

**THE STATE OF READINESS IN THE IMPLEMENTATION OF INCLUSIVE  
EDUCATION IN NZHELELE WEST CIRCUIT SECONDARY SCHOOLS**

by

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## DECLARATION

I, **Serakalala M. M.**, declare that “**The state of readiness in the implementation of inclusive education in Nzhelele West circuit secondary schools**” is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

.....

Signature

.....

Date

## DEDICATION

This study is dedicated to my loving children, Keketso and Mukundi for their support and understanding during my studies.

To my siblings, Mokgadi, Mathlodi, Sewela, Matome, Mmakoma and Thomani, thanks for always being there for me and for your unconditional love and support.

To my late Mom, Tswaresa, for implanting the values of education to me. Thank you Ma.

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## ABSTRACT

This study set out to investigate the state of readiness for the implementation of inclusive education in Nzhelele West circuit secondary schools in Vhembe district. The aim of the study was to explore the state of secondary schools' readiness in the implementation of inclusive education and suggests strategies that can contribute to the effective implementation thereof. The study is qualitative in nature and the focus of the study was Grade 8. Purposive sampling was used to select ten participants which include five principals and five Grade 8 teachers. Interviews and observations were used as data collection tools. The data were analysed using thematic analysis. The study findings revealed that the participants were aware of the importance of implementing inclusive education in secondary schools. The participants explained their roles towards the effective implementation of inclusive education. However, the study identified various challenges facing the teachers in effectively implementing inclusive education such as physical challenges, lack of support services and impracticable policies. The study further provided solutions to the challenges of implementing inclusive education in secondary schools.

**Key words:** Implementation of inclusive education, inclusive secondary school, diverse learners

## LIST OF ACRONYMS

ATLAS	:	Automatically Tuned Linear Algebra Software (Computer Program)
CSTL	:	Care and Support for Teaching and Learning
DBE	:	Department of Basic Education
DBST	:	District-Based Support Team
DoE	:	Department of Education
EFA	:	Education For All
NDP	:	National Development Plan
SBST	:	School-Based Support Team
SIAS	:	Screening, Identification, Assessment and Support
SIEMS	:	Solomon Island Education Management System
SIP	:	School Improvement Plan
SMT	:	School Management Team
UNESCO	:	United Nations Education, Scientific and Cultural Organisation

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## CHAPTER 1

### BACKGROUND TO THE STUDY

#### 1.1 INTRODUCTION

The concept of inclusive education has different meanings for different people. For some, this concept implies several new and positive challenges while others perceive it in a totally negative and discriminatory perspective. In 2000, the Dakar Framework for Action adopted World Declaration on Education for All (EFA), which aimed at providing every girl and boy with primary school education by 2015. The World Declaration on Education for All also identified Inclusive Education as a key strategy for its development (United Nations Educational, Scientific, and Cultural Organization, UNESCO, 2000:19).

Inclusive education has been a problem not only in South Africa, but also in most developed countries of the world including the Solomon Islands. The data from the Solomon Island Education Management System (SIEMS) indicate that the enrolment rate for children with barriers to learning ranges from 1.3% to 1.9% in the last ten years due to problems like school fees cost, limited infrastructure and lack of teacher training (Carrington & Duke, 2014:199). The education systems of those countries had challenges on how to provide education to learners with barriers to learning. It should be understood that inclusive education is about the lives of people and it should be effectively made ready since education in the South African Constitution is regarded as a right and not a privilege. The study by Donohue and Bornman (2014:1) indicates that in South Africa, 70% of school-going age children with learning barriers are not attending school, while those who are at school are kept in special separate institutions. According to the Constitution of the Republic of South Africa Act 108 (Republic of South Africa, 1996:2), the constitution is defined as the supreme law of the Republic: law or conduct inconsistent with it is invalid, and the obligations imposed by it must be fulfilled.

The values as stated in the Constitution should be implemented by all citizens and mechanisms should be put in place to ensure that all learners with and without barriers to learning, pursue their learning potential to the fullest. Section 9(2) of the Constitution further provides for the fundamental right to basic education, which commits the State to the achievement of equality while Section 9(3) (4) and (5) of the Constitution commit the state to non-discrimination.

Engelbrecht (2006:254) maintains that South Africa's present state of education is partly attributed to the legacy of the apartheid education policies. Furthermore, Lomofsky and Lazarus (2001:36) concur with Engelbrecht (2006:254) when they maintain that during the apartheid period, different ethnic groups were educated in different education facilities, where blacks were twice as many in one class as in white schools. From the researcher's point of view, in order for the South African National Department of Education to be an effective instrument in the implementation of inclusive education in all our schools, its organizational structures together with that of secondary schools are desired to be overhauled for the purpose of ensuring the smooth implementation of such a mainstream education system where all learners will be provided with equal education.

The Ministry of Education published the Education White Paper 6 in July 2001 which deals with Special Needs Education; Building an Inclusive Education and Training System. This is a policy framework that directs the building of a single inclusive system of education and training. This system is based on the principles of human rights and social justice for all learners, including learners with barriers to learning. The Education White Paper 6 states it clearly that the education and training system must change to accommodate the full range of learning needs, with particular attention to strategies for institutional and curriculum transformation (Department of Education, 2001:1). The South African Schools Act 108 of 2001 (DoE,2001:2) also gives provision for all schools to be full-service schools by stating that public schools must admit learners and serve their education requirements without unfairly discriminating them in any way.

As a result of the Education White Paper 6, the South African Schools Act, the Constitution of the Republic of South Africa and other related policies and legislations, parents of learners with learning barriers are no longer forced to keep their children at home or have them institutionalized. The Inclusive Education Policy is an example of important policies that should be fully implemented and not just be put on paper as this policy is derived from various legislative sources and government legislations.

Geldenhuis and Wevers (2013:46) maintain that there are indications that many learners, especially those experiencing barriers to learning, are not included in accessing quality and equitable education opportunities in mainstream schools although there have been worldwide efforts to ensure quality education. Engelbrecht (1999:25) states it clearly that the scope of framework for inclusive education is the guiding principle that schools should accommodate all learners without considering their intellectual, social, physical or any other condition like cultural background or disadvantaged families. Gibson and Bladford (2005:16) also maintain that children with special educational needs should have access and be accommodated in regular schools which are capable to meet their learning needs. It is therefore important that education should give every child the opportunity to become a member of the community who will contribute to the development of the country.

The researcher, being an educator at one of the schools in Nzhelele West circuit, realized that the Department of Basic Education did not conduct any advocacy within the circuit to inform the relevant stakeholders about the implementation of inclusive education. It is therefore relevant for the researcher to conduct a research on the state of readiness in the implementation of inclusive education within Nzhelele West circuit secondary schools.

## **1.2 STATEMENT OF THE PROBLEM**

From the exposition above, it is evident that the contribution that can have an influence on the secondary school learners is not a myth or a story. The Education White Paper 6

gives guidelines that all learners should have equal opportunities for learning. Although there are policies in place about inclusive education, its implementation is not effective in Nzhelele West circuit secondary schools. This is strengthened by Maree (2013:29) who argues that although there are policies in place about inclusive education, the implementation thereof is not effective. There is a need to find out what and why inclusive education is not effectively implemented. Within the context of this study, the purpose was to investigate the state of readiness in the implementation of inclusive education in Nzhelele West circuit secondary schools.

### **1.3 THE AIM OF THE STUDY**

The main aim of this study was to investigate the state of readiness and attitude in the implementation of inclusive education in Nzhelele West circuit secondary schools.

The following objectives underscore the main aim of the study:

- To examine teachers' state of readiness and educators' attitude towards inclusive education.
- To identify challenges encountered by secondary school teachers in the implementation of inclusive education.
- To suggest strategies that can be implemented for the effective implementation of inclusive education.

### **1.4 RESEARCH QUESTIONS**

The main research question in this study is: What is the state of teachers' readiness in the implementation of inclusive education in secondary schools? In order for this research to address the issues surrounding the main question, the subsidiary research questions are as follows:

- What is the state of teachers' attitude as part of their readiness towards inclusive education?

- What challenges do teachers face in the implementation of inclusive education?
- Which strategies can be used for the effective implementation of inclusive education in secondary schools?

## **1.5 DEFINITION OF KEY CONCEPTS**

In this section, the researcher discusses the key concepts that are related to the study.

### **1.5.1 Implementation**

Fox and Bayat (2007:27) define implementation as tools and techniques which are used to improve quality. Fixsen, Naoom, Blasé, Friedman and Wallace (2005:5) define implementation as a set of activities that are specified and designed to put into practice an activity of known dimensions. Within the context of this study, this concept indicates the occurrences or actions of the real practice by individuals or groups as per the expected outcomes. In this study, implementation implies putting an effort towards the actualization of particular or specific activities.

### **1.5.2 Inclusion**

Inclusion is a concept which is explained in various ways. From the White Paper's perspective (2001:7), the concept of inclusive education is viewed as an acknowledgement of all children so that they can learn and be supported together. The United Nations Educational Scientific and Cultural Organization (UNESCO) define inclusive education as a process intended to respond to students' diversity by increasing their participation and reducing exclusion within and from education, (UNESCO, 2005:11). Engelbrecht, Green, Naicker and Engelbrecht (2009:6) define the concept of inclusion as a shared value promoting a one system of education that ensures the empowerment of all learners in becoming competent and caring citizens who contribute to the changing and diverse society. Within the context of this study,

inclusion is the democratization of the education environment so as to provide all learners, irrespective of background, culture, talent or disability, with equal opportunities to be part of the mainstream education.

### **1.5.3 Inclusive education**

Van der Westhuizen (2013:3) defines education as a purposive, intentional, and planned activity through which the learner is provided with knowledge, skills and attitudes by the teacher in order to function responsibly in society. Within the context of this study, education is an activity through which the teacher imparts knowledge, skills, values and attitudes in order for a learner to become a responsible citizen of a country. McLeskey, Waldron, Spooner and Algozine (2014:34) describe inclusive education as a classroom model where learners with and without learning barriers are placed in a regular teaching and learning environment and have shared benefit and ownership of general and special educators. Within the context of this study, inclusive education is the teaching and learning structure where both learners with and without barriers to learning, are taught together and enjoy the same benefit of shared ownership of being placed under special and general teachers.

### **1.5.4 Inclusive school**

An inclusive school is a school that admits a diverse type of learners, including those with learning disabilities, and accommodates all learners irrespective of their background, and where teachers are responsible for the teaching and learning towards the achievement of all learners (Norwich, 2013:102). On the other hand, McLeskey et al. (2014:4) define an inclusive school as a place where learners with special needs are provided with the necessary support in order to enable them to participate actively and succeed in their social, academic and extra-curricular activities. Within the context of this study, an inclusive school offers teaching and learning to learners with or without

special needs in the same classroom as their peers and learners of their age group and giving them the support, they need to learn effectively.

## **1.6 SIGNIFICANCE OF THE STUDY**

Bertram (2004:50) maintains that the significance of a research is that it should benefit either the participants, other researchers or the society at large. This study benefitted principals, educators, learners, and the Department of Basic Education in the following ways:

- They had interest and understanding of inclusive education at heart and also had knowledge about the state of readiness in the implementation of inclusive education.
- This research was an eye-opener that made all the stakeholders of the schools to understand the value of inclusive education at all costs.
- The recommendations of this research can be used by the Department of Basic Education, as policy makers to review and improve inclusive education policies and practices.
- Through this research, stakeholders in education, namely curriculum advisors, learners, educators and principals benefitted from the study.
- It is hoped that educators and principals will be able to implement inclusive education strategies effectively.
- This study is also significant in the sense that it came up with recommendations on the effective implementation of inclusive education in Nzhelele West circuit secondary schools.

## **1.7 DELIMITATION**

The researcher delimits this research to an area that is manageable; hence the research was conducted within the jurisdiction of Nzhelele West circuit secondary

schools, Vhembe district, Limpopo Province. Only 5 secondary schools were involved in the study.

## **1.8 ETHICAL CONSIDERATIONS**

When conducting a research, there are ethics that bind as rules which the researcher must adhere to. In this study the researcher adhered to the following ethical considerations: confidentiality and anonymity, voluntary participation and informed consent. In fact, as a researcher, there is a need that sensitivity to the ethical principles be regarded as of importance. Tomal (2010:169) states that the researcher must inform the participants in a research study about the likely risks that might be involved in the research, the potential consequences for the participants and to give their informed consent in the research prior to their participation.

The researcher obtained ethical clearance from the University of Venda Higher Degrees Committee before conducting this study at the selected secondary schools; the researcher also got permission from the principals of the sampled secondary schools and the Department of Basic Education through the Circuit Manager. The researcher adhered to the following ethical principles of a qualitative research:

### **1.8.1 Confidentiality and anonymity**

Kumar (2014:286) maintains that it is unethical for a researcher to share information about a respondent with others for a purpose other than research and that the information provided by the respondent should be kept anonymous. The researcher guaranteed all the participants that their names will remain unknown to other people and that all participants' information and responses shared during the study will be kept confidential and that the results obtained will be presented in an anonymous manner in order to protect the identities of all the participants. Babbie and Mouton (2012:523) maintains that a research project guarantees anonymity when the researcher – not just

the people who read about the research – cannot identify a given response with a given respondent. According to Cohen, Manion and Morrison (2011:83), anonymity is fully practiced when nobody, even the researcher, can identify the participants from the information provided. When collecting data, participant's privacy was taken into consideration and the names of the participants were not mentioned. The participants' personal rights and privacy were not infringed, and their feelings were taken into consideration at all times. The study participants were assured of the confidentiality of their responses. Confidentiality of the study participants was maintained throughout the research process. Therefore, steps were taken to safeguard the confidentiality of records and any potential identifying personal information of the participants.

The participants were told that they will not be expected to disclose their names or any information that could be used to link their responses to a particular respondent. Anonymity is deeper than confidentiality in that it refers to safeguarding the respondent's identification from even the researcher. Information or data that is gathered anonymously cannot be traced back to a particular respondent. The research participants remain unidentifiable and nameless during the research process.

### **1.8.2 Voluntary participation**

Voluntary participation is a principle that requires that people do not get forced to participate in research and that, if they have agreed to participate, they are free to withdraw at any time they wish during the research (Cohen et al., 2011:78; Tomal 2010:170). From the researcher's point of view, the above two concepts refer to the willingness by the participants to participate freely in the research by providing relevant information during the research process without any reward or favour and neither prizes nor awards from the researcher.

When collecting data or information from the participants, the researcher did not put pressure on the participants so as to force them to be part of the research process. In other words, the researcher guaranteed the participants' free-will to participate in this

research project. Therefore, before collecting any data or information from the participants, the researcher firstly appraised the participants about the concept of volunteering in the research project. In fact, the researcher informed the participants that they should never expect prizes, awards or incentives of any kind for having participated in the research project.

### **1.8.3 Informed consent**

Consent of the participants is important (Bertram, 2004:73). Informed consent is a foundation of ethical behaviour as the rights of individuals to take decisions for themselves are respected (Cohen et al., 2011:80). Consent forms were issued to participants as this is a key factor in achieving and satisfying ethical requirements. The researcher is in consonant with Kumar (2014:373) that prospective research participants must be informed adequately and accurately of the procedures and type of information that is needed from them, what purpose the information will be used for, how they should participate and how the study will directly or indirectly affect them. The participants of the study were informed of the key issues in a way that is understandable to them, and the participants were not under the impression that they were compelled to participate, and they should not be deceived into doing so. The consent to participate clearly outlined the aims of the study and what the collected data will be used for. The participants were offered sufficient time to read the consent and to make an informed decision to participate in the study. All efforts were made in advance to communicate the purpose of this study and participants were informed that taking part in this study is strictly voluntary. They were also told that there would be no potential consequence for those who chose not to participate in the study.

## 1.9 RESEARCH OUTLINE

### **Chapter 1: Background to the study**

This chapter focused on the exposition of the background information and introduction of the topic, statement of the problem, research aims and objectives, research questions, preliminary literature review and methodology.

### **Chapter 2: Literature review**

The researcher used sources relevant to the state of readiness in the implementation of inclusive education.

### **Chapter 3: Research design and methodology**

This chapter discussed research design and methodology, research instruments and sampling procedures.

### **Chapter 4: Data presentation and analysis**

Chapter Four focused on how data was transcribed, coded, interpreted and analysed.

### **Chapter 5: Overview presentation, major findings, conclusions and recommendations**

Chapter Five summarised the main findings, formulates suggestions and conclusions as well as recommendations for further research that may arise from analysed data.

## 1.10 SUMMARY

This study focused on the state of readiness in the implementation of inclusive education in Nzhelele West circuit secondary schools. This chapter outlined how the research unfolded. It also laid down the introduction and background to the study, statement of the problem, research questions as well as the significance of the study. Ethical considerations were also discussed.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 INTRODUCTION

This section reviews literature on the implementation of inclusive education and theory that underpin this study, the purpose being to identify other studies that have already researched this topic. Since this study focuses on the state of readiness in the implementation of inclusive education in the Nzhelele West circuit secondary schools in Vhembe district of Limpopo, emphasis were placed on the state of teachers' readiness in the implementation of inclusive education, challenges that hinder the effective implementation of inclusive education and strategies that can be used towards effective implementation. This chapter also discusses the policies regarding inclusive education. It also discusses the theoretical framework that underpinned the study.

Mittler (2000:14) defines inclusive education as the system of education that responds to the diverse learners' needs with the aim of developing an inclusive community which does not discriminate against gender, race, language, nationality, cultural origin, socio-economic background and the level of educational achievement.

The following are principle features of inclusion as identified by Mitchell (2005:4):

- To be entitled to full membership in regular age-group classes.
- To have access to the necessary learning and teaching aids and support services and programmes that is individualized.
- These features indicate that inclusive education tends to seek ways that can be used foreducational needs in mainstream classrooms.

Neuman (2003) and Kumar (2011) give the aim of a literature review as that of providing a framework of the research and also identifying the knowledge areas the study is

intended to guide the researcher. The literature for this study established the developments and research on the state of readiness in the implementation of inclusive education and also identified gaps that could be filled through this research.

In 1994, democracy was established in South Africa and the government is trying to change its policies from the apartheid regime to democracy where all people, including learners with barriers to learning, will be provided with equitable services (Dalton, McKenzie & Kahonde, 2012:1). They further state that the Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training Systems (Department of Education, 2000) lay out the framework for an inclusive education system which attempts to address the needs of all learners with barriers to learning.

Initially, the social environment of the school was used to exclude other learners from attending the formal public school and the people who suffered most were learners with learning barriers. These learners were referred to special schools. Such referrals were based on constructing a separate social environment where learners with special needs were catered for. Therefore, as times passed by, the Constitution of South Africa, No. 108 of 1996, Chapter 2 emphasised the individual human rights wherein the right of a child to be educated without discrimination, was guaranteed.

Maree (2013:59) points out that the uniqueness of a particular situation is important to understand and interpret the meaning that people have constructed. From the above point of view people are placed in their social context and this research topic abides by this school of thought in the sense that it is about people; such as, teachers, learners, and principals, at schools. In inclusive education and training, all children and youth can learn and that all children and youth need support. Inclusive education acknowledges and respect differences in learners, whether due to age, gender, ethnicity, language, class, disability or HIV status. Changing attitudes, behaviour, teaching methodologies, curricula and the environment to meet the needs of all learners are also other aspects to effective implementation of inclusive education as mentioned by The Education White Paper 6 (2001:16).

Landsberg, Kruger and Swart (2013:8) state that inclusive schools foster social inclusion thereby valuing and embracing differences and nurturing attitudes of acceptance and respect. Landsberg et al. (2013:8) further added that inclusive education forms the basis for the just and non-discriminatory society. From the above, one can view inclusive education as a societal aspect wherein all learners, regardless of their learning barriers, can learn in the same regular classroom.

## **2.2 POLICIES REGARDING INCLUSIVE EDUCATION**

The Salamanca Statement, which serves as an international document for defining inclusive education, has implored the governments of different countries to enforce the principles of its mandate. The Salamanca Statement explains the following beliefs: every child has a basic right to education, participation of parents, communities and organizations of persons with disabilities, in the planning and decision-making processes regarding the provision for special education needs as well as priority regarding policy and budgets by the governments for the improvement of educational systems for all.

The Salamanca Statement also proclaims that every child has unique characteristics, interests, learning needs and that learner with special education needs must be accommodated in regular schools. It further states that all children should learn together, regardless of the difficulties or differences they may have (UNESCO, 2005).

