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Perceptions of principals and teachers on the implementation of Inclusive Education: A case study of three primary schools in the Amathole West Education District.

By

Magwa, Nondumiso
(8934175)

A dissertation submitted in fulfilment of the requirements for the Degree of Masters in Education in the Faculty of Education, University of Fort Hare

Supervisor: Professor S. Rembe

Co - supervisor: Dr T. M. Adewumi

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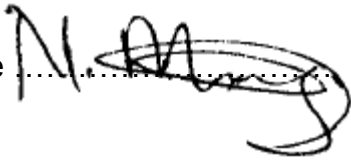
ABSTRACT

This research study investigated the perceptions of principals and teachers on the implementation of inclusive education in three primary schools in Amathole West Education District. The investigation took place in rural and in urban areas to fulfil the completion of the study. The people who participated in the study were three principals and six teachers from primary schools. The researcher used interpretivism paradigm for this study. A case study was also used to get closer to participants by visiting their workplace so that she could know their living experiences, thoughts and feelings about the implementation of IE in three primary schools in AWED. The study used qualitative approach. Data was collected using semi - structured interviews and document analysis so as to get rich information. Results of the study revealed that the implementation of Inclusive Education was not effective in primary schools in the AWED as it is expected by the DBE. For effective implementation of IE recommendations included the following: mainstream principals and teachers must be encouraged to read and understand the documents on implementation of IE; mainstream principals and teachers must be encouraged to further their studies and capacitate themselves especially in the aspects of inclusive education; DBSTs must have regular visits to mainstream schools to support teachers on monthly basis; follow - ups and monitoring must be done by district officers frequently to all mainstream schools; remedial classes must be introduced in mainstream schools so that learners can get enough time to be assisted on areas concerned; more workshops and in - service training must be organised to support teachers so that they could get more information about inclusive education.

Key Words: Barriers to learning; Implementation; Inclusive Education; Monitoring; Perceptions; Resources; Screening; Strategies; Support.

DECLARATION

I, **Magwa Nondumiso, (Student Number 8943175)** hereby declare that this research is my original work. It has not been submitted to any institution for a degree. The research complies with the regulations of the University of Fort Hare on plagiarism and all the sources used have been acknowledged and referenced.

Signature 

Date: June 2019

DEDICATION

This research study is dedicated to my beloved late mother Hombakazi Lucinah Magwa (MHBSRIP) and my lovely son, Sesona Magwa. They have been my source of strength throughout my study.

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LIST OF ACRONYMS

AAC:	Augmentative and Alternative Communication
ABL:	Activity Based Learning
AWED:	Amathole West Education District
BEd. (Hons):	Bachelor in Education (Honours)
BEST:	Bronfenbrenner's ecological systems theory
CAPS:	Curriculum Assessment Policy Statement
CLS:	Cooperative Learning Strategies
DBE:	Department of Basic Education
DBSTs:	District Based Support Teams
DoE:	Department of Education
EFA:	Education for All
ESNs:	Educational Special Needs
EST:	Economical systems theory
EWP6:	Education White Paper 6
IE:	Inclusive education
ILSTs:	Institutional Level Support Teams
ISP:	Individual Support Plan
LNFS:	Little or No Functional Speech (LNFS)
LP:	Learner Profile

LSEN:	Learner with Special Educational Needs
MEd:	Masters in Education
NECT:	National Education Collaboration Trust
NGOs:	No-Governmental Organisations
P:	Principals
PH:	Phase Head
PTD:	Primary Teachers Diploma
S:	Schools
SA:	South Africa
SBA:	School Based Assessment
SBSTs:	School Based Support Teams
SIAS:	Screening, identifying, assessing and support
SMT:	School Management Team
SNA:	Support Needs Assessment
SNs	Special Needs
T:	Teachers
UK:	United Kingdom
UNESCO:	United Nations Educational, Scientific and Cultural Organisation
USA:	United States of America
ZPD:	Zone of Proximal Development

CHAPTER ONE: BACKGROUND TO THE STUDY

1.1. Introduction

This chapter intends to look at the background of the study internationally, continentally nationally on the perceptions of principals and teachers on the implementation of inclusive education in primary school in AWED. Inclusive education (IE) was on the agenda in 1994 at the United Nations Educational, Scientific and Cultural Organization (UNESCO) Salamanca Conference (UNESCO, 1994). The Salamanca Statement on inclusive education is one of the most significant international documents in the area of special needs (Hardy & Woodcock, 2015). This document states that every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning. Thus the education system should be designed in such a manner that the implemented educational programmers take into account the wide diversity of the characteristics and unique needs of children (UNESCO, 1994).

