yes, I do understand the concept of organisational (school) culture. It is about how the learners and teachers behave within the school or organisation, guided by a set of rules and policies.'*

(Participant SP3): *'Yes, I do understand the concept of organisational (school) culture. It is the way we behave as educators, learners, and non-teaching staff within the organisation, and the school culture is formed by the geographical area background that influences the school behaviour.'*

(Participant SP2) *'Yes, I do understand the concept of organisational (school) culture. The term "school culture" generally refers to the attitudes, relationships, and written or unwritten rules that shape and influence every aspect of how a school operates, but it also refers to more concrete concerns like the physical and emotional safety of learners, the cleanliness of classrooms and public areas, or the extent to which a school embraces and celebrates racial, ethnic, linguistic, or cultural diversity.'*

(Participant SP4): *'Yes, I do understand the concept of organisational (school) culture. It is the set of ethics, principles, and values that guide the school's practices. The culture positively shapes our learners' behaviour.'*

The above responses demonstrated principals' understanding of what organisational culture is. According to the arguments of authors such as Dingemans, Rossi, and Floyd (2017) and Lei, Jiang, Liu, Ferrier, and Mugavin (2018), they believe that organisational culture manifests in two ways: it can be negative or positive; therefore, positive culture emanates from school discipline.

The above-mentioned responses from the school principals indicate clearly that they share a common understanding of the concept. All four school principals agreed that organisational culture has to do with the behaviour of both learners and educators in a school environment.

However, the second school principal (SP 3) related organisational culture to something that reflects the background of learners in their community. Therefore, you cannot separate the behaviour of the school from the behaviour of the geographical area where it is located. Another principal viewed the phenomenon of how a person behaves in the community as being by tradition and religious practices. He expressed his view as follows: (Participant SP3) *'Yes, I do understand the concept of organisational (school) culture. It is the way we behave as educators, learners, and non-teaching staff within the organisation, and the school culture is formed by the geographical area background that influences the school's behaviour.'*

In summation, the majority of school principals view organisational culture as a common practice in a school that shapes every learner's behaviour (cf. 3.2.1). This common practice is informed by a set of principles and values of that organisation.

5.4.2.2 THEME 2: Availability of the school policies and their implementation.

Subtheme: Availability of school policies

The term 'policy', according to the dictionary explanation, is a deliberate system to guide decisions and achieve a national outcome. It is a statement of intent that is implemented as a protocol. Policies always assist in subjective and objective decision-making. Policies differ from rules or laws. While laws can compel or prohibit behaviour, policy merely guides actions towards those that are likely to achieve desired outcomes. World Health Organisation (2019). According to the interview responses of participants, it is confirmed by school principals that policies such as moral policy, religious policy, and code of conduct policy impact the behaviour of learners positively; however, the non-availability of policies impacts the behaviour of learners negatively. These policies integrate learners living with disabilities and learners without disabilities in mainstream schools. The school principal (SP2) made the following statement regarding the absence policies:

(Participant SP2): *'Our school does not have a moral policy as a stand-alone policy; it is included in the religious policy and code of conduct policy. These two policies impact the behaviour of our learners positively, such that the learners living without disabilities always take care of those with isabilities. They provide emotional and physical support, such as pushing them in their*

wheelchairs. However, the lack of policy implementation affects the culture of the school negatively because it produces unruly learners, anti-social learners, and even discrimination among learners who are able towards those who are living with disabilities.'

One principal (SP1) made the following statement regarding the unavailability of school policies:

(Participant SP1): *'Although we have these policies in our school, it is as if we don't have them because they are not implemented. The challenge that we have in our school is that, due to insufficient information, we are unable to implement all the critical policies such as screening, identification, assessment, and support that help guide teachers and learners living with disabilities.'*

(Participant SP3): *'Our school does have a moral policy, a religious policy, and a school code of conduct policy, and the school implements them fully. As a result, our learners who are living with disabilities freely socialise with other learners and behave well as guided by our policy document.'*

(Participant SP4): *'Yes, we do have school policies, but they are not implemented as they still need to be unpacked to be understood by all our learners, both learners with disabilities and learners without disabilities.'*

Subtheme: Parental involvement during the formulation of organisational policies.

When school policies are formulated, all stakeholders must be involved, such as parents, educators, and the school management team, for the policies to function well (Munje and Mncube, 2018). The study revealed that the involvement of parents when crafting policies such as moral policy, religious policy, and code of conduct makes the policies appeal to the historical background of the learners living with disabilities (cf. 3.2.4).

The study further indicated that most clauses in the policy document are imposed on the schools by the Department of Basic Education, which leaves parents and principals with little input when drafting the policies (cf. 3.3).

(Participant SP 1): *'Policies come from the Department of Basic Education as standard, then the School Governing Body (SGB), which is the body that is elected by the parents to represent them, customise the policies to fit into the culture of the school and then present them to the Annual General Meeting (AGM) of the parents for adoption.'*

(Participant SP 2): *'School policies are derived from the pro forma of policies by the SGB since they represent parents; therefore, parents do not have much to put in when drafting policies.'*

(Participant SP 3): *'When we are drawing policies, all the SGB members are invited to take part.'*

(Participant SP4): *'Yes, parents are invited, but not always, because some of the policies are inherited from previous years, so only the school management team can amend them. Therefore, it is clear that when some of the school policies are drafted,*

The above statements from the school principals confirmed in this study that some of the policies are just a cut-and-paste from the proforma of policies from the department. Therefore, the schools do not fully own the policies as imposed on them, and they feel the school policies do not promote the safety of the school community (cf 3.3).

5.4.2.3 Programs that bring both learners living with disabilities and learners without disabilities together in the mainstream school.

Subtheme: Cultural activities

According to Hassanli, Walters, and Williamson (2021), it is possible to create connections of togetherness among people of the same community via cultural activities. They pass on ideas, practices, and information through the arts, including dance, poetry, music, dress, cuisine, theatre, and literature. The school principals revealed that through cultural activities, learners living with disabilities can bond with learners without disabilities. For that reason, learners living with disabilities behave in a normal way regardless of their conditions. The school principals (SP1 and SP3) made the following statement regarding the cultural activities:

(Participant SP1): *'Cultural activities allow our learners to learn from historical background about our traditional ways of doing things, which includes the respect and humanity embedded in our culture. Our cultural activities demonstrate unity, carrying, and unconditional love towards one another.'*

(Participant SP3): *'Our cultural activities bring our learners, both the able and disabled, together as they teach them to be patient towards one another and learn from each other, for instance, by participating in traditional dance, choral music, and playing traditional games.'*

While SP 2 from school 2 and SP 4 from school 4 indicated that cultural activities help learners find common ground as the activities thereof do not discriminate against learners based on their physical abilities,

(Participant SP 2): *'The cultural activities serve as a rope that binds our learners together as one family.'*

(Participant SP 4): *'Cultural activities are classified as extra mural activities where learners take a lead towards other learners.'*

Subtheme: Sports Activities

Sports activities help learners unite and demonstrate their different abilities that would otherwise not be revealed by only focusing on the implicit curriculum (cf. 3.3.5).

(Participant SP 1): *'Sports activities allow all kinds of learners together regardless of their physical and emotional challenges. For instance, in football or netball, if the learner is in a wheelchair and can't play, then the learner can be either a referee or coach.'*

(Participant SP 2): *'Extra mural activities such as sports allow our learners to participate equally without discrimination.'*

(Participants SP 3): *'Sport keeps learners together; therefore, our school uses the opportunities given by the sports activities to bring our learners together regardless of their physical or emotional challenges.'*

(Participant SP 4): *'Sporting in our school boosts self-esteem, mental acuity, and confidence in our learners. Sports are crucial in schools because they assist children in learning a variety of abilities, including leadership, perseverance, teamwork, and social skills. Therefore, it integrates all learners despite their physical circumstances'*

The above responses from the school principals indicate that sporting activities are the component that drives inclusive participation among learners in mainstream schools, regardless of any physical limitation (cf. 3.3.1).

5.4.2.4 THEME 4: Effects of organisational culture on the behaviour of learners living with disabilities

Subtheme: Bullying

Bullying can be defined as an ongoing behaviour that causes agitation in other learners. Bullying at school includes verbal aggression, ongoing physical aggressiveness, and emotional abuse, as argued by Martínez-Monteagudo, Delgado, García-Fernández, and Rubio (2019). Therefore, school principals unequivocally agree that negative organisational culture produces anger in learners living with disabilities, and as a result, they become bullies to other learners or are bullied by other learners. The school principal (SP2) and school principal (SP4) had the following statement to make:

(Participant SP 2): *'The culture of our school plays a major role in modelling the behaviour of special needs learners because their behaviour depends on the school environment. If the environment is hostile, such as disrespectful, immoral, and antisocial, it results in learners living with disabilities being physically and emotionally aggressive or even withdrawing themselves physically or emotionally.'*

(Participant SP 4): *'Negative organisational culture makes learners living with disabilities withdraw physically and emotionally from other learners. Therefore, when learners try to reach out to them, they become aggressive.'*

On the other hand, school principals (SP 1 and SP 3) agreed that positive organisational culture influences the behaviour of learners living with disabilities positively, such that they become anti-bullying. The two principals had this to say:

(Participant SP 1): *'Our school has a positive school culture, as it promotes anti-bullying traditions among our learners regardless of their abilities.'*

(Participant SP 3): *'Most learners living with disabilities when they are enrolled in our school adopt the loving and caring culture of the school. At the beginning of the year, when they are admitted, they become shy, isolate themselves from other learners, and are anti-social, but during the year, they become interactive with other learners and socialised.'*

The above statement from the school principals agrees that a healthy organisational culture produces anti-bullying. Therefore, a negative school culture is characterised by bullying and an unhealthy social environment (cf. 3.3.2).

Subtheme: Low self-esteem.

Self-esteem emanates from how a person values and perceives himself or herself. It's based on our opinions and beliefs about ourselves, which can be difficult to change. It is also called self-confidence. School principals in SP 2, SP 3, and SP 4 agreed that a negative school culture causes learners with disabilities to have low self-esteem. The principals responded as followers during the interview sessions when they were asked how organisational culture affects the self-confidence of learners living with disabilities:

(Participants SP2): *'Negative school (organisational) culture makes learners living with disabilities withdraw from participating in sports, culture, and even in group work during teaching and learning. More special when able learners call them by names, tease them, or even laugh at them, makes them lack self-confidence in themselves.'*

(Participants SP3): *'We have realised that if our learners are not educated about their physical and emotional differences, they lack self-confidence in themselves, and as a result, they are afraid to participate freely in games or activities that integrate able and disabled learners due to low self-esteem.'*

(Participants SP4) *'Our school creates a culture of motivation in the school assemble every day to ensure that all our learners increase self-esteem. We appreciate learners who support other learners emotionally and physically.'*

The above school principals agree that school culture has an impact on the attitude and behaviour of learners living with disabilities. When the school culture is positive, it produces learners with positive self-esteem; on the other hand, if the culture is negative, learners turn to having low self-esteem (cf. 3.3.1).

Subtheme 3: Poor performance in schoolwork

The behaviour of learners in school determines how much effort they put into their Schoolwork. Therefore, negative learner behaviour results in poor performance. The school principals of the

four sampled schools agreed that the performance of the school is a clear demonstration of the school culture. The school principal from school 4 had this to say:

(Participant SP 4): *'Over the past three years, learner performance, particularly for learners living with disabilities, has increased continuously since the school culture moved from negative to positive. The components of the school culture that have been developed and strengthened over the past three years are discipline, parental involvement, and religious activities.'*

Another principal concurred with the above statement, as he was alluding to the brief history of his school.

(Participant SP2): *'Before our school became a full-service institution, the school used to underperform. Therefore, to change the performance of our school, the school management shaped the culture of the school through policy implementation. Now both learners living with disabilities and those without disabilities behave well, and the school is classified as a top-performing school.'*

(Participant SP1): *'Organisational (school) culture is the backbone of learner behaviour; as a result, those learners in our school who are ill-behaving perform very poorly in their school work. Learners living with disabilities in our school perform well since their behaviour is impacted by the positive culture that is practised by our school.'*

(Participant SP3): *'School performance comes from individual performance, and individual learner performance comes from the behaviour of learners. Therefore, what I have observed in our school is that learners' performance is influenced by the culture and traditions of our school.'*

The above views of SP1 to SP4 indicate that the behaviour of the learners has a positive relationship with their performance. According to the literature review, school culture reflects on the performance of the school; when the school culture is positive, the performance turns out to be good, while on the other hand, negative performance emanates from the negative school culture (3.6.1.1).

5.4.2.5 Theme 5: The leadership on school culture formation.

Subtheme 1: Negative

The culture of the school is significantly influenced by the principal's leadership style. School principals must endeavour to establish a healthy culture since culture establishes the framework within which staff and learners must operate Tierney and Lanford, (2018). The role of leadership in culture formation can be either positive or negative. The school principal from school 3 responded as follows when asked about the leadership role when forming a school culture:

(Participant SP 3): *'As a school principal, I must ensure that all policies are implemented in this school. Promoting collaboration among learners regardless of their abilities, with proper focus and leadership, creates a positive environment in which educators can share best practices that are responsive to learner's needs. Thus, school principals positively influence school culture through the use of strategies that encourage collaboration.'*

A principal from school 2 explains his leadership task as a principal in the following:

(Participant SP 2): *'As the school's principal, my key responsibility is to foster an environment that will help the school develop a strong culture. As a result, the formal and informal aspects of the school mesh together. Non-teaching staff, teachers, and learners are proud of the institutions to which they belong. This shared opinion brings together and unites the school management team, educators, learners, and parents.'*

Mullen (2007:100) argues that a principal's actions can change the school culture but cannot create an entirely new culture in the school.

The school principal from school 1 and the school principal from school 4 confirmed the above statement, as they had these to say:

(Participant SP 1): *'My task as principal of this school is to make sure that I change the negative school culture into a positive school culture, as I have done over the years since I became a school principal. When I got into this school, learners were unruly, ill-disciplined, and underperforming, but through providing leadership, the culture of this school finally changed.'*

(Participant SP4) *'I have witnessed that through providing the right leadership to learners, educators, and parents, a culture of the school is formed.'*

The above SP 1 and SP 4 attest that leadership has the power to influence a positive culture in the school.

5.4.2.5 Theme 6: Formulation of strategies to infuse positive culture in school

Subtheme: 1 Parental Support

Educators cannot achieve the formation of learners' behaviour without the involvement of parents, as argued by Kalin, Peklaj, Pečjak, Levpušček, and Zuljan (2017), although learners spend their time at school but also spend their time with parents, from which they learn other habits. Other researchers argued that a child is raised by the community, which means everyone within the community where the child stays has an input into the growth and behaviour of the child. Therefore, parents play a major role in forming both the behaviour of the learners living with disabilities and the culture of the school as an organisation. The following are the six types of parental involvement, as argued Wolhuter and Van der Walt, (2020:55):

Pure parenting, that is, providing shelter, good health, healthy nutrition, and safety to learners living with disabilities,

- Parents must inform the school about any challenge or disability that the learner has.
- Parents must follow up with the school to see if the learner living with a disability is coping.
- Parents must observe and report any peculiar behaviour that is demonstrated by their child at school.
- Decision-making parents are parents who participate in school activities, such as the Annual General Meeting, where school policies are discussed.
- Collaborating with the community Parents are parents who encourage partnerships with community resources and services.