In 1982, the Canadian Charter of Rights and Freedoms was passed, which maintains the rights of all citizens to receive equal treatment under the law. This Charter explains non-discrimination against persons with impairments, disabilities and handicapping conditions by providing them with free and appropriate education (Brackenreed, 2011:2).

In 2014, The Department of Basic Education developed a policy on Screening, Identification, Assessment and Support (SIAS) (DBE, 2014:2). The policy states the following as related legislation and policies to inclusive education:

- The Constitution of South Africa (Act No. 108 of 1996),
- The South African Schools Act (Act No. 84 of 1999),
- Education white paper 6 on Special Needs Education: Building an Inclusive Education and Training Systems (2001),
- The Convention on the Rights of Persons with Disabilities (2006),
- The Convention on the Rights of the Child (1989),
- The Education White Papers 5 on Early Childhood Development (2001),
- The Children’s Act (Act No. 38 of 2005),
- HIV and AIDS in Education policy (1999),
- Integrated School Health Policy (2012),
- The Care and Support for Teaching and Learning (CSTL) Programme (2008),
- Promotion of Equality and Prevention of Unfair Discrimination Act (2000).

According to Goal No. 26 of the National Development Plan (NDP) 2030 (2015:46), The Department of Basic Education commits itself to “increase the number of schools that effectively implement the inclusive education policy and have access to centers that offer specialist services”. The same commitment is strengthened by the Department of Education Action Plan to 2014, Education Labour Relations Council Strategic Plan (2014:15), when it points out about increasing the number of schools which should implement inclusive education policy effectively and also have access to specialist centers.

The Education White Paper 6 outlines the following as learning support structures (DoE, 2001): School Based Support Teams (SBST). It is the responsibility of the school principal to establish the school-based support teams which should be composed of teachers or management of the school, teachers who are directly involved with the teaching of learners with barriers to learning, teachers with specialized knowledge and

skills such as learning support, life skills or counselling, volunteer teachers who have interest, and also the non-teaching staff (DBE, 2014:29). The School-Based Support teams have the following functions (DBE, 2014:28-29):

- To study the report provided by the teacher on the identified barriers and support given and the impact of the support given.
- The SBST assess the need support and develop a programme.
- The SBST also provides training and support if necessary.
- It also monitors and evaluates the situation after the implementation of the proposed programme.
- To encourage peer support.
- Its main purpose is to identify institutional needs and barriers to learning at school level and support the learning and teaching process.
- Within the context of this study, it is the responsibility of each and every school whether full-service or an ordinary school to establish a School-Based Support Team which will provide learning support.
- District-Based Support Teams (DBST).
- Provinces are divided into districts, where in each district there is a team called the District -Based Support Team which manages inclusive education. The roles of the District -Based Support Teams are (DBE, 2014:35).
- A key structure in the successful implementation of inclusive education and the management of the SIAS process.
- To provide the support in staff, including curriculum and school managers, psychologists, therapists, human resources, planning and development coordinators working within the education system.
- Making decisions regarding any form of support-provisioning to learners, school and teachers.

The Department of Education (2001) confirms that in South Africa, the right to education for all citizens, including persons with disabilities is enshrined in the Constitution of the Republic of South Africa's Bill of Rights. It is therefore the responsibility of public

schools to equitably serve the educational needs of all children by helping them to achieve socially, academically and vocationally (DoE, 2001). The Education White Paper 6 further directs the building of a single, inclusive system of education training which is based on the principle of human rights and social justice for all learners.

The Education White Paper 6 is the policy which ensures that the process of Screening, Identification, Assessment and Support of learners across the system is done in a consistent manner (DBE, 2014:4). This policy is also aimed at supporting the implementation of the main principles of Education White Paper 6. The main aim of SIAS policy is to identify the barriers to learning, the needed support that arises from those experience barriers and to see to it that there is a support programme to address the impact of those barriers in learning.

This research therefore aims at exploring the factors or reasons why inclusive education is not effectively implemented in Nzhelele West circuit secondary schools besides the different policies thereof, and strategies that can be used for its effective implementation.

### **2.3 THEORETICAL FRAMEWORK**

There are many theories of child development. This study is underpinned by Bronfenbrenners' ecological system theory which deals with human development (Sincero, 2012). Bronfenbrenner's theory (1990) states that in order to understand broadly a child with special needs, we need to look at the systems of relationship forming his or her environment. According to this theory, the child's development is influenced by the different systems of relationships within the environment. This theory puts it clearly why the child may behave in a different way in different theories like at home or at school. He further states that child's development should not only be studied at the immediate environment, but also at the larger environment where the child interacts. Bronfenbrenner's ecological systems theory defines five ecological system

theories which influence psychological development of a child, which are the Microsystem, Mesosystem, Exosystem, Macrosystem and the Chronosystem.

The following is the graphic depiction of Bronfenbrenner's five ecological system theories:

## Bronfenbrenner's Ecological Systems Theory

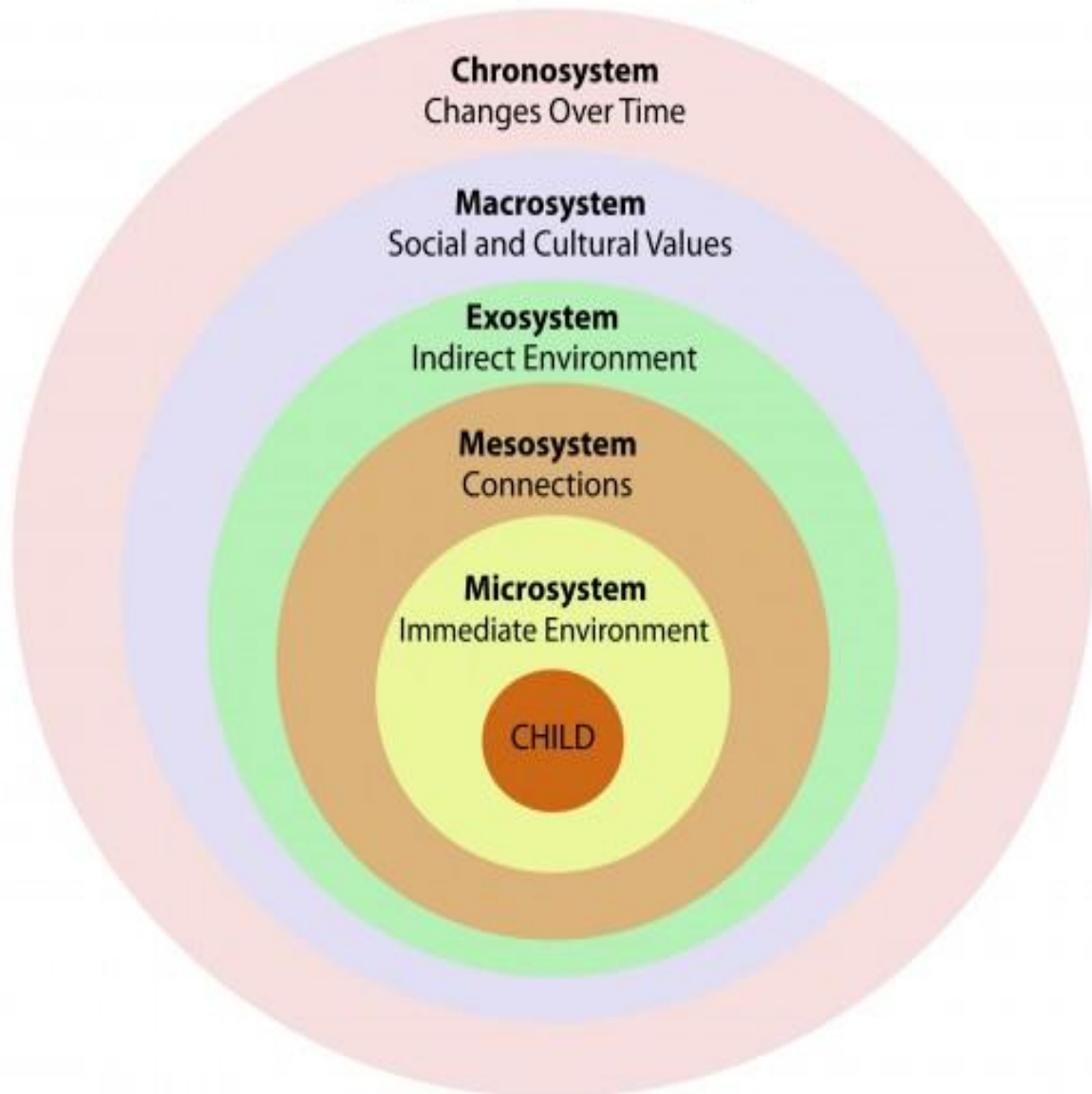


Figure 2.1: Bronfenbrenner's Ecological Systems Theory/Environment. (Adopted from Bronfenbrenner, 1990)

Each system theory is discussed below:

- **Microsystem**

This layer is composed of structures closest to the child (Berk, 2000). These structures include the family, school, peer group or neighbourhood. These structures have a direct contact with the child. Relationships at this level have impact in two directions. It might be both away from the child and towards the child. Bronfenbrenner (1987) also indicates that this may happen in all levels of environment. According to this theory, the child is not just a recipient of the experiences he or she comes across within the social environment but also has a contribution to such environment.

- **Mesosystem**

Mesosystem refers to the relationship between microsystem, for example the relationship between family experiences and school experiences. A child who is neglected at home may experience difficulties in developing positive attitude toward teachers. The relationship between family experiences and school experiences has either a positive or negative impact in the child's development. On the contrary, a child's family experiences may be different from school experiences. For examples a child with disabilities may receive all the necessary love and support from home by parents and siblings but at mainstream school that child may be neglected and labelled. The same applies with learners with short sightedness, learners with albinism, hyperactive learners, slow learners and learners with dyslexia.

The implementation of inclusive education will not be effective if there is no positive relationship between home and school environment. The problem lies when the child is loved and supported at the home environment whereas at the school environment that particular child is neglected, rejected or labelled with names. The child who is supported at the home environment but neglected at the school environment will develop low self-esteem and perform poorly in the classroom.

If the school puts a learner with albinism or shortsightedness at the back seat in the classroom, there is no way that learner will be able to see properly what is written on the chalk board due to the sight challenge. Such a learner should be placed at the front row in order to get the necessary attention and also to be able to see properly what is written on the chalkboard. A hyperactive learner or a slow learner who is seated at the back seat in the classroom will not learn effectively but if put at the front, at the sight of the educator, teaching and learning can be effective.

The contributing factor to this problem is that due to lack of knowledge about inclusive education, teachers in the mainstream schools tend to discriminate and unwelcome learners with learning challenges. Due to lack of teacher training about inclusive education, learners with different learning challenges are not even identified and given the necessary support in order for them to learn effectively. Because of this factor, teachers in mainstream schools are not ready to accommodate those learners.

The Department of Basic Education should take its responsibility of training all teachers in mainstream schools on inclusive education for its effective implementation.

- Exosystem

In the exosystem setting, there is a link between the social setting where the child does not have an active role and the setting where the child is actively involved (Berk, 2000:29). For example, a child's experiences at school may be influenced by the poor relationship between the parents. If teachers have knowledge about inclusive education, they will be able to understand that children come from different home environments and to deal with the different experiences of the child at school.

- Macrosystem

Bronfenbrenner's ecological system theory states that the outermost layer in the child's development is comprised of the actual culture of an individual, customs and laws. The

macrosystem structure may change from generation to generation over time. Berk (2000:39) also states that this layer is comprised of cultural values, laws and customs.

- Chronosystem

Sincero (2012) indicates that this system includes the dimension of time relating to the child's environments, the transition and shifts in a child's lifespan. The socio-historical contexts that may influence a child may also be involved. This can be due to external elements such as divorce which may not only affect the parents' relationships but also the way the child behaves. This theory claims that most researchers are of the view that the first year of divorce affects the child negatively, when compared to the following years where the family interaction is more stable. There are also internal elements like the physiological changes that take place when the child is growing, which may differently influence the child's reaction to the environment.

Bronfenbrenner's ecological theory explains the development of the child within the context of systems of relationships from his or her environment. This theory also looks at the differences within the individual child's knowledge, development and structure of the society in which he or she lives. Bronfenbrenner's theory helps us to understand the interaction between the overlapping ecosystems that have significant effects on a person.

Phelan and Link (2004:253) states that this theory makes people try to understand and isolate factors that reinforce their behaviour and interaction patterns. This theory can assist teachers to assess a child's problems and assists in putting the balance in the child's environments for healing. This approach helps people to address the different systems that surround a child, which can have an impact on special needs. These systems include the family, the school and the community.

The above theory is linked to this research because it speaks about the relationship between the developments of a child. For inclusive education to be effectively

implemented there should be a relationship between all the environments where the child develops.

## **2.4 THE STATE OF TEACHERS' READINESS TOWARDS INCLUSIVE EDUCATION**

Fullan (1993:127) and Mukhopadhyay et al. (2009:51), state that the quality of implementing new education policies depends upon teachers' readiness as the key role players. The study by Shareefa, (2016:6) indicates that it is crucial to fully equip teachers with all the necessary facilities and strategies for inclusive education to be more possible and effective, as they might not be aware or trained on how to deliver meaningful inclusive practices at school level. The study further outlines that lack of knowledge and skills is the most significant barrier for teachers as they do not know how to provide for the curriculum related needs of learners with special needs when implementing inclusive practices.

Mukhopadhyay et al. (2009:51) claims that special education teachers' roles are varying and therefore for them to provide inclusive education effectively, they need to be developed in a different set of skills and knowledge than traditionally as required by the teaching profession. Hay, Smit and Paulsen (2001:214), argue that the successful planning for the implementation of inclusive education is determined by teachers' preparedness. They further state that the South African policy documentation on inclusive education neglects the empowerment of teachers with regards to their skills, emotional and cognitive level regarding inclusive education. According to the study conducted in Pakistan by Fazal (2012:825), educators indicated that there is a challenge in handling learners with special needs due to lack of resources and awareness. Therefore, necessary planning and equipping teachers with skills are important factors determining teachers' preparedness toward proper implementation of inclusive education.

## 2.5 CHALLENGES THAT PREVENT THE EFFECTIVE IMPLEMENTATION OF INCLUSIVE EDUCATION

The road to the realization of inclusive education is a long one, with challenges which cannot be overcome overnight. Some of the most common challenges to the implementation of inclusive education are lack of support, negative attitude towards inclusion, and the physical environment (Eunice, Nyangia & Orodho, 2015:44-45). On the other hand, Osero (2015:219) states the following as challenges to inclusive education: “challenges related to change from segregated settings to inclusion, meeting needs of both children with disabilities and the less challenged learners in regular classes, equity, infrastructural barriers, classroom learning environment, policy and human resource, community barriers and poverty”.

Khan (2011) argues that developing countries face five types of challenges in implementing inclusive education. Those challenges are inadequate support services, lack of research information, shortage of appropriate facilities and materials, ineffective policies and legislation and inadequate training programs.

The study by Shereefa (2016:10) points out the five major challenges for inclusive education, which are time limitations, curriculum difficulties, lack of teacher knowledge and skills, lack of facilities in schools and lack of awareness among stakeholders.

The Education White Paper 6 (DoE, 2001:7) outlines the following as major factors affecting the implementation of inclusive education in most schools:

- Negative attitudes and stereotyping of difference.
- An inflexible curriculum.
- Inappropriate languages or language of learning and teaching.
- Inaccessible and unsafe built environments.
- Inappropriate and inadequate support services.
- Inaccessible policies and legislations.

- The non-recognition and non-involvement of parents.
- Inadequate and inappropriately trained education managers and educators.

### **2.5.1 Lack of support from the department**

Despite many policies, the implementation of inclusive education in South Africa is slow and partial, some cited reasons or barriers to implementation being lack of support structures and poor infrastructures (Dalton et al., 2012:1). Eunice et al. (2015:44) also state that lack of funding for ongoing professional development, educational resources and modern learning materials, is a major challenge in the practice of inclusion. Bornman and Rose (2010:7) cite shortage of resources and general lack of support as the contributing factors to effective implementation of inclusive education in South Africa. In their study, Cambridge–Johnson, Hunter-Johnson and Newton (2014:14), maintain that it is the responsibility of the Department of Basic Education to support the implementation of inclusive education.

One can say that the department is failing to put the policy relating to inclusive education into practice. The report on the implementation of Education White Paper 6 on Inclusion Education (2015:36) indicates that in Limpopo Province, the number of teachers trained in Guidelines for full service education in 2013–2014 is only 102. There is also no monitoring of the implementation of inclusive education by the department due to the fact that advocacy programs to realize this implementation, especially in Nzhelele West circuit secondary schools, were not conducted. It is therefore evident that the department is not yet ready in realizing the policies regarding the effectiveness of inclusion education.

## 2.5.2 Attitudes

There are so many factors that contribute to attitude towards inclusive education. Those factors limit the implementation of inclusive education.

Attitude towards change determines whether one is accepting or resisting change. The implication is that attitude generates beliefs and feelings that determine one's likelihood of accepting or resisting a particular aspect. The attitude of resisting change is a common and human phenomenon in all organizations and it is due to fear and uncertainty that such change can create in a particular environment. In fact, many people find it difficult to properly manage the process of change. Misconception about inclusive education is influenced by a variety of motives and myths hence negative attitude towards those learners. Van der Westhuizen (2013:225), states that teachers often resist to change due to the nature of the change and because they lack the necessary knowledge and skills.

Ladbrook (2009:66) maintains that teachers have individual and different attitudes and abilities towards learners' abilities and inclusive teaching. Engelbrecht, Green, Naicker and Engelbrecht (2009:70) state that teachers whose professional education took place in a climate which views intelligence as fixed and unmodified are likely to have limited expectations about their progress. From the above, one can say that intelligence can be changed and modified and that each individual is unique and has the potential for learning.

In every school, attitude, whether positive or negative has an influence in the instructional practices of teaching and learning. Nel, Muller, Hugo, Helldin, Backman, Dwyer and Skarlind (2011:77) define attitude as a tendency to react positively or negatively towards a specific object, whether it be a person, idea or situation. Lebona (2013:74) cites attitude towards inclusive education as a serious challenge with regard to the impetus to inclusive education. These researchers further state that before teachers underwent an introductory course in special education, they displayed a feeling of anxiety towards reaching special needs learners in an inclusive classroom.

They also cite that factors such as the nature and severity of the special needs, influence attitude towards inclusion.

According to Sam, Ho and Lam (2015:54) attitude has a huge impact on learners' educational outcomes.

The cornerstone of inclusive education is attitude and willingness towards the teaching of learners with special needs. Gaad (2011:92) argues that the success of inclusive education depends upon teachers' attitude. He further states that to ensure effective implementation of inclusive education, it is crucial to understand attitude. Newton, Hunter-Johnson, Gardiner-Farquharson and Cambridge (2014:1) confirm that negative attitude towards inclusive education may become a hindrance, when schools attempt to include learners with learning difficulties into general education system.

Kern (2006) states that since teachers are the major stakeholders that provide the most important service in teaching learners with special needs, their attitude is a contributing factor in the success or failure of inclusive education. Teachers who approach inclusive education positively meet the needs of a variety of those learners (Pasha, 2012).

Leatherman and Niemeyer (2005:24) argue that based on a child's characteristics, classroom factor and their previous experiences, teachers form attitudes towards learners with disabilities and also towards inclusion.

It is important to understand teachers' attitude regarding inclusive education in order to ensure its proper and effective implementation. Gaad (2011:92) maintains that due to the fact that classrooms are now becoming more diverse, there is a need for teachers to be more aware and sensitive towards learners with learning difficulties and educational special needs in order to promote effective inclusive education. Teachers are expected to support learners with special educational needs, and it is therefore important that they are prepared appropriately in order for them to display positive attitudes toward inclusive education (Avramidis, Bayliss & Burden, 2000:199).

Although Hwang and Evans (2011:145) argue that there are studies stating more positive than negative attitudes towards inclusive education, De Boer et al. (2011:347) reveal that there are more negative to neutral attitudes specifically relating to the disability type and other behaviour problems.

Mudzielwana and Runhare (2014:43) maintain that teachers are critical agents for the promotion of inclusive education amongst school-based education stakeholders. Thus, the views of these scholars regard positive attitude and support as an important strategy to can promote the realization of quality inclusive education in the schools.

The following are some factors influencing attitudes towards inclusive education:

- Gender

In their study, Gaad and Khan (2007:106) reveal a difference between female and male teachers, with an indication that males are less positive towards inclusive education than females. However, Dukmak (2013:31) contradicts this statement by saying that male teachers are more positive than female teachers.

