LACK OF EDUCATIONAL RESOURCES AS A BARRIER TO THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN THE PRIMARY SCHOOLS: A CASE STUDY OF THE THREE SELECTED PRIMARY SCHOOLS IN MOLOTOTSI CIRCUIT, MOPANI EAST DISTRICT, LIMPOPO.

By

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DECLARATION

I, Macavela Baboneng Lucricia, declare that "Barriers to Educational Resources in the Implementation of Inclusive Education in Primary Schools of Molototsi Circuit, Mopani East District in Limpopo Province" is my work. Any consulted or quoted material has been indicated and acknowledged using references.

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ABSTRACT

Inclusive education aims to provide equal learning opportunities for all learners, regardless of their abilities or disabilities. However, many primary schools in rural areas face significant barriers to implementing inclusive education effectively. This study investigates the challenges related to educational resources in the implementation of inclusive education in selected primary schools within the Molototsi Circuit, Mopani East District, Limpopo Province. The research problem stems from inadequate resources, teacher preparedness, and infrastructural limitations hindering inclusive education efforts. The study's primary objective is to explore the barriers affecting the availability and utilisation of educational resources in inclusive classrooms and to propose strategies for improving inclusive education practices. The research is grounded in Bronfenbrenner's Ecological Systems Theory, which emphasises the interaction between various environmental factors that influence education. A qualitative research paradigm was adopted, employing a case study design to gain in-depth insights into participants' experiences and challenges. Data were collected through semi-structured interviews, classroom observations, and document analysis. The study population consisted of School-Based Support Team (SBST) coordinators, intermediate-phase teachers, and school principals from selected schools. A purposive sampling technique was used to select nine teachers, three SBST coordinators, and three principals, ensuring a focus on individuals directly involved in implementing inclusive education. Thematic analysis was applied to identify patterns and key themes in the data. The study is delimited to primary schools in the Molototsi Circuit, allowing for an in-depth examination of rural educational challenges. Trustworthiness was ensured through credibility, transferability, dependability, and confirmability. Ethical considerations included informed consent, confidentiality, and voluntary participation. The findings indicate that a significant shortage of educational resources, including specialised teaching materials, adapted textbooks, and assistive technologies, poses a considerable challenge to inclusive education. Schools struggle to provide an inclusive learning environment due to a lack of essential materials that accommodate learners with diverse needs. The study revealed that many teachers lack the necessary training in inclusive education, which limits their ability to

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support students with disabilities effectively. Other contributing factors include inadequate infrastructure, socio-economic constraints, and resistance from some community members toward inclusive education practices. The study recommends prioritising resource allocation to address these challenges, with increased funding for specialised learning materials and assistive technologies. Expanding teacher training programs is essential to equip educators with the skills needed for inclusive classrooms, emphasising continuous professional development. Community engagement initiatives should be strengthened through awareness campaigns to foster positive attitudes toward inclusive education. Furthermore, improvements in school infrastructure are necessary, with government support for accessible classrooms and facilities. Policy reforms should also be implemented to ensure clear, inclusive education guidelines and sufficient funding for their execution. Addressing these barriers holistically will contribute to a more inclusive education system that supports all learners, regardless of their abilities or socio-economic backgrounds. The findings and recommendations of this study aim to inform policymakers, educators, and stakeholders in improving inclusive education in rural primary schools.

Keywords: Barrier, Disability, Educational resources, Inclusivity.

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I dedicate this study, first, to God Almighty, who blessed me with health, patience, strength, and the unwavering support of loving individuals throughout my research journey.

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CHAPTER 1 ORIENTATION OF THE STUDY

1.1 INTRODUCTION AND BACKGROUND

The implementation of inclusive education is a crucial aspect of creating a learning environment that accommodates the diverse needs of all learners, including those with disabilities or special needs (Okech, Yuwono, & Abdu, 2021:97). However, various barriers to educational resources can hinder the effective execution of inclusive education. Inclusive education aims to provide equal opportunities for all learners, regardless of their diverse abilities, backgrounds, or characteristics. While the concept is laudable, the effective implementation of inclusive education often faces significant barriers, particularly concerning access to educational resources (Jeste, Hyde, Distefano, Halladay, Ray, Porath, Wilson, and Thurm, 2020). These barriers can impede the success of inclusive education initiatives and hinder achieving its overarching goals.

According to Mitchell and Sutherland (2020:06), barriers to educational resources in implementing inclusive education are multifaceted, encompassing various dimensions such as financial constraints, inadequate infrastructure, limited teacher training, and societal attitudes toward diversity. Addressing these barriers is crucial to fostering an inclusive learning environment that accommodates the diverse needs of all learners.

According to Budiharso and Tarman (2020), the country has recognised the importance of providing quality education for all learners, including those with disabilities and special needs. Inclusive education addresses historical inequalities and ensures that every learner has access to equal opportunities (De Beco, 2022).

White Paper 6 (DoE, 2001:6), the Ministry of Education expressed its commitment to providing educational opportunities for all children regardless of learning barriers. The researcher is concerned that it has been more than twenty years since then that the Minister of Education, Minister Kader Asmal, indicated that the vision of an inclusive

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education and training system can only be developed over a long-term period. Since then, learners have travelled long distances from their villages to the designated special schools. The complex, diversified conditions in South Africa's nine provinces pose challenges to an inclusive education system. Differences in terms of fiscal allocation, previously inherited disparate service provision, rural-urban disparities, and poor infrastructure present significant impediments to a uniform system of inclusive education (Chumo, 2020:03). Based on these discrepancies in the various provinces, an inclusive education system could take different forms and be tackled differently in South Africa.

The theme of inclusivity has been increasingly relevant in global discourses on education. The principle of inclusive education (IE) is firmly grounded in discourses of human rights and social justice. In 1994, 92 countries signed the Salamanca Statement, introducing the novel concept of inclusive education for children and adults with special educational needs (SEN). The definition of inclusion in the Statement is quite broad. It goes beyond the concept of disability to include 'Education for All' (EFA), a target specified by many regional and international organisations in various initiatives since Salamanca (Das, 2022)

The basic principle of inclusion is that all pupils should learn together whenever possible and that mainstream schools must respond to the diversity of individual pupil needs. To this end, schools must receive adequate support and services. Most international organisations involved in education have adopted this comprehensive approach, including groups sponsored by the United Nations (UNESCO, UNICEF), the Council of Europe, and the European Union (Elfert & Ydesen, 2023).

A definition shared framework for the concept of inclusion has not been agreed upon (Taylor, 2023:05), although several concepts have emerged. One indisputable finding is that the feeling of belonging to a school correlates with greater life satisfaction and better academic results.

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Teachers are the decisive factor in securing inclusion (Theoharis, 2024). Many educators have reported not considering themselves sufficiently prepared for their role as inclusion actors (Paulsrud and Nilholm, 2023). This feeling is also reflected in the emotions they experience in inclusion realized in pedagogical practice. As the inclusion of pupils with disabilities has always been a prominent issue in general discourses on inclusivity(Das,2022), questions have arisen regarding the appropriate formulation and institution of educational policies along these lines.

Both teachers and learners may experience severe distress because of a lack of resources in the classroom. Not only are educators and learners in misery, but the lack of resources prevents them from learning to the best of their abilities, as stated (Farmer, 2020:04).

Therefore, to identify and address these issues and establish an inclusive and productive learning environment for all learners in primary schools, legislators, educators, and the community must collaborate.

1.2 STATEMENT OF THE PROBLEM

The successful implementation of inclusive education faces significant challenges, primarily stemming from barriers to educational resources. According to the constitution of South Africa (section 9), every child has the right to access education for children living with disabilities on the same basis as other children, regardless of how expensive that might be. These barriers encompass a range of factors that hinder the availability, accessibility, and effectiveness of resources essential for accommodating diverse learning needs within mainstream educational settings, especially in primary schools. Many learners in primary schools with diverse learning needs require specialised educational materials and tools. However, the limited availability of adaptive learning resources, such as textbooks, digital content, and assistive technologies, hampers the availability of educators to cater to individualised learning requirements. Inclusive

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education, therefore, aims to provide equal opportunities for all learners, regardless of their abilities or disabilities, by creating an environment that accommodates diverse learning needs. Funding implications relating to the provision of necessary physical and material resources, staff, and requisite professional development will need to be undertaken (White paper 6 (2001). Therefore, this study aims to investigate barriers to educational resources in implementing inclusive education.

After working as a teacher for twelve years in the Mopani East District, I have noticed that students are not given the full attention they need regarding physical resources, educational resources, qualified instructors, and support staff who know how to handle these learners. This results in a high failure rate from grades R through 7 and many students quitting school because they cannot afford to pay for their education. According to earlier studies, ICT resources for teaching and learning are lacking in all South African primary schools (Munje & Jita, 2020:263). During the Circuit conference, which the researcher attended as coordinator for the school-based Support Team (SBST), educators candidly acknowledged the challenges they face with the curriculum and its implementation in schools that face hurdles to educational resources. Due to this barrier compromises schools' ability to provide an effective learning environment is compromised (Mutekwe 2020:04).

1.3 THE AIMS AND OBJECTIVES OF THE STUDY

This study aims to investigate the barriers to educational resources in the implementation of inclusive education in primary schools.

The following objectives supported the aim of this study:

- To identify the different types of educational resources that are barriers to implementing inclusive education.

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- To develop strategies and interventions to address barriers to educational resources in implementing inclusive education.

1.4 RESEARCH QUESTIONS

- What are the different types of educational resources that are barriers to implementing inclusive education?
- Which strategies and interventions are to be implemented to address barriers to educational resources in implementing education?

1.5 SIGNIFICANCE OF THE STUDY

The significance of studying barriers to educational resources lies in understanding and addressing the challenges that hinder equitable access to education. This study aims to identify the obstacles students, educators, and institutions face when accessing quality educational materials and resources. The researcher will propose solutions to enhance access and create a more inclusive learning environment by exploring these barriers. For instance, research on Open Educational Resources (OERs) underscores the potential of free and accessible educational content to bridge the digital divide and promote equity in education (Ochieng & Gyasi, 2021). The study emphasises the importance of OERs in supporting students across various learning environments, including face-to-face, hybrid, and online courses. It also discusses the challenges associated with OER use and suggests policy decisions for higher education institutions.

It does not study the barriers to educational resources in the implementation of inclusive education in primary schools. The Department of Education stands to gain from the study as a reminder of the urgent need for educational resources. Teachers will gain the value of educational resources that need to be managed, controlled, and regulated correctly to assist learners and inclusive educational training. The community will also benefit as they

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are no longer backed for money in the streets or towns by disabled learners. Parents will benefit because they will not have to travel long distances to take their children to inclusive schools. Learners will benefit as they will not wait many years to be admitted to inclusive schools, not travel long distances from home, and have access to educational resources to boost their academic achievement.

1.6 THEORETICAL FRAMEWORK

This study will be underpinned by the theoretical framework of resource dependence in organisational studies and management that focuses on the interdependence between organisations and their external environment, especially regarding resource exchange. Prefer and Salancik developed the theory in the 1970s to understand how organisations manage their external relationships and dependencies to secure the resources they need for survival and success. Theory (RDT) is a Dependency. According to Celtekligil (2020:131), resource dependency theory is the study of how the external resources of an organisation affect the behaviour of the organisation. Resource Dependency Theory is a social theory that examines how organisations and individuals depend on external resources for their survival and success (Celtekligil, 2020). When applied to the barriers to educational resources in implementing inclusive education. Resource Dependency Theory can provide insights into power, control, and interdependence dynamics among various stakeholders.

According to Gottfredson, Crosse, Tang, Bauer, Harmon, Hagen, and Greene(2020: 950), various stakeholders, such as educational institutions, government bodies, special education providers, and community organisations, may have multiple levels of power and control over educational resources.

RDT acknowledges that resources are often scarce, and organisations must compete for them. Inclusive education may require additional resources such as specialised teaching

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materials, assistive technologies, and trained personnel (Xu and Liu, 2024:5). RDT considers the impact of the external environment on resource acquisition. Policies, funding, and societal attitudes influence inclusive education. Analysing these factors through RDT can help identify external pressures contributing to or alleviating barriers to inclusive education. RDT can inform the development of policies that address resource dependencies in inclusive education. By recognising the interdependence of various actors, policymakers can design interventions that promote collaboration, resource sharing, and equitable distribution (Sanderson, Lonsdale & Mannion, 2019:4). Inclusive education aims to provide equal opportunities for all learners, including those with disabilities, and promote a supportive environment that accommodates individual learning needs. However, several barriers can impede the successful implementation of inclusive education, particularly concerning access to and utilisation of educational resources.
Xu et al. (2024:7) indicate this theory's importance in explaining organisations' actions by forming interlocks, alliances, joint ventures, mergers, and Acquisitions to overcome dependencies and improve organisational autonomy and legitimacy.

1.7 DEFINITION OF THE KEY CONCEPTS

The following clarifies the terms and concepts needed to understand the objectives and purpose of the study.

1.7.1 Barrier

According to Mpu and Adu (2021:230), a barrier can be described as an obstacle that keeps the child from progressing in the learning process. In this research, any factor that prevents a learner from being fully engaged in the learning process is a barrier.