Accordingly, inclusion is a universal right and the creation of inclusive schools is part of the creation of an inclusive society. There have been a lot of concerns raised by different stakeholders on how schools are implementing inclusive education. This study intended to find out perceptions from two actors, namely: principals and teachers on the implementation of IE in three primary schools in the Amathole West Education District (AWED) in the Eastern Cape Province.

1.2. Background of the study

According to Salamanca Declaration (UNESCO, 1994) inclusion is a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities and reducing exclusion within and from education. UNESCO (1994) maintains that, inclusive education is the removal of barriers to learning. In the South African context, inclusive education is described as a process of addressing the diverse needs of all learners by reducing barriers to, and within the

learning environment (Department of Education (DoE) 2002; Towers, Ronan, Haynes, Petal, Davie, Addison and Tomazic, 2016). Inclusion is not about being physically in class but, also getting quality education so that a learner can flourish and contribute effectively to the regeneration of society today, the economy and the country (Sisonke Consortium, 2006).

Internationally, there are guidelines that provide the overall framework for policy developments in IE. This framework was implemented so that there could be effective and inclusive teaching to all diverse learners including those who experience barriers to learning in mainstream schooling. UNESCO (2009) posits that IE has been developed based on UN conventions, and declarations among them the Universal Declaration of Human Rights (UDHR) of United Nations (UN), (1948); the United Nations Convention on the Rights of the Child (1989); Jomtien World on Education for All (1990); Salamanca Statement and Framework for Action on Special Needs Education (1994); and Dakar World Education Forum (2000). However, despite these conventions and declarations, there has not been uniform implementation by different States. There have also been in many cases differences in the understanding of the concept of IE. There have been challenges in aspects like adaptation of suitable curriculum for all learners; identification of learners who require support; teaching methods that should be used; curriculum differentiation including assessment and support that should be provided by stakeholders at all levels. (UNESCO, 2009 and UNESCO, 2015). Schoeman (2012) posits that teachers need to know how to identify barriers to learning and then know how to address them by differentiating the curriculum, the forms of assessment used, as well as their classroom methodologies.

Some developed countries like the United Kingdom (UK), United States of America (USA), Australia and Scandinavian countries are among those which have successfully championed the implementation of IE since the 1970s and 1980s (Allan, 2008; Hansen, 2012). Despite these successes, Allan (2008) observes that there are still many challenges in a number of aspects in the implementation of IE. According to Malekpour (2007) Iran began to implement IE in 1999. The goals of implementing IE during that time were to redress desegregation, decreasing the cost of special education programs and

observing the right of children with special needs. However, there have been a lot of challenges in the implementation process and lack of proper training of teachers has been identified as one of the major factors. Malekpour (2007) observes that regular teachers were not trained on how to cope with children with special needs and behavioural problems in their classes.

Similarly, Sub-Saharan African countries have come up with policies on IE which are being implemented (Geldenhuys and Wevers, 2013; Chireshe, 2011; Simui, Waliung, Namithwe and Munsanje, 2009; Donald, Lazarus and Lolwana 2002). Countries like Zambia, Zimbabwe, Lesotho and Namibia for example, have encountered a lot of challenges in the implementation of IE. Among such challenges are inadequate resources in terms of financial, physical, human, material. In addition, appropriate infrastructure, curricula and support facilities and training of teachers who are implementers are some of the major challenge (Mitiku, Alemu, and Mengsuti, 2014; Naong and Mateusi, 2014; Geldenhuys and Wevers, 2013; Chireshe, 2011; Simui et al, 2009; Donald, Lazarus and Lolwana, 2002).

1.2.1. South African Context

The constitution of the Republic of South Africa, Act No. 108 of 1996 states clearly that there should be equal education for all the citizens of South Africa. As such, the South African education system adopted and acted according to the constitution. Hence, it introduced IE in schools which seeks to address barriers of learners with special needs by including them in mainstream schooling. Government's initiative to ensure IE in South Africa is contained in White Paper 6 of 2001: Building Inclusive Education and Training System (Department of Education, (DoE 2001). It outlines the principles of inclusive education as follows:

- It acknowledges that all children can learn and all children and youth need support;
- It acknowledges, accepts and respects differences in learners, whether due to age, gender, ethnicity, language, class, disability or HIV/AIDS.