- Training

In the study conducted by Rahaman (2012:89), and Hwang et al. (2011:142) it was revealed that the attitude of teachers with long-term training was more positive towards inclusive education, than those without training.

- Support

In the study conducted with South African teachers, Eloff (2007:354) explains that teachers need adequate resources, activities for mentoring, reduced class-sizes, reduced workload and supportive skilled-personnel.

- Level of teaching experiences

High school teachers are less accommodative to learners with special needs due to the fact that their content focuses on concepts that are more complex and that might be a challenge to learners with special needs (Alahbabi, 2009:51).

- Years of teaching experiences

Dukmak (2013:28) and Donohue et al. (2014:4) argue that less experienced teachers are by far more positive towards inclusive education than older ones who are reluctant.

- Experiences with inclusive education

Experienced teachers are more positive towards inclusive education than those without experience (Ladbrook, 2009:67). Alahbabi (2009:51) also states that teachers with special education have passion and more confidence when teaching learners with special needs.

The study by Cambridge-Johnson et al. (2014:7), cite continued segregation as a common practice within the Bahamas society, which is a hindrance to the implementation of inclusive education. This study reveals that the majority of learners with special needs are not provided with appropriate educational experiences and many of them are isolated in separate facilities where they do not interact with academic communities with their peers. The researcher concurs with this study because segregation of students can be a serious factor to the effective implementation of inclusive education. When learners with special needs are isolated or separated from their peers, they cannot develop equally academically.

Negative attitude is a hindrance to the implementation of inclusive education. An example of negative attitude is displayed in the study by Cambridge-Johnson et al.

(2014:10), when one of their participants pointed out that he/she did not train to teach learners with special needs because he/she does not have the attribute of patience. Therefore, negative attitude leads to lack of patience, which hinders effective implementation of inclusive education.

Brackenreed (2011:6) demonstrates that another challenge in inclusive classrooms is learners' behavioural problems, which also influence teachers' decision making in the classroom. Therefore, behavioural problems by learners can lead to teachers' negative attitude towards those learners with special needs, although teachers should find a way of coping with those behavioural needs rather than have a negative attitude towards those learners.

In their recent study in Ethiopia, Mituku, Alemu and Mengsitu (2014:123) indicate that one of the deterring factors to the effective implementation of inclusive education is the negative attitude of people towards the education of children with special needs and inclusion. They further cite that limited knowledge about the concept of disability, negative attitude towards the disabilities and resistance to change are some major barriers to inclusive education.

A study by Donohue and Bornman (2014:5) indicate that cultural attitude about the importance of teaching learners with disabilities can be a hindrance to inclusive education as it affects whether or not parents can decide to send them to school. Therefore, the researcher agrees with this study due to the fact that if the culture of people supports a negative attitude towards inclusion, then parents would not decide to send their children with disabilities to mainstream schools.

De Boer et al. (2011:331) reported in their final conclusion about teachers' attitude towards inclusive education that during the years 1998 to 2008, teachers had more negative attitudes towards the inclusion of learners with special needs in mainstream or regular education. Their findings revealed that teachers' negative attitudes towards

those learners with special needs led to slow and lack of progress in the implementation of inclusive education.

In the study by Shareefa (2016:10) a participant stated that teachers do not know how to cater for the needs of the learners with special needs, and this led them to label those learners as very weak. This study confirms that attitude plays an important role either positive or negative, in the implementation of inclusive education.

In his study, Heiman (2002:178) states that some teachers expressed the idea that inclusion education would produce little results to study learners with disabilities and as a result, they questioned the advantages of inclusion. On the other hand, Ali, Mustapha and Jelas (2006:39) revealed that teachers claimed that the policy regarding inclusive education forced them to get into areas which they were not sure of and not interested in. It is therefore evident that many researchers agree that the majority of educators have negative attitudes toward inclusive education.

The Department of Basic Education (2010:17) cites negative and harmful attitude towards difference as a hindrance to the effective implementation of inclusive education. The researcher agrees with the DBE (2010:17) which states that “discriminatory attitudes resulting from prejudice against people on the basis of race, class, gender, culture, disability, sexual performance, and /or other characteristics manifest themselves as barriers to learning when such attitudes are directed towards learners in the education system”.

### **2.5.3 The physical environment**

Loreman (2007:33) states that inclusive schools should be adequately resourced to meet the demand; they further argue that there should be partnership with community organizations which can provide additional human and material resources for the effective implementation of inclusive education.

The building designs should allow free mobility of learners who are physically challenged or those with special challenges or with special education needs, more especially the orthopedically impaired ones (Eunice et al., 2015:48). Section 27 report by Veriava, Thom and Hodgson (2017:100) states that it is a discriminatory practice by the department when it fails to provide accommodation that is accessible to all learners. The researcher agrees with Mituku et al. (2014:123), when they point out that another challenge to active learning in inclusive education is when classrooms are not well maintained and furnished as this might retard the teaching-learning process especially of visually impaired children.

The study by Osero (2015:222), reveals that backlog of infrastructure provision, poor condition of existing infrastructure, poor construction standards and lack of maintenance are serious factors challenging the implementation of inclusive education. Therefore, the inaccessible and unsafe buildings can be a major hindrance to the proper implementation of inclusive education.

#### **2.5.4 Inappropriate and inadequate support services**

Inappropriate and inadequate support services hinder effective implementation of inclusive education. Another form of support is funding. Adoyo and Odeny (2015:51), in their study indicate that without funding, progress towards implementation of inclusive education cannot be made. The researcher agrees with this study because if there is lack of support in the form of funds, implementation of inclusive education cannot be effective.

Eunice et al. (2015:44) also confirm that lack of funding for ongoing professional development, educational resources and modern learning materials is a major challenge in the practice of inclusion. Section 27 reported by Fish-Hodgson and Khumalo (2015:36) maintain that the implementation of Education White Paper 6 and the inclusive education budgeting has been inequitable, incomprehensive and not transparent.

Shortage of resources like furniture, classrooms, sanitation and textbooks is another challenge to inclusive education (Eunice et al., 2015:45). There are basic resources which must be available in every institution in order for it to implement inclusive education effectively.

The Limpopo Department of Education (2003-2006:59) in its strategic plan admits that there is a serious backlog with regard to classrooms and related infrastructure such as electricity, telecommunications, water and sanitation. The researcher sees this backlog as a serious hindrance to the implementation of inclusive education. Without support and recognition, the implementation of inclusive education cannot become a reality.

### **2.5.5 Inadequate policies and legislation**

Different countries have policies regarding inclusive education. The question here is whether those policies are being implemented and whether those policies are clear and practicable. Adoyo et al. (2015:51), argue that the major factor that affects the implementation of inclusive education is lack of clarity in the special education policy, with regard to the means through which schools can meet the goals of inclusive education, which ultimately leads to the stakeholders being inactively involved. Therefore, inclusive policies should have goals that are clearly set so that the concerned stakeholders are clear about how they should be involved.

Denohue et al. (2014:10), maintain that “the implementation of inclusive education is at an apparent standstill as a result of ambiguity about the means through which the goals of inclusive education can be achieved”. The researcher agrees with this study due to the fact that if the goals that should be achieved are not clearly stated in the inclusion policy, the implementation thereof becomes ineffective.

### **2.5.6 The non-recognition and non-involvement of parents**

The study by Stofile (2008:187) cites poverty as one of the barriers to the implementation of inclusive education. Stofile (2008:189) further states that it is difficult to facilitate parental involvement in a poverty-stricken context as it is not only a matter of inviting those parents to meetings and giving them instructions to make sure they participate but it also calls for their individual understanding and sensitivity. The researcher therefore generally agrees with the fact that poverty can be a hindrance in parental involvement to inclusive education.

The Department of Basic Education (2010:14) points out the following as barriers and difficulties that arise when parents are not recognized and not involved in inclusive education:

- Parents are not always adequately informed of their children's problems or progress and are therefore often deprived proper participation in their children's development.
- Some parents also do not keep their teachers informed.
- When parents do not understand their children's emotional and/or behavioural problems, they may aggravate their children's barriers.
- Non-involvement and non-recognition of parents by the system create a lack of respect for parents as they are informed role-players in the assessment and development of their children.
- Parents whose children do not utilize oral communication experience communication barriers with their children.

### **2.5.7 Inadequately and inappropriately trained education managers and teachers**

The greatest barrier to the implementation of inclusive education is that most teachers and school managers do not have the necessary skills, knowledge and training (Loreman, Forlin & Sharma, 2008:780). They further urge that teacher training

institutions should have programmes that consider practical experiences with inclusive education positively and in a supportive environment.

Appropriate training for managers and teachers in inclusive education is very important in its effective implementation. According to the study by Sam et al. (2015:55), teachers displayed a feeling of anxiety or calmness towards teaching students with special needs in an inclusive classroom before they underwent the introductory course in special education. This study is also supported by Ali et al. (2006:39), when they state that teachers claimed that the policy regarding inclusive education forced them to get into areas which they were not sure about, not trained or not interest in.

Kern (2006:12) makes similar observations in their study when indicating that teacher preparation programs were not enough in preparing them to teach students with special needs. As a result, teachers felt uncomfortable, fearful, not certain, vulnerable and not able to cope when they encounter teaching students with special needs. The researcher agrees with the above studies because teachers should have the necessary training and undergo the relevant programs that will equip them with the necessary knowledge and skills on how to implement inclusive education effectively. Currently, schools lack teachers who have the capacity and knowledge to teach children with and without disabilities in a single classroom (Donohue et al., 2014:9). The study by Fazal (2012:829) indicates that illiterate parents do not cooperate well with their disabled children and that attitude disturbs the children.

The study by Cook (2001:207) indicates that principals' support to inclusive programs is higher than that of the educators they supervised. Before the implementation of inclusive education programs, principals need to consider teachers' attitude (Pace, 2003). The research also indicated that workshops conducted for one day or orientations meeting done for one time were not enough and also ineffective.

Therefore, without the necessary knowledge and capacity by teachers the realization of inclusive education will be impossible.

### 2.5.8 Stress

Brackenreed (2011:4) defines stress as any physical, emotional or mental reaction to events that result in physical or mental tension. From the researcher's point of view, stress is seen as any outside event that has physical or mental consequences to a person. The study by Brackenreed (2011:4) reveals that in Canada, the practice of inclusive education is amongst the stressors described by the teachers, stating the following as the most common stressors:

- Interfering with teachers' instruction time
- Excessive use of paperwork
- Extracurricular demands
- Interpersonal conflict
- Workload and time management
- Insufficient support
- Lack of teacher preparation

Therefore stress, being caused by different factors, can be a hindrance to proper implementation of inclusive education.

In another study by Brackenreed (2008:142), it is revealed that teachers in Canada identified parents as a source of high stress as they lack understanding of the child's capabilities, confusing laziness with inability. The study further reveals that teachers have been left alone to survive the stresses created by the inclusion of learners in the regular classroom without enough support (Brackenreed, 2008:143).

## 2.6 STRATEGIES THAT CAN BE USED FOR THE EFFECTIVE IMPLEMENTATION OF INCLUSIVE EDUCATION

The implementation of inclusive education depends much on the quality of the strategies that the researcher intends to use as a tool to attain the purpose of the research project. Thus, strategies are varied in terms of application as well as the

environment or situation where they are being applied. The researcher intends to reflect strategies that can enhance quality inclusive education from a variety of situations. It is of prior importance to understand how strategies for enhancing inclusive education can be applied.

According to Ali et al. (2006:43), Eunice et al. (2015:47), Loreman (2007:30) and Donohue et al. (2014:3), the following are some of the strategies used for the effective implementation of inclusive education: teacher training, management, family/community involvement, policy and legislation implementation and behaviour support.

### **2.6.1 Teacher training**

Adequate teacher training is another factor contributing to the effectiveness of inclusive education. Section 27 reported by Veriava et al. (2017:120) maintain that teachers should have extensive training in order to have skills to teach children with barriers to learning. Skills like understanding the different barriers to learning, curriculum differentiation, understanding the inclusive education policy, and training on the specific skills required to teach those learners with barriers to learning. Eunice et al. (2015:47) argue in this regard that teachers should have adequate experience and confidence to teach learners with special needs effectively, and furthermore suggested the idea of frequent in-service training by the government. Intensive teacher training programs must be provided in and outside the school, continuously in order to enhance their skills in teaching students with disabilities (Anwer, 2012:1008). Adequate teacher training is cited by Frankel, Gold and Ajodhia-Andrews (2010:56) as a contributing factor to effective inclusive education implementation. Dalton et al. (2012:1) maintain that although South Africa has adopted the policy on inclusive education, the implementation thereof is not effective due to educators not having the relevant skills and knowledge of the curriculum for addressing different learners' needs. Therefore, it is evident that for any country to implement inclusive education effectively, it is crucial that teachers must have adequate training.

Ali et al. (2006:42) make a similar observation when they state that it is important to increase the level of teachers' competency by creating the opportunities for teachers to attend courses that are related to inclusive education programs, especially for those educators who are not well trained in special education. Ali et al. (2006:43) further confirm the importance of teacher training and state that it should incorporate the concept of inclusive education as part of the curriculum.

The study by Florian (2008:206) reveals the importance of teacher education and professional development by stating that difference must be taken into account from the onset. Florian (2008:206) further points out that those teachers have knowledge and skills to teach children with learning difficulties, but they should also have confidence to put the skills and knowledge into practice. It is therefore important for teachers to be professionally trained to teach children with disabilities, but they should also have the necessary confidence to apply those skills in teaching those learners.

The study by Cambridge-Johnson et al. (2014:4), explain that information sharing workshops, time management for planning, adequate resources, reduced class size and school administrators' training are factors that promote the effectiveness of inclusive education.

Professional development of teachers is vital in the effective implementation of inclusive education. Sam et al. (2015:55) state that although teachers must be knowledgeable, their commitment to inclusive education is crucial as they need to implement effectively the strategies they have learned. Therefore, the influence of the teachers' professional development on teacher commitment towards inclusive education is very important.

Fish-Hodgson et al. (2015:39) maintain that there is a dire need for teachers to be equipped with the required skills to teach learners with different barriers to learning. Intensive teacher training programs must be provided in and outside the school, continuously in order to enhance teachers' skills in teaching learners with disabilities (Anwer, 2012:1008).

Ali et al. (2006:42) state that the high level of teachers' competency is important in the successful implementation of inclusive education and that inclusive education programs for teachers should be created. The role of teacher training institutions is crucial in the sense that they should incorporate the concept of inclusion as part of the curriculum (Ali et al., 2006:43).

Adequate teacher training is another factor contributing to the effectiveness of inclusive education. Eunice et al. (2015:47) argue in this regard that teachers should have adequate experience and confidence to teach the learners with special needs effectively and furthermore suggested the idea of frequent in-service training by government.

Adoyo et al. (2015:50) explain that teachers must receive adequate training programs in areas where they lack skills, which is the responsibility of the ministry of education which must determine the state of educators' preparedness to teach a diverse body of learners within one classroom.

Ali et al. (2006:42) make similar observation when they state that it is important to increase the level of teachers' competency by creating the opportunities for teachers to attend courses that are related to inclusive education programs, especially for those teachers who are not well trained in special education. The role of teacher training institutes is crucial in the sense that they should incorporate the concept of inclusion as part of the curriculum (Ali et al. 2006:43).

In order for inclusive education to be implemented effectively, educators must acquire the necessary knowledge, skills and competencies that will accommodate learner diversity in the classroom (Mthembu, 2006).

Another key strategy in the effective implementation of inclusive education is continued Professional Teacher Development. Teachers should be developed continuously in order to be able to implement inclusive education in their teaching.

The Department of Basic Education (2010:19) cites the following:

- The establishment of effective structures for continued professional development at school.
- The School Improvement Plan (SIP) should address professional development and should include goals that are appropriate for inclusive outcomes.
- School should build principles of effective staff development into programming.
- Professional development should address the issue of understanding and respecting all forms of diversity.
- Teachers should be provided with bursaries for teacher development in the area of inclusive education.

### **2.6.2 Management and whole school development**

If school principals provide emotional, instrumental and informal support and professional developments, that would impact positively on teachers' attitudes towards students with special needs (Walker, 2012).

According to the Department of Basic Education (2010:16), school governance is cited as an important factor in the effective implementation of inclusive education. McLeskey, Waldron, Spooner and Algozzine (2014:69) maintain that principals have important roles in their leadership and participation during the change process, including talking about the meaning of inclusion and the facilitation and acceptance and support. It is therefore evident that the management plays a vital role in the effective implementation of inclusive education.

Ali et al. (2006:42) note that there is a significant increase of awareness with regard to the concept of inclusion in schools with increased administrative support. It is therefore the school principal's role to improve the school environment and see to it that the policy regarding inclusive education is implemented effectively.

The principal and the School Management Team (SMT) are the key stakeholders at school in making a difference in the effective implementation of inclusive education. Their roles are crucial in the establishment of schools as inclusive centers. The Department of Basic Education (2010:13-14) points out the following:

- The principal and the SMT should believe in inclusive education and also consider knowledge and skills for translating inclusion into practice.
- The principal and SMT should communicate visibly about inclusion practices.
- The school should develop policies, improvement plans, and programs that reflect inclusion practices.
- The school should be a welcoming, safe and friendly environment that fosters inclusive education.
- Additional support programs for teaching and learning should be created to cater for learners with learning difficulties.
- The principal should facilitate relationship and support networks.

The Department of Basic Education (2010:15) furthermore cites whole school development and inclusive ethos as another strategy for the effective implementation of inclusive education. The following are cited by the Department of Basic Education (2010:15-16), as whole school development and inclusive ethos:

- Representation of learners with disabilities in structures.
- Physical education that involves all learners.
- Transport and school policy that cater for all learners.
- The school development plan that includes inclusion ethos.
- The involvement of outside specialist support.
- Increasing the number of staff members with disabilities.
- Using the appropriate language to describe the learners.

School governance (DBE, 2010:16) is also cited as another important factor in the effective implementation of inclusive education. The Department of Basic Education

(2010:16) points out that the SGB members should understand and value the principle of inclusive education and also support the ongoing implementation process within the school by developing policies that create an environment that supports inclusive education.

School administrators must be actively involved and support the implementation of inclusive education programs in order to demonstrate and create awareness of inclusion (Ali et al., 2006:42).

### **2.6.3 Family and community involvement**

After the child is born, the family and the community are the immediate environments that play a vital role in growth. DBE (2010:14) states that family and the community should conduct ongoing advocacy and awareness about identifying and supporting learners with special barriers to learning. It is also the responsibility of the home and the community to ensure that every learner even those with learning disabilities attends school.

Loreman (2007:30) points out that parents and the community are core in accomplishing much in the effective implementation of inclusive education. Loreman (2007:30) further explains the role of parents in inclusive education as decision makers, teachers and advocates.

Addressing socio-cultural factors leading to stigmatization, parental factors such as cooperative parents also lead to effective implementation of inclusive education (Eunice et al., 2015:47), and further state that there should be co-operation between parents and teachers, frequent door to door home visits of teacher to pupils with learning difficulties.

Adoyo et al. (2015:50) maintain that parents need to be empowered, communities should be mobilized, and educationist need relevant contemporary training on emerging

inclusive teaching approaches. It is therefore important to support children with learning barriers and offer them with the education they need within their own local communities.

DBE (2014:36) states the following responsibility for the family:

- They need to be fully responsible in supporting their children in the inclusive setting.
- There is also a need for the family to be empowered on understanding how the potential of the child can be optimally developed.
- The family should also have access to information in order for them to have knowledge on the kinds of support needed by their children.
- They also have rights in terms of accessing available support.
- They must again ensure that their child is able to access appropriate early-intervention programme available in their immediate area.
- They must form partnership with the school in order to see that their child's individual support plan is implemented effectively.
- The family must compulsorily take part in the SIAS process.

Adoyo et al. (2015: 50) argue that “parents need to be empowered, communities should be mobilized, and educationists need relevant contemporary training on emerging inclusive teaching approaches”. However, Engelbrecht, Green, Naicker and Engelbrecht (2009:56) emphasize that the benefit of parental involvement in the development of an inclusive schools is crucial, as close partnership with parents develops their own skills and understanding in supporting their children's schooling process. It is therefore important to support learners with special needs in their own families and communities and offer them with the education they need within their own local communities. The value of family and community involvement is therefore undisputed.

#### **2.6.4 Policy and legislation implementation**

South Africa is a country which formulates policies and legislation that are democratically centered. The constitution of South Africa 108 of 1996 promotes human

rights hence the constitution and other policies promote the implementation of inclusion education throughout the country. The implication here is that such policies legislation remains fundamental strategies of ensuring that quality inclusive education is implemented. Following the South Africa School Act 79 of 1996, Section 5, there is an emphasis that all schools must be full-service schools and further states that all public schools must admit all learners and serve their education requirements without unfairly discriminating in any way.