1.7.2 Disability

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According to Berger and Wilbers (2021), disability is any condition of the body or mind (impairment) that makes it more difficult for the person with the condition to do certain activities (activity limitation) and interact with the world around them (participation restrictions).In this study, a child with a disability will experience that disability as an intrinsic barrier to learning and will require varying levels of support to accommodate their disability to reach their full academic potential. Economic constraints can prevent students with disabilities from accessing necessary resources. Costs associated with specialized equipment, transportation, or additional support services can be prohibitive.

1.7.3 Educational Resources

The equipment, facilities, materials, and staff that are available for education are referred to as educational resources by Eric and Ezeugo (2019:13). Define a resource in education as any element, material or non-material that is required and helps an institution achieve its objectives. Print and non-print resources that help and improve teaching and learning both directly and indirectly. This alludes to tools that are so essential to daily life that education would not be possible without them.

1.7.4 Inclusivity

Inclusivity is to give students access to education regardless of their differences. Yeasmin (2024) states that the term "inclusivity" particularly relates to teaching impaired and non-disabled students in the same neighbourhood school, implying that this view is still predicated on the idea of medical deficiencies. Inclusivity in this study refers to all students being able to access and gain equal opportunities for education and learning.
Students who attend schools with sufficient resources typically perform significantly better than those who attend schools with insufficient resources in local contexts.

1.8 STRUCTURE OF CHAPTERS

The study adhered to the following structure:

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Chapter 1 contains an overview and rationale of the study. This includes an introduction to the study, a reflection on the background of the study, a statement of the problem, the aims and objectives of the research question, a definition of key concepts, and the organisation of chapters.

Chapter 2 Focuses on the literature review and discusses the theoretical framework barriers to educational resources in the implementation of inclusive education in primary school. The focus will be on the strategies that can be used to address the barriers to educational resources in implementing inclusive education.

Chapter 3 focuses on a discussion of the research paradigm, design, and research methodology. It will also narrow out the study population, sampling method, and ethical considerations.

Chapter 4 will focus on data presentation, analysis, and discussion of the findings.
Chapter 5 summarises the findings, conclusions, and recommendations.

1.9 CONCLUSION

This chapter provided an overview of the study, outlining the research problem, objectives, and significance of investigating the barriers to educational resources in implementing inclusive education in selected primary schools within the Molototsi Circuit, Mopani East District. The discussion highlighted the challenges that hinder the effective inclusion of learners with disabilities and special educational needs, particularly the lack of adequate resources, teacher preparedness, and infrastructural limitations. The chapter also introduced *Bronfenbrenner's Ecological Systems Theory* as the theoretical framework, emphasizing the role of environmental factors in shaping inclusive education practices.

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The research questions and objectives were presented to guide the study, focusing on identifying key barriers and exploring possible solutions to improve inclusive education. The chapter emphasised the importance of this study in informing policy decisions and practical interventions to enhance learning opportunities for all students. The next chapter will provide a comprehensive review of existing literature on inclusive education, examining theoretical perspectives, empirical findings, and policy frameworks relevant to the study.

CHAPTER 2 LITERATURE REVIEW

2.1 INTRODUCTION

Effective implementation of education in primary schools requires the availability of both material and human resources. However, obstacles such as limited access to these resources can hinder the standard of instruction provided. Resources, as defined by Glewwe, Siameh, Sun, and Wisniewski (2021:218), include both material and human resources available to teachers within schools. For inclusive education to succeed, it is necessary to incorporate traditional special education practices along with additional material and human resources in mainstream schools (Serero, 2021). Material resources encompass funding, classroom materials like books and computers, and programs for learners with disabilities. Human resources involve the expertise of professionals both within and outside the school system. The Salamanca Statement (UNESCO, 1994) and the Framework for Action on Special Needs Education committed to ensuring adequate human and financial resources to support inclusive education for all students, including those with learning disabilities.

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The implementation of inclusive education can be significantly hindered by budgetary constraints, as shown in various studies. Burnett (2021) explains that in Zimbabwe, the Ministry of Primary and Secondary Education often allocates a significant portion of the budget to salaries, leaving insufficient funds for critical resources like infrastructure and teaching materials. This impacts the effectiveness of the educational system. In countries like Namibia and South Africa, schools in both rural and urban areas struggle to engage in inclusive education practices due to limited resources, though they utilise what is available prudently (Chataika & Hlatywayo, 2022:79). Similarly, Agbonlenomen and Faith (2023) found that in Cameroon, low budgetary allocations are seen as a major obstacle to providing necessary materials for children with disabilities, such as Braille machines and sign language books. In Botswana, Sheetheni (2021) reported that participants expressed concerns about the lack of financial resources, further exacerbating challenges in providing appropriate materials and support for inclusive education.

Research conducted by Morena and Nkoane (2021) in Lesotho highlighted that the lack of essential resources, such as classrooms, significantly impacted inclusive education for children with disabilities in primary schools. Similarly, Parveen and Jan (2023:06) reported in South Africa that large class sizes and insufficient resources posed significant challenges to inclusive education. The absence of adequate classrooms often leads to overcrowded conditions, which can further exacerbate these challenges (Meier & West, 2020:6). In Zimbabwe, Maizere (2020) also pointed to a shortage of resources as a major barrier to implementing inclusive education for children with disabilities. This issue is further complicated by the high teacher-pupil ratio, which in many South African schools stands at 1 to 40 (Kambasha, 2021). The result is that teachers struggle to meet the needs of students with disabilities due to overcrowded classrooms and a lack of necessary resources.

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The overcrowding of classrooms not only affects the physical environment but also leads to negative attitudes toward children with disabilities in inclusive settings (Dorji, Bailey, Paterson, Graham, and Miller, 2021:246). The high teacher-pupil ratio and limited resources can reduce teachers' ability to provide adequate support for these learners. Additionally, a study by Makuya and Dzivhuluwani (2021) found that teachers in South Africa were frustrated by the lack of time and resources for planning and collaborating on inclusive education strategies. The shortage of time for staff training and planning has serious implications, as teachers struggle to develop tailored support programs for students with disabilities. Without proper training and time for collaboration, the needs of these learners are often overlooked, further hindering the success of inclusive education in the classroom.

According to Mukhopadhyay, Mangope, and Moorad (2019:235), Botswana teachers involved in inclusive education feel that there is insufficient time available for collaboration and consulting with other teachers, parents, and professionals to meet the needs of special needs. Learners with learning disabilities cannot receive quality support from their teachers because there is no time for teachers to sit down as a team to design strategies that can best serve the needs of the learners (Burden, 2020). The research by Boitumelo, Kuyini, and Major (2020:15) found that support services such as professional support, parental support, and administrators‟ support were perceived to be critical resources in the implementation of inclusive education in Botswana. His findings affirm the findings by Grigorenko, Compton, Fuchs, Wagner, Willcutt, and Fletcher (2020:37), who argue that learners with learning disabilities need professional support and should be referred to specialists when necessary.

The lack of material resources, such as teaching aids and physical structures, hampered the success of implementing inclusive education for children with disabilities (Burden,

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2020). This is like the findings by Sheetheni (2021:64), who noted that the implementation of inclusive education for children with disabilities was being hampered by a lack of resources in schools in Botswana. Observations in the computer resource Centre for children with disabilities, in and around the schools, show that the Centre had outdated software and non-functional hardware. Because much of the hardware, software, and expertise needed for the upkeep of the computers are only available outside Botswana, it is extremely difficult to maintain the little provision that exists. Resources allocation at most inclusive schools is too low to support learning and teaching in Lesotho (Khumalo, Alphonci, & Khanare, 2021:315). In Zimbabwe, the same situation prevails (Mutanga, 2024:2033). In Zambia, a study by Glewwe, Siameh, Sun, and Wisniewski (2021:252) found that the shortage of textbooks and instructional materials for children with learning disabilities persists, especially in primary schools. Other than a textbook shortage, schools are characterised by inadequate instructional materials such as student workbooks, teaching aids, and enrichment materials. The education of children with learning disabilities might be impossible in many regions of the world because of a lack of resources needed to meet the individualised needs of such children (Lebona, 2020).

The United Nations‟ Declaration of Human Rights of disabled persons and the World Program of Action concerning people with disabilities both called for provisions for persons with diverse abilities (Blake and Lixinski, 2020) but allowed for indefinite procrastination in implementation because of using language that encouraged nations to act only if resources were available. There is no equal distribution of qualified teachers for inclusive education in primary schools within the urban and rural areas in South Africa (Melane, 2022). Most qualified teachers for inclusive education do not always prefer to work in rural areas because of the lack of basic infrastructure such as tarred roads to schools, which makes most rural schools inaccessible during the summer rainy season (Melane,2022). Cottages for teachers are usually in poor condition, unsafe or nonexistent.

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When posts for trained inclusive education teachers become available in better areas, these qualified teachers move away. These movements leave rural schools with no alternative but to employ unqualified teachers who do not have the expertise to provide quality instruction to learners with learning disabilities and this creates challenges in the implementation of inclusive education (Melane,2022). The present study endeavours to establish whether the scenario prevailing in South Africa applies to Zimbabwe.

2.2 THEORETICAL FRAMEWORK

This study is based on Resource Dependence Theory (RDT), which explains how organisations manage their reliance on external resources to achieve their goals. Developed by Pfeffer and Salancik (1978), RDT is widely used in organisational studies and management to understand the relationships between organisations and their external environment. This theory focuses on how organisations acquire, control, and distribute resources necessary for their operations. In this study, RDT is applied to explore the challenges schools face in securing the resources needed for implementing inclusive education in primary schools.

2.2.1 Resource Dependence Theory (RDT)

Resource Dependence Theory suggests that organisations cannot function in isolation and must interact with other entities to obtain essential resources. According to Celtekligil (2020:131), an organisation's ability to access external resources influences its structure, special education providers, non-governmental organisations (NGOs), and community groups, to acquire resources such as funding, specialised learning materials, assistive technologies, and skilled personnel.

RDT highlights the interdependence and power dynamics between organisations and their external environment. Saito and Ruhan (2017:189) argue that different stakeholders hold varying degrees of power and control over educational resources. For example, schools must rely on government funding and policy directives to implement inclusive

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education. This dependence means that changes in government policies, budget allocations, and administrative priorities significantly impact the availability of educational resources.

One of the fundamental principles of RDT is that resources are scarce and unequally distributed, creating competition among organisations to secure them (Walker & Hayton, 2017:98). In inclusive education, this is evident in schools facing challenges such as insufficient financial support, inadequate access to adapted learning materials, and a shortage of trained teachers. These limitations hinder the successful implementation of inclusive education policies and reduce learning opportunities for students with disabilities.

To manage resource dependencies, organisations, including schools, must adopt strategic approaches to secure essential resources. Sanderson, Lonsdale & Mannion (2019) emphasise that organizations often seek alternative funding sources, establish partnerships, or collaborate with NGOs and private organisations to supplement government resources. Similarly, Delke (2015) explains that organisations often form alliances, joint ventures, and inter-organizational networks to reduce dependency on a single resource provider and improve their operational stability.

RDT also considers the role of external environmental factors, including policy frameworks, societal attitudes, and economic conditions, in shaping resource availability. The success of inclusive education depends on government policies, public perceptions of disability, and financial investments in education. By analysing these factors through the lens of RDT, this study seeks to identify the main barriers to resource acquisition in schools and explore strategies to address these challenges through policy reforms, improved resource distribution, and enhanced collaboration among stakeholders.

Relevance of RDT to the Study

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Applying Resource Dependence Theory to this study provides insights into the factors influencing the availability and accessibility of educational resources for inclusive education. This study aims to:

- Examine the power dynamics among key stakeholders in distributing educational resources for inclusive education.
- Identify schools' major constraints in acquiring necessary resources, such as financial limitations, inadequate government support, and infrastructure challenges.
- Suggest strategies to mitigate resource dependency, including increased government investment, better teacher training programs, and community-driven support for inclusive education.

By applying RDT, this study highlights the systemic barriers to inclusive education and underscores the importance of collaborative efforts among educational institutions, policymakers, and community stakeholders to ensure equal access to quality education for all learners, regardless of their abilities.

2.3 EMPIRICAL LITERATURE

This section provides evidence-based insights into the challenges and opportunities of implementing inclusive education, particularly in resource-constrained environments. By reviewing existing studies, this section examines the availability and adequacy of educational resources, teacher preparedness, infrastructural support, and stakeholder involvement in promoting inclusive education. The discussion draws on findings from both local and international research to highlight patterns, gaps, and best practices that inform the study

2.3.1 LACK OF EDUCATIONAL RESOURCES AS A BARRIER TO THE IMPLEMENTATION OF INCLUSIVE EDUCATION

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Implementing inclusive education faces many challenges, especially when it comes to educational resources. These challenges can make it harder to include students with diverse needs. The following sections explain these challenges in more detail:

2.3.1.1 Lack of Funding

The adoption of inclusive education in South African schools has significantly increased the pressure on institutions to integrate students with special educational needs into regular classrooms. As Makoelle and Burmistrova (2021:1) highlight, this shift demands substantial adjustments to school funding to meet the needs of a more diverse learner population. Unfortunately, this has resulted in challenges, as numerous governments worldwide struggle to fund public education adequately. In South Africa, the financial constraints caused by the current economic situation have led to drastic reductions in government spending on education.

The issue is further exacerbated by the migration of people from war-torn regions and the increase in illegal immigration from less developed nations, which adds to the burden on already strained educational systems (Mestry, 2020). These factors have compounded the difficulties faced by schools in providing inclusive education.