According to the responses from the interviews, parental support is minimum in the four sampled schools because parents do not put effort into the education of their kids. For instance, Participant SP1 from school 1 said, *'Parents fill out and sign a form called screening, identification, assessment, and support (SIAS) upon the admission of their kids. The form allows the parents to write any challenge that the learner has. However, parents feel as if they are dumping their kids*

because even if they are called to the school to discuss the behaviour and the progress of their kids, they don't show up or even come to attend parents' meetings.' Most parents of special needs learners are not available when school policies are discussed or when they are invited to discuss the behaviour of their kids. The interviewees agreed that within their respective schools, most of them are experiencing a lack of parental involvement. They plead that parents must be more involved in school activities to support their children. The following school principals made these statements during the interviews:

(Participant SP2): *'I organise a special meeting for parents with learners living with disabilities to discuss the strategies of assisting them to cope with the mainstreaming setting, but only a few parents will show up.'* (Participant SP 3): *'Parents are not supporting us; when you ask them to come to school to discuss their children's behaviour, they do not come.'*

(Participant SP 4): *'Parents of learners living with disabilities do attend the special meetings for discipline, but seemingly they do not implement the strategies of assisting their kids as the challenge will still be there.'*

SP3 and SP4 show that parents do not cooperate with the schools where their learners with disabilities are enrolled. That makes it more difficult for the school principal to enforce positive practices with the learners (cf. 3.5.5).

Subtheme 2: Gathering more information and knowledge about positive and negative school culture influences

More support, knowledge, and information are needed for principals, educators, and learners in the sampled institutions. The participants' interview responses revealed that the school principal did not have enough information about creating a positive school culture and strategies to help learners who are living with disabilities. For instance, Participant SP 2 from school 2 said, *The information I am gathering is from the workshops and books only; it is not enough for me to influence a positive organisational culture and deal decisively with learners' behavior.* Principals indicated that there are not enough workshops that deal with how to deal with learners living with disabilities in mainstream schools. Principals unequivocally agreed that educators in mainstream schools are not well trained in inclusive education; for instance, Participant SP 4 from school 4 said, *the department has not furnished us with enough workshops and training to provide leadership that will harness positive school culture.*

However, school principals should go the extra mile to gather information on organisational culture, for example, by consulting district-based support teams (DBST) and attending media symposiums. The school principals emphasised that more supporting information about organisational culture and the behaviour of learners living with disabilities is needed to help educators better understand their school environment and also identify the behaviour of learners, especially those living with disabilities. (Participant SP1): *'I only rely on the information I get from workshops, and this is not regular, and even the workshops provided by the department are not enough.'*

(Participant SP 3): *'I have not gathered information on building a positive organisational (school) culture to influence the behaviour of my learners positively.'*

The above SP 1 and SP 3 indicated that they need a specific workshop that will empower them with skills that will assist in building a positive organisational culture and cultivating positive behaviour for learners living with disabilities.

Subtheme 3: Developing school principals with skills on how to deal with negative school culture

According to the principals' responses, principals are equipped with skills on how to create a positive school culture to align the behaviour of learners living with disabilities in mainstream schools.

For the performance of learners living with disabilities to increase, their behaviour must be positive. Positive behaviours of learners living with disabilities include being free to participate in school activities, having the ability to relate to other learners regardless of their disabilities or emotional challenges, being focused on teaching and learning, and taking initiative at school Schwartz and Kelly, (2021). Other researchers, such as Kauffman and Hornby (2020), argued that inclusive education cannot be fully implemented in mainstream schools because the cultures of mainstream schools are not accommodating to learners living with disabilities. However, the researcher of this study differs, saying that if principals and educators are fully developed on how to create a positive organisational culture, it is then possible to change the learners living with disabilities in a positive direction.

Weissman, Kerlin, Yuan, Kohn, Anesi, Groeneveld, Werner, and Halpern (2020) and Maguire (2023) emphasise that the challenge of inappropriate behaviour of learners living with disabilities does not arise only from other learners' attitudes but also from contributing factors, such as the

system and marginalisation, so educators should make sure that they get to the root cause to be able to deal with it. The majority of interviewees agreed that more support, knowledge, and information are needed to equip school principals to create a positive organisational culture that will impact learners living with disabilities positively. For instance, Participant SP1 from school 1 said, *'I suggest that the department should create more workshops and platforms for principals and educators to learn and discuss strategies for enhancing positive school culture to impact learners' behaviour positively'* supported by Participant SP 2 from school 2 when he said, *'With the help of my colleagues in the School Management Team, I created a positive school culture, and all our staff members, both educators and non-teaching staff, are well trained to contribute meaningfully to producing a positive school culture. As a result, our learners who are living with disabilities positively behave; they don't even feel they are living with disabilities. I must emphasise that the culture of the school plays a major role in shaping the behaviour of learners living with disabilities or even all our learners' behaviour.'*

The school principal shared his observation that the community has an impact on how the school as an organisation behaves. This is how participant SP3 uttered, *'I have noticed that although we implement the school policies, we still need to be skilled on how to produce a good organizational culture; however, it is hard to separate the culture of the school from the community culture where the learners come from.'* However, school principal 4 from the school believed in moral generation within the school that leads to the creation of a positive organisational culture. As she phrased her statement like this, *'I encourage both the learners and educators to practice common elements of humanity (Ubuntu) at all times and all costs, and that helps in creating a positive organisational culture.'*

The above arguments indicate that more training and development are needed for school principals to eradicate any negative school culture to impacts learners' behaviour negatively. According to the literature review, leadership plays a vital role when it comes to the culture of the school (cf. 3.3).

5.4.3. THEMES AND SUBTHEMES FROM SCHOOL DEPARTMENTAL HEADS RESPONSE ANALYSIS.

In this section, the researcher presents the responses of the school departmental heads who are serving on the School Management Team (SMT) from the interviews. The researcher presents the responses in terms of themes and subthemes.

TABLE 5.3 EMERGING THEMES AND SUBTHEMES FROM DEPARTMENTAL HEADS RESPONSE ANALYSIS

Questions	Code	THEMES	SUBTHEMES
1. What is the school management team's (SMT) understanding of the Concept 'organisational culture'?	Define organisational culture	Theme 1: Holistic understanding of organisational culture.	Subtheme 1: Different views, perceptions, and understanding of organisational culture.
2. How does the school assessment policy influence organisational culture? Positive or Negative?	Assessment policy	Theme 2: Availability of the school assessment policy and its implementation.	Subtheme 1: Non-availability of assessment policy.
3. Are there any programs that integrate the learners living with disabilities and learners without disabilities as part of social life.	Sport and culture	Theme 3: Programs that bring both learners living with disabilities and learners without disabilities together in the mainstream school.	Subtheme 1: Cultural activities Subtheme 2: Sports activities
4. Tell me about the general effect of organisational culture on the learners living with disabilities.	Learner behaviour	Theme 4: Effects of organisational culture on the behaviour of learners living with disabilities .	Subtheme 1: Bullying. Subtheme 2: Low self-esteem. Subtheme 3: poor performing in school work.

<p>6. What strategies do school principals employ to create an organisational culture that will positively impact learners who are living with disabilities?</p>	<p>Parents, Knowledge Development</p>	<p>Theme 6: Formulation of strategies to infuse positive culture in school.</p>	<p>Subtheme 1: Parental involvement. Subtheme 2: Gathering more information and knowledge about positive and negative school culture influence. Subtheme 3: Developing departmental heads with skills on how to deal with negative school culture.</p>
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5.4.3.1 Theme 1: Holistic understanding of organisational culture.

Subtheme 1: Different views, perceptions, and understandings of organisational culture

The school's departmental heads (HoDs) shared a similar understanding of organisational culture with the school principals. Department head 1 from school 1 and department head 2 from school 2 understood that organisation culture is about the conduct of people that exist within the organisation and how they solve their problems. This is how they put it: (Participants DH 1): *‘Yes, I do understand the organisational culture. For me, it is how the learners, educators, and non-teaching staff conduct themselves within the school environment.’* Participants DH 2 *‘Yes, I do understand the concept. It is defined as the tradition or school practice that the school as a community follows when relating with each other, solving disputes, and socialising.’*

In school 3, the departmental head understood that organisational culture can still be defined as school culture as both definitions discuss the practice of the school; therefore, she uttered her response like this: *‘Yes, I do understand the concept of organisational culture. It is the same as the school culture that exists in school practices.’*

The department head from School 4 explains that norms and principles that are practiced by a certain group of people define the culture of that organisation or society. While his definition supported the idea of DH 3, this is how participant DH 4 alluded to this statement. *‘Yes, I do understand the term organisational culture. Culture can be defined as norms and principles that govern the behavior of a certain group of people or citizens. Therefore, organisational culture is what the organisation applies as its norms and principles to manage the behaviour of the people within its organisation.’*

The four departmental heads from the four sampled schools agreed that organisational culture has to do with the behaviour of the individual within the organisation or a system that guides the behaviour of people in an organisation (cf. 3.2.1).

5.4.3.2 Theme 2: Availability of the school assessment policy and its implementation.

Subtheme 1: Availability of assessment policy

The Department of Basic Education has set a requirement standard in terms of assessment; the standards are set clearly in the National Assessment Policy (NPA) and the National Protocol Patterning Progression, Promotion, and Requirement (NPPPPR). The assessment requirement can be customised according to the special needs of the learner. However, most departmental heads agreed that their schools do not apply customised assessments, and as a result, learners living with disabilities do not cope with the mainstream schooling system; hence, their performance becomes poor. Poor performance leads to frustration and anger; for instance, their behaviour becomes aggressive as they view themselves as failures (cf. 3.3.1). Three school departmental heads concur as they utter these statements below:

(Participants DH 1): *‘Yes, we are aware that the Department of Basic Education allows the school to provide differentiated assessment, but a school must apply for it. Our school never takes that road because there is a lot of paperwork that needs to be done.’*

(Participants, DH 3) *‘The Department of Basic Education provides several options during assessment to accommodate all learners, including those living with disabilities. For instance, if a learner cannot write but can read, then the school applies for a scribe for that learner. The learner will read and orally answer the questions while the scribe writes the answers and has a voice recorder for moderation purposes. However, we have not explored that opportunity to apply*

different types of assessment. As a result, our learners who are living with disabilities and special needs learners get negatively affected, and their performance remains poor.'

(Participant DH 4): *'We have a national assessment policy, and we do follow it partially, as we only applied the standard assessment, which is one-fits-all. As a result, learners living with disabilities and special needs learners are often left out as they are forced to perform like learners who have no disabilities. It frustrates them and affects their behaviour negatively.'*

Only one school departmental head from school 2 said his school fully implements the national assessment policy, and as a result, all learners are accommodated regardless of their abilities. The school departmental head put it this way:

(Participant DH 2): *'Our school does have the national assessment policy and fully implements it. Our assessments are differentiated to accommodate all learners according to their needs. For that reason, we are performing very well, and all our learners are satisfied and happy. That is why we are the most disciplined school in our circuit, as we have been receiving certificates every year for being the best primary school in terms of performance and best behaviour.'*

The above views of Participant DH 1, participant DH 2, and Participant DH 3 agreed that assessment policies allow assessing learners according to their abilities, and if that is applied correctly, it will increase the performance of the school and eventually cultivate the culture of the organisation (3.3.1.4).

5.4.3.3 Theme 3: Programs that bring both learners living with disabilities and learners without disabilities together in the mainstream school.

Subtheme 1: Cultural activities

The school departmental heads from the four sampled schools agreed that cultural activities bring both learners living with disabilities and learners without disabilities together. The departmental heads had this to say:

(Participant DH 1): *'When it comes to culture, even the learners who are not gifted in books participate; learners who are using wheelchairs participate when singing traditional songs while others are dancing. We encourage everyone to take part regardless of their physical challenges.'*

(Participant DH 2): *'Cultural activities bring our learners together regardless of their body abilities. We make sure that all learners get involved when celebrating culture.'*

(Participant DH 4): *'Cultural activities involve making traditional food, dancing, and singing traditional songs. Therefore, all learners take part according to their abilities.'*

(Participant DH 3): *'Our learners share the same cultural background since we come from the same nationality. Learners can participate since they share the same indigenous knowledge.'*

In the above statements, departmental heads share the same sentiment that implicit curriculum, such as culture, allows learners to participate together without discriminating against each other based on their physical abilities. It boosts their social life and contributes positively to the behaviour of the organisation (cf. 3.3.3).

Subtheme 2: Sports activities

The school's departmental heads concurred that extracurricular activities, such as sports activities, integrate all learners regardless of the physical and emotional challenges. The departmental heads responded as follows:

(Participant DH 1): *'Our school uses sports activities to bring our learners with diverse abilities together. We have observed that all learners are willing to participate in extracurricular activities.'*

(Participant DH 2): *'Sports activities allow all kinds of learners together regardless of their physical and emotional challenges; for instance, in football or netball, if the learner is in a wheelchair and can't play, then the learner can be either a referee, coach, or supporter.'*

(Participant DH 3): *'There is no discrimination when it comes to sports in our school; we encourage all learners to take part regardless of their physical challenges or emotional challenges.'*

(Participant DH 4) *'Sporting in our school boosts self-esteem, mental acuity, and confidence in our learners. Sports are crucial in schools because they assist children in learning a variety of abilities, including leadership, perseverance, teamwork, and social skills. Therefore, it integrates all learners, despite their physical circumstances'*

All the above-mentioned departmental heads agreed in one voice that sports in schools create platforms where all learners are given equal opportunities to demonstrate their abilities, thus strengthening their relationships and boosting their confidence (cf. 3.3.3).

5.4.3.4 Theme 4: Effects of organisational culture on the behaviour of learners living with disabilities.

Subtheme 1: Bullying

The school departmental heads indicated that the organisation's behaviour and the behaviour of learners have a positive relationship. Participant DH1 from school 1 observed that attention-seeking learners often misbehave at school. The participant alluded to her statement as follows: *'Learners who demonstrate aggressive behaviour are those who have Attention Deficit Hyperactivity Disorder (ADHD) problems, but since we strengthen the application of policies, their behaviour has changed.'*

While participant DH4 from school 4 observed that the school must implement policies that enforce social coherence among the learners to combat bullying, they responded as follows regarding bullying: *'It is quite clear that the lack of implementation of disciplinary policy makes learners living with disabilities bully other learners; however, all goes to the culture of the school. For instance, when the previous school principal instilled a culture of discipline and respect among educators and learners, the behaviour of learners living with disabilities was far better than it is now.'*

Participant DH3 from school 3 observed that if schools promote and cultivate the habits of loving each other and caring for each other, the participant explained like this: *'Organisational (school) culture determines the behaviour of learners towards themselves and each other. When I joined this school, I was teaching in another school, where the culture of the school was negative and the learners were abusive and aggressive. While in this school, the culture is positive, caring, and loving. The incidents of bullying learners living with disabilities are very few, and the participant was supported by DH 1 from school 1, who said, our school has a positive school culture, as it promotes anti-bullying traditions among our learners regardless of their abilities.'*

Subtheme: Low self-esteem.