Just like the Constitution of South Africa, the Constitution of Kenya (2010) in Chapter 4 (Bill of Rights) Article 43 Sec. 1(F) & Article 54 Sec. 1 (b) affirm the right to education for every person, including those with disabilities (Adoyo et al., 2015:49). Adoyo et al. (2015:50), further state that inclusive education policy and legal framework need to be enforced regarding effective realization of equitable and quality education. There should be clarity in the special education policy, with regard to the ways through which schools should meet the goals of inclusive education (Adoyo et al., 2015:15). Therefore, policies regarding inclusive education should be clear and not ambiguous so that they are fully realised.

According to the Guidelines for full Service/Inclusive Schools (2010:3) the policies and legislation aims at reducing barriers to learning for all learners, not only those with impairment or those categorized as having special educational needs. Thus, from the look of things one can regard the Policy and Legislation strategies as the pre-condition towards the quality implementation of inclusive education. The rationale behind this is that nobody is above the Constitution and the policies of the country. Education White Paper 6, Special Needs Education (2001:27), specifically points out that admission policies should be revised so that all learners who can be accommodated outside of special school and specialized settings can be accommodated within designated full – service schools or other schools’ settings. Thus, legislations and policies should be greatly pioneered as the major strategy toward the quality implementation of inclusive education.

In the study by Stofile (2008:2), it is stated that the South Africa government's commitment to education for all led to the development of the Policy of Inclusive Education and Training. Furthermore Mudzielwana et al. (2014:42) confirm the South African Constitution as one of the important strategies to enhance quality implementation for inclusive education when they state that it guarantees the right to basic education for all learners, including those with physical disabilities and any other learning barriers to learning. However, Donohue et al. (2014:3) note that South Africa, like many other countries of the world, still struggles with bringing policy into practice.

### **2.6.5 Class size and team teaching**

Anwer (2012:1008) and Donohue et al. (2014:3) confirm the importance of class size by stating that teachers who teach learners with disabilities should receive special consideration with regard to the number of learners they teach. The size of the class also determines the type of attention the educator should give to individual learners with disabilities.

Fazal (2012:831) in his study recommends that a class size should be about 20-25 learners in each classroom for the effective implementation of inclusive education. This is a manageable size where each learner, especially those with special needs, can get individual attention from the teacher and can learn effectively.

### **2.6.6 Curriculum**

The key strategy for responding to the needs of learners with special learning needs is through curriculum differentiation. Through curriculum differentiation the process of modifying, changing, adapting, extending and different teaching methodologies, strategies for teaching, strategies for assessment and the content of the curriculum is involved (DBE, 2011:7). It also states that curriculum differentiation takes learners' ability levels, background and interest into account. It is therefore evident that if schools

are differentiating curriculum according to learners' needs, inclusive education will be implemented effectively. Examples of learners who experience barriers to learning (DBE, 2011:6) are:

- Learners experiencing difficulty in writing and reading;
- Learners with difficulties in hearing, visual and coordination;
- Poverty -stricken learners;
- Learners experiencing health and emotional difficulties;
- Learners who cannot remember properly what they have been taught; and
- Learners with the need of assistive device learning needs.

Vayrynen (2012:28) states that curriculum can be tailored to suit a range of learning styles, paces and interests. The study by Vayrynen (2012:28) further explains the following instructional strategies to effective implementation of inclusive education:

- Multi-level activities

These types of activities provide learners the opportunity to work at their own level of experience. These activities can be designed for individual learners, based on their prior knowledge and experiences.

- Varying the complexity of questions

When applying this strategy, the educator varies the level of questions of individual learners, based on their individual characteristics.

- Multi-level learning centers or stations

Centers or stations are organized in the classrooms to provide a variety of tasks modified to accommodate learner diversity.

- Learning contracts

According to this strategy, a learner and educator has an agreement wherein a learner is provided with choices of tasks, varying from simple to more complex, based on the learner characteristics.

The Department of Basic Education (2010:29) cites curriculum as the most significant barrier to inclusive education and also gives the following as the strategies to see to it that curriculum is effectively implemented:

- Flexible curriculum delivery, which is the process of teaching and learning which accommodates different learning needs and styles.
- Differentiating the curriculum and using a variety of approaches when planning the curriculum.
- Accessing general curriculum with individualized support where learners are able to access and progress in the general curriculum at the same time receiving the individualized instruction and supports required to be successful.

Ali et al. (2006:41) state it clearly that in order for teachers to implement inclusive education effectively, it is important for them to understand the form of the education programs as well as the role they should play. Ali et al. (2006:41) further cite that teachers must give extra attention and help in the classroom to students with special needs.

### **2.6.7 Time management**

It is also crucial to manage time effectively for the proper implementation of inclusive education. Anwer (2012:1008) confirms that additional time for planning is needed for teachers for the effective implementation of teaching learners with disabilities. The hidden abilities in various learners can be identified, explored and nurtured when adequate time is given during teaching and learning activities. Dealing with different

types of learners in the same school requires enough time during the teaching and learning activities, as there are slow learners, fast learners and learners with disabilities, hence, time must be properly managed and maximised (Donohue et al., 2014:3).

### **2.6.8 Behaviour support**

Mobara (2015:1) maintains that it is important to examine the attitude of teachers towards the inclusion of students with learning difficulties into regular classrooms as their perceptions may influence how they may behave and accept these students. On the other hand, Mudzielwana et al. (2014:43) maintain that teachers are therefore critical agents for the promotion of inclusive education amongst school-based education stakeholders. Thus, the views of both these scholars regard positive attitude as an important strategy or agent that can promote the realization of quality inclusive education.

Guidelines for full-service/ inclusive schools (2010:35), points out that some teachers note that they are not equipped to address the behaviour challenges displayed by some learners, therefore, there must be systems in place that ensure that behaviour does not prevent full participation in general education activities. It is therefore important that schools should display positive behaviour that will in turn support the quality implementation of inclusive education. The success of inclusive education also depends on the attitude and actions of principals and other school staff members as they create the culture of the school that supports inclusive education (Donohue et al, 2014:4). In addition, a study by Mbelu (2011:13) reveals that the attitude of teachers determines the quality of inclusive education since the findings were that inclusive education needs special attention, special care, special knowledge, and skills from the educators and these cannot be found in normal mainstream schools where overcrowding and lack of proper teaching skills of educators are rife. Thus, the educator's attitude, if negative will influence the implementation of inclusive education in a negative way. But if educators' attitude is positive, the enhancement of implementing inclusive education will be very

easy and meaningful. In fact, educators' attitude contributes greatly in shaping or characterizing the nature of implementing inclusive education.

### **2.6.9 Resources and infrastructure**

Loreman (2007:33) states that inclusive schools should be adequately resourced to meet the demands and further argue that there should be partnership with community organizations which can provide additional human and material resources for the effective implementation of inclusive education.

DBE (2010) clearly states that schools should have the necessary resources in order to create the infrastructure that is safe and accessible for school environment at large. It further outlines that schools should have enough classrooms that are accessible for all learners, including those with special needs and also accessible for those with physical challenges.

Schools must provide full physical accessibility like ramps for learners using wheelchairs, and space for maneuverability of all learners. The classroom space should comply with the related specifications in relation to the nature of support programmes available at school (DoE, 2007:15).

The building designs should allow free mobility of learners who are physically challenged or those with specially challenged or with special education needs, more especially the orthopedically impaired ones (Eunice et al., 2015:48).

This research generally agrees with Brackenreed (2008:142) in the sense that there should be a balance between the demands made in the realization of inclusive education and the availability of resources to cope with those demands.

Since no learner should be denied access to education, all learners including those with disabilities should be provided with reasonable accommodation in order to have access to an inclusive, quality and free education (DBE, 2014:4).

The study by Fazal (2012) indicates that for inclusive education to be effectively implemented, all schools should be child friendly and more inclusive. Schools should be universally designed for learners with disability and provide least restricted environments.

### **2.6.10 Funding**

Eunice et al. (2015: 44) points out funding as a major challenge to the effective practice of inclusion, and further state that adequate fund are needed for ongoing professional development for specialists and teachers in order to keep them updated on the best practices.

The ministry of education should be responsible for the funding of schools and not relegate the responsibility to schools for the proper and effective implementation of inclusive education (Adoyo et al., 2015:51; Mobarra, 2015:1; Anwer, 2012:1008; Donohue et al., 2014:3).

## **2.7 SUMMARY**

This chapter discussed issues concerning the effective implementation of inclusive education. These issues are:

- Policies regarding inclusive education;
- The state of teachers' readiness in the implementation of inclusive education;
- Challenges that prevent the effective implementation of inclusive education; and

- Strategies that can be used for the effective implementation of inclusive education.

Literature review shows that if inclusive policies are being implemented, teachers are ready for inclusive education, inclusive education challenges addressed, and effective strategies are implemented, hence, inclusive education can be realized. Literature review also highlights the fact that it is not the responsibility of the school alone to realize the effective practice of inclusive education, but the responsibility of all stakeholders.

## CHAPTER 3

### RESEARCH METHODOLOGY

#### 3.1 INTRODUCTION

Research is a process whereby boundaries of one's ignorance are expanded and also finding solutions to it (Melville & Goddard, 1996). In this chapter, the researcher discusses the research design and methodology that was used. The theme of the discussion in this research was to set out the state of readiness in the implementation of inclusive education in Nzhelele West circuit secondary schools. A qualitative design was used where interviews and classroom observation were applied as methods of collecting data. Section 3.2 and 3.3 covers the research design and methodology. In section 3.4, sampling is discussed. Section 3.5 describes data-collection procedures and instruments that were used to collect data. Trustworthiness of the qualitative research is explained in Section 3.6. Section 3.7 highlights how data was analysed. It is crucial for the researcher to have plans and strategies in place on how data will be collected, processed, interpreted and analysed. Strauss and Corbin (1998) point out that the study may not be reliable and invalid if it does not have an appropriate research process.

#### 3.2 RESEARCH DESIGN

Research design is defined as a plan for selecting subjects, research site and data collection procedures to answer the research question. The design shows which individuals will be studied and when, where and under which circumstances (McMillan & Schumacher, 2010:102). It simply includes methods which the researcher planned to utilise in order to gather information relevant to study.

According to Bless, Smith and Kaggel (2009), research design is a set of guidelines and instructions that the researcher must follow in order to address a research problem. Mouton (2009) cites the main function of a research design as to enable the researcher to anticipate the decision for the appropriate research in order to maximize the results validity.

For the purpose of this study, the research design, the sampled study places, the sampled participants, and the instruments used to investigate the state of readiness in the implementation of inclusive education in secondary schools, are discussed. It also explains how data was gathered, presented and analysed in order to reach to the conclusions and recommendations of this study.

A case study was selected in order to understand the state of readiness in the implementation of inclusive education in Nzhelele West circuit secondary schools. This is a case study of five secondary schools within Nzhelele West circuit. The study attempted to investigate the implementation of inclusive education. Thus, a case study was more suitable for this study because it examines the state of readiness in the implementation of inclusive education, that is, a group of principals and teachers of secondary schools as it is interested in understanding one phenomenon which is the experience of this group in selected schools. The case study could be a person, a classroom, an institution, a programme or policy system (McMillan & Schumacher, 2010:102). Simmons (2009:23) emphasises that qualitative case study methods enable the experiences and complexity of programmes and policies to be studied in depth and interpreted in the socio-political context in which the programme and policies exist. She further maintains that the case study is flexible; that it is neither time-dependent nor constrained by method.

The purpose of research design is planning, structuring and executing the research in order to maximize the validity of the findings (Mouton, 1996). The researcher has opted to design the research following the qualitative research design based on the fact that the purpose of this study can be achievable through observation and interview. Maree

(2013:51) views qualitative research design as being concerned with understanding the processes and social and the cultural contexts which underlie various behavioural patterns and is mostly concerned with the “why” question of research. From the previous paragraphs the researcher presented the rationale for using the qualitative research designs, hence, one can clearly notice that the research design remains a key foundation of every research project in the sense that it provides guidelines and a clear clue on when the relevant data can be collected as well as the nature of the data that can be collected. Therefore, from the researcher’s perspective, the research that should be used is the one which best unfolds the state of readiness in the implementation of inclusive education in Nzhelele West circuit secondary schools.

### **3.3 RESEARCH METHODS**

Research methods are defined in many ways. Polit and Hungler (2004:63) argue that methodology is a process whereby data can be gained, established and analysed. On the other hand, research methodology is defined by Babbie and Mouton (2012:647), as “the method, techniques, and procedures that are employed in the process of implementing the research design or research plan, as well as the underlying principles and assumptions that underlie their use”. It is important for researchers to know that every method has its strength and weakness (Babbie, 2010).

This study uses a qualitative research approach. Babbie and Mouton (2012:270) state that in qualitative research the researcher always attempts to study human action from the perspective of social actors themselves, the primary aim being describing and understanding rather than explaining human behaviour. McMillan and Schumacher (2006:22) state that in qualitative research more emphasis is on understanding the social phenomena in terms of meanings given by people. Lichtman (2013:7) describes qualitative research as a way of knowing in which a researcher gathers, organizes and interprets information obtained from humans using his or her eyes and ears as filters. It often involves in-depth interviews and/or observations of humans in natural, online, or social settings. It can be contrasted with quantitative research, which relies heavily on

hypothesis testing, cause and effect, and statistical analyses. The importance of using qualitative method is that it assists researchers to understand context specific actions rather than generalizing the results to the theoretical population (Babbie & Mouton, 2001:270). Qualitative approach was used. According to Neuman (2003:211), it places more focus on the collection of specific cases providing insight into a specific research topic, rather than to ensure representation of the sample.

### **3.4 SAMPLING**

In this section, the following aspects are addressed: population, sampling procedures and sample.

#### **3.4.1 Study population**

Population is the entire group of individuals sharing the same characteristics from which the researcher wants to study and draw conclusions (Babbie et al., 2012:100; Simon & Goes, 2013:11). In addition, Bertman (2004:64) explained that population is used to measure the total number of people or organizations who could be included in a study. Babbie (2010) and Mouton (2009) concur that it is not possible for the researchers to be able to cover all members of the population they are interested in. Dattalo (2010:4) argues that it is of advantage to study the whole population in the sense that there is a high likelihood of the research results to represent the population. Therefore, from the researcher's point of view, the concept of population refers to those people from whom the researcher is expected to collect the data during the research process.

#### **3.4.2 Sampling procedure and study sample**

Maree (2010) describes sampling as the process that the researcher uses in selecting a portion of the study population. According to Babbie (2010) and Creswell (2003) sampling is the procedure involving the selection of participants from a specific target

population while they refer to a study sample as a subset of participants which draws from the large population in order to represent the whole population.

The researcher is also aware that a sample should be a representative of the larger group and should include all elements of the population. Sampling is the process of selecting the subject for a study from the specific population. The sample was selected from all the secondary schools in Nzhelele West circuit. Thus, the researcher used purposive sampling as according to this type, specifically subjects targeted for improvement are selected (Tomal, 2010:30). For this study, the targeted sample was five schools. The schools are described as School 1, School 2, School 3, School 4 and School 5. In each secondary school there are five grades, namely Grade 8, 9, 10, 11 and 12. For the purposes of this study the researcher focused on Grade 8 classes and purposefully selected schools with two or more Grade 8 classes. The reason being that Grade 8 is an entry level in secondary school and that all learners must feel welcomed and are supported to learn, contribute and participate in all school activities. The total number of the study sample was five principals and five teachers, which give a total number of ten participants. This enabled the researcher to have a manageable group for this study. It is hoped that if inclusivity is implemented from Grade 8, challenges regarding its implementation can be addressed at an early grade.

The table below shows the summary of the number of participants sampled in this study.

Table 3.1: Participants from the sampled schools

<b>Participants</b>	<b>Sampled schools</b>	<b>Per School</b>	<b>Total</b>
Principals	5	1	5
Teachers	5	1	5
<b>Total Number of Participants</b>	<b>10</b>		

### 3.5 DATA COLLECTION PROCEDURE

Kumar (2014:172-173) maintains that the data collection method depends on the purpose of the study, availability of resources, the researcher' skills and the socioeconomic-demographic characteristics of the study population. The data were collected by conducting individual interviews with principals and teachers. In addition, classroom observations were conducted, as verification of the prior interviews. The research instruments are discussed below.

#### 3.5.1 Individual interviews

An Interview is one of the methods used for collecting data where there is a face-to-face interaction between two or more people with a specific purpose in mind (Kumar, 2014:374). According to Cohen et al. (2007:345) qualitative interview is defined as an interchange of views between two or more people on a topic of mutual interest. The individual interview process is described below:

- Identification of the participants with a brief demographic information,
- Discussion of the participants' state of readiness and attitude towards inclusive education,
- Identification of the challenges facing the participants in implementing inclusive education,
- Joint suggestion of possible strategies and solution to the challenges facing the implementation of inclusive education.

Chauke (2013:43) argues that the advantage of using semi-structured interviews is that both the respondent and the interviewer are allowed the flexibility to probe for more information and that new questions surface during the interview. MacMillan and Schumacher (2001:40) maintain that in semi-structured interviews, there is uniqueness of responses from the different respondents. The researcher used an interview guide where questions related to the research questions were asked. Each respondent gave

unique own views when responding to the questions while the researcher recorded all the responses. The researcher interviewed five principals and five Grade 8 teachers of the sampled secondary schools. The reason for using face –to-face interview was that it is a one-on-one process and participants can feel free to participate or not.

Individual face-to-face interviews with principals were conducted at their schools in their offices, while interviews for educators were conducted at their respective staff rooms. These familiar environments made them feel comfortable and at ease during the interviews. The interviews with principals took a lot longer than those with the educators due to the fact that many of them had prior knowledge of inclusive education that was discussed. The participants were also informed before the interview started, that participation is voluntary and that they are free to withdraw themselves at any time if they so wish.

### **3.5.2 Classroom observation**

Observation is one of the very important instruments of collecting data. Maree (2013:83-84) states that observation is the systematic process of recording the behavioural patterns of participants, objects and occurrences without necessarily questioning or communicating with them. He further explains it as an everyday activity whereby we not only use our senses - but also our intuition - to gather bits of data. On the other hand, Tomal (2010:38) claims that observation gives the researcher the opportunity to collect more reliable primary information in real-life situation. Powel and Steele (1996:46) argues that classroom observation is effective in the sense that the researcher collects data when and where the teaching and learning is directly taking place. The researcher followed an observation schedule which was pre-prepared in order to take record of every detail observed.

The classroom observation process is described below:

- The teaching process which involved group work, lectures and hands-on material were duly observed and recorded.
- Learning process and interaction between the teacher and the learners were also observed.
- The structural, curricular, intentional, pedagogical and evaluative process that goes on in the classroom was observed and recorded.

The focus of the study was on Grade 8 classes in the implementation of inclusive education. The researcher observed ten Grade 8 classes; that is, two classes from each sampled school. The researcher collected data by observing phenomena in its natural setting, which is in this case the classroom. According to Wragg (1999:58), data which may not easily be obtained by using interviews are easily obtained through observation. The researcher adapts to Eisner's (1998:3) dimensions of classroom organization for schooling which is divided into five categories, which are functional, structural, curricular, pedagogical and evaluative. The researcher has the opportunity to take notes immediately as they surface during the observation. By using observation as an instrument to collect data from participants, the researcher has an ample opportunity to capture and record all data that the participants are providing relating to the state of readiness in the implementation of inclusive education.

### **3.6 TRUSTWORTHINESS OF THE QUALITATIVE RESEARCH**

Rolfe (2006:304) describes trustworthiness as frameworks and guidelines for judging the quality of qualitative research. The four issues of trustworthiness are credibility, transferability, confirmability and dependability.

### **3.6.1 Credibility**

Shenton (2004:65) cites internal validity as one of the key criteria addressed by positivist researchers wherein they seek to ensure that a study measures what it actually intends. To ensure the credibility of this study, the researcher used different informants, different sites and the relevant research method to make sure that credibility was practiced. Also, the study carried out a pilot study to make certain that the research instrument measures what it was intended to measure. During the analysis of the study, the researcher also checked the participants' responses against the research questions and objectives to make sure that all questions were answered in order to meet the objectives of the study.