Many schools in South Africa lack the resources necessary to implement inclusive education effectively. These institutions often struggle to provide the essential staff, specialised resources, infrastructure, and equipment needed to create an inclusive learning environment. For instance, schools may lack trained special education teachers or teaching assistants, which limits their ability to address the diverse needs of students. Furthermore, schools may face challenges in securing external funding or support from government programs aimed at supporting inclusive education. Without sufficient financial resources, these programs can find it difficult to properly establish or manage, further hindering the implementation of inclusive practices.

The lack of adequate funding remains one of the most significant barriers to the successful implementation of inclusive education in South African schools. The shortage

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of financial resources restricts schools' capacity to hire qualified personnel, provide necessary infrastructure, and access external support, all of which are crucial for fostering an inclusive educational environment.

2.3.1.2 Lack of Infrastructure

The lack of adequate infrastructure in schools creates numerous challenges, especially for students with disabilities, making it difficult for them to move around freely. In some cases, this lack of accessibility forces students to remain in their dormitories, leading to increased isolation and limiting their opportunities to engage in school activities fully. According to Mutanga (2017:1), one of the primary obstacles to implementing inclusive education in primary schools is insufficient infrastructure.

Inadequate facilities, such as classrooms, restrooms, libraries, and laboratories, pose significant barriers to effective teaching and learning. These limitations can prevent schools from accommodating the diverse needs of students, particularly those with physical disabilities who require specific adaptations. For instance, if classrooms are not wheelchair accessible or restrooms lack proper facilities for students with mobility challenges, these students may face difficulties accessing their education. Similarly, the absence of specialized learning areas, such as libraries and science labs, that can accommodate students with disabilities further restricts their educational opportunities.

This issue is even more pronounced in rural areas, where schools are often located in isolated, impoverished communities with limited access to resources. In such settings, schools may struggle to provide basic facilities, let alone the specialised infrastructure required for inclusive education. Overcrowded classrooms, poor sanitation, and a general lack of maintenance in some schools compound these challenges. As a result, students with disabilities may face not only physical barriers but also a lack of suitable teaching and learning resources, which further hampers their ability to participate in an inclusive learning environment.

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To ensure that every child, including those with disabilities, has equitable access to quality education, it is essential to address the infrastructure gap. Improving the physical environment of schools—by ensuring classrooms are accessible, providing ramps, installing specialized restrooms, and creating inclusive learning spaces will be crucial for the successful implementation of inclusive education. This barrier must be overcome if schools are to offer all students the opportunity to learn and thrive in an inclusive setting.

2.3.1.3 Shortage of trained teachers and support staff

Teachers play a crucial role in adapting to modern classrooms' increasingly diverse student body. According to Pitten, Markova, and Krischler (2018:49), teachers must possess the ability to respond to the wide range of learning needs that students bring into the classroom. However, many teachers feel unprepared to meet the needs of students with special educational needs (SEN), which can lead to reluctance to include these learners in regular classes. This feeling of inadequacy can have negative consequences for the implementation of inclusive education.

Research by Ruth, Ejiwal, and Busuyi (2020:119) underscores the strong connection between teacher effectiveness and student outcomes, indicating that when teachers feel unprepared, it directly impacts learner performance. As a result, these feelings of unpreparedness can hinder students' academic success, particularly those with SEN. Teacher preparation, therefore, needs to be significantly improved to ensure that educators are equipped to handle the diverse needs of their students.

One of the key challenges teachers face in adapting to inclusive education is the rapid pace of new research and the expanding body of knowledge. Teachers are expected to stay informed about the latest developments in education, including inclusive teaching strategies, but the pressure to keep up with these changes can be overwhelming. For many teachers, training in inclusive education is often limited and does not provide sufficient depth. The time allocated for professional development sessions is typically too short to cover all necessary material, and teachers may struggle to grasp the new

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concepts being presented. This lack of comprehensive training can leave educators feeling ill-equipped to handle the diverse learning needs in their classrooms.

Many teachers lack the specialised skills required to meet the demands of learners with a variety of needs. In many cases, teachers have not received adequate preparation for inclusive education practices, making it difficult for them to implement inclusive teaching methods effectively. The unfamiliarity with these practices can create anxiety and resistance among teachers, as they feel uncertain about how to best support their students.

The shortage of trained teachers and support staff is a significant barrier to the successful implementation of inclusive education. Without proper training and support, educators may struggle to create an inclusive learning environment where all students can thrive. Addressing this shortage through improved teacher preparation, more comprehensive professional development, and increased support for educators is essential to overcoming this challenge and ensuring that inclusive education can be effectively delivered in schools.

2.3.1.4 Inadequate curriculum and teaching materials

The lack of sufficient textbooks, revision books, and other essential teaching materials in schools presents a significant challenge to effective teaching and learning. According to Adakole, Kenedy, and Nnaji (2016:35), many schools face severe shortages of the resources needed to enhance children's understanding of various subjects. This lack of curriculum materials makes it difficult for teachers to deliver lessons in an engaging, effective, and efficient manner. Appropriate teaching aids, such as textbooks, workbooks, visual materials, and supplementary resources, are crucial for helping students fully grasp the content being taught. Students may struggle to understand complex concepts without them, resulting in confusion, frustration, and disengagement.

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When students do not have the necessary resources to deepen their understanding, it becomes increasingly challenging for them to stay focused and motivated. For instance, when students are unable to refer to textbooks for detailed explanations or practice exercises, they often miss opportunities for independent learning and revision. As a result, they may feel disconnected from the lesson, leading to a lack of interest and diminishing their ability to retain the material. This disengagement can have a profound effect on their overall academic performance. Students who are unable to connect with the content or access adequate support materials may struggle to keep up with their peers, and their academic achievement may be hindered as they fail to grasp critical concepts.

The consequences of inadequate teaching materials also affect the quality of instruction. Without access to updated or appropriate resources, teachers are forced to rely on outdated or irrelevant materials that may no longer align with current educational standards or learning objectives. Using such resources can make it difficult for educators to develop informative and engaging lessons. The use of outdated content may limit the breadth and depth of lessons and fail to capture students' interest, which is essential for fostering an engaging learning environment. Furthermore, teachers may not be able to incorporate the latest research or educational trends into their teaching practices, further hindering the overall learning experience. This can negatively impact students' ability to connect classroom learning with real-world applications, as the resources provided do not reflect current developments or practical knowledge.

The challenge of insufficient and outdated teaching materials is further compounded by the diversity of students' learning needs. In classrooms with students who have different abilities, learning styles, and language proficiencies, the lack of appropriate instructional resources can make it even more difficult for teachers to tailor lessons effectively. Students with special educational needs (SEN) may require specialized materials, such as braille texts, sign language resources, or assistive technology, to engage with the

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content. Without these, teachers are unable to support these learners fully, and the gap between students with different needs may widen.

To address these issues, schools must have access to up-to-date, relevant, and varied curricula and appropriate instructional materials. These resources should reflect current knowledge and be adaptable to meet the needs of all learners. Materials should be designed to promote an inclusive learning environment, providing all students with the tools they need to succeed. This may include differentiated resources, digital tools, and interactive content that can engage students with diverse learning styles. Teachers should receive support and professional development to learn how to effectively use these resources to enhance their teaching and improve student outcomes.

By ensuring that schools are equipped with high-quality, relevant resources and curricula, educational authorities can help eliminate the barriers that hinder student learning. These changes will not only help to increase student engagement and motivation but also ensure that all learners have equal access to the knowledge and skills required to succeed academically. A well-resourced and well-designed curriculum can lead to more productive, effective, and inclusive classrooms, fostering an environment in which all students, regardless of their background or learning needs, can thrive.

2.3.1.5 Limited Community Involvement.

Limited community involvement poses a significant challenge to the successful implementation of inclusive education programs. Wong, Poon, Kaur, and Ng (2015) note that parents often find it difficult to balance the pressure they place on their children, the school, and themselves when advocating for their children's educational rights in an imperfect but developing inclusive system. This uncertainty can lead to a lack of active engagement from parents and other community members, which weakens the effectiveness of inclusive education initiatives.

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Inclusive education requires the active participation of parents, community members, and other stakeholders. Without their support and involvement, the programs intended to meet the needs of all learners may not be properly implemented. When communities are not engaged, it limits the resources and support available to students, teachers, and schools. For example, parents may not fully understand the resources available to them, and teachers may lack the necessary support from the broader community to adapt their teaching methods for diverse learners.

The lack of community involvement in educational initiatives can lead to the underuse or misdistribution of instructional materials. This is unfortunate because community members can offer valuable contributions, such as providing resources or helping to implement programs that support inclusive education. If these contributions are not utilised, students may not receive the full benefit of the educational resources available to them.

Community support is crucial for ensuring every student has access to the tools and resources needed to succeed. When the community is actively involved, schools can create a more inclusive environment where every child receives the support they need to succeed academically. To ensure that all students have access to high-quality education, overcoming the barriers created by limited community involvement is essential.

2.3.2 STRATEGIES AND INTERVENTIONS TO ADDRESS BARRIERS TO EDUCATIONAL RESOURCES IN INCLUSIVE EDUCATION.

Strategies to overcome barriers to education resources for inclusive education: accessible resources, professional development, resource allocation by the Department of Basic Education, technology integration, collaboration, and cultural sensitivity.

2.3.2.1 Accessible Educational Resources

Accessible educational resources are essential tools that cater to a wide range of learners, including those with disabilities or special educational needs. These resources

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are designed to ensure that all students, regardless of their abilities or learning preferences, can access and effectively use them in their educational activities. Shiwani, Kalai, Gatumu, and Jumba (2021) highlight a key challenge in the field of inclusive education: the lack of appropriate support systems. They note that many teachers are unprepared to effectively utilise the resources available to them and that the learning materials provided are often unsuitable or insufficient for diverse learners. This gap in resources and teacher preparedness can hinder the implementation of inclusive education and negatively impact students' learning experiences.

The importance of accessible educational resources is further emphasised by Manrique, Dirani, and Frere (2019:49), who assert the need for collaborative efforts in developing these resources. They argue that the creation of support materials—such as educational games, software, devices, and assistive technologies—should involve not only engineers and material developers but also the users (students) and the teachers who will be using them in the classroom. This collaborative approach ensures that the materials are adaptable to the diverse needs of learners and are user-friendly for both students and teachers. Moreover, the authors stress the importance of ongoing teacher training that takes into account the specific needs and profiles of educators, ensuring they are equipped with the skills and knowledge to use these resources effectively in inclusive classrooms.

Accessible educational resources are designed with the goal of inclusivity, ensuring that all students, regardless of their learning differences, have equal opportunities to participate in the learning process. These resources may include tactile materials for students with visual impairments, audiobooks for students with reading difficulties, and digital devices equipped with special software for those with motor or cognitive disabilities. The design of such materials prioritizes flexibility, allowing students to engage with the content in ways that suit their individual learning needs. For example, a student with

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dyslexia might benefit from text-to-speech software, while a student with a hearing impairment might benefit from captioned videos or visual aids.

The development of accessible educational resources should focus on the materials themselves and the broader educational environment. Schools must provide adequate support for teachers, ensuring they have the training and resources to use these tools effectively. Additionally, schools should foster a culture of inclusion, where all students are encouraged and supported to learn in diverse ways.

Accessible educational resources are critical for the success of inclusive education. They ensure that all learners, regardless of their abilities, have access to the materials and tools they need to succeed. By investing in the development of these resources, providing teachers with the necessary support, and promoting collaboration between educators, engineers, and students, schools can create an inclusive and supportive learning environment that enables all students to thrive.

2.3.2.2 Professional development

Professional development is the ongoing process through which teachers enhance their skills, knowledge, and teaching strategies throughout their careers. It plays a crucial role in inclusive education by equipping educators with the necessary tools to meet the diverse needs of all students, including those with disabilities or special educational needs. Kennedy (2016:945) notes that teacher learning is often unconscious and involves addressing motivational, emotional, and cognitive gaps. This suggests that professional development must go beyond simply teaching new content; it should also focus on developing teachers' emotional intelligence, motivation, and cognitive understanding to better support their students.

Basma and Savage (2018:457) argue that professional development programs aimed at primary school teachers often have a limited impact on improving students' academic outcomes. This suggests that while professional development is essential, it may not always lead to immediate improvements in student performance unless it is effectively

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designed and tailored to meet the specific needs of teachers and students. For professional development to have a meaningful impact, it must be comprehensive, ongoing, and aligned with the practical realities of the classroom.

Professional development encompasses a variety of learning formats, including online courses, conferences, workshops, and mentorship programs. Each format offers opportunities for teachers to engage in learning that can enhance their teaching practices. For instance, online courses can provide flexibility, allowing teachers to learn at their own pace, while workshops and conferences can offer opportunities for hands-on experience and networking with peers. Mentorship programs, where experienced teachers guide and support less experienced ones, can foster a collaborative learning environment that helps educators develop more effective teaching strategies.

A key focus of professional development in inclusive education is creating teaching practices that cater to the diverse needs of all learners. This includes learning to use assistive technology, understanding different disabilities, and adapting teaching methods to support students with various learning styles. For example, teachers may learn to incorporate technology, such as speech-to-text programs or interactive learning tools, to help students with learning disabilities better. They may also gain insights into differentiated instruction strategies, which involve tailoring lessons to meet students' abilities and interests.