- It enables education structures, systems and learning methodologies to meet all learners' needs;
- It changes attitudes, behaviour, teaching methodologies, curricula and environment to meet the needs of all learners;
- It empowers learners by developing their individual strengths and enabling them to participate critically in the process of learning; and
- It maximizes participation and minimizes barriers.

Like UNESCO (1994), Education White Paper (EWP) 6 identifies barriers to learning which are intrinsic and extrinsic. Intrinsic barriers are described as those within the learner for example cognitive (problem solving, abstract thinking), intellectual differences (gifted, specific learning disabilities), neurological (perception), medical (epilepsy, HIV/AIDS, asthma) and sensory (blind and deaf). Extrinsic barriers are described as those within the system such as attitudes and stereotyping of differences, an inflexible curriculum, socio - economic deprivation, inappropriate languages and communication. In addition, inadequate policies and legislation, cultural differences (beliefs, values and habits), inadequately and inappropriately trained support services, and lack of capacity among school staff form part of the extrinsic barriers (DoE, 2001).

Education White Paper 6 (2001) acknowledges that one of the most significant barriers to learning for learners in special and ordinary schools is the curriculum. In this case barriers to learning arise from different aspects of the curriculum such as:

- The content (what is taught);
- The language and medium of instruction;
- How the classroom is organized and managed;
- The methods and processes used in teaching;
- The pace of teaching and the time available to complete the curriculum;
- The learning materials and equipment that is used; and

- How learning is assessed.

The Education White Paper 6 further points out that the most important way of addressing barriers arising from the curriculum is to make sure the process of learning and teaching is flexible enough to accommodate different learning needs and styles. The curriculum must therefore, be more flexible across all bands of education so that it is accessible to all learners irrespective of their learning needs. A set of regulations and implementation guidelines exist which set out the monitoring and the respective roles of those involved in ensuring inclusion of all learners (DoE, 2001). The structures of implementation have been identified as national Department of Education in collaboration with Provincial Education, District Support Teams (DST), Special Schools/Resource Centres, Full-service Schools and Ordinary Schools.

In 2008 the DoE introduced an assessment strategy as part of the implementation process of Education White Paper 6. The National Strategy on Screening, Identifying Assessment and Support (SIAS) aim was to overhaul the process of screening, identifying, assessing, and providing support for all learners to enhance their participation and inclusion in the education system (DoE, 2008). This is primarily the tool whereby a learner's level of support needs is established by identifying and assessing the barriers to learning that a learner may be experiencing. Identifying and assessing the barriers to learning would determine the level of support needed to help the learner.

During 2009 The SIAS strategy was rolled out and introduced to the teachers of ordinary primary schools. The strategy was designed to serve two key purposes in the implementation of an IE system, namely:

- To screen and identify learners who experience barriers to learning and development; and
- To establish a support package to address these barriers (DoE, 2008).

The Education White Paper 6 posits that the early identification of learners with barriers to learning (reading; writing, behavioural, listening, speaking, et al) is of prime importance

(DoE, 2001). This means that if schools can use SIAS strategies appropriately and give necessary support, schools would be able to minimise learners' barriers to learning at an early stage.

It is also outlined in EWP6 that inclusive education should be implemented by trained and skilled principals and teachers to all learners irrespective of their diverse special needs (DoE, 2001). Principals and teachers are the most important component in the implementation process. A major highlight in this document is that, principals and teachers must be able to manage IE in the schools and in the classrooms properly by using the policies that support IE. Furthermore, principals are responsible for insuring that classrooms are conducive for teaching and learning to take place for all learners. Teachers are to adapt appropriate strategies that are effective for all learners in the classroom (DoE, 2001).

The SIAS strategy is the best policy that is appropriate for the implementation of IE in schools, because learners are to be screened, identified and be given appropriate support. Donald et al, (2002) suggest that if IE is to work in social context of South African schools then, extra help and support may be required in regular classrooms as those learners with most disability and difficulties in learning require individual attention.

When implementing and adapting IE certain procedures have to be followed in applying SIAS policy. Teachers are the ones who deal directly with learners in the classroom. They are to be observant so that they can screen and identify the area of concern. Teachers are expected to gather all the necessary information as they can about the child by involving the parent or guardian so that they can get more information. Moreover, it is critical that teachers carry out appropriate assessment procedures so that they can give necessary support to address barriers to learning (Fourie, 2016). This will assist the teachers to identify some barriers that may not be addressed appropriately, so as to involve School Based Support Teams (SBSTs) for assistance.