### **3.6.2 Transferability**

According to Bitsch (2005:85), the transferability judgment by a potential user is facilitated by the researcher through purposeful sampling and thick descriptions. Shenton (2004:65) states that the extent to which the findings of a study can be used to other situations are external validity. In this study the information gathered from the participants and the results of a study can be used to a wider population as literature to improve the implementation of inclusive education and also as library reference.

### **3.6.3 Dependability**

When referring to dependability as a criterion, the main issue about the way a study should be conducted should be consistent across the time, techniques and researchers (Shenton, 2004:71). Morrow (2005:252) claims that the process of deriving findings should be explicit and easily repeatable. In this study, an independent research statistician was allowed to analyse the data gathered from the respondents and results were compared with the researchers' analysis. This was done in order to guard against

bias and sentiment when analysing the respondents' responses; this made the research dependable.

### **3.6.4 Confirmability**

Morrow (2005:252) indicate that there is a need to know whether the results of a particular study can be confirmed by another researcher. In this study, necessary steps were taken to make sure the findings of this work are as far as possible the results of the ideas and experiences of the informants and not the researcher's preferences and characteristics. This study employed the use of an independent analyst to interpret the result of the data gathered from the respondents in order to guard against the biasness that could arise from the researcher.

## **3.7 DATA ANALYSIS**

Data analysis is a process of ordering and arranging systematically the interview transcripts that the researcher obtained in order to increase understanding about the participants and also enabling the researcher to present the discoveries to others (Boijie 2010). Data collection in qualitative study does not stop in a specific point and then begins with the analysis, the reason being that it is not a linear process (De Vos, 2011).

After the researcher has collected data by using different instruments, it has to be analysed. According to Burns and Grove, (2003:479) data analysis is a mechanism for reducing and organizing data to produce findings that require interpretation by the researcher.

The researcher followed the four steps of analysing data, as revealed by Kumar (2014: 318), which are:

Step 1: Identifying the main theme where the researcher goes through responses given by respondents, with the view of understanding the meaning of those responses.

Step 2: Assigning codes to the main theme where the researcher counts the themes and selects a few responses from the observation and interview and then identifies the main theme.

Step 3: Classifying responses under the main themes wherein the researcher goes through the transcripts of all interviews and notes and classifies the responses or content under the different themes by using computer programs such as ATLAS.

Step 4: Integrating themes and responses into the text report, by integrating them into the text of the researcher's report.

When analysing data, the first step is the coding process where in data is divided into parts through classifying it. Thematic analysis is applied in this study wherein common themes that are in consistent with the research questions are identified. Similar ideas were grouped as themes.

Individual interview participants for principals were referred to as, "school 1 principal 1, school 2 principal 2, school 3 principal 3, school 4 principal 4 and school 5 principal 5."

Interview participants for teachers were referred to as, "school 1 teacher 1, school 2 teacher 2, school 3 teacher 3, school 4 teacher 4 and school 5 teacher 5."

Classroom observations were referred to as "school 1 class 1 and school 1 class 2, school 2 class 1 and school 2 class 2, school 3 class 1 and school 3 class 2, school 4 class 1 and school 4 class 2, and school 5 class 1 and school 5 class 2."

### **3.8 SUMMARY**

In this chapter, the researcher explained the research design and the qualitative methodology which was adopted. The data collection strategies and analysis used were also discussed.

## CHAPTER 4

### DATA ANALYSIS AND DISCUSSION OF FINDINGS

#### 4.1 INTRODUCTION

In Chapter 3, the researcher outlined the research design and methodology, describing data gathering process and research instrument, sampling methods and strategies. This chapter discusses the analysis of data and discussion of findings from the interview and observation records which aimed at explaining the state of readiness and attitudes of educators towards implementation of inclusive education in the selected secondary schools. Hence, verbatim responses were used to enrich the discussions and also relate the themes to existing studies.

The researcher indicated in Chapter 3 that this study employs a thematic analysis of data whereby interviews and observation records were examined, and themes were extracted in line with the research objectives. Rich data were collected through interview and observation. This was done at the sampled schools where principals and Grade 8 teachers were interviewed and the Grade 8 learners' interaction in the classroom was also observed and recorded.

The main question that guided this study was:

What is the state of teachers' readiness and attitude in the implementation of inclusive education in secondary schools?

Therefore, the researcher put forward the supporting sub-questions of the main question:

- What is the state of teachers' readiness and attitude towards inclusive education?
- What challenges do teachers face in the implementation of inclusive education?

- Which strategies can be used for the effective implementation of inclusive education in secondary schools?

## 4.2 DATA ANALYSIS PROCESS

The analysis opens with the codes used to represent the participants' demographic information. Thereafter, a thematic analysis of the interview responses and the observation followed.

### 4.2.1 Participants' demographic information

The following table presents the coding of participants:

Table 4.1: Coding of participants in the sample

<b>Codes</b>	<b>Explanation</b>	<b>Number</b>
SCH	School	1,2,3,4,5
C	Class	1,2
P	Principal	1,2,3,4,5
T	Teacher	1,2,3,4,5
QTN	Question	1,2,3, etcetera

Table 4.2: Participants' demographic information

Location	SCH		Qualification	Gender	Experience
Nzhelele West circuit (Vhembe District)	1	P1	Honours Degree	M	10 years
		T1	B.Edu	M	8 years
	2	P2	Master Degree	M	12 years
		T2	Honours Degree	F	6 years
	3	P3	Master Degree	F	10 years
		T3	B.Edu	M	7 years
	4	P4	Honours Degree	F	8 years
		T4	B.Edu	M	7 years
	5	P5	Master Degree	M	8 years
		T5	Honours Degree	F	8 years
<b>Total</b>		<b>10</b>			

Purposive sampling was used in selecting experienced principals and Grade 8 teachers from five government secondary schools which are required to implement inclusive education within the Nzhelele West circuit of Vhembe district in Limpopo Province.

There was no communication problem with the participants as they are learned enough and have relevant experience in their field as educators to provide relevant information to achieve the research objectives.

#### 4.2.2 Research themes

Data were analysed thematically using the research questions. The use of thematic analysis resulted in the emergence of themes and sub-themes that are pertinent to the study. The themes were related to the responses obtained from the interviews and the observations to explore the state of readiness and attitudes of educators towards implementation of inclusive education in the selected secondary schools. Table 4.3 below is a summary of the emerged themes and subthemes in the current study.

Table 4.3: Summary of themes and sub-themes

<b>THEME 1: STATE OF READINESS AND ATTITUDE OF EDUCATORS IN IMPLEMENTING INCLUSIVE EDUCATION AND ITS IMPORTANCE</b>
Sub-Themes
1. Educators' understanding of inclusive education
2. Educators' readiness and attitude towards Inclusive education
3. Importance of inclusive education in secondary schools
<b>THEME 2: CHALLENGES OF IMPLEMENTING INCLUSIVE EDUCATION IN SECONDARY SCHOOLS</b>
Sub-Themes
1. Physical challenges
2. Policy and human resources challenges
3. Human behavioural challenges
<b>THEME 3: STRATEGIES FOR EFFECTIVE IMPLEMENTATION OF INCLUSIVE EDUCATION IN SECONDARY SCHOOLS</b>
Sub-Themes
1. Provision of support services
2. Educators' training and professional development
3. Practicable policy implementation

In the sections that follow, the following themes were discussed: state of readiness and attitude of educators in implementing inclusive education and its importance, challenges of implementing inclusive education in secondary schools and strategies for effective implementation of inclusive education in secondary schools. Evidence was presented

from the data to support the themes and subthemes which emerged from the empirical data and were related to previous findings.

#### **4.2.2.1 Theme 1: State of readiness and attitude of educators in implementing inclusive education and its importance**

Inclusive education, as defined by McLeskey et al. (2014:34) is an education system where learners with and without learning barriers are being placed in a regular teaching and learning environment sharing the benefit and ownership of general and special educators. Within the context of this study, educators comprised of the Grade 8 secondary school teachers and the principals. Thus, educators' understanding of the importance of inclusive education cannot be overemphasized enough which influences their readiness and attitude towards the implementation of inclusive education in secondary schools. This theme is discussed below with the emerging subthemes: educators' understanding of inclusive education, educators' readiness and attitude towards inclusive education and importance of inclusive education in secondary schools.

##### **4.2.2.1.1 Educators' understanding of inclusive education**

Across all the sampled schools, participants seem to understand what inclusive education is, and contributed actively by explaining their understanding and support towards inclusive education in their schools.

The interview showed that the majority of the responses from SCH 1, SCH 2, SCH 3, SCH 4 and SCH 5 have a good idea of what inclusive education entails. The responses from the interviews showed that the majority of the participants understood inclusive education as education that includes all kind of learners with or without disabilities from various spheres of life.

- P1 from SCH 1 explained inclusive education as: "Education that is given to learners which have barriers to learning."
- Similarly, P2 and P4 from SCH 2 and SCH 4 also understood inclusive education to: "Include all capabilities of learners from various spheres of life."

- SCH3/P3 and SCH5/P5, on the other hand, understood inclusive education as “Education that includes learners with barriers or special needs or physical disabilities included together in one mainstream.”

The participating teachers also gave their understanding of inclusive education when asked during the interview session what inclusive education is.

- One of the teachers (SCH 1/T1) responded: “Education which includes all learners; that is, learners with and learners without disabilities in the same school.”
- SCH 2/T2 added that “Education that takes into consideration gender, disability, race and mental abilities of all learners is regarded as inclusive education.”
- Similarly, SCH 3/T3 and SCH 5/T5 shared the same view about inclusive education, they said: “Education that includes slow learners or fast learners and caters for all other types of learners.”
- T4 from SCH 4 had no clear idea what inclusive education is all about.

However, the majority of the participating principals and teachers gave a clear definition of what inclusive education is and showed that such education caters for mentally sound and physically impaired learners. It is evident that the participants have good knowledge of the research area, as their schools are required to adopt inclusive education.

Generally, it was observed that the classrooms in SCH 1, SCH 3 and SCH 4 consisted of different calibers of learners which include the slow learners, fast learners and physically impaired learners. Most learners with mobility challenges were able to move freely within the classroom. Knowledge of inclusive education appeared to be different among the participants from each school; however, they all shared a similar view.

#### **4.2.2.1.2 Educators' readiness and attitude towards inclusive education**

Interviews conducted with the participating principals and the teachers revealed their state of readiness and attitude towards implementing inclusive education in secondary schools. Mukhopadhyay et al. (2009:51) are of the opinion that the quality of implementing new education policies such as the inclusive education depends largely upon teachers' readiness and attitude toward the acceptability of such policies.

During the interview session, the educators were asked about their roles towards implementing inclusive education which measures their level of readiness and the following responses from the participating principals emerged: "We give learners more time to learn, educate learners with different capabilities and also encourage our teachers to attend training based on inclusive education to further help in implementing inclusive education effectively."

The participating school teachers supported the opinions of the principals with the following opinions: "We admit learners with disabilities into our school, developing an educative program that caters for all calibers of learners, providing extra time for slow learners and showing adequate care to the disabled learners in the class."

During the observation process, their opinions were confirmed as learners were grouped into seven or eight study groups in SCH 1 to participate in group work where discrimination of ability or disability was guarded against. In SCH 2, SCH 3, SCH 4 and SCH 5 where there were no grouping, the teachers walked in between the rows where the learners were seated to make sure that all the learners were cared for and non (slow or fast) were left behind during the course of the teaching activities. Furthermore, it was observed that learners were interacting actively with one another and teachers also interacted with them. Though the level of learner-learner and teacher-learner interaction varied from school to school, the level of interaction was seen to have been above the minimum in all sampled schools.

According to Shareefa (2016:6), teachers have to be fully equipped with necessary training and support materials should be made available to support the effective implementation of inclusive education in schools. With regards to this, to determine the level of the educators' readiness in implementing inclusive education in their schools, they were asked if they received any training and support concerning implementing inclusive education in their schools. The following feedback was received:

- SCH1 /P1 said: "Yes, we receive training in our school and learning materials are sent from the government as support for inclusive education in our school."
- SCH 5 /P5 is of a similar opinion to SCH1 /P1 saying that: "Yes, we receive training but it's not sufficient and yes no support from the circuit as they claim not to have enough resources to support us."
- SCH 2/ P2 said: "I have not received any special training as regard inclusive education; however, we indeed receive good support in all areas concerning learning materials and other resources."
- SCH 3/ P3 said: "No, we do not receive such training and practically no support at all concerning the implementation of inclusive education in my school."
- Finally, SCH 4/ P4 said: "No, we do not receive any specific training concerning inclusive education; but, the government tries its best by sending curriculum advisers to our school as moral support."

Generally, during observation, it was noted that teachers' attitudes towards implementing inclusive education during their classroom activities made the learning process active and fair as learners with differences accommodated each other without discrimination, this accommodation was at its peak in SCH 1/C1, SCH1/C2 and SCH 2/C1, unlike SCH 2/C2, SCH 3/C1, SCH3/C2 and SCH5/C2 where active participation was not at its peak but learners did well by responding positively to the learning process where learners in front rows seems to be more interested in participating than those seating at the back rows. The teachers in SCH 4/C1, SCH4/C2 and SCH 5/C1 were very supportive and accommodating as they accommodated diverse group of learners during their teaching activities and even repeated the lessons over and over for the slow

learners to also understand, this resulted in active participation and interaction of the learners in class as there was no discrimination exhibited by the teachers, though time frame for effective teaching was limited.

It was also observed that the classroom structure and arrangement reflected an acceptance and nature of learning for all learners in SCH 1 and SCH 5, which was conducive to all kind of learners. In SCH 4, the classroom structure accommodated both genders as they were all mixed in class and made to participate jointly during group discussions, this classroom structure also allowed for learners with mobility challenges to move freely in the classroom. On the other hand, the classroom structure of SCH 2 and SCH 3 was constructed in such a way as to support a diverse group of learners, as learners from the back rows were easily forgotten and neglected during classroom activities, learners with mobility impairment could not move freely and learners' differences were not expressly accommodated.

#### **4.2.2.1.3 Importance of inclusive education in secondary schools**

During the interview sessions, the participating principals and teachers contributed enormously concerning the importance of inclusive education with regard to the learners and the educators.

The principals identified the following importance: SCH1/P1 said: "I think inclusive education helps to identify abilities in learners." This implies that various hidden abilities in learners can be identified, explored and nurtured to become better learners if and when they all are given equal care and consideration in the school environment during learning activities. It was observed during classroom observation that learners were able to perform in a group of seven or eight in which they performed effectively as team members, this brought learners together to work together irrespective of their mental, physical or emotional states.

SCH2/P2, on the other hand, said: "If inclusive education is implemented well by trained educators, learners will gain a lot, as learners including the handicapped are well taught

to succeed in life.” This simply means that inclusive education incorporates different styles of teaching process that can aid the understandability and performance of all calibers of learners in class without excluding any ranging from slow learners to fast learners and physically fit learners to mobility impaired learners, where all learners have equal access to quality education and quality knowledge exposure from their educators. It was recorded during observation that the style of teaching when inclusive education is implemented allows for the active participation of all learners and accommodates different views during learning activities which aid the slow and impaired learners to feel involved and accommodated without prejudice.

Other participating principals and teachers from SCH 3, SCH 4 and SCH 5 suggested that implementing inclusive education would increase the numbers of learners with disabilities going to school; that is, learners with barriers to learning are decreased, as they would be motivated and inspired to study alongside with other calibers of learners in the same stream as there will not be any discrimination among them. Landsberg, Kruger and Swart (2013:8) opine that inclusive education is important as it fosters social inclusion thereby valuing and embracing differences and nurturing attitudes of acceptance and respect. They further added that inclusive education forms the basis for a just and non-discriminatory society.

SCH 1/P1 is of the same opinion that effective implementation of inclusive education would remove barriers to learning that could affect the physically impaired, slow or learners with disability from showing interest in learning. During observation, it was recorded in SCH1, SCH 2, SCH 3, SCH 4 and SCH 5 that learners were interacting well with one another and also interacting well with their teachers because the teaching process of inclusive education is accommodating diverse group of learners which motivates the learners with disabilities or the slow learners to perform well during teaching activities in school.

Furthermore, SCH 2/P2 was of the opinion that effective implementation of inclusive education gives educators self-fulfilment, seeing diverse learners come together, learn and relate happily brings joy to the educators.

During the interview session, the participating school teachers also had a similar opinion about the importance of implementing inclusive education. SCH 1/T1 and SCH 3/T3 are of similar opinion, they said that: "Since learners with disabilities are not discriminated against, it will thus, accommodate different calibres of learners." This is similar to the contribution of the participating principals that barriers to learning will be reduced as various calibres of learners will be accommodated.

On the other hand, SCH 2/T2 said: "Inclusive education is important because learners who are slow learners have a well-formulated program that aids their learning and the results are evident every term through their performance." SCH5/T5 shared a similar opinion: "Yes, inclusive education caters for slow learners and bright learners and even the learners with disabilities which show good production; that is, result as the end of each term."

Also, the participating school teachers said implementing inclusive education in schools does benefit them. SCH1/T1 said: "It gives me the opportunity to have the skill to teach learners with disabilities." SCH5/T5 said: "It gives me the opportunity to be able to work and deal with different types of behavioural characteristics." This implies that teachers' skill set increases on the job as they are exposed to different calibres of learners which improve the quality of delivery of different learning activities to learners.

Generally, it was observed that inclusive education allowed the implementation of the curricular studies as subject learned are connected, fun-filled, exciting and challenging enough to push learners of all calibres and intellectual capacities to reason along-side what has been taught in class and learners were able to contribute and participate during classroom lessons.

#### **4.2.2.2 Theme 2: Challenges of implementing inclusive education in secondary schools**

Theme 2 discusses the challenges encountered in implementing inclusive education in Nzhelele West circuit secondary schools. Participating educators which include the principals and teachers shared their feelings, thoughts and opinions concerning these challenges as it limits the effective implementation of inclusive education following the study of Eunice, Nyangia and Orodho (2015:44-45) and Osero (2015:219), which was in line with the challenges highlighted in the Education White Paper 6 (DoE, 2001:7). These studies infer that challenges truly exist and cannot be overcome overnight. Thus, the challenges discussed by the participating educators were sorted and analysed, and the following sub-themes emerged; physical challenges, policy and human resources challenges and human behavioural challenges.

##### **4.2.2.2.1 Physical challenges**

One of the major challenges identified by this study is the physical challenge which entails the inadequate learning materials, poor infrastructural facilities and small classroom size.

- P2 from SCH 2 said: “The circuit office and the department are unwilling to provide teaching aids and learning materials.”
- P3 from SCH 3 said: “In our school, we do not have ramps; that is, we lack needed infrastructural facilities.”
- P4 from SCH 4 also said: “Shortage of resources is our major challenge.”

All the responses received from the principals indicated that physical challenges such as inadequate materials for learners, inadequate facilities and other resources are challenges to effective implementation of inclusive education. These findings correlate with many others like Mituku et al. (2014:123), who report that an active challenge to effective learning in inclusive education is poor maintenance culture of resources and

inadequate supply of learning materials as these retards the teaching-learning process, especially for the learners with disabilities and slow learners. Also, the study of Osero (2015:222) reveals that backlog of infrastructure provision, poor condition of existing infrastructure, poor construction standards and lack of maintenance are serious factors challenging the implementation of inclusive education which is consistent with the challenges highlighted by the participating principals. The report by Eunice et al. (2015:45) also supports these study findings that shortage of resources like furniture, classrooms, sanitation and textbooks is a major challenge to inclusive education.

On the other hand, teachers' opinions on the physical challenges facing effective implementation of inclusive education are based on the classroom size and structure. Majority of the participating teachers blame the government as to the small size of classrooms built by the government which was expected to accommodate many learners. They further argued that the structure of these classrooms is not proper as they are not flexible or accommodating enough to allow proper mobility of the learners with disabilities. This also resulted in overcrowding in the classrooms.

This result is consistent with the findings by Eunice et al. (2015:48), who reported that classroom and building designs should allow free mobility of learners who are physically challenged or those with specially challenged or with special education needs, more especially the orthopedically impaired ones, as majority of the school buildings are not structurally-well constructed.

Generally, during observation, it became apparent that classrooms meant for learning activities are uncondusive for learners which impair their participation during learning activities and learning materials and other learning resources are inadequate as learning materials did not circulate to all learners in the class. The classrooms in SCH 2, SCH 3 and SCH 5 are small which causes overcrowding in classes. This physical challenge makes it difficult for effective learning to take place as there was no flexibility and proper mobility between the teachers and the learners. This finding is confirmed by the Limpopo Department of Education (2003-2006:59) strategic plan' report which admits

that there is a serious backlog with regards to classrooms and related infrastructures for the effective implementation of inclusive education in Limpopo Province.