Continuous professional development ensures educators stay current with the latest research, best practices, and educational trends in inclusive education. As the field of education evolves, new techniques, technologies, and approaches are constantly emerging. By engaging in ongoing professional development, teachers can ensure they are using the most effective and evidence-based practices to support their students. This is especially important in inclusive education, where teachers must be adaptable and responsive to the unique needs of each student.

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Professional development is a vital component of inclusive education. It provides teachers with the skills and knowledge needed to create inclusive and supportive learning environments that cater to the diverse needs of all students. By participating in ongoing professional development opportunities, teachers can continuously improve their teaching practices, stay informed about new educational strategies, and ensure they offer every student the best possible education.

2.3.2.3 Resource Allocation by the Department of Basic Education

Kabi (2016:82) asserts that preferential resourcing for schools was a result of the state's propagation of race theories, which led to inequality and marginalisation. Social inequities were reflected in both learner outcomes and the quality of education offered. Transferring educational resources among various schools and areas is known as resource allocation, as defined by the Department of Basic Education. This covers the cost of paying for new infrastructure, paying teachers, and purchasing textbooks and other educational supplies. Allocating resources effectively ensures that learners with disabilities receive the assistance and accommodations required to succeed in inclusive education. For instance, schools might need to raise more funds to purchase assistive technologies or recruit specialised teachers. The Department of Basic Education can support inclusive education and guarantee that all students have the chance to succeed by making sure that resources are allocated fairly and according to the needs of each school and learner.

2.3.2.4Technology integration

Technology integration involves effectively using digital tools and resources to improve teaching and learning in the classroom. Harrell and Bynum (2018:13) state that modern students, often called digital natives, have grown up with continuous internet and digital devices. As a result, educators need to integrate technology into their teaching to engage learners, support personalised learning, and improve accessibility, particularly in inclusive education settings.

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Bataineh, Anderson, and Toledo (2008:382) note that teachers in different educational settings use technology to some extent. However, the degree and effectiveness of its integration depend on factors such as infrastructure, teacher training, and institutional support. Since technology plays a vital role in daily life, it should not be excluded from the classroom. Instead, research should focus on identifying challenges in technology integration and developing strategies to improve its use in meeting diverse learning needs.

1.Technology as a Tool for Inclusive Education

Technology is an essential tool in inclusive education, as it helps meet the diverse learning needs of students. Assistive technologies, such as screen readers, speech-to-text software, and adaptive learning platforms, support students with visual, auditory, or cognitive disabilities in accessing educational materials. Additionally, interactive whiteboards, educational apps, and digital simulations promote differentiated instruction, allowing students to learn independently.

Integrating technology in inclusive education provides several benefits:

- **Improved accessibility:** Digital tools enable students with disabilities to access learning materials tailored to their needs, reducing barriers to education.
- **Personalized learning:** Adaptive technologies allow teachers to adjust instruction based on student progress, ensuring each learner receives appropriate support.
- **Increased engagement and motivation:** Interactive digital tools, including games and multimedia content, make learning more engaging and encourage student participation.

2. Challenges in Technology Integration

Despite its advantages, several barriers hinder the effective use of technology in education:

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1. **Limited infrastructure and resources:** Many schools, especially those in rural or underprivileged areas, lack access to essential digital tools, high-speed internet, and sufficient funding for technology-enhanced learning.
2. **Teacher training and preparedness:** Some teachers do not receive adequate training to effectively integrate technology into their teaching, limiting its potential benefits.
3. **Resistance to change:** Certain educators and school administrators may hesitate to adopt new digital tools due to a lack of familiarity or concerns about their effectiveness.
4. **Equity issues:** Students from low-income backgrounds may have limited access to digital devices and the internet outside of school, creating a digital divide.

3. Strategies to Improve Technology Integration

To address these challenges and maximise the benefits of technology in education, several strategies can be implemented:

- **Teacher training programs** should be introduced to improve educators' digital skills and help them integrate technology effectively into their teaching.
- **Collaboration between government and private sector organizations** can provide resources and funding to support schools with limited access to technology.
- **Schools should adopt policies** that promote open-access educational resources, making digital learning tools more widely available.
- **Inclusive technology frameworks** should be developed to ensure that students with disabilities can fully benefit from digital learning environments.

Technology integration is crucial in improving teaching and learning, particularly inclusive education. However, infrastructure limitations, teacher readiness, and digital inequity must be addressed to maximise its benefits. By investing in teacher training, resource

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allocation, and policy development, schools can create technology-enhanced learning environments that support all students, regardless of their abilities or backgrounds.

2.3.2.5 Collaboration

Collaboration in education involves the concerted efforts of various stakeholders—teachers, parents, administrators, and community organisations—to enhance students' learning experiences. In the context of inclusive education, such collaboration is vital for addressing the unique needs of every learner and fostering a supportive learning environment (Brookings Institution, n.d.).

Teacher-Parent Collaboration

Effective teacher-parent collaboration is fundamental in supporting students' learning and development. Parents play a crucial role in reinforcing learning at home, while teachers provide structured educational experiences in school (Lindenwood University Online, n.d.). However, several challenges can impede this collaboration:

Communication barriers: Some parents may feel uncomfortable engaging with teachers due to language differences, limited education, or lack of confidence in their ability to contribute to their child's learning (National Education Association, n.d.-a).

Differing expectations: Teachers and parents may have different views on what constitutes a "good" upbringing, leading to misunderstandings and lack of cooperation (Brookings Institution, n.d.).

Time constraints: Both teachers and parents may have busy schedules, making regular communication and collaboration difficult (Lindenwood University Online, n.d.).

To improve teacher-parent collaboration, schools can implement strategies such as encouraging open communication, providing parent education programs, and creating inclusive school policies that actively involve parents in decision-making and foster a welcoming environment for parental participation (National Education Association, n.d.-b).

Inter-School Collaboration

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Collaboration between schools is another effective strategy for improving educational outcomes. Research suggests that such collaborations can improve teaching practices, provide professional development opportunities, and enhance student performance (Department for Education, 2015). Key advantages of inter-school collaboration include sharing best practices, professional development, and resource optimisation. However, successful inter-school collaboration requires effective leadership, trust between institutions, and well-defined goals. Schools should establish clear agreements, regular communication channels, and structured collaboration frameworks to ensure that partnerships yield positive results (Department for Education, 2015).

Community Collaboration in Education

Community involvement is another crucial aspect of collaboration in education. Schools that engage with local organisations, businesses, and social services can provide students with additional support and learning opportunities (National Education Association, n.d.-b). Community collaboration can take various forms, including partnerships with local businesses, collaboration with social services, and after-school programs.

Challenges in Educational Collaboration

While collaboration offers numerous benefits, it also presents challenges that need to be addressed:

Lack of trust and mutual understanding: Differences in values, perspectives, and communication styles can hinder effective collaboration among stakeholders (Brookings Institution, n.d.).

Limited resources: Some schools and communities may lack the financial and infrastructural capacity to support collaborative initiatives (Department for Education, 2015).

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Resistance to change: Teachers, parents, and administrators may hesitate to adopt new collaborative approaches due to concerns about workload or effectiveness (National Education Association, n.d.-a).

Conclusion

Collaboration is a key factor in ensuring quality education and inclusivity. Effective teacher-parent collaboration enhances student support, inter-school collaboration improves educational standards, and community partnerships provide additional learning resources. However, proactive policies and strategies must address communication barriers, differing expectations, and resource limitations. By fostering open communication, building trust, and encouraging shared responsibility, educational institutions can create an inclusive and supportive learning environment that benefits all students.

2.4 CONCLUSION

Chapter 2 has examined several essential factors that affect the effective implementation of inclusive education in primary schools. It focused on the challenges and barriers that limit the complete success of inclusive education. These challenges include limited community involvement, lack of professional development for teachers, linguistic and cultural diversity, negative attitudes, insufficient parental involvement, inadequate accessible educational resources, and unequal resource allocation by the Department of Basic Education.

The findings suggest that while inclusive education offers excellent potential to improve learning for all students, significant obstacles must be addressed. To make inclusive education successful, it is essential to take a comprehensive approach that involves teachers, parents, communities, and government agencies. Teachers need ongoing training tailored to the diverse needs of their students, and schools must have the necessary resources to support all learners.

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Changing attitudes towards inclusion is essential, as opposing views can impact how learners with special educational needs participate in the classroom. The involvement of parents and communities is also vital to ensure that children receive support at school and at home.

The allocation of resources by the Department of Basic Education plays a key role in the success of inclusive education. To promote fairness and equality, resources must be distributed to meet the needs of all learners, particularly in disadvantaged schools.

This chapter highlights the critical barriers facing inclusive education and emphasises the need to address these issues. By improving support systems, professional development, and resource allocation, inclusive education can become a more effective and equitable approach for all students. The next chapter will deal with methodology.

CHAPTER 3. RESEARCH DESIGN AND METHODOLOGY OF THE STUDY

3.1 INTRODUCTION

According to Pandey (2021), research methodology is the specific procedures or techniques used to identify, select, process, and analyse information about a topic.
This section outlines the research design and the study's methodology to explain how the research questions were investigated. The research paradigm, design methodology, and ethical considerations are discussed in the chapter. The research paradigm is the overarching frame that gives structure to the research.

3.2 RESEARCH PARADIGM

A paradigm, according to Kumatongo and Muzata (2021:16), is a pattern or model that includes a set of accepted assumptions and a methodology for gathering and analysing data in the social sciences. A research paradigm is a framework that guides the design and methods of studies. A research paradigm is "a type of framework within which a

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researcher operates, in terms of assumptions, ideas, ways of thinking, and research methodology, according to Rafiq (2019:81). Interpretivism serves as the guiding principle of the study. According to Pervin and Mokhtar (2022:420), the interpretive paradigm of research aims to rely as much as possible on participant perspectives of the issue under study.

In this study, interpretivism involves approaching research to understand the lack of educational resources as a barrier to implementing inclusive education. The researcher approached this study through the lens of interpretivism to gain a deep, contextual understanding of how the lack of educational resources influences the implementation of inclusive education in primary schools. Grounded in the belief that realities are socially constructed, the researcher sought to explore how individual participants, teachers, learners, and school leaders make meaning of their experiences within resource-constrained environments. Through qualitative methods such as interviews and classroom observations, the researcher facilitated the co-construction of meaning, allowing participants to articulate their perspectives, emotions, and coping strategies in their own words. Maintaining a reflexive stance, the researcher remained aware of potential personal biases and their influence on interpretation. This interpretivist approach enabled the study to uncover the nuanced, often overlooked realities that statistical data alone might not reveal, ensuring that the voices of those most affected by systemic educational barriers were meaningfully represented.

3.3 RESEARCH DESIGN

Fraenkel, Wallen, and Hyun (2023:62) define research design as a strategy for gathering information to address the research topic. A research design is a framework or structure that describes the approach and techniques a researcher plans to employ to address a particular research topic or accomplish a specific goal (Maree, 2022:1405). This study will use a qualitative research design. According to Previn et al. (2022:430), Qualitative research is a type of research that aims to gather and analyse non-numerical data to gain

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an understanding of individuals' social reality, including understanding their attitudes, beliefs, and motivations. Research that aims to investigate and explain phenomena from the viewpoints of individuals being investigated has been characterised as qualitative research. The phenomenology approach will be used in this research. According to Jackson, Vaughan, and Brown (2019), Phenomenology is a form of qualitative research that focuses on the study of an individual's lived experiences within the world. The phenomenological approach is appropriate for exploring educational resources that are barriers to implementing inclusive education. The researcher will explore this by identifying and addressing obstacles through a needs assessment involving all stakeholders and collecting data on the current situation. The researcher will use interviews, observation, and document analysis to gather information on the strengths and weaknesses of school inclusiveness in handling educational resources and collaborating with other stakeholders who can support the school.

3.4 RESEARCH APPROACH

A research approach refers to the strategies and techniques employed by a researcher to gather, analyse, and interpret data, serving as the basis for achieving the study's objectives. As Hennink, Hutter, and Bailey (2020) noted, it provides a structured framework for understanding a research problem, incorporating philosophical assumptions, research designs, and specific methodologies. Additionally, a research approach ensures that data collection and analysis are aligned with the research questions, enhancing the validity and reliability of the findings. Using a clear and well-structured research approach, researchers can systematically address complex problems and produce meaningful, evidence-based insights. This section will discuss the strategy that will be used in the study.

3.4.1 Qualitative research

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According to Hennink, Hutter, and Bailey (2020), qualitative research design is a type of research methodology that focuses on exploring and understanding complex phenomena and the meanings attributed to them by individuals or groups. Therefore, using qualitative design enabled the researcher to employ semi-structured interviews to get participants' views in their natural settings. Qualitative research seeks to delve deeply into a problem or generate novel ideas for further exploration. For this study, the researcher will adopt a qualitative approach grounded in the interpretive paradigm, which centres on people's shared social experiences."

Qualitative research involves collecting and analysing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences (Lasisi, 2023). The qualitative researcher studies things, attempting to interpret phenomena based on the meanings people bring to them.

3.5. DATA COLLECTION METHODS

Semi-structured interviews, observation, and document analysis will be used to collect data for this study.