Meanwhile, with regard to promoting IE, DoE (2005) declared that Institutional - Level Support Teams (ILSTs) also known as School Based Support Teams (SBSTs) are established as an institution - level support mechanism whose primary purpose is to put

in place coordinated learners and educators support services (DBE, 2014). Principals are supposed to work with SBSTs to provide support to teachers to ensure that IE is implemented properly in schools. The duty of the SBSTs is to thoroughly go through the information given about the learner with barriers to learning submitted by the teacher and then respond to the request for assistance with plans for learner (DBE, 2014). They can get additional information when they intervene. For instance, the SDSTs give direction and support such learners as additional strategy programme services and resources to strengthen the Individual Support Plan (ISP). ISP is designed for learners who need additional support/expanded opportunity developed by teachers involving parents and SBSTs. If programmes which have been put in place fail and learner's barriers to learning persist they are supposed to be referred to District Based Support Team(s) (DBSTs).

District Based Support Teams (DBSTs) provide professional support service that draws its expertise from further and higher education. One of the most crucial role of DBSTs is to orient management and professional staff to IE and establish early identification procedures in primary schools' foundation phase (Grade R - 3) (Brown, 2015). The role of the DBSTs is to coordinate and promote IE through training curriculum delivery; distribution of resources; infrastructure development; identification and development and addressing barriers to learning (DBE, 2014). Planning should be done, monitored and evaluated to allow for intervention that would eliminate or remove barriers to learning or learners with educational support needs (ESNs). DBSTs are meant to redirect learners taking from the information they received from ILSTs/ SBSTs and their findings.

The South African Department of Basic Education (DoBE) has been working towards implementation of IE since 2001. However, concerns have been raised informally by different stakeholders regarding the implementation of IE especially for learners with ESNs (Engelbrecht and Green, 2007). Daily Dispatch of 12 June 2010 notes high dropout rate among learners with special education needs. Whereas, Human Right Watch (30 May 2017) also raised similar concerns that a large number of children with disabilities and other related barriers to learning were out of school. High drop out among learners with special education needs means exclusion from accessing education and violation of their rights to education (City Press, 13 March 2011, Eron and Emong, 2017).

Furthermore, a report by the Portfolio Committee on Education (23 June 2015) highlighted that there was a challenge of the formality of curriculum and monitoring when they visited Full Service Schools in Cape Town. It is not clear how schools are adapting the curriculum including assessment to cater for all learners including those who experience barriers to learning.

Parents are also concerned about the implementation of IE in primary schools because they do not see improvement in their children's development and academic progress (James, 2016). Other parents are not aware that there are inclusive education programmes in schools because they do not see any evidence (James, 2016). Whereas, some parents have complained that teachers were discriminating and stigmatizing their children particularly those with special needs and others who experience learning barriers as a result, some of them were not willing to send their children with special needs to ordinary mainstream schools (City Press 13, March 2011, Eron and Emong, 2017). This shows that there may be schools that are identified as centres that should offer IE, yet principals and teachers do not implement the IE policies (Yada and Salvolainen, 2017; James, 2016; Singal and Muthukrishna, 2016; Nel, Muller, Hugo, Hellding, Backmann, Dywer and Skaling, 2014).

Members of Portfolio Committee (DoBE, 2016) in their report registered their concerns that IE implementation was not taking place as expected. It is also not clear how training of teachers and other support mechanisms are provided to teachers and schools in the implementation of IE for learners with special needs and others who experience learning barriers. Consequently, it is not clear how principals are providing their role of support and monitoring at the school level (DBE, 2016). Some researchers have observed that there have been conflicting statements where teachers and principals would say they have not received training while on the other hand district officials would say they have conducted adequate training and provided support to schools implementing IE (Yada and Salvolainen, 2017; James, 2016; Singal and Muthukrishna, 2016; Nel et al, 2014). Moreover, principals and teachers have raised complaints and expressed their frustrations through the media and informal gatherings about numerous challenges they face in implementing IE in their schools namely: appropriate skills overcrowding,

resources, behavioral problems shortage of staff, support and monitoring and training, (Yada and Salvolainen 2017; Human Right Watch (HRW), 2017; James, 2016; Singal and Muthukrisha, 2016; City Press, 12 February, 2017). It is not clear how principals and teachers are implementing IE for learners with special needs and other learners with learning barriers in schools. Hence, the study seeks to find out perceptions of the two crucial actors, namely principals and teachers on the implementation of IE in three primary schools in the Amathole West Education District, Eastern Cape province.