#### **4.2.2.2.2 Policy and human resources challenges**

There are a number of policies set aside and could be adopted by the South African Government on matters related to inclusive education some of which are the Canadian Charter Right and Freedom of 1982 and Salamanca Statement which defined inclusive education internationally. With regards to this, the Goal No. 26 of the National Development Plan (NDP) 2030 (2015:46) and the Department of Basic Education commits itself to “increase the number of schools that effectively implement the inclusive education policy and have access to centers that offer specialist services”. The department further confirms that in South Africa, the right to education for all citizens, including persons with disabilities is enshrined in the Constitution of the Republic of South Africa’s Bill of Rights and it is the responsibility of public schools to equitably serve the educational needs of all children by helping them achieve socially, academically and vocationally (DoE, 2001).

However, all these policies seem to be less functional as the findings from this study pointed out that one of the major challenges being faced for effective implementation of inclusive education comes from the Department and from the policies which are not clear and practicable enough (Adoyo et al., 2015:51).

During the interview, P3 from SCH 3 said: “Even the Department that issues the policy about implementing inclusive education fails to support us with necessary resources that we need to carry out the implementation effectively, hence, our hands are tired”.

P5 from SCH 5 said: “Government policy on inclusive education is inadequate to support us as they are not even providing sufficient means to add to our knowledge on how to effectively implement inclusive education”.

Some of the participating teachers (SCH 3/T3 and SCH 5/T5) said: “The time frame allocated to teach the learners as indicated on the curriculum issued from the Department is not enough to attend to all learners especially the slow learners”. It was recorded during observation that the teaching style adopted from the curriculum was inflexible to accommodate different calibers of learners.

It became apparent that Government and its policies were not supportive enough in the implementation of inclusive education as indicated by the participating educators. These findings are consistent with the study of Ali et al. (2006:39) who argue that teachers claimed that the policy regarding inclusive education is not supportive enough which forced them to get into areas where they are not sure about, confident, trained or not interested in; as a result of this, teachers are vulnerable and not able to cope when they encounter learners with special needs.

Mukhopadhyay et al. (2009:51) opine that for educators to provide inclusive education effectively, they need to be developed in a different set of skills and knowledge than traditionally as required by the teaching profession. With regard to this, the principals further pointed out the following challenges emanating from government policy weaknesses.

- SCH 2/P2, SCH 3/P3 and SCH 4/P4 jointly said that: “We do not receive any training or workshop that could assist us in implementing inclusive education effectively”.
- SCH 5/P5 also added that: “Educators lack knowledge regarding inclusive education and training is insufficient”.

This finding is supported by the study conducted in Pakistan by Fazal (2012: 825), who concluded that educators indicated that there is a challenge in handling learners with special needs due to lack of training. Also, schools lack educators who have the capacity and knowledge to teach children with and without disabilities in a single classroom due to lack of training (Donohue et al., 2014:9).

The participating teachers further supported by agreeing to the fact that they do not have necessary training and knowledge regarding inclusive education.

SCH2/T2 said: “Educators are not well trained for this inclusive education program and thus, not eager to follow the program”.

Furthermore, all the participating teachers from SCH 1, SCH 2, SCH 3, SCH 4 and SCH 5 said: “We have not received any training with regards to inclusive education and this makes it difficult for us to effectively manage learners from different calibres”.

This result is consistent with the report by Eunice et al. (2015:44) who confirm lack of funding for ongoing professional development, training and workshops is a major challenge in the practice of inclusion while Bornman and Rose (2010: 7) concluded in their study of factors affecting effective implementation of inclusive education in South Africa that general lack of support in the form of training and resources are a challenge to inclusive education in South Africa.

#### **4.2.2.2.3 Human behavioural challenges**

Lebona (2013:74), identified attitude as a serious challenge with regards to the impetus of inclusive education. This serves as a behavioural challenge as humans play a major role in the implementation of inclusive education. Educators’ attitudes have a huge impact on the learners’ educational outcome and humans’ attitudes are unpredictable.

During the interview session, one of the teachers (SCH 1/T1) said: "I have challenge teaching or relating with learners with disabilities". This indicates a negative attitude towards learners with disabilities from such teachers as such teachers just naturally feel uncomfortable with teaching or relating with learners with disability. This finding is consistent with the study of Cambridge, Johnson et al. (2014:10) who assert that lack of

patience in dealing with learners with disabilities or slow learners is a negative attitude which hinders effective implementation of inclusive education.

Also, the teachers were asked during the interview session if they received support from their principals with regards to implementation of inclusive education, SCH 1/T1, SCH 2/T2 and SCH 4/T4 responded that: “No, we do not receive any support from our principals.” This implies that school principals showed a carefree attitude towards supporting their teachers in any capacity they can in implementing inclusive education in their schools.

It was recorded during observation that some of the learners from SCH 2/C2, SCH 3/C1 and SCH 3/C2 showed negative attitudes in class and are so unwilling to participate during group work as they regarded themselves as older than other classmates. These set of learners have their seat located at the back rows in class in order not to participate during learning activities. This unwilling attitude demonstrated by these learners is another challenge in inclusive classrooms which could also influence teachers' decision in the classroom. This was supported by the study of Brackenreed (2011). Thus, teachers' attitude became apparent during observation as teachers from SCH 3 and SCH 4 only interact with learners seated in the front row and care less for the learners sitting at the back rows which reduced interaction between the teacher and the learners. This attitude, as supported by Gaad (2011:92) plays a major role in a successful implementation of inclusive education.

#### **4.2.2.3 Theme 3: Strategies for effective implementation of inclusive education in secondary schools**

The implementation of inclusive education depends largely on the effectiveness of strategies put in place collectively by all stakeholders who comprise of the government, policy makers, department, educators, learners, guardians, parents and communities at large. The participating principals and teachers shared their thought, feeling and opinions about the challenges facing the implementation of inclusive education which

was clearly discussed in theme 2. Despite these challenges, the participants further suggested strategies that could serve as a way-out to the aforementioned challenges facing the implementation of inclusive education in secondary schools. The participants' suggested solutions to the challenges are, therefore, discussed under the following sub-themes; provision of support services, educators' training and professional development and practicable policy implementation.

#### **4.2.2.3.1 Provision of support services**

The principals and teachers came up with suggestions during the interview which focused largely on support services from the government, circuit and the department. The support services include physical support; such as better classroom structure and bigger classroom size, providing more learning materials, and moral support, financial support and behavioural support. P3 from SCH 3 said that: "Resources such as learning materials, other facilities like ramps and infrastructures such as good and appropriate building to support inclusive education should be provided for schools".

This implies that the challenge of overcrowding can be solved when more classes are made available for learners, also the problem of mobility for the learners with disabilities can be solved when proper classroom structures are built to support inclusive education. The study by Anwer (2012:1008) confirms that it is clearly important for teachers who teach learners with disabilities to receive special consideration with regards to the number of learners they teach to guard against overcrowding in the classroom. He further stated that the size and structure of a classroom determine the type of attention the teacher gives individual learners. Loreman (2007:33) added that inclusive schools should be adequately resourced to meet the demands of complexity involved in teaching diverse learners in the same stream. On the other hand, Eunice et al. (2015:48) opine that building designs should allow free mobility of learners who are physically challenged or those with special education needs, as this will promote interaction between teachers and learners and give room for better participation in class during learning activities.

- P2 from SCH 2 suggested that: “Circuit office should provide necessary support for the school”.
- P4 from SCH 4 also suggested that: “Inclusive education can be effectively implemented when schools receive necessary moral support from the circuit and other specialist offices”.

It is apparent that these two suggestions from the principals are similar as they regard moral support from the circuit office and specialist office as a strategy for implementing inclusive education in secondary schools.

On the other hand, P1 from SCH 1 is of the opinion that: “Giving support to teachers serves as motivation for an effective implementation of inclusive education”. This was also supported by the suggestion given by P2 from SCH 2 who said that: “My major experience is that, principals must help all the teachers implementing inclusive education by giving them all necessary support that they need”. This implies that moral support can also be derived from within the school management and not totally depend on the circuit offices, specialist office, curriculum advisors or visits from the department. Spooner and Algozzine (2014:69) maintain that principals have important roles in their leadership and participation during the implementation of inclusive education by providing support and acceptance. Ali et al. (2006:42) reiterate that it is the school principals’ role to improve the school environment and see to it that the policy regarding inclusive education is implemented effectively. It is therefore evident that the school principal plays a vital role in the effective implementation of inclusive education.

In relation to other necessary support suggested by SCH1/P1, SCH 2/P2, SCH 3/P3 and SCH 4/P4 include financial support. SCH 2/P2 said: “With adequate funding and financial support, the circuit office will be able to provide necessary teaching aids and even employ more officials to serve their role in inclusive education”. This implies that with more funding and financial support, more development toward an effective implementation of inclusive education will be established. According to Eunice et al.

(2015:44), adequate funding is needed for effective implementation of inclusive education as ongoing professional development for specialists and teachers which keeps them updated on the best practices on inclusive education has cost implications which can only be met by funds. Adoyo et al. (2015:51) opine that the ministry of education should be responsible with the funding of schools and not relegate the responsibility to schools for the proper and effective implementation of inclusive education.

In addition to the support services, educators' behaviours should be monitored and tailored to be positive towards learners in order to effectively implement inclusive education. SCH 3/T3 and SCH 5/T5 said: "They receive support from their school principals concerning inclusive education". This implies that the principals for SCH 3 and SCH 5 showed a positive attitude towards inclusive education and are willing and able to give support to their school teachers. Mudzielwana et al. (2014:43) contend that principals and teachers are critical agents for the promotion of inclusive education amongst school-based education stakeholders. Thus, these educators must have a positive attitude towards inclusive education as they are an important agent of change that can promote the realization of quality inclusive education. Donohue et al. (2014:4) add that the success of inclusive education depends on the attitude and actions of principals and other school staff members as they create the culture of the school that supports inclusive education.

#### **4.2.2.3.2 Educators' training and continuous professional development**

The most popular suggestion made by the participants among others is that training and professional development should be provided for educators on inclusive education. Veriava et al (2017: 120) argue that teachers should have extensive training in order to have required skills to teach children with barriers to learning. Intensive teacher training programs must be provided in and outside the school continuously in order to enhance their skills in teaching students with disabilities (Anwer, 2012:1008).

- P1 from SCH 1 suggested that: “Educators should be trained for inclusivity”.
- P2 from SCH 2 also suggested that: “Inclusive education can only be effectively implemented when the teachers have been well trained”.
- P4 from SCH 4 also said: “If they receive necessary training; then, they can effectively contribute towards the effective implementation of inclusive education”.
- P5 from SCH 5 also suggested similarly by saying that: “Effective training should be conducted regularly”.

It is apparent that the majority of the principals suggested that training and professional development is keen to an effective implementation of inclusive education. Ali et al. (2006:42) support that it is important to increase the level of teachers' competency by creating the opportunities for teachers to attend courses that are related to inclusive education programs, especially for these educators who are not well trained in special education. The study by Florian (2008:206) reveals that teacher education and professional development imbibe in the teachers, the confidence to put the skills and knowledge they acquired during training into practice. Adoyo et al. (2015:50), however, conclude that teachers must receive adequate training programs in areas where they lack skills, which is the responsibility of the ministry of education to determine the state of teachers' preparedness to teach a diverse group of learners in one classroom.

#### **4.2.2.3.3 Practicable policy implementation**

There are numerous policies governing inclusive education, however, these policies regarding inclusive education should have clarity with regard to means through which schools and every stakeholder can meet the goals of inclusive education.

During the interview session, the participants made suggestions concerning policy implementation which spans through policy practicability to a flexible curriculum.

SCH 2/P2 and SCH 4/P4 suggested that: “Necessary support should be made available for the school with guidelines in form of policy framework regarding inclusive education”. This implies that a practicable policy should include guidelines to be followed by the educators in implementing inclusive education in schools. As indicated in Education White Paper 6, Special Needs Education (2001:27), that admission policy should be revised so that all learners who can be accommodated outside of special school and specialised setting should be accommodated within designated full – service schools or other school settings. This and other policies should be monitored in order for it to be fully functional where necessary.

The participants also suggested that the curriculum should be made flexible in such a way to allow for more time allotment to cater for all calibres of learners and for suitable teaching and evaluation style.

- P5 from SCH 5 suggested that: “More time should be given to slow learners and learners with physical disabilities.”
- T3 from SCH 3 made similar suggestion that: “There should be extra time made for the slow learners.”
- T5 from SCH 5 said that: “It requires a lot of time when teaching diverse learners so that they can understand.”

This implies that with a flexible curriculum time allotted to teach, a lesson will be tailored to cover for all kind of learners in the classroom. Also, a suitable teaching style and evaluation style should be adapted to cater for all calibres of learners effectively. Vayrynen (2000:28) is in support by explaining the importance of a flexible curriculum to implement inclusive education effectively. He argues that curriculum should be tailored to suit a range of learning styles, paces and interests. Ali et al. (2006:41) state it clearly that in order for teachers to implement inclusive education effectively, it is important for them to understand the form of the education program as well as the role they should play as this can be well spelt out in the curriculum to serve as guide to the teaching style suitable for the diverse learners in such a school system.

### 4.3 SUMMARY

In this chapter, the researcher elaborately discussed the findings that emerged from the themes and sub-themes described. These themes resulted from the thematic analysis carried out on the responses derived from the participants during the interview and observation sessions about the state of readiness and attitude of teachers in the implementation of inclusive education in Nzhelele West circuit secondary schools. The challenges facing the implementation of inclusive education and strategies to be adopted as a way-out to the challenges of implementing inclusive education were also discussed. A summary of the findings, conclusion and recommendations, are discussed in the next chapter.

## CHAPTER 5

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 INTRODUCTION

This research study presented data on the state of readiness and awareness of the implementation of inclusive education in secondary schools. The researcher explored the significance of the findings as they emerged from the data. This study presented the findings through themes and sub-themes, which emerged from the data collected through interviews and observations. In the previous chapter, the researcher analysed and interpreted the data of this study. Lastly; the researcher summarised the main findings emerging from the analysis and interpretation, explained the limitations of the study and concluded with recommendations for further study.

#### 5.2 THE RESEARCH PROCESS AT A GLANCE

This research study focused on the state of readiness in the implementation of inclusive education in secondary schools. To this end, the research study examined the state of readiness of the educators towards inclusive education. The interaction between the researcher and the participants during the interview and the observation processes yielded the result of the level of educators' attitude and awareness about inclusive education. During the course of the interviews, the participants were asked a series of semi-structured questions and they were able to share their experiences concerning the challenges they were facing in regard to inclusive education in their schools. The study further identified strategies that could be adopted to solve the challenges the educators face with regards to inclusive education in secondary schools.

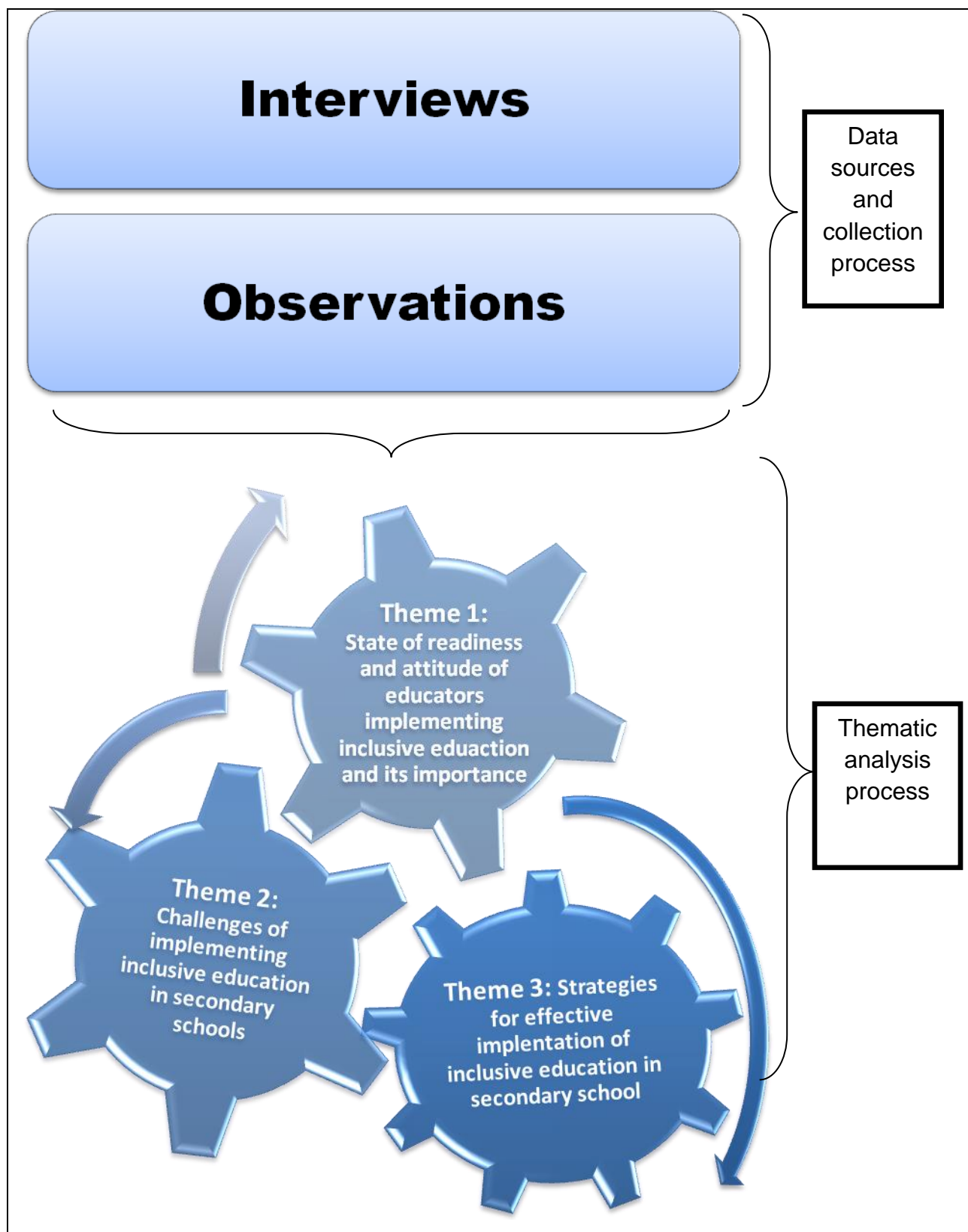


Figure 5.1: Graphical Representation of the research process

### **5.3 SYNOPSIS OVERVIEW OF THE STUDY**

The research study focused on five government secondary schools in the Nzhelele West circuit, Vhembe district as the case study. Primary participants of this study were Grade 8 teachers, Grade 8 learners and the school principals. Qualified teachers and principals with more than five years' experience were purposefully selected to participate in this study.

#### **Chapter 1**

This chapter concentrated on the background to the research study. It introduced the reader to the problem, the rationale as well as the purpose of the study.

#### **Chapter 2**

It explored the literature in order to compare the best practices and see what research had to say about the implementation of inclusive education in secondary schools.

#### **Chapter 3**

This chapter discussed the methodology adopted as the blueprint of the study. This involved interviewing of the Grade 8 teachers and principals and also the observation of the Grade 8 teachers and the Grade 8 learners. To conclude this chapter, the ethical considerations as well as the trustworthiness of the study were set out.

#### **Chapter 4**

The analysed data drawn from participants' responses were discussed in this chapter. Themes and sub-themes emerged and thereafter, the data was interpreted in order to answer the research questions. The three themes illuminated key elements of educators' awareness and readiness in the implementation of inclusive education in secondary schools.

## **Chapter 5**

In this chapter, which is the final chapter, the findings were supported with statements from literature. The research questions were answered and the recommendations for further study, conclusions and limitations of the study were also discussed.

### **5.4 SUMMARY**

This section of the chapter gives a summary of how the study responded to the research questions and the empirical investigation by summarising each theme.

#### **5.4.1 Summary According to the research questions**

This section gives a summary of the study based on each research question.

##### **Sub-question 1**

- What is the state of teachers' readiness and attitude towards inclusive education?

Human factors such as teachers and principals are major players in the implementation of inclusive education in secondary schools. The study investigated the state of teachers' readiness of which the participants were asked questions on their understanding, awareness, willingness, understanding and importance of inclusive education in their schools. Their responses to these questions showed that there is a significant understanding of what inclusive education is among the respondents. The respondents were able to share their ideas on their roles, supports and function in the implementation of inclusive education; they further discussed elaborately the importance of inclusive education. This showed to a large extent a significant level of readiness and attitude of the teachers towards the implementation of inclusive education.