Self-esteem emanates from how a person values and perceives himself or herself. It's based on our opinions and beliefs about ourselves, which can be difficult to change. It is also called self-

confidence. School departmental heads of all the schools shared the same view that learners living with disabilities' self-esteem is easily affected by the culture of the school; if the culture is negative, it affects the learners negatively, but if it is positive, it affects learners' behaviour positively. The departmental heads responded as follows during the interview sessions:

(Participants DH 1): *'Self-confidence towards learners living with disabilities is boosted by their surroundings; if the people around them accept them as they are and support them, their confidence increases.'*

(Participants DH3): *'Organisational culture that is positive, such as welcoming and loving, plays a major role in boosting the confidence of these learners.'*

(Participants DH4) *'That is why here in this school we have motivational speeches that cater to both learners with disabilities and learners without disabilities to try to create a positive school environment. As a result, our learners are always positive and encouraged.'*

Another departmental head from school 2 elaborated more in terms of the organisational culture of the school and learners' self-confidence. The DH 2 alluded as follows:

(Participants DH 2): *'The school trains its educators about inclusive education to enable them to create a conducive environment; this includes how to handle learners with diverse challenges ranging from those who have a speech problem, impairment, hearing challenges, vascular dementia, walking in wheelchairs, and other special needs. Our learners, both those with disabilities and those without, are trained in how to relate to each other within the school premises and beyond. It is for that reason that our learners always have their self-confidence up.'*

Subtheme 3: Poor performance in schoolwork

When the four sampled schools' departmental heads asked about the organisational culture of the performance of learners living with disabilities, they responded by indicating what affects learner and school performance. For instance, participant DH1 from school 1 explains, *'Schools with a positive or good organisational culture that practice discipline and morals produce a good performance. However, if the culture of the school lacks discipline, it reflects negatively on the performance of learners. In the case of our school, about learners living with disabilities, I must be honest that the performance is not quite good since we have not*

strengthened some elements of good practice that contribute to organisational culture.' This

statement was supported by participant DH 3 from school 3: *'Poor performance mostly reflects the state of the organisation; therefore, our school readiness to accommodate learners living with disabilities is not up to standard. That renders the performance poor since educators are not trained on how to deal with learners with special needs, there is poor infrastructure and learners without disabilities are not trained on how to fully assist those with special needs.'*

On the same note, departmental head 2 from school 2 observed that when the culture of the school is positive, it yields positive results. The participant put it this way: As I indicated, our culture as a school is positive, and as a result, learners living with disabilities perform very well participant DH 4 from school 4 indicated that it is possible to move from poor performance to good performance for the learners with special needs. The participant brought it up in this order *'Our school culture is moving from negative to positive; therefore, the performance is getting better, especially with those learners with special 'needs. (cf.3.3.1)'*

5.4.3.5 Theme 6: Formulation of strategies to infuse positive culture in school.

Subtheme 1: Parental Involvement

Parents are the ones who are in a better position to monitor the behaviour of their kids and quickly advise the school about any new developments. Therefore, departmental heads expressed the importance of parental involvement as part of strategies to build the behaviour of learners who are living with disabilities. Participants DH1 from school 1 to participant DH3 indicated that parents provide vital information to the school, and they need to be involved in training to know how to assist their kids with disabilities at home. Their statements are quoted below:

(Participant DH1): *'Parents assist by advising on the health condition of the learners; therefore, their involvement, such as disclosing any behaviour that they may pick up from the learners at home, comes from time to time at school to check the work of the learners and involve themselves when school policies are developed. Plays a major role in boosting the attitude and behaviour of learners and contributing to the positive culture of the school.'*

(Participant DH 2): *'Parents have committed themselves to the education of their kids. The school involved the parents through workshops so that they understood their kids who were living with disabilities to provide meaningful support. Parental involvement over the years has played a vital role in cultivating the positive behaviour of the learners and the formation of the school culture.'*

(Participant DH 3): *'Parents are the main stakeholders; therefore, their involvement in the education of their kids assists us as educators to find out even the behaviour of the learners at home as well as the background of the learners.'*

While participant DH 4 indicated that the involvement of parents provides information that makes educator's work easy, the participant brought it in this way: *'If parents involve themselves in the education of their kids, the work of educators becomes easy because they provide vital information about the health and behaviour of the learners.'*

Subtheme 2: Gathering more information and knowledge about positive and negative school culture influences

Departmental heads from the sampled schools agreed that workshops and seminars are important to cope with the work at school. The educators' training helps the educators contribute positively to the formation of a conducive environment for learners living with disabilities. Some participants from schools 2, 3, and 4 responded as follows:

(Participant DH 2): *'Understanding what key elements are needed to establish a positive school culture and all factors determining the behaviour of learners living with disabilities. Understanding what is required of us as educators to create a conducive environment for teaching and learning to take place.'*

(Participant DH 3): *'The school has not participated much in workshops and training that specifically discuss inclusive education and building positive organisational culture.'*

(Participant DH4) *'The department focuses most on full-service schools when providing workshops and training; little do they do with our schools as mainstreaming schools. That is why we are not well equipped on how to handle diverse learners with special needs.'*

On the other hand, school 1 DH had a different view on the way information should be gathered.

(Participant DH 1): *'It is important that as a school we educate ourselves with YouTube videos, inclusive education books, and other media that are available as part of gathering information. This will help us to contribute meaningfully to both organisational culture and the behaviour of learners living with disabilities.'*

It is established by participants DH 2 to 4 that the workshops and training from the Department of Education are not enough; therefore, to create a positive school culture, educators and departmental heads need to be empowered, as established in the literature review (cf.3.2.1).

Subtheme 3: Developing school departmental heads with skills on how to deal with negative school culture

The Department of Basic Education has inclusive education workshops that equip educators to handle learners with special needs. However, the three schools indicated that their schools do not access adequate workshops and training for educators as provided by the department. The DHs that indicated the above statement are school 1, school 3, and school 4. All the schools are mainstream schools and semi-serviced schools. The DHs responded as follows:

(Participant DH 1): *'The Curriculum Implementers, known as CIs, when they plan inclusive school workshops, normally invite the fully serviced schools and leave us out while even our school has learners who live with disabilities. As a result, we don't know how to handle them.'*

(Participant DH 3): *'We don't have workshops that develop us about inclusivity; therefore, our school system fails to cope with learners living with disabilities.'*

(Participant DH 4): *'Lack of training results in poor performance of our duties and failure to meet the department's expectations.'*

The school 2 departmental head from a fully serviced school explained his experience when it comes to the development of educators. The participant responded as follows:

(Participant DH 2): *'Our school attends an inclusive education workshop where we are trained on different policies and programs that help learners living with disabilities. One of the key policies is Screening, Identification, Assessment, and Support (SIAS). This document helps us profile all our learners so that we keep a record of their development. The gathering of information through workshops and teacher training has helped us to shape the culture of the school.'*

There is a need to develop school management to have the ability to deal with learners with special needs. This was indicated by three departmental heads from school 1, school 3, and school 4, and it is seconded by (cf. 3.3.1).

5.4.4. THEMES AND SUBTHEMES FROM PL 1 EDUCATORS HEADS RESPONSE ANALYSIS.

In this section, the researcher presents the responses of the post-level one educators who serve on the school-based support team (SBST). The researcher presents their responses from the interview. The researcher presents the responses in terms of themes and subthemes.

TABLE 5.3 EMERGING THEMES AND SUBTHEMES FROM PL1 EDUCATORS RESPONSE ANALYSIS

Questions	Codes	THEMES	SUBTHEMES
1. What is the PL1 educator's understanding of the Concept of 'organisational culture'?	Definition of organisational culture	Theme 1: Holistic understanding of organisational culture.	Subtheme 1: Different views, perceptions, and understanding of organisational culture.
2. How does the school-based support team policy influence organisational culture? Positive or Negative?	School-based support team policy	Theme 2: Availability of the school-based support team policy and its implementation.	Subtheme 1: Availability of assessment policy and implementation.
3. Are there any programs that integrate learners living with disabilities and learners without disabilities as part of social life?	Culture and sports	Theme 3: Programs that bring both learners living with disabilities and learners without disabilities together in the mainstream school.	Subtheme 1: Cultural and Sports activities

4. Tell me about the general effect of organisational culture on learners living with disabilities.	Learner behaviour	Theme 4: Effects of organisational culture on the behaviour of learners living with disabilities.	Subtheme 1: Bullying. Subtheme 2: Law self-esteem. Subtheme 3: poor performance in school work.
5. What strategies do school principals employ to create an organisational culture that will positively impact learners who are living with disabilities?	Parents and knowledge	Theme 5: Formulation of strategies to infuse positive culture in school.	Subtheme 1: Parental involvement. Subtheme 2: Gathering more information and knowledge about positive and negative school culture influence.

5.4.4.1 Theme 1: Holistic understanding of organisational culture.

Subtheme 1: Different views, perceptions, and understandings of organisational culture

PL1 educators who are serving in school-based support teams shared their perception of organisational culture as the practice that defines a school, which includes caring, loving, and being supportive towards each other. Participant ED 1 from school 1 put her response about her understanding of organisational culture as follows: *‘Organisational culture is the daily practices of learners and teachers at school.’* While participant ED 2 from school 2 indicated that three things define a school culture: the love, caring, and support of learners among each other, the participant puts it in this way: *‘The culture of our organisation as a school is defined by love, caring, and being supportive towards each other.’*

Participant ED 3 from School 3 and Participant ED 4 from School 4 agreed that discipline, Ubuntu, and moral support define organisational culture as well as the school ethos. The participants alluded as follows:

(Participant ED 3): *‘The tradition of our school is defined by discipline, Ubuntu principles, and*

moral support.'

(participant ED 4): *'Organisational culture is the ethos that guides school practices'*

The above participants came to a common understanding of organisational culture: the key elements that define organisational culture are love, caring, the Ubuntu principle, and support among learners themselves (cf.3.3.1).

5.4.4.2 Theme 2: Availability of the school-based support team policy and their implementation.

Subtheme 1: Availability of assessment policy and implementation

All four sampled schools agreed to have the school-based support team (SBST) policy, but only one school indicated that they follow the policy to the fullest. Participant ED 2 from school 2 attested to the positive outcomes that come from fully implementing the SBST policy. *'Yes, our school has an SBST policy, and we implement the policy such that all our learners are profiled according to SIAS. We can help all our learners, regardless of their physical or emotional challenges, according to their needs. Our school-based support team works with a district-based support team. The application of this policy helps the school maintain its culture and curb learners' behaviour, particularly those with disabilities.'*

However, the other three schools admitted that they don't follow it to the fullest as the policy contains a lot of administrative work. The other three educators from School 1, school 3, and School 4 said they do have the policy and are also serving from SBST, but they do not follow the policy to the fullest. The educators alluded as follows:

(Participant ED1): *'To be honest, we do not follow the policy of SBST, and as a result, learners with challenges are left behind as they are not accommodated. This is because we are not trained enough regarding school-based support team duties, and it is not clear what is expected of us.'*

(Participant ED 3): *'Yes, we do have a school-based support team policy as provided by the department, but we hardly refer to it, and our learners are not profiled yet. We are lacking the skills to do it.'*

(Participant ED 4): *'Yes, the school has the policy of a school-based support team. However, we have not implemented it yet. A lack of SBST policy implementation indeed affects learners with*

special needs negatively, including those living with disabilities.'

The four educators concurred that the application of the school-based support team policy has a positive impact on the behaviour of learners positive. The SBST encourages learners with special needs to feel accommodated in mainstream schools (cf.3.3.1).

5.4.4.3 Theme 3: Programs that bring both learners living with disabilities and learners without disabilities together in the mainstream school.

Subtheme 1: Cultural and sports activities

Educators from the four sampled schools agreed with the same voice that sports and cultural activities bring learners together regardless of their different abilities. The educators responded as follows during their interviews:

(Participant ED 1): *'Yes, sports and culture bring our learners together regardless of their abilities.'*

(Participant ED 2): *'Our school uses sports and culture to integrate our learners living with disabilities and learners living without disabilities.'*

(Participant ED 3): *'Yes, sport and culture play a major role in bringing all our learners together.'*

(Participant ED 4): *'Yes, we have sports and culture that integrate our learners.'*

According to the above participants, hidden curricula such as sports and culture play a vital role in bringing learners of diverse needs and abilities together (cf. 3.3.3).

5.4.4.4 Theme 4: Effects of organisational culture on the behaviour of learners living with disabilities.

Subtheme 1: Bullying

Bullying is inevitable when the school system lacks disciplinary measures for both learners and educators. Educators from the sampled schools, in their responses to the interview, agreed unequivocally that school culture plays a major role in curbing violence in the school environment. The following are the responses from the educators:

(Participant ED 2) *'Organisational culture determines the social life of the learners. For instance, if the school has a positive culture that respects one another, is caring and supportive, etc., the*

violence in school turns out to be low or absent for both learners living with disabilities and those who are without disabilities. This is what I have observed from our learners here at this school.'

(Participant ED 1): *'Bullying is the direct result of lacking discipline and leadership that provide a positive culture in our school.'*

(Participant ED 3): *'Our school has a positive school culture, as we have developed an anti-bullying policy.'*

(Participant ED 4): *'To create an anti-bullying culture in our school, we encourage our learners to socialise together regardless of their physical status. We create a positive culture of love among themselves.'*

The above participants came to the same conclusion: to deal with bullying, the school must develop a positive organisational culture that encourages caring, loving, and supportive behaviour among the learners (cf.3.3.1.6).

Subtheme 2: Law of Self-esteem

Educators from sampled schools spoke with one voice: the culture of the organisation has a huge impact on learners living with disabilities' self-esteem. The educators responded in this way when they were asked, "What is the role played by organisational culture in the behaviour of learners living with disabilities?"

(Participant ED 1): *'Negative school culture is characterised by a lack of respect for one another and caring. Therefore, in such an environment, learners living with disabilities turn to losing self-confidence towards themselves.'*

(Participant ED 2): *'Low self-esteem to*

Learners living with disabilities suffer from being criticised and discriminated against by other learners. Therefore, our learners must be educated about accepting themselves and other learners regardless of physical and emotional challenges.'