3.5.1 Semi-structured interviews

Buajitti, Chiodo, and Rosella (2020:153) define an interview as a form of data collection in which individuals or groups are questioned orally. An interview is a way to gather information from individuals involved in implementing inclusive education in primary schools. The interview aimed to understand the barriers to educational resources that hinder the effective implementation of inclusive education in primary schools and to gather suggestions on how to address them. Semi-structured interviews will be used for this study. A semi-structured interview was a valuable research method for investigating the challenges that hinder the successful implementation of inclusive education. The researcher interviewed the principal, the SBST coordinator, and three teachers who are

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interphase coordinators in each school. The interviews were conducted after school to avoid interfering with the learner's contact time.

3.5.2 Observation

Maree (2022:1408) defines observation as the methodical act of documenting the behaviours of people, things, and events without necessarily asking them questions or speaking with them. Observation revealed information about educational resources in the implementation of inclusive education. To reduce prejudice and information manipulation, the recorded interviews were transcribed. The researcher gathered information at the research site, which was a classroom, from the principal, the SBST coordinator, and the inclusive education teachers. The researchers received an observation sheet from the researchers that data transcription transforms raw data into processed data. A classroom from one of the sampled schools was observed. The information gathered from the observations and interviews should illuminate the obstacles to effectively using educational resources. A voice recorder was used during the interviews to ensure that every comment made by the participants was accurately recorded (Buajitti et al., (2020:160).

3.5.3 Document analysis

Document analysis is a systematic procedure for reviewing or evaluating printed and electronic (computer-based and Internet-transmitted) documents. Document analysis requires examining and interpreting data to elicit meaning, gain understanding, and develop empirical knowledge (Yi and Chiu, 2023:248). Therefore, the researcher will analyse the educational policy and resources available in primary schools.

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3.6. POPULATION

Buajitti et al. (2020:160) define a population as a large group of people or objects forming a scientific inquiry's basis. The population is the total number of people residing in a specific geographic area or region. This study comprised all intermediate phase teachers, all SBST coordinators, and all principals of primary schools in Molototsi Circuit, Mopani East District in Limpopo Province.

3.7 SAMPLING

The process of choosing a few people (a sample) from a population, ideally in a way that makes the individuals representative of the broader group from which they were picked, is known as sampling (Fraenkel, Wallen & Hyun,2023:65). Sampling is a method used to collect data from a sample of a larger population.

3.7.1 Study sample

Fraenkel, Wallen, and Hyun (2023:71) define a sample as a group from which data is collected, representing a subset of participants drawn from the target population. In this study, the sample will consist of one SBST coordinator, three intermediate teachers, and one principal from each selected school. This means the research included nine teachers, three SBST coordinators, and three principals, totaling fifteen participants from three different schools. The principals were chosen due to their responsibility for overseeing and managing school operations, while the SBST coordinators were selected for their role in supporting various school programs. Teachers were included for their direct experience with inclusive education in their schools.

3.7.2 Sampling procedure

In this study, purposive was used. According to Obilor (2023:2), purposive sampling refers to a group of non-probability sampling techniques in which units are selected because

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they need characteristics in your sample. This study used purposive sampling to give insight into educational resources that are barriers to implementing inclusive education. The researcher explained the purpose of the survey to principals, teachers, and SBST coordinators at selected primary schools in the Molototsi Circuit. After the explanation, the participants were invited for interviews. All the interviews were done in their classroom from every sampled school observed. A voice recorder was used during the interviews to accurately record every participant's comments. Maree (2022:1410) delineates six hallmarks of purposive sampling: the sample must be practicable, ethical concerns must be taken, credible descriptions must be accurate to life, and the results must be transferable. The study sample was chosen and identified through purposeful sampling. Because of this, the research sample was selected by considering how comparable their backgrounds are: primary school learners with educational resources and primary school learners without educational resources.

3.8 DATA ANALYSIS

This study used a thematic study to analyse the data obtained from observation and interviews. Thematic analysis is a method for analysing qualitative data and looking for patterns in the meaning of the data to find themes. The researcher followed Heck and Thomas's (2020) framework and applied six rigorous guidelines to explain the analysis process within the context of learning and teaching research. The first step was familiarisation, which involved the transcription of the interviews and understanding the views expressed by each participant. The next step was identifying codes and searching for themes emerging from the response pattern. The fourth step is the review of themes (Byrne, 2022:1392), which helps gather all the relevant data for each theme. The fifth step is to define the themes. The last step is the discussion of the themes of the objectives, research questions, and theoretical framework. In this study research, I wanted to

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describe and interpret data. The following are procedures to be followed when analyzing data:

3.8.1 Organisation of the data

The principal, SBST coordinator, and intermediate teachers completed the transcription of the interviews. Transcripts were filed using the numbering scheme issued to each teacher. The intermediate phase teacher (Teacher A, B, C, D), School-Based Support Team coordinator (SBST A, B, C), and principal (Principal A, B, C) are the meanings assigned to the code numbers. This numbering scheme will be used throughout the data processing procedure. This way of structuring the data analysis combines the different data streams—in this example, the observations, interviews, and documents were compiled to address the research questions (Deterding and Waters, 2021:720). After the data was organised, it would undergo a reduction process using content analysis, which categorises the data into themes by the study questions (Deterdinget al, 2021)

3.8.2 Coding data

The interview schedule was given after the themes from the study questions were coded. As defined by Richards (2020), data coding gives numerical values to replies initially sent in one of several formats, including text, audio, video, or numbers. Code is defined by Byrne (2022:1399) as a term or phrase that gives the segment significance. A text segment is a self-contained, thorough writing that includes one idea, incident, or pertinent fact. The twin problems of qualitative research can also be addressed by tabulating and summarising data (Deterding et al., 2021).

3.8.3 Validity of data

Data validation determines whether the collected data is impartial and adheres to predetermined standards. Although validity in qualitative data varies, several guidelines

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must be followed (Lincoln & Guba, 1985, as referenced in Deterding et al., 2021). When a researcher tries to demonstrate that the data she provides in her study may support her description of the facts, this is known as internal validity (Hennink et al., (2020). Whether the findings are transferable to a larger population, situations, contexts, and times is known as external validity (Hennink et al., 2020).

3.9 MEASURES OF QUALITY CONTROL

Research must meet specific standards of measurability to ensure adequate quality control.

3.9.1 Transferability

Transferability is how a qualitative researcher shows how the study results can be used in different situations. Frankel, Wallen, and Hyun (2023:71) define transferability as the extent to which a person may anticipate that the findings of a specific study will apply to new individuals. Because this study focuses on the experiences of educational resources, its conclusions are transferable to the context of primary school learners' higher performance in the absence of educational resources.

3.9.2 Confirmability

Confirmability is defined by Frankel, Wallen, and Hyun (2023:72) as a sample selected to extend previous findings. Confirmability is the degree of objectivity in the research study's conclusions. This suggests that the basis for the findings is participant reactions rather than the researcher's potential bias or personal goals. Participants in this qualitative study include principals, SBST coordinators, and inclusive education teachers; the data for this study came from their viewpoints.

3.9.3 Dependability

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Dependability is the degree to which the study's results would hold up to replication by different researchers. The investigator depends on an audit trail that records information, procedures, choices made during the investigation, and direct quotes from the subjects' viewpoint (Carcary,2020). The selected participants, the follow-up interviews, the analysis and verification of the data, the results, and the conclusions were all meticulously documented.

We looked at the procedures used to determine how the principal and the SBST members assist educators in delivering inclusive education. Additionally, it explained an interpretive epistemology that forms the basis of several of the research study's presumptions. Methods for collecting and analysing qualitative data were applied. Reliability is also determined by how the gathered data is presented methodically and precisely.

3.10 TRUSTWORTHINESS OF THE RESEARCH STUDY

According to Reinhardt (2023:735), norms for ethical and competent practice and acceptable and competent practice standards can be used to assess a qualitative research project's trustworthiness. Information should be acquired gradually and disseminated to the participants, according to Coleman (2022:2041). Validity and reliability in qualitative research are related to credibility. Research conducted in a way that is considerate of the intricate interpersonal dynamics and political contexts that come with working in the field is regarded as trustworthy by Coleman (2022:2043). The level of faith one has in the information, analysis, and procedures employed to guarantee the caliber of a study is referred to as its trustworthiness. Creditability, transferability, dependability, and conformability are the main components of trustworthiness.

3.10.1 Credibility

Credibility measures a qualitative researcher's trust in the veracity of the study's conclusions. Member verification was one tactic used to improve credibility. Transcripts

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and draughts of the findings were provided to the participants to gauge their agreement or disagreement with the researcher's portrayal of the data (Peterson, 2019:148).

3.11 SIGNIFICANCE OF THE STUDY

This study shows the obstacles to educational resources in implementing inclusive education in primary schools, making it significant. The study was to add a new field of study, preparing both present and past researchers for more research. The Department of Education stands to gain from the survey as it serves as a timely reminder of the significance of inclusive schools and the urgent need for educational resources. This study reminded teachers of the value of educational resources that must be managed, controlled, and regulated correctly to assist learners and the need for inclusive education training. The availability of educational resources was to reduce the number of disabled learners on the street and back to school to benefit the community. Parents were to help because they would not travel long distances to take their children to attend inclusive schools. Learners would benefit as they would not wait many years to be admitted to inclusive schools, not travel long distances from home, and have access to educational resources to boost their academic achievement.

3.12. DELIMITATION OF THE STUDY

This study will be conducted on the three inclusive primary schools in Molototsi circuit, Mopani East District in Limpopo Province. The study will look at the barriers, availability, accessibility, and use of educational resources in the implementation of inclusive education.

3.13 ETHICAL CONSIDERATIONS

According to Kang and Hwang (2021:7), maintaining participant anonymity and confidentiality are crucial ethical considerations.

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Ethical clearance will be obtained from the University of Venda, and permission to conduct the research will be obtained from the Department of Education and the school stakeholders. The school's stakeholders will sign informed consent forms before participating in the study. The other considerations are confidentiality, informed consent, and the safety of participants.

3.13.1 Voluntary participation

According to Walker (2020), Voluntary participation is the principle that participants should be able to choose whether they participate in the research freely. International and national laws and scientific community codes of conduct safeguard this right (Weinbaum, Landree, Blumenthal, Piquado & Gutierrez, 2019).

3.13.2 Obtaining participation

As the Bill of Rights outlined, the researcher carefully considered the participants' rights. Additionally, the participants were informed about their right to decline participation in the study and their ability to withdraw at any time.

3.13.3 Informed consent:

According to Millum and Bromwich (2021), Informed consent is a process of communication between a researcher and a potential participant in which the researcher provides adequate information about the study, its risks and benefits, and the participant voluntarily agrees to participate.

The researcher was required to provide all relevant information regarding the study, including its goals, methods, estimated duration, and participant rights. They were made aware of their ability to opt out of the study.

3.13.4 Anonymity

Anonymity refers to a condition where the identity of participants is entirely unknown to the researcher or anyone associated with the project (Zina, 2021).

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No name or other personally identifying information shall be used to identify research participants in the research reports or data.

3.13.5 Confidentiality

According to Goodwin, Mays, and Pope (2020), confidentiality refers to the participant giving identification or potential information about themselves to the researcher. Still, the researcher has kept these details hidden. Without revealing them, research data and records should be safely safeguarded and only accessible by authorised individuals.

3.14 CONCLUSION

Chapter 3 outlined the research design and methodology and specified the sampling procedure, sample, and ethical considerations. Additionally, it delved into how the research questions were addressed using the interview protocol and observation of learner performance, considering potential barriers to educational resources.

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CHAPTER 4: DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

Inclusive education ensures that all learners have equal access to quality education regardless of their abilities or backgrounds. However, various barriers often challenge its successful implementation in primary schools, particularly in resource-limited settings. This chapter examines key barriers to educational resources affecting inclusive education in three selected primary schools within the Molototsi Circuit, Mopani East District. The analysis is organised into four major themes, each addressing specific challenges schools face in fostering inclusivity.

The first theme explores the educational resources that act as barriers, including physical infrastructure, instructional materials, and human resources. The second theme investigates socio-economic and environmental factors that further complicate inclusive education efforts. Lastly, the thid theme identifies strategies and interventions that could help overcome these challenges. By analysing these themes, this study provides insights into the structural, economic, and policy-related factors influencing the implementation of inclusive education in the selected schools.

4.2 DATA PRESENTATION AND ANALYSIS

This section presents the analysis of participants' responses about the barriers to inclusive education in primary schools and the ways to overcome them. Four main themes were identified: Barriers to inclusive education, challenges in accessing resources, socio-economic and environmental Barriers, and strategies to overcome barriers. These themes will be discussed in detail in the next section.

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4.2.1. Theme 1: Types of Educational Resources as Barriers to Inclusive Education.

The analysis revealed that participants identified the lack of physical resources, teaching materials, and adequately trained staff as the primary barriers to inclusive education in the Molototsi and Mopani East circuits. The responses were examined in detail to understand better how these shortages impact inclusive education. A key concern highlighted by participants was the absence of suitable physical infrastructure to support learners with disabilities. For example, Teacher D shared, "*Our classrooms are overcrowded, and we don't have ramps or accessible toilets for learners in wheelchairs. This makes it difficult for us to accommodate these learners effectively*." Similarly, Teacher A noted, "*A shortage of classrooms hinders effective teaching and learning, as teachers struggle to meet learners' needs*." Principal B also pointed out, "*Even with adequate classroom space, the current designs may not effectively support learners with special needs.*" Principal C explained, "*Classroom furniture was not arranged to create clear pathways and quiet areas, which can assist learners with ADHD or sensory disabilities*." These responses underscore the significant challenges that inadequate infrastructure poses to implementing inclusive education effectively. This finding aligns with the work of Nkambule and Mdikana (2021), who emphasise that insufficient infrastructure in rural schools significantly hinders inclusive education. The absence of necessary facilities such as wheelchair-accessible classrooms, ramps, and specialised furniture makes it challenging for schools to create an environment that caters to learners with physical disabilities. This lack of essential resources directly contradicts the principles outlined in South Africa's inclusive education policy, White Paper 6 (2001).