1.3. Statement of the Research Problem

As discussed in the background schools are implementing IE for learners with special needs and others with learning barriers (DoBE, 2016; DBE, 2014; Yada and Salvolainen, 2017; James, 2016; Singal and Muthukrisha, 2016; Nel et al, 2014). However, concerns have been raised informally by different stakeholders regarding implementation of IE especially for learners with special education needs and others who experience barriers to learning (Engelbrecht and Green, 2007). For instance Daily Dispatch of 12 June 2010 notes high dropout rate among learners with special education needs. Human Right Watch (30 May 2017) raised concerns about a large number of children with disabilities and others who have barriers to learning who are out of school. High drop out among learners with special education needs means exclusion from accessing education and violation of their rights to education (City Press, 13 March 2011; Eron and Emong, 2017).

Parents are also concerned about the implementation of IE in primary schools because they do not see improvement in their children's development and academic progress (James, 2016). Some parents have complained that teachers were discriminating and stigmatising their children particularly those with special needs and others who experience barriers to learning. This had resulted in some of them not willing to send their children with special needs to ordinary mainstream schools (City Press 13 March 2011, Eron and Emong 2017). This shows that there may be schools identified as centres for IE but principals and teachers do not implement the IE policies in their teaching and learning (Yada and Salvolainen, 2017; James, 2016; Singal and Muthukrisha, 2016; Nel et al, 2014).

Members of Portfolio Committee on Education (DBE 2016) in their report registered their concerns that IE implementation was not taking place as expected. Moreover, it is also not clear how training of teachers and other support is provided to teachers and schools in the implementation of IE for learners with ESNs and others who experience barriers to learning (Yada and Salvolainen 2017; James, 2016; Singal and Muthukrishna, 2016; Nel et al, 2014). Schoeman (2012) further adds that, by 2012 DBE had identified that teachers in ordinary schools lacked knowledge on how to identify and address barriers to learning in their classrooms as well as the content and pedagogy needed to cater for the needs of these learners.

Given the above concerns, it is not clear how principals and teachers are implementing inclusive education for learners with special needs and those with other learning barriers in schools. Neither is it clear what skills and strategies are adopted by principals and teachers as well as support mechanisms given by district officers to assist them in implementing IE in schools. Hence, this study investigates the perceptions of principals and teachers on the implementation of inclusive education in three primary schools in the Amathole West Education District (AWED).

1.4. Research Questions

This section will present the main research question and sub-research questions.

1.4.1. Main research question

What are the perceptions of principals and teachers on the implementation of inclusive education in three primary schools in AWED?

1.4.2. Sub-research questions

- How are learners with special needs or barriers to learning identified and screened by teachers?
- What skills do teachers possess to enable them implement inclusion of learners with special education needs?

- What strategies are actually adopted by teachers to ensure inclusion of learners with special needs?
- How is the content (including assessment), and pedagogy adapted to ensure that it meets the needs of all learners?
- What support (including training) and monitoring is provided to teachers by schools and the District Department of Education to enable them to cater for all learners?

1.5. Purpose of the study

The purpose of the study is to investigate the perceptions of the principals and teachers on the implementation of inclusive education in primary schools in AWED

1.6. Research objectives

The objectives of the study are as follows:

- To find out how learners with special needs and barriers to learning are identified and screened.
- To examine the skills which teachers possess to enable them implement inclusion of learners with special education needs.
- To find out strategies adopted by teachers to ensure inclusion of learners with special needs.
- To find out how content (including assessment), and pedagogy are adapted to ensure that it meets the needs of all learners.
- To identify the support including training and monitoring provided to teachers by schools and District Department of Education to enable them to implement inclusion well.

1.7. Significance of the study

The contribution of this study might provide knowledge that would benefit principals and teachers on how to implement IE effectively in their schools and also create an opportunity for principals and teachers to share their views with other teachers from other schools through communities of practice. This study is also intended to influence the policy makers to examine the implementation of IE in order to address the challenges encountered by implementers as the study will bring out those challenges. Mostly, the study might benefit parents and guardians with learners with learning barriers as the findings might come out with issues which might influence relooking at the way IE is being implemented.