(Participants ED 3): *'We have realised that if our learners are not educated about their physical and emotional differences, they lack self-confidence in themselves, and as a result, they are afraid*

to participate freely in games or activities that integrate able and disabled learners due to low self-esteem.'

(Participants ED 4): *'Positive school culture helps boost the confidence and self-esteem of all learners, including those who live with disabilities.'*

The above participants, such as participants ED 1, ED 2, and ED 4, agreed that a positive school culture produces learners with self-confidence, while participant ED 3 stated that negative school culture produces learners with low self-esteem. This argument agrees with the literature that was reviewed (cf. 3.3.1).

Subtheme 3: Poor performance in schoolwork

When the four educators from the four sampled schools were asked about the organisational culture of the performance of learners who are living with disabilities, The educators responded as follows:

(Participant ED 1): *'Organisational culture and the performance of organisations are inseparable; when the school cultivates its culture to be positive, it results in a good performance. The school can trace its culture through the performance of the learners.'*

(Participant ED 2): *'The performance of learners living with disabilities is cultivated by the positive culture of the school.'*

(Participant ED 3): *'Performance is an indication of the school culture. If there is no discipline, learners turn to perform poorly, regardless of how much educators teach them.'*

(Participant ED 4): *'Good school culture practices result in good learner performance regardless of the physical and emotional abilities.'*

The four above participants agree that for the learners to perform, they need a conducive environment. Therefore, school culture is a different factor; if the school culture is negative, performance becomes poor, and if the school culture is positive, performance turns out to be good (cf.3.3.1).

5.4.4.7 Theme 5: Formulation of strategies to infuse positive culture in school.

Subtheme 1: Parental Involvement

Parental involvement plays a major role in understanding the behaviour of learners beyond the school level, the educators from the four sampled schools suggested. The educators responded as follows when they were interviewed:

(Participant ED1): *'Parents provide relevant information about their kids, especially their behaviour at home and relevant health conditions. They also assist us in monitoring any new behaviour that develops in the learner, whether the learner lives with disabilities or not.'*

(Participant ED 2): *'Parents play a primary role in setting a foundation for their kids; their vital role cannot be overlooked.'*

(Participant ED 3): *'Parental involvement helps us with crucial information about the learners living with disabilities; that is why, from time to time, we consult them if there is any behaviour that is unbecoming in the learner.'*

(Participant ED 4): *'The involvement of parents in the education of their kids makes our work easy, and the behaviour of learners turns out to be positive as they know that their parents will be called if they misbehave. The work of educators becomes easy because they provide vital information about the health and behaviour of the learners.'*

Subtheme 2: Gathering more information and knowledge about positive and negative school culture influences

Educators from the four sampled schools suggested that more workshops and training about organisational culture and inclusive education are needed. The educators responded in the following way when they were interviewed:

(Participant ED 1): *'As educators, we need more training about maintaining a positive school culture and the implementation of inclusive education that deals with learners with disabilities.'*

(Participant ED 2): *'The school doesn't have much exposure to workshops and training that specifically discuss inclusive education and building positive organisational culture.'*

(Participant ED 4): *'One of our challenges is that the officials who deal with inclusive education do not include us. For that reason, we are unable to cope with the behaviour of learners living with disabilities.'*

(Participant ED 3): *'I read books and watch videos that teach about inclusive education since we don't have workshops as a mainstream school that specifically deal with the behaviour of learners living with disabilities and organisational culture.'*

In summation, the concept of organisational culture is misunderstood in the same way by the participants, principals, departmental heads, and PL1 educators. Their common perception is that organisational culture includes the attitudes, relationships, and written or unwritten rules that shape and influence every aspect of how a school operates, but it also refers to more concrete concerns like the physical and emotional safety of learners, the cleanliness of classrooms and public areas, or the extent to which a school embraces and celebrates racial, ethnic, linguistic, body differences, or cultural diversity. Their understanding is shallow about organisational culture, implies that the good behaviour of learners living with disabilities cannot be fully achieved without a full realisation of organisational culture. The perceptions and understandings of principals did not include all the elements of organisational culture. For example, *participant principal SP 1 from school 1*, when responding to the question 'What is your organisational culture?' stated that it is about how learners and educators behave within the school guided by a set of principles. The same misunderstanding is shared by departmental heads; for instance, the departmental head of school 3 said it is the same school culture that exists in the school practices. Also, the misunderstanding conception educators shared, for example, the school educator of school 1, explained that organisational culture is the daily practices of learners and educators at school.

Participants (principals) agreed that the availability of moral policy and the involvement of parents can drive the organisational culture towards a positive culture. The school principal of school 2 argued that implementing the moral policy yields positive results in the behaviour of learners living with disabilities. However, the school principal from school 1 shared his experience about how failing to implement the moral policy brought about the school's negative organisational culture, where bullying and unsympathetic behaviour of learners towards each other, particularly learners living with disabilities, The school principals acknowledged that the lack of parental involvement when school policies are formulated impacts the school culture negatively since some of the policies do not accommodate the diverse backgrounds of the learners, particularly those who are

living with disabilities. For example, if the principal of school 1 said that the policies are imposed on them by the Department of Education, then the SGB does not change the clauses but customises them and presents them to parents at the AGM for adoption.

Participants (departmental heads) agreed that the availability of an assessment policy helps the learners be accommodated during the school-based assessment. This policy helps the school not to unfairly assess learners but to assess learners according to their abilities. For example, the departmental head of School 3 outlines the assessment policy, which is a policy that provides several options during the assessment to accommodate all learners, including those living with disabilities. He further illustrates that if a learner cannot write but can read, the school applies for a scribe who will write and use a recorder while the learner is reciting the answer. The departmental head indicated that her school has not yet started to fully explore all the opportunities provided in the National Assessment Policy (NPA). Consequently, our learners who are living with disabilities are negatively affected. The departmental head from school 2 indicated that they do follow the NPA document, and as a result, their learners who are living with disabilities perform very well, which boasts their behaviour to be positive and stay positive.

Participants (educators) agreed that the availability of school-based support team policy and its application drives the organisational culture to a positive culture; on the other hand, if this policy is not available or implemented, it results in negative organisational culture practice. The PL1 educators from school 1 to school 4 unequivocally agreed with the above statement. For example, an educator from school 2 said that since his school implemented the SBST policy, the culture of the school remains positive and the behaviour of the learners living with disabilities remains positive as well. He further said this is attested by the performance of learners living with disabilities. However, educators from schools 1, 3, and 4 indicated that they have the policy as provided by the Department of Basic Education, but they have not fully applied it, and as a result, it does not yield positive results for them.

When the school principals, departmental heads, and PL1 educators were asked if there is a programme that integrates learners who are living with disabilities and those without disabilities in their schools, they agreed that culture and sports bring their learners together. The school principal from school 1 said culture allows learners to learn from historical background and our traditional ways of doing things, which includes the respect and humanity that are embedded in our culture. He further indicated that our cultural activities demonstrate unity, care, and unconditional love towards one another. The school principal continues to say that, on the other

hand, sports allow all kinds of learners to come together regardless of their physical and emotional challenges. He used football and netball as examples of how those who are unable to walk due to disabilities can be referees or coaches. Departmental heads and educators also shared the same sentiments as principals. For example, the departmental head from school 2 suggested the very same thing when he argued that cultural activities bring learners together regardless of their body abilities. He further said that during cultural celebrations, all learners get involved. On the other hand, sports activities allow all kinds of learners to come together regardless of their physical and emotional challenges; for instance, football and netball accommodate learners in wheelchairs as referees and coaches, he said.

When the school principals, departmental heads, and PL 1 educators were asked the question, 'Tell me about the general effects of organisational culture on the behaviour of people living with disabilities.' The principal gave their different views and observations based on their school culture. For instance, the school principal 4 School 4 said organisational (school) culture plays a vital role in modelling the behaviour of learners living with disabilities because their behaviour depends on the school environment. If the environment is hostile, such as disrespectful, immoral, and antisocial, it results in learners living with disabilities being physically and emotionally aggressive, having low self-esteem, and having poor performance. School principal 2 from school 2 further argued that learners living with disabilities, when enrolled in a school that practices a positive organisational culture, turn to adopt positive behaviour regardless of their physical disabilities. Positive culture includes an anti-bullying policy, self-esteem, and good learner performance.

Departmental heads from school 1 to school 4 shared the very same sentiment when it comes to the influence of organisational (school) culture on the behaviour of learners living with disabilities. All the DHs agreed that it has a significant effect; they indicated that when the organisational culture is positive, the learners turn to have positive behaviour, but when the organisational (school) culture is negative, the behaviour of the learners turns to worsen. For example, a departmental head of schools 1, 2, and 3 argued that if a school does not implement policies that promote positive school cultures, such as moral policy, disciplinary policy, religious policy, and SBST policy, the behaviour of learners turns out to be bullying, antisocial, and low self-esteem, and the learners perform very poorly in terms of academics. However, school principal 2 indicated that for a school to have a positive culture, they must be trained in inclusive education so that they know how to create a conducive environment, which includes how to handle learners with

diverse challenges. He further indicated that even learners must be trained on how to relate to each other beyond school premises.

PL1 educators unequivocally agreed that organisational culture produces learners' behaviour not only for those who live with disabilities but for all learners. When the organisation has a poor culture, bullying, low self-esteem, and poor learner performance are inevitable. Educator 1 from School 1 Good leadership produces a positive organisational culture to prevent bullying, low self-esteem, and poor performance. The educator continues to argue that negative school culture is characterised by a lack of respect for and care for one another. Therefore, in such an environment, learners living with disabilities lose confidence in themselves. Educator 2 from school 2 further argued that the performance of the learners indicates the position of the school culture.

Participants (school principals) asked the question, 'What is the role of leadership in creating a positive school culture?' All four principals agreed that poor leadership produces a negative organisational culture, whereas good leadership produces a positive organisational culture. School principal 3 of school 3 alluded to the fact that school leadership must ensure that all policies are implemented in his or her school, promoting collaboration among learners regardless of their abilities, with proper focus, and creating a positive environment in which educators can share best practices that are responsive to learners' needs. Therefore, school principals influence a positive school culture through their leadership influence. School principals 1, 2, and 4 fully agreed with school principal 3. The three principals summed up their response by saying that principals foster an environment that helps the school develop a strong culture. They emphasise that departmental heads, educators, and parents work together to achieve unity through the leadership of the principals.

Participants (school principals, departmental heads, and PL1 educators) were asked the question, 'What strategies should be employed to create an organisational culture that will positively impact learners who are living with disabilities?' The school principals indicated three important elements that need to be strengthened: parental involvement, a gathering of more information about building a positive school culture and developing school principals with skills on how to deal with negative school culture. On parental involvement, all four principals agreed with one voice that parents must be the centre of kids' development. Failure to be involved results in the school system's failure to cultivate the behaviour of learners as a whole. School principal 1 from school 1 argued that parents are not fully involved in the education of their kids, such that when they are invited to discuss the education of their kids, some of them do not show up. Therefore, it has

negative effects on the behaviour of the learners. On the same note, departmental head 2 from 2 argued that when parents are fully involved through workshopping them on what is expected of them, their involvement becomes meaningful and yields positive results. This is also attested by departmental head 4 from school 4, who says that the involvement of parents in the education of their kids makes the work of educators easy. Educators from all four sampled schools attested as well to the above arguments on parental involvement. One educator from School 2 indicated that parents lay the foundation for forming the behaviour of their kids and, therefore, must never leave them behind.

Participants (principals, departmental heads, and PL1 educators) unequivocally agreed about gathering more information and knowledge about positive and negative school culture influences. However, the school principals admitted that they hadn't accumulated enough information on the subject of organisational culture and how to create a positive organisational culture. For example, school principal 1 from school 1 indicated that he sources information from workshops, but those workshops are not more frequent. This indication was also seconded by school principals 2, 3, and 4, who said that not enough workshops and other sources provide enough information about both organisational culture and the positive behaviour of learners living with disabilities. The departmental heads and PL1 educators from the four sampled schools agreed that mainstreaming schools are not much exposed to workshops and training that specifically discuss inclusive education that seeks to promote a positive organisational culture in schools.

Participants (principals and department heads) indicated that indeed, educators need to be imparted with skills on how to deal with negative school culture. The school principal 3 from school 3 alluded to the fact that schools need to be trained on how to implement school policies, especially the screening, identification, assessment, and support that are meant to assist learners living with disabilities. School principal 1 from school 1 suggested that the Department of Education must provide more workshops and platforms for the principals and educators to learn and discuss strategies for enhancing a positive school culture to impact learners' behaviour positively. Even the departmental heads share the very same sentiments, emphasising that more platforms for educators and managerial development must be created to assist them in creating and maintaining a positive organisational culture and the behaviour of learners living with disabilities. For example, departmental heads 3 and school 3 indicated that a lack of training resulted in poor performance of their duties and failure to meet their departmental expectations. However, departmental head 2, school 2, argued that attending inclusive education workshops

where they are trained on different policies and programmes that help learners living with disabilities The DH2 attested that such workshops and training helped his school produce a positive school culture.

5.5. DOCUMENT ANALYSIS

TABLE 5.4: EMERGING COMPONENTS FROM DOCUMENTS ANALYSED

Document analysis	textual	Yes	No	Remarks
The school's code of conduct for learners		X		All the sampled schools have a learners' code of conduct which is aligned with the South African School's Act.
The school's assessment policy and results analysis		X		The sampled schools do have the school assessment policy which is curriculum-compliant. Evidence of results analysis is also available for terms one and two. The researcher asked for a copy of the analysis of the results from each school, and it was evident enough that in some schools' learners living with disabilities underperformed while in school 2, it correlated. with what DH indicated.
The school's school-based support team policy (SBST)			X	Only school one had an updated SBST policy. Other schools did have it, but it was outdated and incomplete, for example, relevant intervention strategies were not included. Screening, Identification, Assessment, and Support (SIAS) forms are not completed.
The school's policy on morals/religious policy			X	Most of the schools duplicated the same policy, that is, the code of conduct for learners' policy, under two different names, that is moral policy and discipline policy for example they called the policy on learners' discipline the moral policy.
The school's policy on discipline			X	75% of schools were without a discipline policy. There was confusion between the three

			policies, moral policy, policy on discipline and learners' policy on conduct. It is evident enough that schools were not using them relevantly.
The school's school attendance registers for both the learners and educators	X		All the sampled schools did have a register for educator's and learner's attendance that was regularly controlled.
The school's class attendance register for both the learners and educators	X		All of the schools had a class or period attendance register for both learners and educators. In one school, some of the educators had developed their strategy of using class lists to control class /period attendance.
White Paper 6	X		All the schools had white paper 6 but only one school implemented it.