## **Sub-question 2**

- What challenges do teachers face in the implementation of inclusive education?

During the interview sections, the participants highlighted a number of challenges they are facing with regards to the implementation of inclusive education in their schools. To a large extent, these participants agreed that the challenges they face limits their effort in the implementation of inclusive education. The major challenges they identified includes inadequate learning materials, poor infrastructural facilities, small classroom size, impracticable policy and human behavioural challenges such as negative attitude towards the implementation of inclusive education. The aforementioned challenges were also confirmed during the observation process where it was noted that the majority of the learners did not have the required learning materials and other learners were sharing some basic resources such as teaching aids, furniture and ramps. It was also observed that the classes were overcrowded and some of the classrooms were not properly constructed as some mobility impaired learners were unable to move freely in the class.

## **Sub-question 3**

- Which strategies can be used for the effective implementation of inclusive education in secondary schools?

The successful implementation of inclusive education in the secondary schools jointly involves the effort of the teachers, principals, learners, parents, government and society at large. The participating teachers suggested a number of solutions that could be implemented to solve the challenges they faced in regard to the implementation of inclusive education in secondary schools. The following suggestions emerged; provision of support services such as, physical support, moral support, financial support, behavioural support and educators' training and professional development and lastly; implementation of practicable policies and a flexible curriculum. With these suggested

strategies, the study argues that inclusive education can be effectively implemented in secondary schools.

### **Main research question**

- What is the state of teachers' readiness and attitude in the implementation of inclusive education in secondary schools?

This study identified the state of educators' readiness and awareness in the implementation of inclusive education by sharing their knowledge of what inclusive education is all about in the secondary schools. The respondents shared their roles as educators in the implementation of inclusive education in their schools. They further highlighted the importance of implementing inclusive education in the schools and community at large. The educators believe that for the society to improve the level of education must also be improved and this includes every child willing to learn either slow, fast or challenged.

Despite the importance of implementing inclusive education in secondary schools, there are a number of challenges the teachers and principals identified. The physical challenges of limited resources, small classroom size, behavioural challenge and lack of support and impracticable policies were the major challenges identified by the respondents. The participants, however, suggested some strategies which could serve as solutions to the identified challenges. The suggested strategies include the provision of support services such as, physical support, moral support, financial support, behavioural support and educators' training and continuous professional development and lastly; implementation of practicable policies and provision of a flexible curriculum.

## **5.4.2 Summary according to themes**

### **5.4.2.1 Theme 1: State of readiness and attitude of educators in implementing inclusive education and its importance**

The participating teachers and principals from the study indicated that they understood what inclusive education is in secondary schools. They gave various definitions and meaning to inclusive education in their own understanding. Their responses showed that they clearly understood inclusive education to be the education that includes all kind of learners, gender, race, disabilities or no disabilities from various spheres of life in one mainstream. It was also observed that the classrooms consisted of different calibres of learners which include the slow learners, fast learners and physically impaired learners. This understanding of respondents gave an awareness of their readiness and attitude towards implementing inclusive education. Mukhopadhyay et al. (2009:51) are of the opinion that the quality of implementing new education policies such as the inclusive education depends largely upon teacher's understanding of such policy, awareness of such policy and readiness and attitude toward the acceptability of such policies.

The respondents, however, stated their roles and kind of support they give to ensure implementation of inclusive education in their schools. It was noted during observation that teachers' attitudes towards implementing inclusive education during their classroom activities made the learning process active and fair as learners with differences accommodated each other without discrimination. This accommodation and fairness were at its peak in few classes observed in SCH 1 and SCH 2 unlike other classes in SCH 3, SCH 4 and SCH 5 where active participation of learners in class does not seem to be at its peak.

Lastly, the respondents were able to identify the importance of implementing inclusive education in their schools, this is to show that the respondents are truly aware of the importance of inclusive education and are willing and ready to support its

implementation to the peak. To support this, SCH1/P1 said: "I think inclusive education helps to identify abilities in learners." SCH2/P2, on the other hand, said: "If inclusive education is implemented well by trained educators, learners will gain a lot, as learners including the handicapped are well taught to succeed in life." SCH 2/P2 was of the opinion that: "effective implementation of inclusive education gives educators self-fulfilment, seeing diverse learners come together, learning and relating happily brings joy to the educators." This implies that various hidden abilities in learners can be identified, explored and nurtured to become better learners when different styles of teaching processes that aid the understandability and performance of all calibres of learners are incorporated, which in turn brings fulfilment to the educators seeing their learners evolve. Landsberg, Kruger and Swart (2013:8) opine that inclusive education is important as it fosters social inclusion thereby valuing and embracing differences and nurturing attitudes of acceptance and respect. They further added that inclusive education forms the basis for a just and non-discriminatory society.

#### **5.4.2.2 Theme 2: Challenges of implementing inclusive education in secondary schools**

Despite the importance of inclusive education and the readiness of the participating teachers and principals to implement inclusive education in their school, the teachers and principals encountered a number of challenges that limit their effort in implementing inclusive education in their schools effectively. Physical challenges were mentioned as one of the major challenges facing the implementation of inclusive education which includes small classroom sizes with a lot of learners which led to overcrowding and also impair swift mobility among the learners and teachers, inadequate infrastructure and learning materials. The participating teachers further said that the classrooms are not properly structured and constructed, as they are not flexible or accommodating enough to allow proper mobility of the learners with disabilities. Eunice et al. (2015:48) opine that classroom and building designs should allow free mobility of learners who are physically challenged, more especially the orthopedically impaired ones, as majority of the school buildings are not structurally-well constructed.

The respondents also indicated that the policies put in place to guide the educators in charge of inclusive education seem to be less functional as the policies are not clear and practicable enough. They further disclosed that there was no policy framework that could serve as a guide as to how to implement inclusive education in secondary schools and a majority of the participating teachers clearly said that they have never been trained on how to handle learners with special needs as the policy did not make mention of such. They also said the curriculum sent from the department and adopted by these schools are not flexible enough to cater for both slow learners and fast learners at the same time, as the time allocated to teach each lesson is inadequate. Human behavioural challenge is another constraint identified by the respondents that limit the effective implementation of inclusive education in secondary schools. Humans play a major role in the implementation of inclusive education. Educators' attitudes have a huge impact on the learners' educational outcome and humans' attitudes are unpredictable. This form of challenge is evident in the teachers, principals and even the learners. It became apparent during observation that some of the teachers showed negative attitudes towards learners with special needs, some attribute this attitude to lack of training on how to manage, relate or accept learners with special needs while some teachers are just naturally uncomfortable and unwilling to relate with learners with special needs. Some principals also showed care-free attitudes toward implementing inclusive education in their schools as some teachers complained that their principals did not give or show them any support at all in the process of implementing inclusive education. Despite the effort put in place to implement inclusive education, the learners also have a role to play which is to cooperate with their teachers and principals to make the implementation a success, however, some learners showed negative attitudes in class and are so unwilling to participate during group work as they regarded themselves as older than other classmates. These set of learners have their seat located at the back rows in class in order not to participate during learning activities. This unwilling attitude demonstrated by these learners is another challenge in inclusive classrooms which could also influence teachers' attitude in the classroom.

### **5.4.2.3 Theme 3: Strategies for effective implementation of inclusive education in secondary schools**

Overcoming challenges facing teachers in the implementation of inclusive education is a collective effort of all stakeholders which comprise of the government, policy makers, department, educators, learners, guardians, parents and communities at large. The participating teachers and principals suggested solutions to overcome the challenges they face in implementing inclusive education in secondary schools. Support services should be made adequately available such as physical support which is the provision of adequate learning materials and better-structured classrooms to guard against overcrowding and mobility impairment in the class. Moral support should also be made available as teachers need to be motivated by their principals and by the department, circuit office and specialist offices. The presence and visitation of the aforementioned will quicken the teachers to implement effectively inclusive educations in their classroom activities. Financial support should be made available as well because all this support cannot be made available if there is lack of funding to promote it.

Also, educators' training and professional development should be adequate. Teachers gain more confidence to approach a classroom full of different calibres of learners when they have been well trained on how to handle, relate and accommodate such calibres of learners, this also makes implementing inclusive education less stressful or burdensome for the teachers and principals. Finally, practicable policies concerning inclusive education should be implemented with flexible curriculum to cater for all kind of learners in the mainstream.

## **5.5 CONCLUSION ACCORDING TO THEMES**

In this section, the conclusions about the state of readiness in the implementation of inclusive education in secondary schools are discussed.

- Conclusion 1: State of readiness and attitude of educators in implementing inclusive education and its importance

It became clear in this study that the respondents were aware of the concept of inclusive education and their roles in supporting inclusive education. They were able to elaborately discuss the importance and effect of implementing inclusive education and its effect on the learners, the educators themselves and the society at large. This view concurs with Bronfenbrenner's ecological system theory which defines five ecological system theories that influence psychological development of a child. These theories are: Microsystem, Mesosystem, Exosystem, Macrosystem and Chronosystem (Sincero, 2012). Bronfenbrenner in Microsystem Theory states it clearly that children's development is hugely dependent on their environment and more specifically that their closest relationship like home, school, religious institutions and peers shape their learning and growth (Bronfenbrenner, 1979). The closest environment has an effect whether positive or negative on the child's learning. The study, therefore, concludes that the willingness and the attitude of the educators play a major role in the effective implementation of inclusive education in secondary schools.

- Conclusion 2: Challenges of implementing inclusive education in secondary schools

The study provides evidence that challenges such as small classrooms, high learner numbers leading to overcrowded classrooms, inadequate learning resources, negative behaviours from both learners and educators, lack of moral support, financial support, physical support and behavioural support and lack of practicable policy framework are the major challenges facing teachers in the effective implementation of inclusive education in their schools. The study, therefore, concludes that these are the major challenges affecting the implementation of inclusive education in secondary schools.

- Conclusion 3: Strategies for effective implementation of inclusive education in secondary schools

The respondents identified a number of strategies as solutions to the challenges facing the teachers in the effective implementation of inclusive education in their schools. The study emphasised that these challenges can be solved when teachers, unions, parents, learners, government and other stakeholders understand the need to work together in the interest of implementing inclusive education in secondary schools. The study, therefore, concludes that the suggested solutions, such as provision of physical support services, moral support services, financial support services, provision of continuing professional development programmes for teachers and practicable policies concerning inclusive education should be implemented with a flexible curriculum to cater for all kind of learners in the secondary schools.

## **5.6 RECOMMENDATIONS AND FUTURE DIRECTION FOR RESEARCH**

The recommendations of this study are based on the information obtained from the participating Grade 8 teachers, Grade 8 learners and principals during the interviews and observation. The study formulated recommendations about the implementation of inclusive education in secondary schools for the Department of Basic Education, educators and every other stakeholder. This section also emphasise the need for further research.

- Recommendation 1: State of readiness and attitude of educators in implementing inclusive education and its importance

The conclusions of this study clearly indicate that it is important to effectively implement inclusive education and the implementation lies largely on the awareness, attitudes and willingness of the educators in secondary schools. Therefore, the study recommends that secondary school educators should be enlightened and encouraged by providing necessary support for them. The educators should also be exposed to a continuing professional development program which will enable them to effectively implement inclusive education in secondary schools.

- Recommendation 2: Challenges of implementing inclusive education in secondary schools

The findings of this study showed that teachers faced a number of challenges with regards to the effective implementation of inclusive education in their schools. The study, therefore, recommends that the government should provide necessary physical, financial and moral support for the educators and the learners. The department should also provide a practicable policy and a flexible curriculum that will specifically address the needs of the different calibres of learners in inclusive schools.

- Recommendation 3: Recommendation for further research
  - The researcher recommended that all stakeholders should see the importance of inclusive education and work jointly to promote it.
  - The researcher also recommended that government should play an active role in providing necessary support (physical, moral and financial) to promote the implementation of inclusive education.
  - The researcher also recommended that the curriculum should be re-visited to make it flexible enough to accommodate all calibres of learners in the mainstream and provide practicable policy as a guide to support the implementation of inclusive education.
  - Finally; the researcher recommended that further research should be carried out in the area of inclusive education in other schools from other provinces in order for more literature to be available and for possible comparative analysis among the provinces in South Africa.

## 5.7 LIMITATIONS OF THE STUDY

The researcher acknowledged that there were some limitations associated with this study. The fact that the sample on which the findings of the study were based was small and also a case study research does not make it possible for any wider generalisations

to be made to the bigger society. If all the schools established to implement inclusive education in Limpopo province were used, there would have been a much bigger sample size to permit generalisation of findings.

The announcement to the teacher that the researcher will be coming to their schools was correct but could prevent the researcher from observing the actual action and performance of the teachers or learners compared to if they were not been notified.

Despite the limitations mentioned, this study serves as an eye-opener to the stakeholders to see the importance of inclusive education in secondary schools and also elicited practicable solutions to the challenges that limit the effective implementation of inclusive education in secondary schools.

## **5.8 CONCLUSION**

This study of the implementation of inclusive education in secondary schools led to an informed understanding of the importance of inclusive education to the educators, learners and society at large. The study showed that the success of an effective implementation of inclusive education is largely related to the level of interest, awareness, attitude and willingness of the teachers and principals of secondary schools. The study investigated the state of readiness and attitude in the implementation of inclusive education in Nzhelele West circuit secondary schools in the Vhembe district of the Limpopo Province. Data were collected through interviews and observation and thematic analysis was used to analyse the collected data into themes and subthemes. These themes gave adequate answers to the research questions and accomplished the objectives the study set out to achieve. The findings of this study revealed that the participating teachers and principals were aware of the importance of inclusive education and they also understood what inclusive education is in secondary schools; this showed their level of readiness and awareness to implement inclusive education to a large extent. On the other hand, the findings also revealed a number of challenges that limit teachers' efforts in implementing inclusive education effectively. However, the study was able to suggest practicable solutions which serve as a way-out

to the challenges identified. This study contributed to the literature of inclusive education in secondary schools based on the evidence from a case study of the teachers' readiness and attitude towards the implementation of inclusive education in the five government-based secondary schools that were sampled.

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## APPENDICES

### APPENDIX A

#### INTERVIEW SCHEDULE FOR SCHOOL PRINCIPALS

##### **Interview Question 1:**

What do you understand by inclusive education?

SCH1/P1-Education that is given to learners which have barriers in learning.

SCH2/P2-The education that include all capabilities of learners.

SCH3/P3-Learners with barriers or special needs.

SCH4/P4-Type of education which include various spheres of life.

SCH5/P5-Learners with physical disabilities are included in the main stream.

##### **Interview Question 2:**

What is your role in the implementation of inclusive education

SCH1/P1- Giving learners more times for learning.

SCH2/P2-Educate all the learners who have different capabilities.

SCH3/P3- To allow those learners in our schools or main stream.

SCH4/P4- I don't know.

SCH5/P5- Encourage educators to attend training based on inclusive education.

##### **Interview question 3:**

Did you receive any training to assist you in implementing inclusive education?

SCH1/P1- Yes

SCH2/P2- I have not received any training.

SCH3/P3- No we didn't receive such training.

SCH4/P4- No

SCH5/P5- Yes, but it was not sufficient

**Interview question 4:**

What kind of support does the school receive from the circuit office?

SCH1/P1- Learning material.

SCH2/P2- We indeed receive good support in all areas.

SCH3/P3- No support

SCH4/P4- Sending Curriculum adviser to the school.

SCH5/P5- No support, the circuit does not have officials to support us.

**Interview question 5:**

What are the challenges that you are faced with in the implantation of inclusive education?

SCH1/P1- It is difficult for the learners to understand.

SCH2/P2- When the Circuit office does not fully support in teaching aids of this inclusive education.

SCH3/P3- In our school we did not have ramps e.g. lack of facilities

SCH4/P4- Shortage of resources

SCH5/P5- Educators lack knowledge regarding inclusive education.

**Interview question 6:**

What is your perception towards inclusive program in schools?

SCH1/P1- I think it's important because it helps to identify abilities.

SCH2/P2- If it is implemented well by educators who were trained, learners can gain a lot.

SCH3/P3- When we admit those learners, we need facilities.

SCH4/P4- It can do well if the resources are there.

SCH5/P5- Implementation of inclusive program is not done due to lack of knowledge.

### **Interview question 7:**

Do you think inclusive education is effectively implemented in schools and why?

SCH1/P1- Yes

SCH2/P2- No, because the circuit office is unwilling to provide teaching aids.

SCH3/P3- Yes, because those learners need to be accepted with no discrimination.

SCH4/P4- No, due to shortage of resources.

SCH5/P5- No, because educators lack knowledge.

### **Interview question 8:**

How can inclusive education be effectively implemented in school?

SCH1/P1- Through teachers trained for inclusivity.

SCH2/P2- When the teacher has been well trained, and the circuit office support the school with teaching aids

SCH3/P3- It must start from our infrastructure e.g. buildings.

SCH4/P4- It can be effectively implemented when schools receive necessary support from the circuit

SCH5/P5- Effective training should be conducted regularly.

### **Interview question 9:**

How can the school principal contribute towards the effective implementation of inclusive education?

SCH1/P1- Giving support.

SCH2/P2-. The school principal must have teachers who have been trained for inclusive education.

SCH3/P3- They should be trained.

SCH4/P4- If they receive the necessary training.

SCH5/P5- I draw action plan, but the challenge is implementation

### **Interview question 10:**

How does inclusive education affect you as the school principal?

SCH1/P1- By many learners with barriers to learning.

SCH2/P2- It affects me because I became very happy when it is well implemented

SCH3/P3- It gives him/her problem because of school facilities.

SCH4/P4- Yes

SCH5/P5- More time should be given to learners with physical disabilities.

### **Interview question11:**

Do you think inclusive education is achieving the purpose it has been designed for and why?

SCH1/P1- Yes, It helps to reduce barriers to learning.

SCH2/P2- Yes, because all types of learners, including the handicapped are well taught to succeed in life.

SCH3/P3- No, because it gives us problems for those who are disable.

SCH4/P4- Not achieving the purpose, because of lack of necessary training.

SCH5/P5- No, because educators lack knowledge.

**Interview question 12:**

What are your major experiences as a principal with regard to the implementation of inclusive education?

SCH1 /P1- Learners with barriers to learning are decreased.

SCH2/P2- My major experiences are that the principal must help all the teachers implementing the inductive education by giving them all the necessary material that they need.

SCH3/P3- My experiences as principal is that the Department is not helping /supporting us with resource.

SCH4/P4- Not sure

SCH5/P5- We are still experiencing same problems regarding the implementation of Inclusive education, because educators lack knowledge. Trainings are insufficient.

## APPENDIX B

### INTERVIEW SCHEDULE FOR TEACHERS

#### Interview question 1:

What is your understanding of inclusive education?

SCH1/T1- Education which include all learners, e.g. disable learners and learners without disability in the same school.

SCH2/T2-Education that takes into consideration gender, disability, race and mental abilities of all learners.

SCH3/T3- We include all learners even the slow learners or disabled learners.

SCH4/T4- I don't know about it.

SCH5/T5- Is educations that caters for all people, disabled, slow learners and those who are capable.

#### Interview question 2:

How is inclusive education implemented at your school?

SCH1/T1- By admitting learners with disability at our school.

SCH2/T2- The school has a program which caters for both mental abilities of all learners and all disabled learners.

SCH3/T3- There is an extra time for slow learners

SCH4/T4- No idea.

SCH5/T5-It is well implemented, as disabled learners are taught and taken care of.

#### Interview question 3:

Do you think the objectives of inclusive education are achieved at your school and why?

SCH1/T1-Yes, because learners with disability are not discriminated.

SCH2/T2-Yes, learners who are slow learners have a well formulated program and the results are evident every term.

SCH3/T3- Yes, because we can accommodate different learners.

SCH4/T4- No

SCH5/T5-Yes, achieved because this education caters for the slow learners and bright learners and even to the disabled learners and shows good production/ results.

#### **Interview question 4:**

What are the challenges that teachers are faced with in the implementation of inclusive education?

SCH1/T1- When teaching learners with a disability of learning.

SCH2/T2- Educators are not well trained for this program and they are not eager to follow the program.

SCH3/T3- Teachers must spend time on slow learners.

SCH4/T4- We don't know about inclusive educators.

SCH5/T5- Time frame to attend to all learners.

#### **Interview question 5:**

How can teachers implement inclusive education effectively?

SCH1/T1- By teaching learners with disability.

SCH2/T2- Both primary educators and secondary teachers must work together for proper implementation.