Conducting this study is very important for all the mainstream primary schools in AWED because it might raise the awareness to principals and teachers regarding the implementation of the IE programmes. Furthermore, the findings of the study may create a platform for all stakeholders in education system to create the much needed support towards comprehensive implementation of IE in mainstream primary schools.

1.8. Delimitation of the study

The study was carried out in Amathole West Education District in the Eastern Cape. It focused on three primary schools being two (2) in urban area and one in rural area. Participants were principals and teachers.

1.9. Definition of key terms

1.9.1. Inclusive education

Inclusive education is a process of enabling all children to learn and participate effectively within mainstream school systems, without segregation (Rieser, 2012). It ensures that all learners can learn and have full access to and are enabled to participate in same environment as normal learners. In this study, the term will be used to closely look at the implementation of IE so that all learners get effective education irrespective of their different barriers to learning.

1.9.2. Barriers to learning

A barrier to learning refers to difficulties that arise within education system as a whole, the learning site and/or within the learner him/herself which prevents access to learning and development, (DBE, 2014). The foregoing definition will be adopted for this study.

1.9.3. Perceptions

Subban and Mahlo, (2017) define perceptions are the way in which something is regarded, understood or interpreted. This is done by taking in your surroundings through sight, sound, taste and touch. It is someone's view, everyone is said to have different perception on political, religious and personal subject. It is what makes the human race so unique. In this study, the term will be used to get views of principals and teachers on the implementation of IE during the course of the study.

1.10. Chapter outline

This dissertation is organized around six chapters. Chapter One presents the background of the study; statement of the problem; research questions; purpose of the study; research objectives and significance of the study. In addition, the delimitation and definition of key terms adopted in the study is presented.

Chapter Two reviews the literature pertaining to the study and the works of different authors and practitioners. The theoretical framework adopted in this study is also discussed.

In Chapter Three, the research design and methodology used in the study is presented. This includes the research paradigm, sampling procedures, data collection, data instruments, data trustworthiness, data analysis and ethical considerations.

Chapter Four presents and analyses the data collected through interviews and document analysis using thematic analysis while Chapter Five discusses the research findings, focusing on specific interpretation of the results.

The last chapter provides a summary of the findings and conclusion and suggested recommendations for implementation. The conclusion and recommendations are drawn from the entire dissertation.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

This chapter focused on the studies that have been written internationally, continentally and nationally on the perceptions of principals and teachers on the implementation of IE in primary schools in AWED. Firstly, theoretical frameworks that were adopted are discussed. Secondly, the researcher reviewed the work written by other people about the implementation of IE in schools. This chapter specifically considered the following aspects in order to gain insight into the research questions: the qualifications and experience of the teachers, implementation of IE, skills possessed by teachers, resources available to implement IE in schools, content and assessment; support and monitoring mechanisms for IE, and strategies used by teachers when implementing IE.

2.2. Theoretical Framework

The study was informed by ecological systems theory of Bronfenbrenner (EST) and Vygotsky's theory of learning and constructivism. The aims and objectives of the study persuaded the researcher to utilize these frameworks to further understand perceptions of principals and teachers on the implementation of IE in primary schools in AWED. Therefore, the applicability of these theories to the study is provided in the following section.

2.2.1. The Ecological Systems Theory or Bronfenbrenner's Theory

The ecological systems theory also referred to as Bronfenbrenner's ecological systems theory (BEST) was developed by Bronfenbrenner in (1978). It assumes that all things in nature are related to one another in a complex but systematic way (Meyer, Moore and Viljoen, 2008). This theory (BEST) illuminates the complexity of the interaction and interdependence of multiple systems that impact on learners, their development and learning (Landsberg, Kruger and Nel, (2005). Singal, (2006) suggest that

Bronfenbrenner's (BEST) is the most commonly used theory in inclusive education and is one example of a multi-dimensional model of human development.

Multi-dimensional suggests that there are layers or levels of interacting systems. The interaction between the systems results in change, growth and in development. In other words, what happens in one layer or level affects and is affected by what happens in the other layer or level. Describing the ecological systems theory, Landsberg *et al*, (2005) maintains that, to understand the whole, the relationship between the different parts of the system need to be examined. Each system possesses critical and contributing factors. From this perspective, this means that, while one works with individuals such as a parent, teacher or a learner, one never loses sight of the entire system in which the individual functions. All the systems are crucial in IE.