During the site visit, the researcher observed that no schools had specialised classrooms or resource centers to support learners with disabilities. This observation aligns with the findings of Tshifularo and Phasha (2022), who highlighted that inadequate infrastructure in rural schools exacerbates educational inequality, further restricting access to quality

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education for learners with disabilities. Another significant barrier identified by participants was the limited availability of specialised instructional materials, which prevents teachers from providing individualised instruction crucial for learners with special needs. Teacher C highlighted the shortage of braille textbooks and large-print materials, often resorting to improvisation. However, this is insufficient: *"We don't have enough braille textbooks or large-print materials for learners with visual impairments. Sometimes, we must improvise, but it's not enough."* Teacher G also noted the inadequacy of government-provided textbooks and stationery, often shared between students: *"Government supplies stationery and textbooks, but it's often insufficient. Sometimes, one pack is shared by two learners."* This shortage of adaptive resources is a significant concern; as Munje and Jita (2020) point out, the lack of appropriate materials, such as adapted textbooks and assistive technologies, negatively affects the learning outcomes for students with disabilities.

In addition to this, while digital content was seen as a potential solution to support inclusive education, a lack of ICT infrastructure and access to digital tools emerged as another significant barrier. Principal A observed, *"Even if we had digital materials, we don't have computers or internet access to use them effectively."* This underscores the need to address infrastructure challenges for digital tools to be beneficial in inclusive education. Masuku and Ngwenya (2023) support this view, stressing that for digital tools to be effective in the classroom, schools must first resolve underlying issues with infrastructure and connectivity.

Another recurring concern among participants was the shortage of qualified human resources, including specialised educators and support staff. Teachers emphasised the need for further training to better support learners with special needs. Teacher E explained: *"We need more training to handle learners with special needs. Many of us don't know how to teach learners who are blind or deaf."* Teacher, I echoed this concern: *"We lack the necessary skills and training to support a particular learner effectively."*

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Mphahlele and Mokhele (2021) found similar issues, with many teachers in rural schools lacking the training needed to implement inclusive education effectively. The absence of support staff, such as therapists and counsellors, was also highlighted. School-Based Support Team A noted, *"We don't have any therapists or specialised staff. Teachers are expected to do everything, but they don't have the skills or time."* School-Based Support Team C added: *"The lack of human resources significantly impacts our ability to provide adequate support services."* Nilsen (2020) emphasises that specialised support staff are essential for meeting the needs of students with disabilities, and their absence places additional pressure on teachers, limiting the success of inclusive education programs.

4.2.2. Theme 2: Socio-economic and environmental barriers

This theme explores the socio-economic and environmental factors that obstruct the effective implementation of inclusive educatio**n. Despite policies advocating equitable access to education, barriers like poverty**, geographical challenges, and limited community involvement persist. Poverty remains a significant barrier, as many learners come from low-income families, struggling to meet basic needs like food, transport, and clothing. The school-based Support Team (SBST) noted, "*Many of our learners come from disadvantaged backgrounds where basic needs such as food, clothing, and school transport are unmet. This creates significant barriers to their learning*." These conditions affect students' ability to focus, participate, and succeed academically. Teachers like Teacher G emphasised, "*Poverty impacts learners' ability to focus and participate fully in their education due to self-esteem caused by poverty*." Studies by Cookson Jr and Darling-Hammond (2022) and October (2023) further confirm that deep poverty, often compounded by race and other factors, results in severe academic challenges, underscoring the need for targeted policies to address these inequities.

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Geographical factors also present substantial obstacles, particularly in rural areas. Schools in these regions often face infrastructure deficits, long travel distances for students, and limited access to specialised resources. Principal A remarked, "*Our school serves a diverse community, and the geographical location significantly affects access to resources. Schools in rural areas often struggle due to poor infrastructure, long travel distances for learners, and limited availability of specialised resources*." Additionally, Teacher H noted, "*Access to professional development workshops on inclusive education is limited due to travel constraints. Online training isn't always feasible because of unreliable internet access*." These barriers contribute to a lack of support for inclusive education in remote areas. In response, schools engage local communities. SBST A highlights, "*We engage with parents and the community to bridge gaps caused by geographical isolation, encouraging the use of local resources and partnerships to support learners*." Research by Antoninis et al. (2023) and Chiarella and Vurro (2020) supports the importance of community engagement in overcoming geographical challenges.

Finally, the lack of community involvement exacerbates these socio-economic barriers. Without active participation from parents and local stakeholders, learners often lack emotional and academic support outside school. Principal B stated, *"A lack of community involvement creates significant educational barriers. Without parental support or local engagement, learners often face challenges like low motivation, poor attendance, and insufficient resources*." Teachers, such as Teacher C, observed, "*Parents and community members are not involved, and learners often lack support at home, which negatively affects their academic performance and emotional well-being*." Research by Blanden, Doepke, and Stuhler (2023) and Lase et al. (2022) emphasises the critical role of community engagement in reducing educational inequalities. Addressing these barriers

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through targeted interventions, community engagement, and collaboration with external organisations is crucial for creating an inclusive and equitable academic environment.

4.2.3. Theme 3: Strategies and Interventions to Address Barriers

This section examines the strategies and interventions designed to overcome barriers to educational resources in implementing inclusive education in primary schools. Policy implementation, capacity building, resource mobilisation, and parental and community support are key strategies. Strengthening policy implementation is critical; Principal A stated, "*We have policies in place, but there is a gap between policy and practice. Schools are not receiving the necessary support to implement inclusive education effectively*." Research by Nkambule and Mdikana (2021) highlights that inclusive education policies face inconsistent application in South Africa, particularly in rural areas, where schools struggle to align their practices with national directives. Principal C emphasised the need for continuous professional development and effective communication in policy enforcement, noting, "*Effective, thoughtful implementation requires strategies, including ongoing professional development, clear and consistent communication of policy goals and procedures*." Renn (2020) affirms that successful policy implementation relies on clear communication, adequate resources, and stakeholder engagement.

Capacity building is another vital strategy that enhances teacher training and ongoing professional development. Teacher A noted, "*Many of us have not received training on inclusive teaching strategies. We need regular workshops and refresher courses to stay updated on best practices*." This sentiment aligns with Mphahlele and Mokhele (2021), who argue that continuous professional development is essential for fostering an inclusive learning environment. Principal A also emphasised, "*Capacity building is essential for ensuring our teachers have the necessary skills and knowledge to improve instructional quality*." Zepeda (2019) stresses that capacity building involves providing tailored

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professional development opportunities to enhance teachers' ability to address diverse student needs. Teachers and School-Based Support Teams (SBST) agreed that capacity-building initiatives can create a positive educational environment, improve instructional quality, and enhance student learning outcomes. According to Kaso (2021), principals play a crucial role in motivating and guiding teachers to become professional educators capable of improving school quality.

Resource mobilisation, mainly through collaboration with external stakeholders, is essential for overcoming resource constraints. Principal B explained, "*We rely heavily on NGOs and donations to acquire resources for learners with special needs. Without their support, our efforts would be severely limited*." Research by Masuku and Ngwenya (2023) emphasises that partnerships with non-governmental organisations (NGOs) and the private sector can help bridge resource gaps in underfunded schools. Teacher E added, "*Resource mobilisation is a proactive approach to ensure that organisations, communities, or institutions have the necessary inputs to achieve their objectives*." Teachers, including Teacher H, highlighted the direct impact of resource availability, stating, "*We are directly impacted by the availability of resources in their classrooms and rely on adequate materials and support to implement effective teaching strategies*." SBST members emphasised that resource mobilisation should be aligned with the needs of students requiring additional support. Finally, parental and community support emerged as a critical strategy for fostering inclusive education. Teacher G stressed, "*Parents need to be more involved in their children's education. When they participate, it helps us address learners' needs more effectively*." Research by Tshifularo and Phasha (2022) underscores the importance of community involvement. Principal B added, "*Parental and community engagement enhances learning by building trust, encouraging active participation, and providing resources that complement classroom efforts*." This collaborative effort improves academic performance, emotional well-being, and social

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development, as highlighted by Beard and Thomson (2021), who note that school-family-community partnerships are vital for positive educational change.

4.3. CONCLUSION

The findings of this chapter indicate that the implementation of inclusive education in the selected primary schools is significantly hindered by multiple barriers related to educational resources. The shortage of adequate physical infrastructure, limited access to specialised instructional materials, and insufficient trained personnel pose serious challenges to creating inclusive learning environments. Additionally, systemic factors such as funding constraints, inadequate teacher training, and limited access to ICT tools further exacerbate these difficulties. Socioeconomic and environmental issues, including poverty, geographical isolation, and low community involvement, impede inclusivity progress.

Despite these barriers, the study highlights potential strategies and interventions to address these challenges, such as strengthening policy implementation, enhancing teacher capacity, mobilising resources, and increasing parental and community engagement. Addressing these issues requires a collaborative effort involving government agencies, educators, non-governmental organisations, and local communities. By prioritising inclusivity and improving resource allocation, schools can create environments where all learners have equal opportunities to succeed regardless of their abilities.

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CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATION.

5.1 SUMMARY

This study investigated the barriers to educational resources that affect the implementation of inclusive education in the primary schools of the Molototsi Circuit, located in the Mopani East District of Limpopo Province. Inclusive education ensures that all students, including those with disabilities or other learning challenges, have equal access to quality education. However, its successful implementation is often hindered by various barriers related to the availability and accessibility of necessary educational resources.

The study had three main objectives: first, to identify the types of educational resources that prevent the effective implementation of inclusive education; second, to examine the challenges that schools face when applying inclusive education policies; and third, to suggest strategies and interventions to overcome these barriers.

A thorough literature review was conducted to understand these issues better. The review revealed several obstacles faced by schools in the Molototsi Circuit, including a lack of specialized educational materials and assistive technologies needed for inclusive classrooms. The study also found that inadequate infrastructure, such as classrooms and facilities that are not accessible to students with disabilities, was a major barrier. Another

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significant issue was the insufficient training for teachers in inclusive education methods, which affects their ability to teach students with different learning needs effectively.

The research highlighted socio-economic factors, such as poverty and environmental factors, including limited access to technology and resources in rural areas, contributing to the difficulties in implementing inclusive education. Schools in these areas often struggle to secure the necessary funding and support from local government bodies to improve infrastructure or obtain specialized resources.

The study proposed several strategies to address the identified barriers in response to these findings. These include advocating for better resource allocation from government and educational authorities to ensure schools have the funding for materials, infrastructure, and technology. The study also recommended implementing comprehensive teacher training programs focusing on inclusive education techniques and providing teachers with the skills needed to support a diverse group of students. It suggested strengthening community involvement and support, encouraging parents, local organizations, and the community to promote inclusive education actively.

This study aims to support the successful implementation of inclusive education in the Molototsi Circuit and other rural areas of Limpopo, ensuring that all learners can access quality education regardless of their needs.

Chapter 1: Introduction

The chapter introduces the research on the lack of educational resources as a barrier to implementing inclusive education in the Molototsi Circuit, Limpopo Province. It outlines the research problem, objectives, and research questions, emphasising the significance of inclusive education and its alignment with South Africa's White Paper 6 (2001). The

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theoretical framework, Resource Dependence Theory, is introduced, and key concepts are defined. The chapter concludes by summarising the study's rationale and structure.

Chapter 2: Literature Review

This chapter addresses the first and second objectives of the study. Barriers such as funding, infrastructure, teacher training, and curriculum inadequacies are explored alongside strategies like accessible resources, professional development, and community collaboration. Global and local perspectives on implementing inclusive education are analysed, highlighting socio-economic and attitudinal barriers affecting learners with disabilities. The chapter concludes by emphasising the need for equitable resource distribution and the role of Resource Dependence Theory in analysing external dependencies.

Chapter 3: Research Design and Methodology

The qualitative research design, guided by an interpretive paradigm, is detailed in this chapter. Data collection methods, including semi-structured interviews, observations, and document analysis, are explained, with participants purposively selected from three inclusive primary schools. Ethical considerations, such as informed consent, confidentiality, and voluntary participation, are prioritised. The chapter underscores the importance of validity, reliability, and trustworthiness in ensuring robust research findings.

Chapter 4: Data Presentation and Analysis

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This chapter addresses the first and second objectives by presenting themes identified through data analysis: resource barriers, socio-economic and environmental factors, and strategies to overcome these issues. Barriers such as inadequate infrastructure, insufficient teacher training, and limited ICT resources are analysed. Participants' proposed strategies are aligned with the literature, offering practical solutions for addressing gaps in inclusive education.

Chapter 5: Discussion, Conclusions, and Recommendations

This chapter consolidates the study's findings, emphasising the persistent lack of educational resources as a barrier and their impact on inclusive education. Key recommendations include increasing funding, enhancing teacher training, and improving infrastructure to support learners with disabilities. Collaboration among stakeholders and targeted policy interventions are critical to overcoming systemic challenges. The chapter concludes by reinforcing the importance of inclusive education for equitable learning opportunities and sustainable development.