5.5.1 Document Analysis Summary

From the document analyses, it was evident enough that policies can produce a positive organisational culture to shape the behaviour of learners, including those living with disabilities if correctly implemented. All the documents listed above were requested from the sampled schools. Only the documents relevant to the topic of the study were requested and analysed. They are:

- The learners' code of conduct
- The school's assessment policy
- The school-based support team policy
- The school's policy on morals
- White Paper 6 (June 2001)
- The school's policy on discipline
- The school's attendance registers (For both learners and educators.)
- The school's period or class attendance registers (For both learners and educators.)

The following issues emerged from the document analysis:

What are the issues that emerged from the above documents?

Most of the schools had learners' codes of conduct aligned with the South African Schools Act 84 of 1996, Chapter 2, section 8.

Despite the schools' possession and implementation of the South African Schools Act 84 of 1996, discipline that results in a negative school culture remains a challenge in most institutions. In mainstreaming schools, learners who don't have disabilities discriminate against learners with disabilities regardless of the children's rights and policies, and paper 6 seeks to protect all learners, such as Quality Education for All of 1998, which seeks to encode the Constitution Section 9 (3) (4) & (5) (3): *'The state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language, and birth.'*

The schools' assessment policies of all the sampled schools for the study were Curriculum and Assessment Policy Statement (CAPS) compliant. The term one and two results analysis reflected that the performance of the learners living with disabilities has gone down due to the negative school culture, except in school 2, where the performance was very high. This was indicated by departmental heads when they responded during the interview. They confirmed that they were not coping with the behaviour of learners living with disabilities due to the negative school culture.

Schools 1.3 and 4 did not have the updated school-based support team policy, which therefore did not help much to the school. For instance, Participant ED1 said, *'To be honest, we do not follow the policy of SBST. As a result, learners with challenges are left behind as they are not accommodated. This is because we are not trained enough regarding school-based support team duties, and we are not clear what is expected of us.'* However, school 2 has updated SBST and implemented it accordingly. As a result, it yields positive results as the learners living with disabilities are accommodated and they perform very well.

White Paper 6 provided the sampled schools with vital information, such as how to provide quality education and build positive behaviour for learners living with disabilities. White Paper 6 gives detailed information about inclusive education.

All the sampled schools have both the learners' and educators' attendance registers, which show records of learners' and educators' present and absent days. The attendance registers for educators indicate how educators attend their classes, so that can be evaluated to see where the

poor performance comes from. On the other side, the attendance register of the learners indicates the habit of learners living with disabilities attending classes and how their absenteeism contributes to their poor performance. The attendance register indicates their attitude towards school. It might be concluded that it is true that organisational culture contributes to the behaviour of learners living with disabilities.

All of the sampled schools had a period attendance register for both learners and educators. Only in school 2 is the class attendance register of learners analysed weekly to check the absenteeism of learners. Then the class register and the incidence journal book were used to analyse the behaviour of the learners living with disabilities.

5.6 Summary of the chapter

Qualitative research, as an approach used for the collection of data in the study, played an important role. Semi-structured interviews and document analysis as the data collection method used yielded rich information that helped address the research questions of the study. Themes that emerged from the research questions are holistic understanding of the concept 'organisational culture', availability of the assessment policy, school-based support team policy and their implementations, the programme that integrates learners living with disabilities with those without disabilities in the mainstream school, leadership on school culture formation, the effects of organisational culture on the behaviour of learners living with disabilities, and lastly, the formulation of strategies to infuse positive culture in school and cultivate a positive organisational culture that will yield positive behaviour of learners living with disabilities. The next chapter will be about the findings of the study, followed by the recommendations.

CHAPTER SIX

SUMMARY OF CHAPTERS, DISCUSSION OF FINDINGS AND RECOMMENDATIONS

6.1 INTRODUCTION

In the previous chapter, the collected data was analysed and presented. This chapter summarises all the chapters by drawing them together and showing how they are interrelated step by step for the drawing of relevant findings. The whole research is summarised in this chapter. The findings, which are informed by the research objectives stated in Chapter One, the theoretical framework of the study in Chapter Two, the literature study in Chapter Three, and the research data in Chapter Five, are discussed. The purpose of the research is to formulate relevant strategies for schools to create a positive organisational culture that will positively influence learners living with disabilities and to formulate recommendations to enhance a good organisational culture in primary schools in the Malelane Circuit.

6.2 SUMMARY OF CHAPTERS

Chapter 1: Explained the background of the study, the research problem, the purpose of embarking on the study and how the study unfolded.

Chapter 2: This chapter provided theoretical frameworks that guide the study. The study used disability and culture theory.

Chapter 3: This chapter provided accounts of the review of literature on the topic of the study, 'Exploring the effects of organisational culture on the learners living with disabilities'. The literature review gave the following concepts attention: Organisational culture, institutional culture, school culture, inclusive practice, and inclusive education in South Africa. The chapter then outlined the characteristics of positive and negative organisational culture, understanding the concept of organisational culture about institutional culture, and the effects of negative organisational culture on the negative behaviour of learners living with disabilities, which would lead to the formulation of possible strategies to improve organisational behaviour that would positively influence learners living with disabilities.

Chapter 4: This chapter provided information on the paradigm, the data collection the sampling methods and the research design of the study.

Chapter 5: This chapter presented the data that was collected using document analysis and semi-structured interviews, as defined in Chapter 4. Data were collected qualitatively through the use of semi-structured interviews, and this assisted with the provision of comprehensive data on the research objectives. It included aspects such as the understanding of the term 'organisational culture', the indicators of negative organisational culture practices, the causes of negative organisational culture in schools, and the effects of positive and negative organisational culture on the behaviour and performance of learners living with disabilities. The themes that were linked to the research questions in Chapter 5 were developed from the above data. The findings of the study were discussed in line with the research questions and research outcomes posed in the first chapter.

6.3 DISCUSSION OF FINDINGS

The main research question is: What effects does the organizational culture have on the learners living with disabilities in Malelane Circuit Primary Schools? The results for each sub-question will be addressed in the next section.

6.3.1. Findings about the first research question and aim of the study.

What theoretical frameworks foreground organisational culture as a phenomenon within the school environment?

The above research question was not posed directly to the participants, but it nevertheless served as an important question and objective of the study because, through its understanding, the study unfolded smoothly and relevantly. The study is grounded in social constructivist, disability, and culture theories (c. 1.9). For the social constructivist theory to understand organisational culture and its effects on the behaviour of learners living with disabilities, Literature has revealed that the behaviour of learners depends on the organisational (school) culture. Learners are more likely to keep striving hard for their individual goals when they feel comforted and encouraged by educators and role models who recognise their accomplishments. (cf. 3.3). For a school to produce a positive school culture that assists in building good behaviour in learners living with disabilities and even those who do not have disabilities, school principals, PL 1 educators, and parents must work together. One depends on the other, there should be always a continuous interrelationship (link) among them. Therefore, to achieve a better organisational

culture, principals must provide leadership in the school, educators must strengthen class rules and classroom management, and parents must monitor the behaviour of their kids at home and report any suspicious behaviour to the school as soon as possible.

The concept of disability as defined by Whyte and Ingstad (1995) lies in human perception and societal recognition, which is why it is a flexible dynamic rather than static. In Western countries, the concept of disability covers multiple disabilities and contains several meanings; therefore, it is the reason why it changes from time to time. The relationship that exists between people living with disabilities and members of society is constantly developing. Hence, the concept of disability historically differs and depends on cultural interpretations (cf. 2.3). The author argues that the culture of society shapes how people who are living with disabilities are viewed by other people who have no disabilities. The behaviour of the people who are living with disabilities depends on the behaviour of society towards them. Therefore, this theory emphasises that the organisational culture influences the behaviour of learners living with disabilities in the sampled primary schools in the Malelane Circuit.

The definition of morality is the differentiation of intentions, decisions, and actions between those that are distinguished as proper (right) and those that are improper (wrong), which can be achieved by setting good standards, ethics, and principles to govern the behaviour of people Pangle, (2022). Human behaviour is strongly influenced by morality. (cf 3.3.4) School culture has a huge impact on a child's personality, which is developed by strong values, higher ideals, self-sacrifice, and pro-social behaviours. Regardless of a person's origin or colour, principles such as honesty, equality, truthfulness, justice, and politeness are valued and expected. A child is more likely to internalise these ideas if they are taught in an inclusive and supportive school environment. Whether learners can make their own decisions or must rely on those made by school management or educators depends on the culture of the school. They follow the laws and regulations established by their educational institutions, as well as the conventions, traditions, and rituals practised there, and this moral development is eventually mirrored throughout their entire lives. This also applies to exclusive environments and negative school cultures, which result in immoral development in learners.

6.3.2. Findings about the second research question and aims of the study:

What are the principals', departmental heads, and educators' perspectives on the influence of organisational culture on the learners living with disabilities in the sampled Malelane Circuit Primary schools?

6.3.2.1. Theme: Knowledge of organisational culture

6.3.2.1.1 Subtheme: Understanding and interpretation of organisational culture by school principals, departmental heads, and educators of the sampled schools.

The understanding of the concept of organisational culture by school principals, departmental heads, and educators plays a vital role in shaping the behaviour of learners living with disabilities. (cf. 3.2.1; cf. 5.4.) School principals, departmental heads, and educators indicated that they lack a holistic understanding of the concept of 'organisational culture'; hence, they confuse it with discipline or misconduct. They were able to state some elements of organisational culture, and the way they perceived the concept limited the definition. However, organisational culture is a broader concept and is a set of principles that are developed and supported by all members of the organisation; as a result, people in the organisation frequently use values as a point of reference in their behaviour and problem-solving. Organisational culture entails such things as (1) enhancing social stability; (2) setting boundaries; (3) promoting collective rather than individual commitment; (4) promoting a sense of identity for its members; and (5) being the mechanisms for the production of meaning and control that guide and shape the attitudes and behaviours of the organisation's members.

Participants, which are school principals, departmental heads, and educators from the sampled schools, agreed on three things in their understanding of organisational culture: they understand organisational culture as dealing with a set of ethics, morals, and principles that guide the behaviour of learners within the school environment (cf. 4.4.2.1), (cf. 4.4.3.1), and (cf. 4.4.4.1). This led me to the subtheme: availability of moral policy, school-based support team (SBST) policy, and national assessment policy (NPA) as the policies that drive the development of organisational culture and the involvement of parents when school policies are drafted (cf. 4.4.2.2, cf. 4.4.3.2, and cf. 4.4.4.2). If the schools had a moral policy, it would be easy for them to understand ethics, principles, and rules as embedded in the moral policy. Most of the schools misunderstand moral policy as religious policy. The school does not follow and apply what is contained in SBST and NPA policies, and as a result, learners living with disabilities become marginalised.

Different theorists, to name a few: Gibbons (2015), Aiken (2004), Ahmady, Nikooravesh, and Mehrpour (2016), explain the term 'organisational culture' differently. Despite their different

explanations of the term, they all emphasise that organisational culture has to do with a set of principles, ethics, and norms that guide the behaviour of a certain organisation or society. Hock, Clauss, and Schulz (2016) also explain what the term organisational culture entails, such as (1) enhancing social stability, (2) setting boundaries, (3) promoting collective rather than individual commitment, (4) promoting a sense of identity for its members, and (5) being the mechanisms for the production of meaning and control that guide and shape the attitudes and behaviours of the organisation's members (cf. 3.2.1).

6.3.2.2 Theme: Availability of the school policies and their implementation. (cf 5.4.2.2)

5.3.2.2.1 Subtheme: Availability of school policies

A conducive environment is guided by good policies such as moral policy, code of conduct, and religious policy to create a positive organisational culture. Policies produce good behaviour in society only if they are correctly applied. The Department of Basic Education uses policies to create a conducive organisational environment that allows teaching and learning to take place, consequently enforcing good behaviour in learners (cf. 3.4.2). This is confirmed by Louw & Teise (2014) when they state that policies such as morals and codes of conduct, if not implemented, enforce discipline on our learners and create a positive school culture. This statement is emphasised by Ndengwa (2018). When he says that lack of policy implementation, such as all those policies that deal with morals, affects the behaviour of learners negatively (cf. 3.2.2), Participant SP 2 confirmed that the lack of moral policy implementation affects the learners negatively while the implementation thereof impacts their lives positively: *'Our school does not have a moral policy as a stand-alone policy; it is included in the religious policy and code of conduct policy. These two policies impact the behaviour of our learners positively, such that the learners living without disabilities always take care of those with disabilities. They provide emotional and physical support, such as pushing them in their wheelchairs. However, the lack of policy implementation affects the culture of the school negatively because it produces unruly learners, anti-social learners, and even discrimination among learners who are able towards those who are living with disabilities (cf. 5.4.2.2).*

The departmental heads alluded to the fact that even the assessment policies are critical in contributing to the organisational culture of the school and the behaviour of the learners, particularly those who are living with disabilities, as they are meant to accommodate them. Therefore, they confirmed their observation as follows:

Participant DH 3 from school 3: *'The Department of Basic Education provides several options during an assessment to accommodate all learners, including those living with disabilities. For instance, if a learner cannot write but can read, then the school applies for a scribe for that learner. The learner will read and orally answer the questions while the scribe writes the answers and has a voice recorder for moderation purposes. However, we have not explored the opportunity to apply different types of assessment. As a result, our learners who are living with disabilities and special needs learners get negatively affected, and their performance remains poor.'*

Participant DH 2 from school 2: *'Our school does have the national assessment policy and fully implements it. Our assessments are differentiated to accommodate all learners according to their needs. For that reason, we are performing very well, and all our learners are satisfied and happy. That is why we are the most disciplined school in our circuit, as we have been receiving certificates every year for being the best primary school in terms of performance and best behaviour (5.4.3.2).'*

However, PL1 educators from the SBST in school 2 emphasised that the implementation of the SBST, among other policies, plays a critical role when it comes to the organisational culture that produces the behaviour of learners. The educator argued in these ways:

Participants in ED2 from School 2 *'Yes, our school has an SBST policy, and we implement the policy such that all our learners are profiled according to SIAS. We can help all our learners, regardless of their physical or emotional challenges, according to their needs. Our school-based support team works with a district-based support team. The application of this policy helps the school maintain its culture and curb learners' behaviour, particularly of those learners living with disabilities.'*

6.3.2.2.2 Parental Involvement

The interviews revealed that the involvement of parents when policies that cultivate and develop organisational culture and the behaviour of learners are formed is crucial; however, the department gives the school a set of proforma that makes the parent's involvement limited. The principals agreed that the lack of parental involvement when policies are drafted makes the policies lack relevance (cf. 5.4.2.2). parents must understand the policies so that they can help the educators implement them. The school principals unequivocally agreed that parental involvement when drafting policies is crucial. School Principal 1 of School 2 put it this way: *'Policies come from the Department of Basic Education as standard, then the School Governing Body (SGB), which*

is the body that is elected by the parents to represent them, customise the policies to fit into the culture of the school, then present them to the Annual General Meeting (AGM) of the parents for adoption (5.4.2.2)'.

6.3.2.3 Programs that bring learners living with disabilities and learners without disabilities together in the mainstream school.