The theory can be used to illustrate the growth and development of an adolescent, which is nested in five environmental systems, namely the micro, meso, exo, macro and chrono systems with which an adolescent interacts with (Shunck, Pinrich and Meece, 2008). Below is a summary of the five environmental systems

Table 1.1: Summary of systems proposed by Bronfenbrenner

Systems	Explanation
Micro-system	The immediate contexts in which the individual participates and the people in these contexts in direct contact with individual.
Meso-system	Influences between the members of the micro-system e.g. school and family relationships.
Exo-system	External influences on the individual from the system not directed to the micro-system e.g. policies and legislations.
Macro-system	Broader cultural and social influences e.g. social and economic status.
Chrono-system	Changes in all systems and their members across time.

The ecological model is the key to dismantling the traditional conception of impairment as a personal tragedy and the oppression that this creates (Singal, 2006). This framework

examines all the different systems that influence the ability of the learner to succeed in school, and for that matter, in everyday life. In the eyes of this framework, the way that the systems work together can either cause delays in development, or improve the quality of development and learning (Singal, 2006).

The theory therefore puts emphasis on the fact that barriers to learning are not only the result of an individual, but also the result of interactions between individuals and the environment that are not designed to enhance participation. Hence, the theoretical framework enabled the researcher to explain data collected in this study on perceptions of teachers and principals on how they have shifted from traditional understanding of impairment and disability and how they address barriers to learning that result from individuals and the environment that are not designed to enhance participation. So instead of blaming a child for not performing well, a teacher could try to find ways of changing his or her teaching to promote effective learning. In this way, the adults take responsibility for the learning and development of children. At the same time it preserves the child's dignity (Sisonke Consortium, 2006). The ecological model was adopted because it demonstrates that the disabling effects of society are much more extensive and how this influences the ability of the learner to succeed. For instance, the theoretical framework highlighted how all the five environmental systems assist the principals and teachers to implement IE in terms of their knowledge on management of inclusive classrooms. These include teaching skills, strategies of assessment and their perceptions on the inclusion of learners with special educational needs in ordinary classrooms.

2.2.2. Vygotsky's Theory of Learning and Constructivism

The study was also informed by Vygotsky's theory of learning and constructivism which is defined as a perspective that emphasizes the social environment as a facilitator of development and learning (Schunk, 2004). Vygotsky contends that humans have the capacity to alter the environment for their own purposes. This theory emphasises the interaction of interpersonal, cultural-historical, and individual factors as the key to human development. Interactions with people in the environment stimulate developmental processes and foster cognitive growth.

The Zone of Proximal Development (ZPD) is Vygotsky's term is used to describe the range of tasks that individuals can complete with assistance, but cannot complete on their own (Wassand Golding, 2014). They can do that with the assistance of an adult (in this case the teacher) then eventually on their own. Hence, the teacher often serves to guide or support a child or group of children as they encounter different barriers to learning until they work independently.

Assisted learning as established by Vygotsky, was relevant for this study. As a teaching and learning strategy, it stresses the importance of the presence of a learner that has ability to learn during the teaching and learning process. Teachers who understand this theory can use it in the classroom to help them understand the needs of those learners with barriers to learning so as to help them achieve their best in the teaching and learning situation.

The Social Development Theory of Vygotsky has got many implications for teaching and learning techniques and strategies for classroom activities in an inclusive system. Thus, this theory aligned well with this study because it shows the importance of including low performing learners with more able learners so that the low performing learners can be assisted to perform better in the encouraging environment. Moreover, Vygotsky's theory of learning and constructivism is applied in most learning strategies hence it fitted very well in the study. Teachers need to use appropriate strategies when they plan for their teaching and learning process in their classrooms. By using these strategies they would be promoting the implementation of IE process which strives to eliminate barriers to learning or ESNs. Given the concerns and complaints from stakeholders on the limitations of implementing IE, the researcher used the theory to explain the data collected on

perceptions of principals and teachers on how they address these aspects which are essential in addressing barriers to learning and enhancing implementation of IE as elaborated in the theory.

2.3. Screening and identification of learners in schools

Screening and identification are one of the crucial components used in IE to ensure that learners are catered for and helped whenever there is a need of support. Screening is done at the beginning of every new school term through admission of learners in various schools as well as, in the beginning of each phase (DBE, 2014). Teachers are to record their findings and keep them in the learners' profile (LP). Learners from other school are admitted with their profiles from their previous schools that contain documents that would be checked so that learners can be screened to determine whether the learner needs additional support. Thus, these LPs are used to predict which learner is at risk in regular classroom and to identify those who may be eligible for particular programmes such as educational special needs (ESNs). Screening processes are carried differently internationally.