5.2 INTERPRETATION OF FINDINGS

The findings of this study highlight several factors that limit the successful implementation of inclusive education in primary schools within the Molototsi Circuit, Mopani East District, Limpopo Province. These barriers are interconnected, making it challenging for schools to provide quality education to all learners, particularly those with disabilities or special learning needs.

The most significant barrier identified is the shortage of educational resources. Essential materials, such as adapted textbooks, learning aids, and assistive technologies, are critical for creating an inclusive learning environment. However, many schools in the

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Molototsi Circuit face shortages in these resources. This lack of support affects the quality of education and makes it difficult for students with diverse needs to participate fully in the learning process.

Another key challenge is the insufficient number of teachers trained in inclusive education. Many educators in the region do not have the skills or knowledge to manage inclusive classrooms effectively. They struggle with adapting teaching methods for students with varying abilities and using specialized resources. The study found that teacher training in inclusive education is inadequate, leaving teachers ill-equipped to meet the needs of all students.

Socio-economic conditions in the Molototsi Circuit also worsen these challenges. Poverty is widespread in the region, limiting the ability of schools to obtain necessary educational resources and improve infrastructure. Rural areas often lack access to modern technology and educational tools, further restricting the implementation of inclusive education.

Inadequate school infrastructure is another barrier. Many schools do not have the necessary physical facilities, such as accessible classrooms, ramps, or sufficient space, which makes it hard for students with disabilities to engage in learning activities fully. This lack of proper infrastructure hinders the success of inclusive education initiatives.

Community attitudes toward inclusive education are also a significant factor. In some areas, there is a lack of understanding or resistance to inclusive education. This affects how students, their families, and the broader community accept and support inclusive practices. The study also found that local government support is limited and there is insufficient coordination between educational institutions and local communities. This lack of collaboration leads to fragmented efforts in implementing inclusive education policies.

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The study suggests a collaborative approach involving multiple stakeholders to overcome these challenges. Teachers, school administrators, policymakers, communities, and government bodies need to work together to create an inclusive education system. This requires investing in teacher training, improving the availability of educational resources, upgrading school infrastructure, and fostering positive community attitudes toward inclusive education. Only by addressing these issues comprehensively can inclusive education be successfully implemented in the Molototsi Circuit and other similar rural areas.

5.3 CONCLUSIONS

The successful implementation of inclusive education in the primary schools of the Molototsi Circuit is significantly hindered by several barriers related to the availability and accessibility of essential educational resources. One of the primary barriers is the lack of sufficient and appropriate materials that are crucial for supporting learners with diverse academic needs. These resources include specialised learning aids, adapted textbooks, assistive technologies, and other essential teaching tools enabling educators to create an inclusive classroom environment. Without these resources, schools are unable to fully meet the learning needs of students with disabilities and other special educational needs, thereby limiting their ability to participate in and benefit from education.

The lack of proper infrastructure is another critical factor that impedes the success of inclusive education. Schools in the Molototsi Circuit often struggle with inadequate physical facilities that fail to accommodate learners with disabilities. The absence of accessible classrooms, ramps, specialized seating arrangements, and other necessary infrastructural features creates physical barriers that prevent students with mobility challenges from fully participating in the learning process. The inadequate infrastructure

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not only affects the accessibility of the school environment but also limits the schools' capacity to provide the inclusive education these learners require.

The inadequately trained teachers in inclusive education practices further exacerbate schools' challenges. Many educators in the region lack the necessary skills, knowledge, and experience to manage inclusive classrooms effectively. Teachers often lack training in differentiated instruction, which is crucial for meeting the diverse needs of students. Without proper professional development, teachers are ill-equipped to adapt their teaching strategies and classroom management techniques to accommodate a wide range of learners. As a result, the potential benefits of inclusive education are undermined, and students with special needs are often left behind.

Socioeconomic and environmental factors also significantly limit access to educational resources and opportunities for inclusive education. Poverty remains a significant issue in many communities within the Molototsi Circuit, and this directly impacts the ability of schools to secure funding for the necessary resources, infrastructure, and teacher training programs. Rural areas, such as those in the Molototsi Circuit, face challenges related to limited access to technology and educational tools essential for modern, inclusive education practices. The lack of technological infrastructure further exacerbates the divide in educational opportunities for students with disabilities.

Despite these numerous barriers, there is a growing recognition of the importance and potential of inclusive education. Stakeholders at all levels, including educators, parents, and policymakers, understand that inclusive education is a legal obligation and a fundamental right for all learners, regardless of their abilities or background. Inclusive education is seen as a way to promote social equality, reduce educational disparities, and ensure that every learner has the opportunity to succeed.

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Improving the distribution and allocation of educational resources is crucial to overcoming the barriers identified in this study. This includes securing adequate funding from the government and other sources to provide schools with the materials and technologies they need to create inclusive classrooms. Teacher professional development programs that focus on inclusive education practices should be prioritized, ensuring that educators are equipped with the knowledge and skills to meet the diverse needs of their students. Involvement from the community is also essential in supporting the successful implementation of inclusive education. Community engagement can help raise awareness about the benefits of inclusive education, foster positive attitudes toward students with disabilities, and encourage local support for providing resources and infrastructure.

A collaborative effort is required for inclusive education to be fully realized in the Molototsi Circuit. Government agencies, local schools, and communities must work together to address the systemic barriers that hinder access to quality education. By pooling resources, sharing expertise, and fostering strong partnerships, these stakeholders can create an inclusive education system that meets the needs of all learners, ensuring that every child, regardless of their abilities, can thrive academically and socially. Only through such a collective approach will inclusive education become a reality in the Molototsi Circuit and similar regions across the country.

5.4 RECOMMENDATIONS

Based on the findings of this study, several recommendations are made to address the barriers to the successful implementation of inclusive education in the primary schools of the Molototsi Circuit, Mopani East District, Limpopo Province. These recommendations aim to improve the overall educational environment, ensuring that schools are better

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equipped to meet the needs of all learners, especially those with disabilities or special educational needs.

1. *Resource Allocation:* One of the key challenges identified in this study is the lack of sufficient resources, including specialised teaching materials and assistive technologies. To address this, the government and local educational authorities should prioritise allocating more resources to schools, particularly in rural areas. This includes ensuring that schools can access adequate teaching aids, adapted textbooks, assistive technologies (such as hearing devices and screen readers), and other essential materials supporting inclusive education. A specific budget line for inclusive education should be established to ensure that resources are consistently available and distributed equitably across schools in the Molototsi Circuit. This recommendation aligns with the views of Engelbrecht et al. (2019), who emphasise the importance of ensuring that schools have the necessary resources to create an inclusive learning environment. Resources should be allocated to ensure all learners benefit, particularly those from disadvantaged backgrounds.
2. *Teacher Training:* The study highlighted the significant gap in teacher preparedness for inclusive education. To overcome this, comprehensive and ongoing professional development programs should be implemented for educators. These programs should equip teachers with the knowledge and skills to manage inclusive classrooms effectively. This includes training in differentiated instruction, specialized resources, and strategies to address the diverse learning needs of students with disabilities. Teacher training should emphasize the importance of fostering an inclusive classroom environment that values diversity and encourages student collaboration. This recommendation is supported by Sharma et al. (2020), who stress the need for continuous teacher training to meet

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the demands of inclusive education. Teacher training should not be limited to initial training but should include continuous professional development to ensure that educators remain updated on best practices in inclusive education.

3. *Community Engagement:* The study found community attitudes toward inclusive education are critical to success. To promote a more inclusive culture, schools should actively engage parents and community members in the process of inclusive education. This can be achieved by organizing awareness campaigns to educate the community about the importance and benefits of inclusive education. Schools can also provide opportunities for parents and community members to participate in school activities, such as workshops, meetings, and volunteer programs, which will foster a greater understanding of inclusive education and its value. According to Dube (2021), community involvement is essential for the successful implementation of inclusive education as it helps to build a supportive environment for all learners. Encouraging local participation in the decision-making process regarding school policies and resource allocation can help strengthen the support system for inclusive education at the community level.
4. *Improved Infrastructure:* The physical infrastructure of schools plays a significant role in ensuring that learners with diverse needs can fully participate in the learning process. Schools in the Molototsi Circuit must invest in upgrading their physical infrastructure to make it more accessible for learners with disabilities. This includes ensuring that classrooms are accessible for students with mobility challenges by adding ramps, wider doorways, and appropriate seating arrangements. Schools should ensure accessible bathrooms and other facilities for students with special needs. The government should support schools financially to facilitate these infrastructure improvements and ensure that schools have the necessary equipment and resources to create an inclusive environment. This recommendation is in line with the findings of Bhengu (2022), who argues that

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improving the physical infrastructure of schools is crucial for fostering inclusivity. The government should prioritise funding for infrastructural upgrades to ensure that all learners, regardless of their physical abilities, can fully participate in the learning process.

5. *Policy Reform:* This study identified a significant barrier: the lack of clear guidelines and adequate funding for inclusive education. To address this, the national and provincial governments should review, and reform existing policies related to inclusive education. The policies should be aligned with international best practices and provide more explicit guidelines on implementing inclusive education. These policies should prioritise the allocation of adequate funding to support inclusive education initiatives at the school level. This includes providing financial support for training programs, resource acquisition, and infrastructure development. The government should also monitor and evaluate the implementation of inclusive education policies to ensure that they effectively address all learners' needs. These recommendations are supported by Mthembu and Jacobs (2019), who highlight the importance of policy reform in creating an inclusive education system. They argue that clear policies and appropriate funding are essential to overcome schools' challenges in implementing inclusive education.

By implementing these recommendations, the barriers to inclusive education in the Molototsi Circuit can be addressed, and schools will be better equipped to provide quality education to all learners, regardless of their abilities or background. Inclusive education can only be achieved through a collaborative effort among the government, schools, communities, and other stakeholders. Working together makes it possible to create an inclusive education system that ensures all learners can succeed academically and socially.

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5.5 LIMITATIONS OF THE STUDY

This study faced several limitations that impacted the research process and outcomes. These limitations are typical in educational research, especially in settings with limited resources. Below, the key limitations are outlined, along with the steps taken to minimise their effects:

1. Time constraint.

A significant limitation of this study was the limited timeframe available for research. The study had to be completed within a set period, restricting the data collection and analysis depth. Because of this, the research could not be extended over a longer period to track changes or trends in implementing inclusive education. This means the study only captured a snapshot of the situation at one point rather than observing long-term patterns.

> ***Solution:*** To address this, the researcher focused on a manageable sample of schools within the Molototsi Circuit. Interviews and surveys were carefully scheduled to use the available time best, and efforts were made to gather the most critical data. The analysis process was also streamlined to ensure timely completion.

2. Financial resources:

> Limited financial resources were another challenge for this study. Due to budget constraints, the researcher could not use more expensive or extensive data collection methods, such as large-scale surveys or specialized equipment. The lack of financial resources also made visiting more schools in the Limpopo Province difficult, which would have provided a broader range of data.

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Solution: The researcher used cost-effective interviews, surveys, and secondary data sources. By focusing on a smaller sample of schools and using qualitative research methods, the study was able to gather valuable data without significant costs. The researcher kept logistics simple and avoided unnecessary expenses.

3. ***Family and Personal Responsibilities:***

The researcher's personal and family responsibilities sometimes interfered with the research schedule. Balancing personal duties, work commitments, and the demands of the study led to delays in scheduling data collection and analysis. This affected the efficiency of the research and occasionally disrupted the planned activities.

Solution: To manage this, a strict timetable was created and followed to ensure that research activities were prioritised. The researcher used time management strategies to allocate specific times for the study and allowed for some flexibility to accommodate unexpected personal or professional responsibilities.

4. ***Sample population Limitations:***

The study focused on a few schools in the Molototsi Circuit, which may not fully represent all schools in the Limpopo Province or the district. This limited sample may not capture the diversity of experiences or challenges other schools face in different areas, potentially overlooking unique barriers to implementing inclusive education in other settings.

Solution: Future studies could expand the sample size to include more schools across different districts in Limpopo. Including schools from various types of areas (e.g., urban, rural, peri-urban) would provide a broader and more representative view of the barriers to inclusive education. A more significant, diverse sample

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would also help identify region-specific challenges and provide more valuable insights for policymakers.

Although these limitations affected the depth and scope of the study, they were managed through careful planning and practical strategies. Future research could address these limitations by increasing the sample size, extending the study duration, and using a wider variety of research methods. Despite these constraints, the study still offered valuable insights into the challenges faced by schools in the Molototsi Circuit, and the findings can contribute to improving the implementation of inclusive education in the area.

5.6 AREAS OF FUTURE RESEARCH

The current study has identified key barriers to educational resources in the implementation of inclusive education in primary schools within the Molototsi Circuit, Mopani East District, Limpopo Province. However, several other areas require further exploration to enhance inclusive education in South Africa. Below are some suggested areas for future research:

1. ***Comparative Studies***

   Future research could explore comparative studies between urban and rural schools across different provinces in South Africa. This would provide insights into how location, socio-economic status, and infrastructure affect the availability and accessibility of resources for inclusive education. Such studies could reveal schools' unique challenges in different regions and offer solutions to address these challenges. These studies could highlight best practices in resource allocation and implementing inclusive education strategies in various settings.