6.3.2.3.1. Subtheme: Culture Activities

All the sampled schools agreed that cultural activities are one of the extracurricular activities that make all the learners, regardless of their diverse challenges, participate as part of social life. The study revealed that love and caring are demonstrated in cultural activities. According to Hassanli, Walters, and Williamson (2021), culture creates togetherness and connection among people. The interviewees revealed that through cultural activities, learners living with disabilities were able to bond with learners without disabilities. This was confirmed by SP3 from school 3: *Our cultural activities bring our learners both the able and disabled together as they learn to be patient towards one another and learn from each other, for instance, participating in traditional dance, choral music, and playing traditional games (5.4.2.3)'.* According to Ismal, Khatibi, and Azam (2021), cultural activities bring people together and create unity within the same society. The above statement was confirmed by SP 2 from school 2: *'The cultural activities serve as a rope that binds our learners together as one family (5.4.2.3)'* and also confirmed by DH 2: *'Cultural activities bring our learners together regardless of their body abilities. We make sure that all learners get involved when celebrating culture (5.4.3.3)'*. School educators shared the very same experience: that culture plays a major role when it comes to uniting learners at school. ED 1: *'Yes, sports and culture bring our learners together regardless of their abilities,* and ED 3 also attested to the above statement: *'Yes, sport and culture play a major role in bringing all our learners together (5.4.4.5)'.*

6.3.2.4. Effects of organisational culture on the behaviour of learners living with disabilities.

6.3.2.4.1 Bullying

Bullying has been used as an indicator of a negative organisational culture in schools. Bullying is often caused by ill-disciplined learners and social intolerance. Bullying causes fear and the physical and emotional withdrawal of learners who are vulnerable Tjale, (2017). This statement was confirmed by school principals, departmental heads, and educators. One of the principals from school 2 *'The culture of our school plays a major role in modelling the behaviour of special*

needs learners because their behaviour depends on the school environment. If the environment is hostile, such as disrespectful, immoral, and antisocial, it results in learners living with disabilities being physically and emotionally aggressive or even withdrawing themselves physically or emotionally' (5.4.2.3). The school departmental heads unequivocally agreed that bullying is a direct result of a lack of implementation of policies such as a code of conduct, moral policy, and religious policy. DH 4 from school 4 clearly articulated it well when she said, *'It is quite clear that the lack of implementation of disciplinary policy makes learners living with disabilities bully other learners; however, all goes to the culture of the school. For instance, the previous school principal instilled a culture of discipline and respect among educators and learners; the behaviour of learners living with disabilities was far better compared to their behaviour now (5.4.3.4)'*. However, DH 3 from school 3 argued that school culture has a big role to play when it comes to bullying. The participant indicated that a positive school culture produces love and caring among learners, consequently reducing bullying (5.4.3.4). The above statement of DH 3 was confirmed by educators from School 1: *'Bullying is the direct result of a lack of discipline and leadership that provide a positive culture in our school.'* and educator from School 3: *'Our school has a positive school culture, as we have developed an anti-bullying policy (5.4.4.6)'*.

6.3.2.4.2 Law self-esteem

A negative school culture produces learners who have low self-esteem, as argued by Deal and Peterson (2016) and confirmed by Ishmail, Khatibi, and Azams (2021) study (3.2.2). The school principals also agreed with the above researchers when they indicated that a negative school culture makes learners with disabilities withdraw from participating in extracurricular activities due to their low self-esteem. SP2 from school 2 said during the interview, *'Negative school (organisational) culture makes learners living with disabilities withdraw from participating in sports, culture, and even in group work during teaching and learning. More especially when able learners call them by name, tease them, or even laugh at them, they lack self-confidence in themselves (5.4.2.3)'*. While a positive school culture makes learners with disabilities gain self-confidence, as indicated by SP 4 School 4, *our school creates a culture of motivation in the school assembly every day to ensure that all our learners increase their self-esteem. We appreciate learners who support other learners emotionally and physically.'*

Departmental heads and PL 1 educators from the sampled schools agreed with the above principals. DH 4 from school 4: *'That is why here in this school we have motivational speeches that cater to both learners with disabilities and learners without disabilities to try to create a*

positive school environment. As a result, our learners are always positive and encouraged. However, DH2 from school 2 argued that when all learners and educators are trained about inclusive education as discussed in (cf.3.4.2), the DH puts it this way: ‘) ‘The school trains its educators about inclusive education to enable them to create a conducive environment; this includes how to handle learners with diverse challenges ranging from learners who have a speech problem, impairment, hearing challenge, vascular dementia, walking in wheelchairs, and other more special needs. Our learners, both those with disabilities and those without, are trained in how to relate to each other within the school premises and beyond. It is for that reason that our learners always have their self-confidence up.’ PL1 educator (ED1) from school 1 explained what she observed about negative school culture about the confidence of learners living with disabilities: ‘Negative school culture is characterised by a lack of respect for one another and caring. Therefore, in such an environment, learners living with disabilities turn to losing self-confidence towards themselves.’ ED2 from school 2 said, ‘Low self-esteem of the learners living with disabilities comes from being criticised and discriminated against by other learners. Therefore, our learners must be educated about accepting themselves and other learners regardless of physical and emotional challenges (cf.5.4.4.6)’.

6.3.2.4.3 Poor performance in school work

The overall performance of the school depends on the performance of individuals within the school, that is, the educators, learners with or without disabilities, and the school management. Therefore, the school culture plays a vital role in the performance of the school as a whole (cf.5.4.2.3). The interview revealed that organisational culture is vital in cultivating the behaviour of learners living with disabilities to curb poor performances; this was indicated by SP1 from school 1 and SP2 from school 2. When the school environment is conducive to learning, policies that deal with the morals of the learners are available and implemented, and parents are involved, the performance of learners living with disabilities significantly increases (cf.5.4.2.3).

Department heads indicated positive correlations between a positive school culture and the good performance of learners living with disabilities in school work (cf.5.4.3.4). The departmental head of school 1 (DH 1) emphasised that a school that practices good discipline and has high morals performs well in terms of academic performance. He further states that if discipline is poor, then the academic performance of learners will be poor as well. Participant DH 2 and participant DH 3 were in agreement with the above participant when they stated that poor academic performance reflects the state of the organisation. PL 1 educators from the sampled school agreed that a

positive school culture produces good academic performance for all learners, regardless of their physical and emotional situation. Participant ED 4 from school 4 indicates that a good school culture results in good academic performance (cf. 5.4.3.4). On the same note, participants ED 1 and ED 2 attested to the above statement when they indicated that there is a positive relationship between good organisational culture and learner performance.

6.3.2.5. The leadership role in school culture formation.

6.3.2.5.1 Subtheme: Negative and Positive

The culture of the school is significantly influenced by the principal's leadership role. School principals must endeavour to establish a healthy culture since this culture establishes the framework within which staff and learners must operate Tierney and Lanford, (2018). The role of leadership in culture formation can be either positive or negative (cf. 5.4.2.4). School principals indicated that through policy implementation as part of their leadership, a positive school culture can be achieved. School principal 3 (SP3) from School 3 said, *'As a school principal, I must ensure that all policies are implemented in this school. Promoting collaboration among learners regardless of their abilities, with proper focus and leadership, creates a positive environment in which educators can share best practices that are responsive to learner's needs. Thus, this school principal positively influences school culture through the use of strategies that encourage collaboration, while the school principal (SP 2) from school 2 indicated that the principal must create an environment that helps to develop a strong school culture. Also to ensure that informal and formal education mesh together.*

6.3.3 Findings from Document Analysis

Subtheme: Availability and relevance of all the documents to be analysed.

From the relevant requested documents for the study analyses, it was evident that educators, departmental heads, and principals lack information on the formation of a good organisational culture because some policies were not adopted by the school since they were just taken from the proforma as it is and not even signed by the secretary and chairperson of the SGB; therefore, they were taken as unavailable policies by the researcher (cf. 4.5.1; Table 4.3). The following documents were requested for analysis: the learners' code of conduct, the school assessment policy, the school-based support team policy, the school's policy on morals and religion, the

school policy on discipline, the attendance registers for both the learners and educators, the school period register and class attendance registers, and White Paper 6.

All the sampled schools from school 1 to school 4 had the learners' code of conduct, aligned with the South African Schools Act of 1996 (cf. 5.5). They also claimed that they were doing their utmost to implement them but were not succeeding.

All the sampled schools had a school assessment policy that was aligned with the curriculum. It was evident that the results were analysed every term when the schools could judge their performance. The results analysis from school 1 indicated poor academic performance when it comes to learners living with disabilities, which indicates the status of the organisational culture of the school. The poor academic performance of learners living with disabilities was also evidenced in schools 3 and 4.

School 2 had a school assessment policy, and they implemented it so that their exams were differentiated according to the needs and challenges of the learners. The school is full-service, and the overall performance is very high, including the performance of learners living with disabilities.

Only school 2 has a school-based support team policy signed by the secretary and the chairperson of the SGB. The other three sampled schools, that is, schools 1, 3, and 4, do have the school-based support team policy, but it was not signed by the secretary and chairperson of the SGB, which is rendered invalid. Their policies still lack intervention strategies to accommodate learners with disabilities.

Only school 2 claimed to have a policy on morals and religious policy, only to realise that they had duplicated the learners' code of conduct and named it a moral policy. None of the other three schools, schools 1, 3, and 4, had a moral policy. They admitted that they did not have enough information and knowledge about morality and how to draw up such a policy. They promised that they would now have the courage to embark on drafting a moral policy because they realised its importance. After their moral policy was analysed, school 2 also realised that they had to amend it as it was full of code of conduct issues, not moral issues.

A policy on discipline aligned with the South African Schools Act of 1996 was found in all four sampled schools. The researcher realised that most of these schools confused the learners' code of conduct policy with the learners' policy on discipline and also the religious policy, and confused

disciplinary issues and conduct issues when implementing the policies in practice. For example, a moral issue could be the discrimination of learners living with disabilities by the learners living without disabilities or using demeaning language against each other. Unacceptable conduct could involve moral issues and a need for the learner to be disciplined; hence, unacceptable conduct could involve three different policies that need to be clearly defined.

All four of the sampled schools had attendance registers for both the learners and educators. The registers indicated that learners who have higher absenteeism are learners with disabilities (schools 1, 3, and 4), while the school 2 learner attendance register indicates low absenteeism among learners living with disabilities.

All four sampled schools had white paper 6 of the 2001 document; they said they implemented it, but only school 2 implemented it since the school attended training on inclusive education, as indicated by participant DH 2 (cf. 5.4.3.4) when it was revealed that the school attended several trainings where different policies were discussed to help learners living with disabilities. While schools 1, 3, and 4 did have a white paper document, there was no evidence of its implementation.

6.4 RECOMMENDATIONS

The recommendations emerging from the study are discussed in this section. The recommendations are intended to assist in developing a positive organisational culture that will impact the behaviour of learners living with disabilities and arrive at this by answering the question, 'What recommendations can be formulated to produce an organisational culture that will positively impact the behaviour of learners living with disabilities in primary schools in Malelane Circuit?'

6.4.1 Recommendations for Parental Support

Wolhuter and Van der Walt (2020) argued that support from parents plays a vital role in the education of their kids. They further outlined the six ways parents can be involved in the education of their kids (cf.5.4.2.4). The interviews revealed that parents of learners living with disabilities do not show up at the meetings arranged by the school. Participants SP 1 from school 1, SP 2 from school 2, and SP 4 from school 4 supported the above statement, while SP 3 from school 3 argued that parents of learners living with disabilities do come to their meetings, but they do not implement resolutions taken from those meetings. Departmental heads confirmed the vital role played by parents in the education of their kids. For example, DH 1 from school 1 argued that parents make

their work is easy as they do not have the duty to diagnose the problem of the learner, but the parent discloses it at registration or as soon as they pick it up. School DH 2 from school 2 explained that the school invites parents for training so that they can meaningfully support their kids who are living with disabilities. The above statement was confirmed by DH 3 from school 3 and DH 4 from school 4 when they outlined parental involvement as a critical thing since they provide the health status of their kids to school and report any new development of new behaviour as well (cf.5.4.3.5). PL1 educators shared the very same sentiment with the school principals and departmental heads; for example, Participant ED 2 from school 2 agreed that parental involvement cannot be overlooked, while Participant ED 1 from school 1, Participant ED 4 from school 4, and Participant ED 3 from school 3 state that parents share with the school crucial information such as health conditions and the behaviour of learners living with disabilities they observe at home (cf.5.4.4.7). The overall argument of all the participants acknowledged the role played by the involvement of parents; they all observed that if the parents are involved, the behaviour of learners and the culture of school turn out to be positive or controlled, as they provide relevant information about their kids.

6.4.2 Recommendation for Gathering more information and knowledge about positive and negative school culture influence.

It was revealed in subtheme 1 that educators, departmental heads, and school principals were not doing enough to gather information on organisational culture and the formation of the behaviour of learners living with disabilities. The skills that the Department of Basic Education would provide to equip school principals, departmental heads, and educators to create a positive school culture that will influence the behaviour of learners living with disabilities are limited. This is confirmed by the fact that most of the participants admitted that the workshops and training they receive from the Department of Basic Education are not enough to empower them to cultivate a positive school culture. Participants SP1 to SP4 of the sampled schools revealed that schools are not given enough workshops that deal with the negative behaviour of learners living with disabilities (cf. 5.4.2.4). Participant SP 4 from school 2 emphasised that the department has not furnished them with enough workshops and training to provide leadership that enables them to harness positive school culture, while Participant SP 1 from school 1 said, *'I only rely on the information I get from workshops, and this is not regular, and even the workshops provided by the department are not enough'* Departmental heads and PL1 educators also confirmed that the department of basic education provides enough training and workshops to inclusive special schools and full-service schools so that they give less attention to mainstream schools. Participant

DH 4 from school 4 said, *'The department focuses most on full-service schools when providing workshops and training; little do they do with our schools as mainstreaming schools. That is why we are not well equipped on how to handle diverse learners with special needs* while Participant DH 3 from school 3 said, *'The school has not participated much in workshops and training that specifically discuss inclusive education and building positive organisational culture (cf.5.4.3.4)'. One educator from school 4 alluded to the fact that the school does not have enough exposure to workshops and training that directly discuss inclusive education and engage in strategies that seek to build a positive organisational culture, while Participant ED 1 from school 1 admitted that they need more training to maintain a positive school culture and its implementation of inclusive education that deals with learners with disabilities. Therefore, the Department of Basic Education must create more platforms, such as formal and informal training and workshops, where strategies to develop a positive school culture and the behaviour of learners living with disabilities are deliberated in mainstream schools.*

6.4.3 Recommendations for Developing school principals and departmental heads with skills on how to deal with negative school culture.