SCH3/T3-They don't really know what inclusive education is.

SCH4/T4- Negative.

SCH5/T5- It will require a lot of time when teaching the learners so that they can understand.

**Interview question 6:**

Did you receive any training with regard to inclusive education and if yes, how did it help you?

SCH1/T1- No

SCH2/T2- No

SCH3/T3-No

SCH4/T4- No

SCH5/T5- No

**Interview question 7:**

Do you get support from your principal with regard to the implementation of inclusive education?

SCH1/T1- No

SCH2/T2- No

SCH3/T3-Yes

SCH4/T4- No

SCH5/T5- Yes

**Interview question 8:**

How do you as a teacher benefit from inclusive education?

SCH1/T1- I will have a skill to teach learners with disability.

SCH2/T2- I am not benefiting.

SCH3/T3- I don't know.

SCH4/T4- I am not benefiting.

SCH5/T5- To be able to work to deal with different types of behavioural characteristics.

## APPENDIX C

### CLASSROOM OBSERVATION SCHEDULE

#### Teaching:

Group work? Lecture? Hands on material?

SCH1/ C1

The learners are grouped into seven or eight learners, each group elects its own leader and their teacher teaches the class in a group work.

SCH1/ C2

There is group work of 5 learners per group, the teacher is presenting while moving between groups and textbooks are used.

SCH2 /C1

No group work, learners are seated in rows, the teacher is presenting the lesson at the front of the classroom.

SCH2 / C2

No group work is applied, Learners are seated in row, the teacher is at the front of the classroom presenting the lesson and textbooks are used as learning materials.

SCH3/ C1

No group teaching, the teacher teaches at the front of the class and text books are used as teaching and learning

SCH3 /C 2

Only lectures by the teacher at front of the classroom and textbooks are used.

SCH4/ C1-

There were mixtures of all above –learners were seated in groups, the teacher was presenting using a text book.

SCH4 /C2

No group work, learners are seated in rows and textbooks are used as teaching and learning material.

SCH5 /C1

No group work, only the teacher is standing at the front, textbooks are used and also newspapers articles are used.

SCH5 /C2

No teaching in group and the teacher uses a textbook only.

**Learning:**

Is it active and fair? Are learners' differences accommodated? Is learning accommodative to diverse types of learners? How are learners responding to what they are learning?

SCH1/C 1

It is indeed fair and active, learners' differences are indeed accommodated, learning is indeed accommodative to diverse types of learners and learners are indeed responding positively to what they are learning.

SCH1/C2

Learning is active and fair to the maximal, learners' differences are recognized, diverse types of learners are accommodated in teaching and learning, and learners are responding actively to the teaching and learning.

SCH2/C1

Learning is active and fair, bigger boys are seated at the back, not participating and learners are participating actively to learning except those at the back.

SCH2/C2

Not all learners are actively involved in learning, learning is not fully accommodative, overaged learners are seated at the back and not fully participating and a group of learners who are participating are also responding positively to learning.

SCH3/ C1

Learning is not active for all learners due to overcrowding; learners differences cannot be identified and therefore cannot be accommodated and few learners are responding to learning; the rest are not participating.

SCH3/ C2

Not active and fair, learners' differences are not considered or discovered as the classroom is overcrowded and diverse types of learners learning is not accommodated at all, only those at the front half of the classroom are participating and responding.

SCH4/ C1

Teaching is very active, learners are very responding, they ask questions where they don't understand, the educator is very accommodative to diverse types of learners and he repeats parts of the content which is difficult for slow learners to grasp.

SCH4/ C2

Learners are actively involved in learning, learners' differences are accommodated, learning is accommodative to all types of learners as the numbers are small and learners are participating very well.

SCH5/ C1

Learning is active and fair, differences are accommodated as learners' different views are given, all types of learners are accommodated, and learning is interactive as learners are actively responding to what they are learning but those at the back are not responding actively.

SCH5/C2

Learning is active although learners' differences are not accommodated, and learners are not responding to learning to the maximum.

### **Interaction:**

How are learners interacting with one another? How is the teacher interacting with learners? Does interaction accommodate diverse types of learners?

SCH1 /C1-

Learners are interacting with one another very well, the teacher is also interacting with all the learners very well and the interaction is indeed accommodating all diverse types of learners.

#### SCH1 / C2-

Learners' interaction is good, the teacher interacts well with learners and interactions accommodate learners of different types.

#### SCH2/ C1

Learners are interacting although not to the maximal as the educator is the one interacting mostly with them and interaction with bigger learners at the back is minimal.

#### SCH2 / C2

Learners are not interacting with one another to the maximal as the lesson is mostly teacher centered, the teacher asks questions then learners respond, and bigger boys are seated at the back and not interacting with the lesson.

#### SCH3/ C1

Learners' interaction is minimal, the teachers' interaction to learners is also minimal and diverse types of learners are not accommodated when interacting.

#### SCH3 /C2

Learners are interacting well but those at the front and those who are at the back seem to be doing something else, the teacher is only interacting with few learners and interaction does not accommodate diverse types of learners.

#### SCH 4/C1

Interaction among learners is very minimal; the teacher is interacting with learners through questions and answers, teaching and giving instructions.

#### SCH4 /C2

There is less interaction between learners themselves and also with the teacher and interaction does not accommodate all types of learners.

#### SCH5 /C1

Learners are actively interacting and enjoying, teacher is interacting well with learners and diverse type of learners are accommodated in the interaction e.g. boys, girls and those with learning challenges but learners who are seated at the back are not accommodated and they are also not very active.

SCH 5 /C2

Learners' interaction is evident, the teacher is interacting with learners with ease and different types of learners are accommodated and interacted with during the lesson.

**Intentional:**

Does the classroom reflect an acceptance and nature the learning of all learners? Does the classroom seem to accept and accommodate learners' differences?

SCH 1/ C1

The classroom indeed reflects an acceptance and nurtures the learning of all learners; the classroom seems to accept and accommodates learners.

SCH 1 / C2

Learning of all learners is evident and the classroom is very conducive and accommodates learners' differences very well.

SCH 2 / C1

Learning is not intended to all learners at those at the back are not participating and classroom accepts and accommodates different learners' views.

SCH 2 / C2

Learning is no fully intended to all learners who are at the back do not participate actively and the classroom is accommodative to learners'differences.

SCH 3 / C1

Classroom does not accommodate all learners due to overcrowding and lack of involvement by some learners and learners' differences are accommodated.

SCH 3 / C2

Learning of all learners is not evident, the classroom does not accommodate learners' differences as those at the back are not participating and their differences cannot be viewed out.

SCH 4 / C1

Learners' differences are accommodated, differences in gender are also accommodated as both girls and boys are participating actively in discussion.

SCH 4 / C2

The classroom nature the learning of all learners and classroom is accommodative to learners' differences, e.g. those with mobility challenges can move freely.

SCH 5 / C1

The classroom reflects an acceptance of all learners and learners' differences are accommodated during discussions as they view out different opinions and deliberations.

SCH 5 / C2

The classroom does not seem to accommodate learners' differences.

**Structural:**

Do classroom arrangements facilitate learning for all learners, including those with learning difficulties? Is there any sense of flexibility between learners and the teacher? How is cultural, ability, physical and language differences accommodated?

SCH 1/ C1

Yes, classroom arrangements facilitate learning for all learners, including those with learning difficulties, there is any sense of flexibility between learners and teachers and the culture, ability, physical and language differences are indeed accommodated very well.

SCH 1/ C2

Classroom arrangement is conducive and accommodates all learners including those with learning difficulties, flexibility is good between learners themselves and between the teacher and learners and all differences are accommodated very well, learners are mixed in different groups.

SCH 2 / C1

Poor classroom arrangements, learners who are not participating are seated at the back, learners are flexible to the teacher, when a learner gives a wrong answer others

lough, there are different age groups of learners, but only young ones are actively involved, and different languages are accommodated as it is an arts and culture.

#### SCH 2 / C2

Poor classroom arrangement, over aged boys are seated at the back and not participating, the teacher and learners related well during the lesson and different cultures are accommodated, learners with learning difficulties are not participating, there are different age group of learners and the lesson is taught in English, there is no language differences.

#### SCH 3 / C1

Classroom arrangement make it difficult for learning to take place especially those with learning difficulties, there is no flexibility between the teacher and learners as the teacher is the one doing most of the talking and cultural and physical differences are not accommodated as learners who are over aged are mostly seated at the back and not participating.

#### SCH 3 / C2

Learning for all learners is not accommodative as those at the back are not participating, there is flexibilities but to the minimal as the learners are too many and differences are not accommodated fully as those with learning difficulties could not be assisted or even sometimes not identified.

#### SCH 4 / C1

The classroom is well arranged, noisy learners are seated at the front, visually impaired learners are also seated near the chalk board and the lesson was given in English to accommodate from different language groups.

#### SCH 4 / C2

Learners with learning difficulties are accommodated as those who seem to be less gifted are seated at the front of the classroom, there is flexibility during the lesson and differences are accommodated, learners who are less gifted are assisted by those gifted.

#### SCH 5 / C1

Classroom arrangements facilitate learning for all learners and those with learning difficulties as they are mixed with those without and there is flexibility between learners and the teacher as they are both free to interact and abilitydifferences are accommodated as learners assist those with difficulties.

## SCH 5 / C2

The classroom is overcrowded and therefore, cannot facilitate learning and there is also no sense of flexibility between the teacher and learners due to overcrowding.

### **Curricular:**

Are subjects connected or learned separately? Is it fun, exciting and challenging for all learners? Do learners have any say in what they are learning?

## SCH 1 / C1

Subjects learned are both connected and separated, it is fun, exciting and indeed challenging for all the learners and learners are indeed having a say in all what they are learning.

## SCH 1 / C 2

The subjects are connected with other subjects, curricular studies is very fun, exciting and challenging for all learners of different intellectual capacities and learners are contributing or participating in the lesson.

## SCH 2 / C1

Subject is connected to Mathematics and EMS, the lesson is fun and exciting for most learners and learners are allowed to give out their different views.

## SCH 2 / C2

The lesson is connected to other subjects as the teacher sometimes refers to those, the lesson is fun and exciting but not challenging for all learners because some learners were not participating, and intelligent learners were allowed to view out their ideas.

## SCH 3 / C1

Subject is connected to other subjects, curricular is fun but the implementation is difficult and therefore not challenging learners and very few learners have a say in learning, especially those who are seated at the front and participating.

## SCH 3 / C2

Subjects are connected, learning is not fun, not exciting and not challenging due to overcrowding, some learners are not engaged in the lesson and only the teacher has a say and learners only listen to him.

SCH 4 / C1

The lesson was learners- centered and learners participated fully in the lesson.

SCH 4 /C2

The lesson is connected to other subjects, learners are enjoying the lesson also challenging and learners have a say in their learning as they can also question for clarity.

SCH 5 / C1

Subject is connected to other subjects, curricular is fun, exciting and challenging but only for the learners without learning difficulties and learners have a say in what they are learning, and the educator accommodates them

SCH 5 / C2

The subject is connected to this, but it is not fun and exciting as the teacher is the only one who is doing most of the talking.

### **Pedagogical:**

Does the teaching style suit the subject, class size and all learners' understanding? Is there a variety of learning activities for diverse learners and how? Are all learners engaged and supported and how?

SCH 1 / C1

Teaching style does indeed suit the subjects, class size and all learners' understanding, there is a variety of learning activities for diverse learners because learners are taught according to their own capabilities and all learners are engaged and supported peacefully because they are supported according to their own capabilities.

SCH 1 /C 2

The teaching style is very suitable to the subjects, class size and learners' understanding, activities are varied and suitable for diverse learners as task given covers all orders of questioning and learners are actively engaged through discussion based on the lesson topic.

#### SCH 2 / C1

Teaching style is good, but the class is over-crowded, and the teacher cannot move around, the same task is given to all learners, gifted learners are not challenged by the task and not all learners are fully participating, and there is no support for those at the back who are not participating.

#### SCH 2 / C2

The teaching style does not suit due to overcrowding and learners seating arrangement, there is no variety of learning, all learners are given the same task and learners with difficulties in learning were not participating and not all learners are participating, and these is no support to those who are not participating.

#### SCH 3 / C1

The teaching style does not suit the class size as the teacher cannot move around and engaged all learners, there is no variety of learning activities as the teacher is the one who is mostly talking and not all learners are engaged and supported as some of them are not even participating in learning.

#### SCH 3 / C2

The teaching style does not suit the subject and the overcrowded classroom, there is no variety of learning activities for diverse learners and different types of learners are not accommodated and some learners are not engaged and also not supported as they are passive in learning.

#### SCH 4 / C1

The teaching style is suitable, but the class size is too big. There is a variety of learning activities like discussions, writing etc. learners are engaged by being individualized during the teaching.

#### SCH 4 / C2

The teaching style suits very well to the subjects, a small class size and it makes it easier for learners to understand, there is no variety of learning activities for diverse learners as they are given the same activities types, and learners are engaged and supported as the teacher tries to teach, and also when they write the classwork.

#### SCH 5 / C1

The teaching style does not suit the class size and learners' understanding as the teacher is standing at the front, the class size is also big, learners are using a variety of

activities, but it cannot be well managed due to a big class and learners at the back are not fully engaged and also not supported.

SCH 5 /C2

The teaching style doesn't suit subject and class size as there is overcrowding and learners' participation is minimal and also there is no variety of learning activities.

### **Evaluation:**

Does the evaluation type open new possibilities or close doors for the diverse learners? How is a learner's success determined? How is a learner's failure determined?

SCH 1 / C1

The evaluation type does open new possibilities and does not close doors for the diverse learners and learners' success will be determined by the average percentage pass and the learners' failure will be determined by the average percentage fail.

SCH 1 / C 2

Evaluation is open to learners' different opinions, discussions are made, and a classwork is given at the end of the lesson and questions are marked in the classrooms where learners themselves give answer and the teacher gives guidance.

SCH 2 / C1

The evaluation given open new possibilities for diverse learners, learners are given a task to do during the lesson and those who did not perform well were told to re-do the task at home and submit the following day.

SCH 2 / C2

Evaluation type opens new possibilities for diverse learners, the written task given gives learners opportunities to give different views, the task is marked in the classroom and correction done and learners who did not perform well do corrections and submit to the educator.

SCH 3 / C1

Evaluation is very closed for diverse learners as the activity given is same type of questions, a classwork is given to learners and marking is done in the classroom together with learners and a correction is made.

### SCH 3 / C2

Evaluation types is close because those learners who are not participating actively cannot be identified and a classwork is given to learners although some seems not to be writing, learners failure is not determined.

### SCH 4 / C1

The evaluation does open new possibilities as there are different orders of questions asked and marking of task is done in the classroom and corrections are done.

### SCH 4 /C2

The type of evaluation is close for diverse learners as it is a true or false response type of questions where learners cannot view out their responses, learners are given a written classwork and marking is done where learners exchange their books and corrections are done also.

### SCH 5 / C1

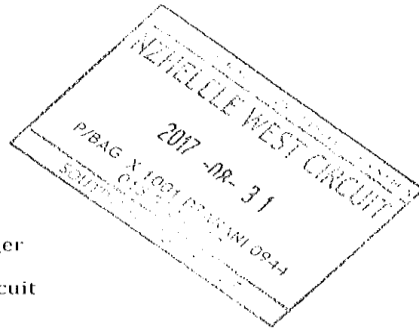
The evaluation type is open as learners are given the opportunity to give different views, a classwork is given, and correction made were different views are given by learners and the teacher support them.

### SCH 5 / C2

Evaluation type is one which is classwork which determined learners' success and it is also difficult to determine learners' failure.

## APPENDIX D

### REQUEST FOR CONDUCTING RESEARCH IN NZHELELE WEST CIRCUIT SECONDARY SCHOOLS



P.O. Box 2025

Dzanani

0955

29 August 2017

The Circuit Manager  
Nzhelele West Circuit

Dear Madam

REQUEST FOR CONDUCTING RESEARCH IN NZHELELE WEST CIRCUIT SECONDARY SCHOOLS.

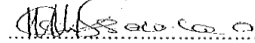
I am a Master's Degree student at University of Venda under the supervision of Professor Mudzielwana N,P. The focus of my thesis is the state of readiness in the implementation of inclusive education in Nzhelele West Circuit secondary schools.

The purpose of this letter is to request for permission to conduct research in the five (5) secondary schools that will be sampled within Nzhelele West Circuit . The following ethical issues will be considered:

- The sampled schools will participate voluntarily.
- The schools' identities will not be revealed.
- The information that will be gathered from this research will be used solely for this research purpose.

Yours sincerely

Serakalala M.M



.....

## APPENDIX E

### APPLICATION FOR A PERMISSION TO CONDUCT RESEARCH



**LIMPOPO**  
PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION

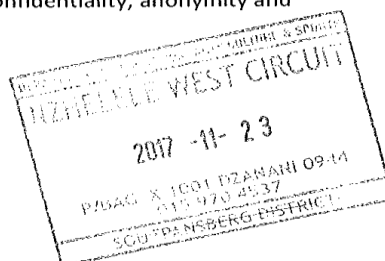
**NZHELELE WEST CIRCUIT**


Enq: Ravele N.S  
Tel No: 015 970 4537

TO: SIRAKALALA M.M  
P.O.BOX 4264  
LOIS TRICHARDT  
0920

#### APPLICATION FOR A PERMISSION TO CONDUCT RESEARCH: SIRAKALALA M.M

1. The above matter refers
2. This serves to inform you that your request to conduct research on the state of readiness in the implementation of inclusive education in Nzhelele West Circuit secondary schools has been granted.
3. You are expected to observe research ethics by ensuring confidentiality, anonymity and voluntary participation by research subjects.
4. Wishing you the best in your study.



  
.....  
NZHELELE WEST CIRCUIT MANAGER

23.11.2017  
.....  
DATE

## APPENDIX F

### REQUEST FOR CONDUCTING RESEARCH IN NZHELELE WEST CIRCUIT SCHOOLS – VHEMBE DISTRICT



**LIMPOPO**  
PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF  
**EDUCATION**  
VHEMBE DISTRICT

CONFIDENTIAL

DEPARTMENT OF EDUCATION VHEMBE DISTRICT 2017 -11- 16 PRIVATE BAG X 2250 SIBASA 0970 TEL: 015 962 1313/4 FAX: 015 962 6039 LIMPOPO PROVINCE
---

REF: 14/7/R  
ENG: MATIBE M.S  
TEL: 015 962 1029

SERAKALALA M.M  
P.O BOX 2025  
DZANANI  
0955

**REQUEST FOR CONDUCTING RESEARCH IN NZHELELE WEST CIRCUIT  
SECONDARY SCHOOLS.**

1. The above matter refers.
2. This serves to inform you that your request to conduct research on the state of readiness in the implementation of inclusive education in Nzhelele West Circuit secondary schools has been granted.
3. We appreciate your commitment to ensure confidentiality, anonymity and voluntary participation of your research subjects.
4. Kindly inform the circuit manager and the principals of the selected secondary schools prior to your interactions with your research subjects.
5. Wishing you the best in your study.

  
\_\_\_\_\_  
DISTRICT DIRECTOR

  
\_\_\_\_\_  
DATE

**REQUEST FOR CONDUCTING RESEARCH IN NZHELELE WEST CIRCUIT  
SECONDARY SCHOOLS**

Thohoyandou Government Building, Old Parliament, Block D, Private Bag X2250, SIBASA, 0970  
Tel: (015) 962 1313 or (015) 962 1331, Fax: (015) 962 6039 or (015) 962 2288

The Republic of Southern Africa

**APPENDIXG**  
**EDITOR'S LETTER**

**Editing and Proof Reading Report**

05 March 2018

This letter serves to confirm that I, Trenance Khoza of the English Department, University of Venda, have proofread and edited a Master of Education Degree dissertation in Educational Management titled: **The State of Readiness in the Implementation of Inclusive Education in Nzhelele West Circuit Secondary Schools** by Serakalala M.M.-Student Number:116118487.

I carefully read through the dissertation, focusing on proofreading and editorial issues. The recommended suggestions are clearly highlighted in red ink and can either be accepted or rejected using the Microsoft Word Track Changes System.

**Yours Sincerely**

**Trenance Khoza**  
**English Department**  
**University of Venda**  
**Private Bag X5050**  
**Thohoyandou 0950**  
**South Africa**  
**Tel.: +27 786021892**  
**E-mail: [khozatrenance2017@gmail.com](mailto:khozatrenance2017@gmail.com)/ [ndlovutrenance2012@gmail.com](mailto:ndlovutrenance2012@gmail.com)**