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2. ***Longitudinal Studies***

   Conducting long-term studies would be valuable in assessing the long-term impact of resource allocation and teacher training on the effectiveness of inclusive education. While the current study offers a snapshot of the situation, a longitudinal approach could track how inclusive education practices evolve and how they affect students with diverse learning needs. This research could provide data on how investments in resources and teacher development contribute to learners' academic progress and well-being, revealing trends and patterns in resource use, teacher performance, and student outcomes over an extended period.

3. ***Role of Technology***

   The role of technology, including digital tools and assistive devices, is an important area for future research. Investigating how these technologies can enhance inclusive education would provide valuable recommendations for the development of educational resources. This research could focus on how tools such as tablets, software programs, and other assistive technologies can support students with disabilities or those requiring special educational needs. Exploring how technology can bridge resource gaps and offer personalized learning opportunities could lead to more effective implementation strategies and better academic outcomes for all learners.

4. ***Policy and Governance:***

   Future research could examine the effectiveness of inclusive education policies and how they are implemented at various levels of government. Understanding how national, provincial, and local policies affect the distribution of resources and the success of inclusive education could provide valuable insights into policy

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improvements. This research could investigate how these policies are applied in practice at the school level and explore the role of governance in supporting inclusive education. By understanding these dynamics, policymakers can improve the allocation of resources and create stronger frameworks for inclusive education.

5. ***Community Perspectives***

   Exploring the attitudes of parents, communities, and other local stakeholders toward inclusive education is another important area for future research. Community engagement is crucial for the success of inclusive education and understanding how different communities perceive inclusion can help develop strategies to improve acceptance and support. Research could explore cultural, social, and economic factors that influence community views on inclusive education and investigate ways to involve families more effectively in the education of children with special needs. Strengthening community support will enhance the implementation of inclusive education and create a more inclusive learning environment.

These areas of future research offer significant opportunities to expand our understanding of inclusive education and address the barriers that hinder its effective implementation in South African primary schools. By exploring these areas, researchers can provide valuable insights that will contribute to more effective strategies for inclusive education, particularly for learners with special educational needs.

5.7 CONCLUSION

This study provides an in-depth analysis of the barriers to the successful implementation of inclusive education in primary schools within the Molototsi Circuit, Mopani East District.

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Throughout the chapters, it is evident that inadequate educational resources, including physical infrastructure, instructional materials, and trained human resources, significantly hinder efforts to create an inclusive learning environment. These resource challenges, compounded by systemic issues like limited funding and insufficient teacher training, further impede the progress of inclusive education in the selected schools.

Socioeconomic and environmental factors such as poverty, geographical isolation, and low community involvement contribute to the difficulty of achieving inclusivity. These challenges highlight the broader context within which inclusive education must be implemented and the need for comprehensive solutions that address structural and societal constraints. Despite these barriers, the study reveals those various strategies, such as improving policy implementation, enhancing teacher capacity, mobilising resources, and fostering stronger community engagement, can mitigate these challenges and support the advancement of inclusive education.

This study emphasises the importance of a multi-stakeholder approach to overcoming the barriers to inclusive education. Schools can create more equitable learning environments by prioritising inclusivity, improving resource allocation, and strengthening partnerships between government bodies, educators, and communities. With a focused commitment to addressing these barriers, it is possible to ensure that all learners, regardless of their abilities or backgrounds, have equal opportunities to succeed and thrive in education.

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APPENDICES

Appendix A
INTERVIEW QUESTIONS

1. **For SBST Members**
    - What are the most significant barriers to accessing educational resources for inclusive education identified by SBST members?
    - How do SBST members perceive their role in mitigating these barriers?
    - What strategies have SBST members found effective in overcoming resource-related challenges in inclusive education?
    - What recommendations do SBST have for improving the availability and distribution of resources for inclusive education in primary schools?
2. **For Teachers:**
    - What challenges do teachers face in accessing and utilising educational resources for inclusive education?
    - How do teachers perceive the availability and adequacy of resources for supporting inclusive education in their classrooms?
    - What support do teachers need to implement inclusive education with available resources effectively?
    - What recommendations do teachers have for improving the availability and distribution of resources for inclusive education in primary schools?
3. **For Principals:**
    - What are the main obstacles principals encounter in providing adequate educational resources for inclusive education?
    - How do principals prioritise resource allocation for inclusive education within their schools?

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- What policies or practices do principals believe could improve access to educational resources for inclusive education?
- What recommendations do principals have for improving the availability and distribution of resources for inclusive education in primary schools?

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APPENDIX B

TURN IT IN REPORT

BARRIERS TO EDUCATIONAL RESOURCES IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION.docx

ORIGINALITY REPORT

20%	15%	13%	12%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	uir.unisa.ac.za Internet Source	2%
2	Submitted to University of Venda Student Paper	2%
3	files.eric.ed.gov Internet Source	1%
4	Submitted to Midlands State University Student Paper	1%
5	Submitted to University of South Africa Student Paper	<1%
6	hdl.handle.net Internet Source	<1%
7	educationdocbox.com Internet Source	<1%
8	repository.nwu.ac.za Internet Source	<1%
9	daveduabh.org Internet Source	<1%
10	Submitted to Wittenborg University Student Paper	<1%
11	Masango, Johannes Mboneni. "The Roles of the Principal and the SBST in Supporting Teachers Teaching Inclusive Education", University of Pretoria (South Africa), 2023 Publication	<1%

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APPENDIX C

LANGUAGE EDITING CERTIFICATE

Editorial letter

This serves to confirm that I, Dr. TE Sikitime, attached to the University of Venda, Department of English Media Studies and Linguistics, have proofread a proposal titled:

Barriers To Educational Resources in The Implementation of Inclusive Education in The Primary Schools: A Study of Three Selected Primary Schools In Molototsi Circuit, Mopani East District, Limpopo Province

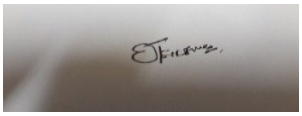
BY

MACAVELA BABONENG LUCRICIA

STUDENT NO. 11502379

Editorial work focused mainly on technical precision and common errors relating to syntax, diction, word order, and formulation of ideas. Corrections and suggestions were made for the student to effect before submission.

Signature **Date 11/January 2025**



Ext: 015 962 8262

Mobile: 0832561666

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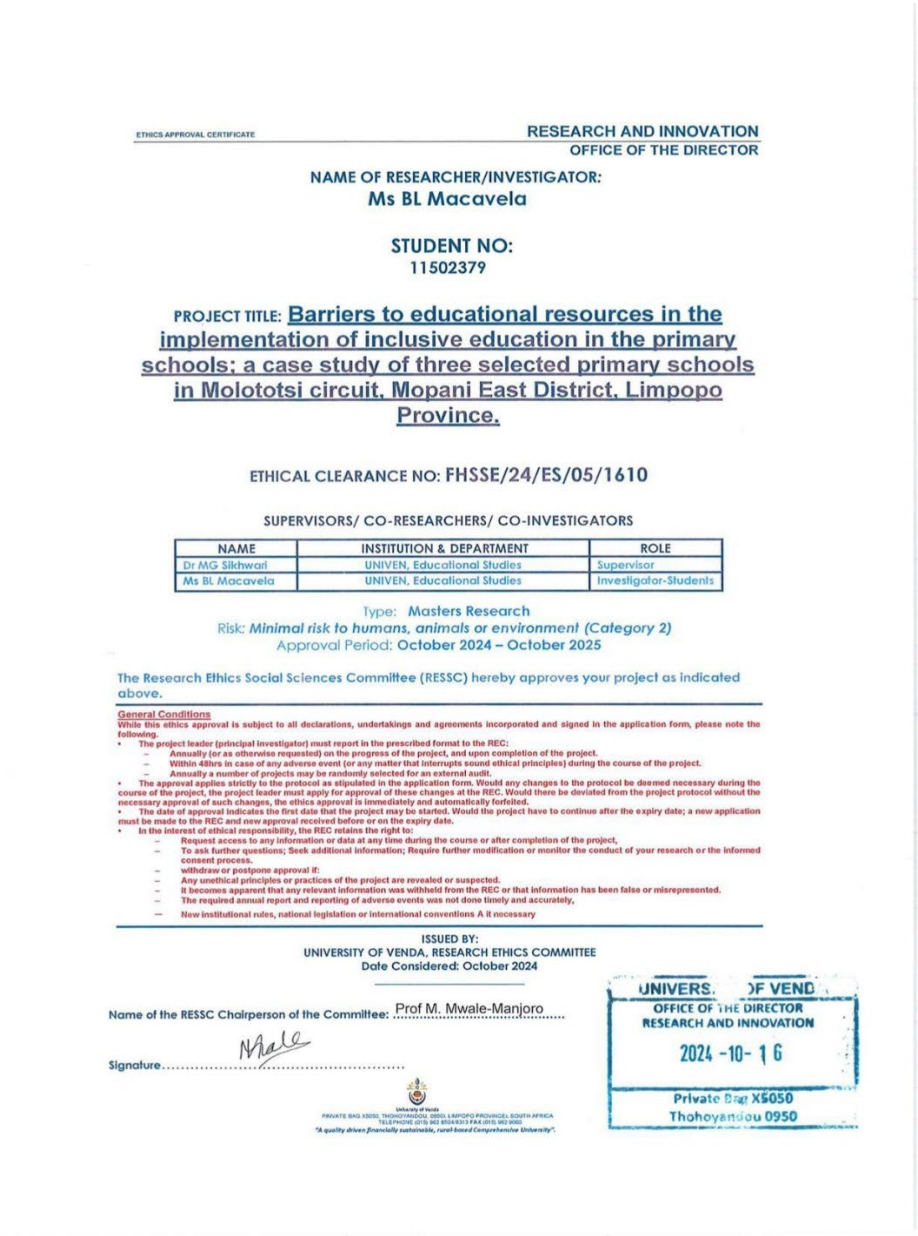
Email: Emmanuel.sikitime@univen.ac.za

BA (ed), BA (Hons) English, Univen, BA Communication Science UNISA, MA (SLS) Stellenbosch University, PhD (English) Univen

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APPENDIX D

ETHICAL CLEARANCE CERTIFICATE



ETHICS APPROVAL CERTIFICATE

RESEARCH AND INNOVATION
OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR:
Ms BL Macavela

STUDENT NO:
11502379

PROJECT TITLE: Barriers to educational resources in the implementation of inclusive education in the primary schools: a case study of three selected primary schools in Mollotsi circuit, Mopani East District, Limpopo Province.

ETHICAL CLEARANCE NO: FHSSE/24/ES/05/1610

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Dr MG Sikhwari	UNIVEN, Educational Studies	Supervisor
Ms BL Macavela	UNIVEN, Educational Studies	Investigator-Students

Type: Masters Research
Risk: *Minimal risk to humans, animals or environment (Category 2)*
Approval Period: October 2024 – October 2025

The Research Ethics Social Sciences Committee (RESSC) hereby approves your project as indicated above.

General Conditions
While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following.

- The project leader (principal investigator) must report in the prescribed format to the REC:
  - Annually (or as otherwise requested) on the progress of the project, and upon completion of the project.
  - Within 48hrs in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
  - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the REC. Would there be deviated from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date; a new application must be made to the REC and new approval received before or on the expiry date.
- In the interest of ethical responsibility, the REC retains the right to:
  - Request access to any information or data at any time during the course or after completion of the project,
  - To ask further questions; Seek additional information; Require further modification or monitor the conduct of your research or the informed consent process.
  - withdraw or postpone approval if:
  - Any unethical principles or practices of the project are revealed or suspected.
  - It becomes apparent that any relevant information was withheld from the REC or that information has been false or misrepresented.
  - The required annual report and reporting of adverse events was not done timely and accurately,
  - New institutional rules, national legislation or international conventions A it necessary

ISSUED BY:
UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE
Date Considered: October 2024

Name of the RESSC Chairperson of the Committee: Prof M. Mwale-Manjoro

Signature.....

UNIVERS. OF VEND
OFFICE OF THE DIRECTOR
RESEARCH AND INNOVATION
2024 -10- 16
Private Bag X5050
Thohoyandou 0950

University of Venda
PRIVATE BAG X5050, THOHOYANDOU, 0950, LIMPOPO PROVINCE, SOUTH AFRICA
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APPENDIX E

DEPARTMENT OF EDUCATION PERMISSION TO CONDUCT RESEARCH

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

CONFIDENTIAL

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

Macavela BL
Stand no 2661, Zone 11, Ext 3,
Shayandima
0945
11502379@mvula.univen.ac.za

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **"Barriers to educational resources in the implementation of inclusive education in primary schools: a case study of three selected primary schools in Molototsi Circuit, Mopani East District, Limpopo Province."**

3.The following conditions should be considered:

3.1 The research should not have any financial implications for Limpopo Department of Education.

3.2 Arrangements should be made with the District or Circuit Office and the School concerned.

3.3 The conduct of research should not in anyhow disrupt the academic programs at the schools.

3.4 The research should not be conducted during the time of Examinations especially the fourth term.

3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).

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

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3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

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

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

Best wishes.

Makola MC (Ph.D) 11/12/2024

Director: Integrated Planning, Research & Reporting Date

Mr. Molope NM 12/12/2024

ACTING DDG: CORPORATE SERVICES Date

Cnr 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X 9489, Polokwane, 0700
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