Most participants agreed that for school management to deal with the behaviour of learners, especially learners with diverse challenges, they need more support from the Department of Basic Education and enough knowledge about creating a positive organisational culture that will impact learners living with disabilities positively. The school principals indicated that they need specific workshops to equip themselves to produce a positive organisational culture that will promote the good behaviour of the learners living with disabilities cf. 5.4.2.4). School principal 1 from School 1 suggested that the Department of Basic Education must create enough workshops and platforms for management and PL1 educators to learn and discuss strategies for enhancing positive school culture to impact learners positively living with disabilities, while Participant SP 3 from school 3 argued that for the school to implement correctly the policies that produce a positive organisational culture, enough training is necessary (cf. 5.4.2.4).

The departmental heads also confirmed that they need to be skilled; therefore, enough training is paramount. The participants indicate that Cis does not include mainstream schools when they provide training; they focus more on full-service schools (cf. 5.4.3.5). Participant DH 1 from school 1 said, *'The curriculum implementers, known as CIs, when they plan inclusive school workshops, normally invite the fully serviced schools and leave us out while even our school has learners who*

live with disabilities. As a result, we don't know how to handle them while another participant, DH 2, said, "The school attends an inclusive education workshop where we are trained on different policies and programmes that help learners living with disabilities. One of the key policies is Screening, Identification, Assessment, and Support (SIAS). This document helps us profile all our learners so that we keep a record of their development. The gathering of information through workshops and teacher training has helped us to shape the culture of the school'.

6.4.4 The recommendations regarding the availability and the implementation of school policies in the four sampled primary schools of Malelane Circuit.

The recommendations below are specifically for the following role players:

School Principals

School principals should make sure that all school policies that deal with the conduct of learners within the school involve parents when they draft them. Policies such as moral policy, religious policy, and code of conduct The policies should be implemented in all primary schools in Malelane Circuit. This should be possible if they ask for assistance from the relevant unit dealing with the school policies in the Ehlanzeni district office. Apart from the district office assistance, principals should also follow issues of organisational culture in the media and, for example, at conferences and seminars, even on YouTube channels.

Departmental heads

Departmental heads should ensure the policy that deals with assessment is fully adopted to accommodate all the needs of learners and meet all the requirements of inclusive education. Departmental heads, as subject specialists, should encourage differentiated assessment.

Educators

Educators should make sure that they formulate school-based support team policies and ensure that all learners are profiled through screening, identification, assessment, and support tools. The SBST should work closely with the district-based support team of Ehlanzeni district.

6.4.5 Recommendations regarding the effects of organisational culture on the behaviour of learners living with disabilities:

6.4.5.1 Bullying

School principals should make sure that learners are encouraged to love and accept their differences; these must be achieved through educating all the learners, both those with disabilities and those without disabilities. School principals must use platforms such as school assemblies and parental involvement. The school principals must also educate the parents about the culture of the school, such as loving, caring, respecting one another, and accepting their physical differences, so that they can encourage their kids at home. They should make sure that educators draft class rules with learners that encourage anti-bullying. School principals should support educators with all the necessary support they require to maintain order in the school and strengthen the code of conduct with disciplinary measures.

Departmental heads

The departmental heads should work with the school principal as part of the school management team to ensure that educators get the necessary support to instill good morals in all learners. The departmental heads should raise awareness about the dangers of bullying and educate learners about all types of bullying.

Educators

Educators should formulate class rules together with the learners; the class rules must accommodate learners living with disabilities. The class rules must encourage anti-bullying and tolerance among the learners. Educators should be encouraged to try to be patient, sensitive, and strategic when dealing with the bullying behaviour of learners living with disabilities. Educators should make parents aware that they need all their support. This will be possible if they can start by inculcating a culture of respect and valuing education in their children before they send them to school. As stated above, if children know that learners living with disabilities have an equal right to access education as learners without disabilities,

6.4.6 Recommendations for subtheme: Low self-esteem.

School principal

The school principal should create a school environment that is warm and welcoming to learners living with disabilities. The school environment must be free from discrimination, rewarding for good deeds, and supportive of social and emotional health. The learners with living disabilities must not be isolated, such as being placed in a spotlight due to their physical conditions, but must be treated with care while in the midst of other learners. School principals must ensure that the

culture of the school creates platforms where all learners operate from their position of strength and demonstrate their abilities.

Departmental heads

The departmental heads should work with the school principals to create a conducive environment that allows learners living with disabilities to excel from their position of strength and encourage educators to boost the confidence of learners by appreciating them when they have done a good job. Departmental heads must visit learners' classes during teaching and learners time to monitor the behaviour of learners during teaching so that they can advise educators from time to time.

Educators

Educators should make sure that they encourage learners living with disabilities during teaching and learning. They must also avoid words that demean or degrade the dignity of any learner. Educators should avoid treating the mistakes of learners living with disabilities as failure but should ensure that there are learning curves. Educators should ensure that they create a classroom environment that encourages openness, trust, respect, admiration, and interaction.

6.4.7 Recommendations for poor performing in schoolwork:

School principals

School principals should ensure that teaching and learning in school occur smoothly; they must create an environment that is conducive to learning for learners living with disabilities. For example, the environment must provide learning materials that accommodate learners living with disabilities, and the environment must emotionally protect the learners. The principals must involve the parents in the education of their kids. To do that, the school principals must plan parents' workshops where they are going to train them on how to assist learners living with disabilities at home with their schoolwork. Therefore, there must be a linkage between the school and the home where the kid spends time. Principals of mainstream schools should make sure when developing school improvement plans that they give more attention to the needs of learners living with disabilities.

Departmental heads

Departmental heads should study the results analysis and subject performance improvement plans submitted by the educators to ensure that they speak to each other. The departmental

heads must ensure that educators implement the subject performance improvement plan as indicated.

Educators

Educators should make sure that they report any negative behaviour that might produce negative results to departmental heads as soon as possible, then to the parents. Educators must provide true reflections of the learners during results analysis and develop a practical subject performance improvement plan that will increase performance in learners living with disabilities. Educators should be advised that the performance of learners living with disabilities reflects the organisational culture.

6.4.7 Recommendations for creating a positive school culture

School principals

School principals should provide leadership that will improve educational efficacy and equity and that will act as the key link between the classroom, the specific school, and the education system. The school principals should influence the environment and cultures in which teaching and learning take place and help learners living with disabilities learn more effectively. They should make sure that the school management team collaborates with other institutions and adapts their institution to changing external conditions.

The school principal should make sure that when policies are drafted or adopted, they must ensure that all parties are involved so that all challenges encountered by learners living with disabilities can be addressed. The school principal should ensure that every learner feels welcomed and that the school environment is made healthy through consultation. School principals should improve the learning of learners living with disabilities within each school by altering the environment and culture in which instruction occurs.

6.5 LIMITATIONS OF THE STUDY

The case study method was used as the research approach in this study. A sample of four primary schools with one principal, one departmental head, and one PL 1 educator from each school were purposefully selected to explore the effects of organisational culture on the learners living with disabilities. The selected sample assisted with the findings for the study, which can, however, not be concluded to be a general challenge for the behaviour of learners living with disabilities. The reason for the findings not to be generalised is that the study did not cover a broader sphere but

only concentrated on the four primary schools in Malelane Circuit. If the sphere were broader, it could have given different data from several participants.

Only the semi-structured interviews and the document analysis were used as data collection instruments. The researcher relied on what the participants were saying in their responses and what he found in the document analyses. To validate the participants' interview accounts, the researcher believed that observation should have been used. The reason is, as indicated by Sounder (2016), that the researcher is always there to observe and confirm all the actions taking place in the field as an educator. This helps the researchers gain more and richer information about the phenomenon being studied because they are directly involved with the research problem. The notes taken during the observation could be analysed and used to elucidate the effects of organisational culture on the behaviour of learners living with disabilities.

6.6 Avenues for further research

The study unpacked how organisational culture affects learners living with disabilities in the primary schools of Malelane Circuit.

This study has been important and relevant because it provided a clear picture of how organisational culture impacts the behaviour of learners living with disabilities in Malelane Circuit. The findings revealed that lack of implementation of relevant social policies, such as moral policy, religious policy, school assessment policy, school-based support team policy, and code of conduct policy contribute negatively to the culture of the organisation, hence the behaviour of the learners living with disabilities. The findings of the study suggest that further study should be made on the role of school principals in cultivating a positive organisational culture. The researcher believes that the same study should be conducted in other primary schools in the same geographical and historical location as the sampled ones for the study to determine whether they are experiencing the same challenges or not. According to the researcher, it would be enlightening to learn how organisational culture affects the behaviour of learners living with disabilities. A full detailed study would be useful to establish this. Improvements to the whole study should also be considered and implemented. The following key concepts could be considered for further research topics:

- ✓ The role of school principals in cultivating a positive school culture in primary schools in most informal settlements.
- ✓ Exploring the effectiveness of School-Based Support Team policy in the mainstream in primary schools of informal settlements.

6.7 Summary of the chapter

The use of the qualitative approach and the case study method played an important role in collecting reliable, descriptive, and informative data. The data collection method and instruments also contributed to producing rich data that assisted the researcher with data that addressed the research question and the research purpose. The study revealed that it is true that a lack of moral policy, religious policy, and code of conduct policy implementation results in learner misbehavior and poor academic performance.

The study went on to reveal that there is a need for a series of workshops by the district to develop the understanding of school principals, departmental heads, and educators of organisational culture and factors that contribute to the formation of a positive organisational culture. Once the school principals, departmental heads, and educators have a holistic understanding of organisational culture and the behaviour of learners living with disabilities, they will be able to use the information and knowledge to improve the school and also to easily cascade the information to the parents and learners. The researcher expresses this belief because the formulation of strategies or positive organisational culture depends on the implementation of social policies and the factors contributing to positive organisational culture or the positive behaviour of learners living with disabilities. Signs of negative organisational culture are the following: bullying, low self-esteem, poor performance by school workers, uncaring, disrespect, etc.

Lastly, the documents analysed confirmed that the school-based support teams (SBST) need to be monitored regularly because implementers seem to lack information on how to assist the school with most of the learners' behavioural problems. This was confirmed by the fact that some schools' SBST policies were outdated and lacked relevant intervention strategies to assist in eradicating negative organisational culture.

The sampled results analysis of school one also confirmed the fact that a lack of learner discipline contributes to negative learner behaviour, hence leading to poor school performance. According to the sampled results analysis, organisational culture contributes immensely to the behaviour of learners living with disabilities.

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UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2023/08/10

Ref: **2023/08/10/44873840/41/AM**

Dear Mr N Gulwako

Name: Mr N Gulwako

Student No.:44873840

Decision: Ethics Approval from
2023/08/10 to 2026/08/10

Researcher(s): Name: Mr N Gulwako

E-mail address: 44878340@mylife.unisa.ac.za
Telephone: 0726809220

Supervisor(s): Name: Dr L. M. Luvalo

E-mail address: luvallm@unisa.ac.za
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Title of research:

**EXPLORING THE EFFECTS OF ORGANISATIONAL CULTURE ON LEARNERS LIVINGWITH
DISABILITIES IN PRIMARY SCHOOLS MALELANE CIRCUIT.**

Qualification: MEd Inclusive Education

Thank you for the application for research ethics clearance by the UNISA College of Education

*The **medium risk** application was reviewed by the Ethics Review Committee on 2023/08/10 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.

Ethics Review Committee for the above-mentioned research. Ethics approval is granted for the period 2023/08/10 to 2026/08/10.

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 about 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 the 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 **2026/08/10**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2023/08/10/44873840/41/AM** should be 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



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education
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Litiko le Temfundvo, Umnyango we Fundo

Departement van Onderwys

Ndzawulo ya Dyondzo

Ref: 2023/08/10/44873840/41/AM

NJABULISO GULWAKO

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**RE: EXPLORING THE EFFECTS OF ORGANISATIONAL CULTURE ON LEARNERS LIVING WITH
DISABILITIES IN PRIMARY SCHOOLS MALELANE CIRCUIT.**

Your application to conduct research study was received and is therefore, acknowledged. The title of your research project reads: “**Exploring the effects of organisational culture on learners living with disabilities in primary schools Malelane Circuit**”. I will trust that the aims and the objectives of this study will benefit the whole department especially the beneficiaries. Your research is approved subject to you observing the provisions of the departmental research policy which is available in the department website. You are requested to adhere to your university’s research ethics as spelt out in your research ethics.

In terms of the research policy, data or any research activities can be conducted after school hours as per appointment with affected participants. You are requested to share your findings with the relevant sections of the department so that we may consider implementing your findings if that will be the best interest of the department. To this effects, your final approved research report (both soft and hard copy) should be submitted to the department so that your recommendation could be implemented. You may be required to prepare a presentation and present at the departments’ annual research dialogue. For more information kindly liaise with the department’s research unit @ 013 766 5124/ 5148 or N.madhlaba@mpuedu.gov.za

The department wishes you well in this important project and pledges to give you the necessary support you may need.

MRS LH MOYANE

HEAD: EDUCATION

15 / 08 / 2023

DATE

APPENDIX C



education
MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA

Ikhamaŋga Building, Government Boulevard, Riverside Park, Mpumalanga Province
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Litiko le Temfundvo, Umyango we Fundo

Departement van Onderwys

Ndzawulo ya Dyondzo

Enquiries: Mr MP Shekwa

Contact number: 0721515090

Reference No. 2023/08/10/44873840/41/AM

TO : MR. N GULWAKO

FROM : MR. M.P SHEKWA

CIRCUIT MANAGER: MALELANE CIRCUIT

DATE : 20 AUGUST 2023

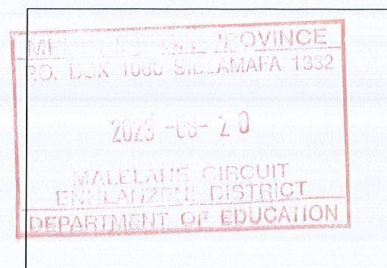
**SUBJECT : RE: PERMISSION TO CARRY OUT RESEARCH IN MALELANE
CIRCUIT PRIMARY SCHOOLS.**

1. Reference is made to your application to carry out research at Mhlathi, Bongokuhle, Loti and Ekuphumuleni primary schools in Malelane Circuit on the research title:
“EXPLORING THE EFFECTS OF ORGANISATIONAL CULTURE ON LEARNERS LIVING WITH DISABILITIES IN PRIMARY SCHOOLS MALELANE CIRCUIT”
2. Permission is hereby granted. However, you are requested to liaise with the principals of the primary schools which you want to involve in your research study.
3. You are required to provide a copy of your approved final report to the Chief Admin clerk of Malelane Circuit by 31st January 2024.

MR M.P SHEKWA

CIRCUIT MANAGER: MALELANE CIRUIT

20/08/2023
DATE





Request for permission to conduct research in Mpumalanga Department of Education, Malelane Circuit Primary schools.

Title of the title of your research: **EXPLORING THE EFFECTS OF ORGANISATIONAL CULTURE ON LEARNERS LIVING WITH DISABILITIES IN PRIMARY SCHOOLS MALELANE CIRCUIT.**

Date: 15 August 2023

Mrs L.H Moyane (Head of Department)

Department of Education (Mpumalanga)

013 766 5124 and lh.moyane@mpuedu.gov.za

Dear Mrs. L.H Mpyane

I, Njabuliso Gulwako am doing research under the supervision of Dr L.M Luvalo, a senior lecturer in the Department of Educational Foundations towards an MEd at the University of South Africa. We have funding from UNISA M&D BURSARY. I request permission to conduct a research study in the Mpumalanga Department of Education, Malelane circuit in a study entitled **EXPLORING THE EFFECTS OF ORGANISATIONAL CULTURE ON LEARNERS LIVING WITH DISABILITIES IN PRIMARY SCHOOLS MALELANE CIRCUIT.**

The study aims to examine the effects of organizational culture on disabled learners in Malelane Circuit Primary Schools. The study will entail asking the school Principal, one SMT member, and one PL1 questions about learners living with disabilities and their behavior. Participation in this study is voluntary. It will involve an interview of approximately 45 minutes to an hour in length to take place at a mutually agreed upon time. The interview will not disturb teaching and learning.

The benefits of this study are to increase knowledge about positive school culture that will improve the performance of the learners, recommendations on how to make the learners with disabilities cope in mainstream schools and make school leadership aware of challenges faced by learners living with disabilities.

Potential risks are no risks involved as there will be no sensitive and personal questions that will be asked. There will be no reimbursement or any incentives for participation in the research. No learner will be interviewed or any persons under the age of 18 years will be interviewed.

I am looking forward to getting a response from you and thank you in advance.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Njabuliso Gulwako', is written over a light grey rectangular background.

Researcher's signature

Njabuliso Gulwako



Request for permission to conduct research at the Primary schools of Malelane Circuit.

Title of the title of your research: **EXPLORING THE EFFECTS OF ORGANISATIONAL CULTURE ON LEARNERS LIVING WITH DISABILITIES IN PRIMARY SCHOOLS MALELANE CIRCUIT.**

Date: 18 August 2023

Mr M. P Shekwa (Circuit Manager)

Malelane Circuit

072 1515 090 and lusibamp@gmail.com

Dear Mr. M.P Shekwa

I, Njabuliso Gulwako am doing research under the supervision of Dr L.M Luvalo, a senior lecturer in the Department of Educational Foundations towards an MEd at the University of South Africa. We have funding from UNISA M&D BURSARY. I request permission to conduct a research study at Malelane Circuit in a study entitled **EXPLORING THE EFFECTS OF ORGANISATIONAL CULTURE ON LEARNERS LIVING WITH DISABILITIES IN PRIMARY SCHOOLS MALELANE CIRCUIT.**

The study aims to examine the effects of organizational culture on the behaviour of disabled learners in Malelane Circuit Primary Schools.

The study will entail asking the school Principal, one School Management Team member, and one School Support term PL1 questions about learners living with disabilities and their behavior, of which three participants per school. Participation in this study is voluntary. It will involve an interview of approximately 45 minutes to an hour in length to take place at a mutually agreed upon time. The interview will not disturb teaching and learning.

The benefits of this study are to increase knowledge about positive school culture that will improve the performance of the learners, recommendations on how to make the learners with disabilities cope in mainstream schools, and make school leadership aware of challenges faced by learners living with disabilities.

Potential risks are no risks involved as there will be no sensitive and personal questions that will be asked.

There will be no reimbursement or any incentives for participation in the research. No learner will be interviewed or any persons under the age of 18 years will be interviewed.

I am looking forward to getting a response from you and thank you in advance.

Yours sincerely

A rectangular box containing a handwritten signature in black ink. The signature appears to be "Njabuliso Gulwako".

Researcher's signature

Njabuliso Gulwako



Request your participation in my research study

Title of the title of your research: **EXPLORING THE EFFECTS OF ORGANISATIONAL CULTURE ON LEARNERS LIVING WITH DISABILITIES IN PRIMARY SCHOOLS MALELANE CIRCUIT.**

Date: 20 August 2023

Mr A.O Hlongwane (School Principal)

Mhlathi Primary School

013 495 9525 and Mhlathip@gmail.com

Dear A.O Hlongwane

I, Njabuliso Gulwako am doing research under the supervision of Dr L.M Luvalo, a senior lecturer in the Department of Educational Foundations towards an MEd at the University of South Africa. We have funding from UNISA M&D BURSARY. I request you to participate in this research study, in a study entitled **EXPLORING THE EFFECTS OF ORGANISATIONAL CULTURE ON LEARNERS LIVING WITH DISABILITIES IN PRIMARY SCHOOLS MALELANE CIRCUIT.**

The study aims to examine the effects of organizational culture on the behaviour of disabled learners in Malelane Circuit Primary Schools.

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Potential risks are no risks involved as there will be no sensitive and personal questions that will be

asked. I am looking forward to getting a response from you and thank you for your cooperation in

advance.

Yours sincerely

A rectangular box containing a handwritten signature in black ink, which appears to be "Njabuliso Gulwako".

Researcher's signature

Njabuliso Gulwako



Request for your participation to my research study

Title of the title of your research: **EXPLORING THE EFFECTS OF ORGANISATIONAL CULTURE ON LEARNERS LIVINGWITH DISABILITIES IN PRIMARY SCHOOLS MALELANE CIRCUIT.**

Date: 20 Agust 2023

Mr T.A Thabethe (Departmental Head)

Ekuphumuleni Primary School

Dear T.A Thabethe

I, Njabuliso Gulwako am doing research under the supervision of Dr L.M Luvalo, a senior lecturer in the Department of Educational Foundations towards an MEd at the University of South Africa. We have funding from UNISA M&D BURSARY. I request you to participate in this research study, in a study entitled **EXPLORING THE EFFECTS OF ORGANISATIONAL CULTURE ON LEARNERS LIVING WITH DISABILITIES IN PRIMARY SCHOOLS MALELANE CIRCUIT.**

The study aims to examine the effects of organizational culture on the behaviour of disabled learners in Malelane Circuit Primary Schools.

The study will entail asking the school Principal, one SMT member, and one PL1 questions about learners living with disabilities and their behavior. Participation in this study is voluntary. It will involve an interview of approximately 45 minutes to an hour in length to take place at a mutually agreed upon time. The interview will not disturb teaching and learning.

The benefits of this study are to increase knowledge about positive school culture that will improve the performance of the learners, recommendations on how to make the learners with disabilities cope in mainstream schools, and make school leadership aware of challenges faced by learners living with disabilities.

Potential risks are no risks involved as there will be no sensitive and personal questions that will be

asked. I am looking forward to getting a response from you and thank you for your cooperation in

advance.

Yours sincerely

A handwritten signature in black ink, appearing to read "Njabuliso", is written over a grey rectangular background.

Researcher's signature

Njabuliso Gulwako

Request your participation in my research study.

Title of the title of your research: **EXPLORING THE EFFECTS OF ORGANISATIONAL CULTURE ON LEARNERS LIVING WITH DISABILITIES IN PRIMARY SCHOOLS MALELANE CIRCUIT.**

Date: 20 August 2023

Mr X Mthembu (PL Educator)

Loti Primary School

Dear X Mthembu

I, Njabuliso Gulwako am doing research under the supervision of Dr L.M Luvalo, a senior lecturer in the Department of Educational Foundations towards an MEd at the University of South Africa. We have funding from UNISA M&D BURSARY. I request you to participate in this research study, in a study entitled **EXPLORING THE EFFECTS OF ORGANISATIONAL CULTURE ON LEARNERS LIVING WITH DISABILITIES IN PRIMARY SCHOOLS MALELANE CIRCUIT.**

The study aims to examine the effects of organizational culture on the behaviour of disabled learners in Malelane Circuit Primary Schools.

The study will entail asking the school Principal, one SMT member, and one PL1 questions about learners living with disabilities and their behavior. Participation in this study is voluntary. It will involve an interview of approximately 45 minutes to an hour in length to take place at a mutually agreed upon time. The interview will not disturb teaching and learning.

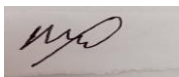
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Potential risks are no risks involved as there will be no sensitive and personal questions that will be

asked. I am looking forward to getting a response from you and thank you for your cooperation in

advance.

Yours sincerely



Researcher's signature

Njabuliso Gulwako

1.2 4.2 PARTICIPANT INFORMATION SHEET

Date: 25 August 2023

1.3 Title: EXPLORING THE EFFECTS OF ORGANISATIONAL CULTURE ON LEARNERS LIVING WITH DISABILITIES IN PRIMARY SCHOOLS MALELANE CIRCUIT.

DEAR PROSPECTIVE PARTICIPANT

My name is Njabuliso Gulwako, and I am doing research under the supervision of Dr. L.M Luvalo, a Senior Lecturer in the Department of Educational Foundations towards an MEd at the University of South Africa. We have funding from the Unisa M&D bursary for conducting a study of organisational culture and the behavior of learners living with disabilities in primary schools. We are inviting you to participate in a study entitled: **EXPLORING THE EFFECTS OF ORGANISATIONAL CULTURE ON LEARNERS LIVING WITH DISABILITIES IN PRIMARY SCHOOLS MALELANE CIRCUIT.**

1.4 WHAT IS THE PURPOSE OF THE STUDY?

This study is expected to collect important information that could assist teachers to understand the causes of certain behavior the learners living with disabilities and possible mitigations.

1.5 WHY AM I BEING INVITED TO PARTICIPATE?

You are invited because of your experience of working in the School Based Support Team. I obtained your contact details from the School Principal. The study needs at least three participants in your school, which are the school principal, one Departmental head, and one member of the School Based Support Team. Only six schools were selected from the circuit of Malelane, therefore, eighteen participants are expected to participate in this study.

1.6 WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

Describe the participant's actual role in the study.

The study involves audio taping and semi-structured interviews. Indicate what sort of questions will

be asked or show the questions in this document. The duration of each participant will be between 20 to 30 minutes of interviews.

1.7 CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason. However, once the interview has been done, the participants might be able to withdraw because the data would have been processed and analyzed.

1.8 WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

This study will aid Malelane Circuit Primary Schools in answering questions connected to the behaviour of learners and learners living with disabilities in particular and cultivating positive school culture. These benefits will cultivate new awareness in identifying negative school cultures remove them and strengthen Continuous Professional Teacher Development.

1.9 ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

There are minimal risks anticipated in this study. Individual interviews will maintain confidentiality. You may feel minimal stress discussing your personal experience within your school. Participation is voluntary and you may withdraw from the interview or refuse to answer questions at any time. To protect subjects from any repercussions, responses to interviews will be confidential and your anonymity will be maintained in the final report.

1.10 WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research **OR** Your name will not be recorded anywhere, and no one will be able to connect you to the answers you give. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. No person or body will access the data to ensure the level of confidentiality.

The report of the study will be submitted for publication as a research report and possibly as research

journal or paper but to ensure confidentiality no name of a person will be included or anything that might be traceable back to the participant.

1.11 HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for five years in a locked cupboard/filing cabinet in the researcher's study room for future research or academic purposes; electronic information will be stored on a password-protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. Hard copies will be shredded, and electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software program).

1.12 WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

No participant will receive any form of payment and participants will voluntarily participate.

1.13 HAS THE STUDY RECEIVED ETHICS APPROVAL

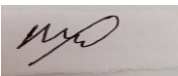
This study has received written approval from the Research Ethics Review Committee of the Unisa. A copy of the approval letter can be obtained from the researcher if you wish.

1.14 HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

The researcher will make an appointment to the sampled schools asking for a meeting with all the participants. Then the researcher will share his findings verbally at that meeting. The researcher will meet the three participants at school as a group not as individuals.

Should you have concerns about how the research has been conducted, you may contact Dr L.M Luvalo, at luvallm@unisa.ac.za or

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



Signature (Sign)

NJabuliso Gulwako

APPENDIX J



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

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 opportunities 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 questions.

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

Participant Name & Surname (please print) _____

Participant Signature

Date

Researcher's Name & Surname (please print) NJABULISO GULWAKO

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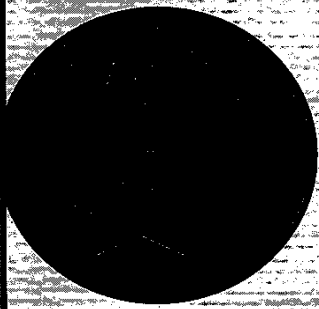
Researcher's signature

Date 20 August 2023

INTERVIEW SCHEDULE

SCHOOL	PARTICIPANT	GENDER	TIME	DATE	STATUS
SCHOOL 1	PRINCIPLE 1	MALE	14:00	25/08/202 3	COMPLETED
SCHOOL 2	PRINCIPAL 2	MALE	14:00	4/09/2023	COMPLETED
SCHOOL 3	PRINCIPAL 3	FEMALE	15:00	30/09/202 3	COMPLETED
SCHOOL 4	PRINCIPAL 4	FEMALE	14:30	12/09/202 3	COMPLETED
SCHOOL 1	DEPARTMENT AL HEAD 1	FEMALE	14:50	25/08/202 3	COMPLETED
SCHOOL 2	DEPARTMENT TAL HEAD 2	MALE	15:00	4/09/2023	COMPLETED
SCHOOL 3	DEPARTMENT TAL HEAD 3	MALE	14:30	31/08/202 3	COMPLETED
SCHOOL 4	DEPARTMENT TAL HEAD 4	FEMALE	14:55	12/09/202 3	COMPLETED
SCHOOL 1	EDUCATOR 1	FEMALE	14:00	5/09/2023	COMPLETED

SCHOOL 2	EDUCATOR 2	MALE	15:00	10/09/202 3	COMPLETED
SCHOOL 3	EDUCATOR 3	FEMALE	15:30	31/08/202 3	COMPLETED
SCHOOL 4	EDUCATOR 4	MALE	14:05	29/08/202 3	COMPLETED



Certificate of Editing

This document certifies that the thesis/dissertation listed below was edited for proper English language, grammar, punctuation, spelling, and overall style by one of the highly qualified native English speaking editors at PK- Editing Services.



Manuscript title:

Explore the effects of organization culture on learners living with disabilities in Primary Schools, Malelane Circuit..

Author

NJABULISO GULWAKO

Date issued: 16 November 2023



Issued by:

**PK-Editing Services
Thabethe Petros Kenama
General Manager**

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Thabethe PK (General Manger)

16-11-2023

Date

Buffelspruit, 1881, Sondlovu Street, Block F, Mpumalanga, South Africa

Telephone number: 013 010 1573

Cell phone Number: 079 800 8711

Email Address: PKthabethe@gmail.com

EXPLORE THE EFFECTS OF ORGANISATIONAL CULTURE ON THE LEARNERS LIVING WITH DISABILITIES IN PRIMARY SCHOOLS, MALELANE CIRCUIT

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