Looking at USA, screening is taken as a powerful component that is used to test all learners for determining which learner may be at risk for not meeting the grade level and it is done three to four times a year (Wadron, Parker and McLesley, 2014). It helps to ensure that all learners get equal education and access to intervention as early as possible. When screening process is done in Wales, teachers consider the time required and skill of administration important as they may require additional staff, time and may displace teaching time (Cymru, 2015). This may help teachers in Wales to save time for teaching and learning.

Contradictory, in South Africa screening is used to see if a learner is at risk through LPs which is done on admission for first timers (DoBE, 2014). When implementing and adapting IE certain procedures have to be followed in applying SIAS strategies (detailed explanation in Chapter 1). Teachers are the ones who deal directly with learners in the classroom. They are to be observant so that they can screen and identify the area of concern. Teachers are expected to gather all the necessary information as they can about

the child by involving the parent or guardian so that they can get more information (DoBE, 2014).

This information will inform an overall picture of who the child is, what his/her experience have been before arriving at the school, what his /her home circumstances are, and what his/her strengths, weaknesses are in the parent's view, school and teacher gain background information of learner to understand basic needs, talents and aspiration of learner (DoE, 2009). The following documents are required on admission in new school from parents/guardians.

- Road to Health document;
- Birth certificate;
- Form completed by the parents;
- Transfer card (last report, affidavit and document from previous school;
- Proof of parents' ID/ Document legal relationship, and
- Most recent report (DBE, 2014).

The LP which is said to be confidential should be sent to the school where the learner would be schooling and not be given to the learner, parent or guardian. All the documents contained in the LP should be known by the parent or guardian because he or she is always involved in the process of inclusion. The LP helps teachers to screen learner in the beginning of each year in each grade.

The most important aspect in IE is to identify the learners with ESNs and barriers to learning as early as possible so that they can get the necessary assistance. Teachers are faced with the difficulty of identifying learners with barriers to learning as well as the challenges of implementing programmes of IE. Learners differ in their pace and style of learning; hence teachers have to use different methods in order to accommodate all learners. Some learners have physical and/or sensory disabilities and they require assistive devices such as computers in order to learn effectively. There are some who have mild to moderate disabilities. Thus, such learners difficult to identify, yet they need

attention. It is therefore, the responsibility of an inclusive teacher to create a conducive learning environment. This can be achieved if the teachers have the ability to identify and understand the nature of barriers to learning in order to meet needs of all learners.

2.4. Barriers to learning

Barriers to learning refer to difficulties that arise within education system as a whole, the learning site and/or within the learner him/herself which prevents access to learning and development (DBE, 2014). Visser, (2002) and Tomlison (2014) have the same view that barriers to learning are those that prevent the learner from benefiting from education. Thus, such barriers should be removed or eliminated to allow all learners to access knowledge in general classroom situation. For teachers as implementers of IE to be successful in their classrooms, they need to understand that there are factors that act as barriers to learning.

DoE (2001) states that factors are seen as socio-economic barriers, lack of access to basic services, poverty that place learners at risk, attitudes, inflexible curriculum, languages and communication. The EWP 6 supports the recognition that a range of needs exists among learners and within the education system which must all be met if effective learning and development is to be provided and sustained (DoE, 2001).

These barriers to learning had been grouped into four levels namely: school level barriers; home barriers/community barriers and individual barriers.

2.4.1. Home/Community Barriers

2.4.1.1. Socio-economic Barriers

There is a relationship between education and the socio-economic conditions in each and every society (DoE, 2002; White, 1982) and this is one of factors that continue to cripple the IE process. DoE (2001) indicates that the successful implementation of inclusive education depends largely on the adequate and appropriate training and support of teachers as well as, on the adequate provision of teaching and learning materials and other resources in order to meet the needs of any society. DoE (2002) sees South Africa

as one of the countries that lack centres of learning and other facilities that would help to meet the educational needs of the society. This shows that there is inequality in our education system because other schools are not well equipped especially in rural areas.

The foregoing views are also cemented by Henerico, (2015) who commented that South Africa and Tanzania are said to be among the countries that still have many limitations that retard the successful IE system namely the lack of teaching and human resources, funds, support and lack of appropriate transportation. For instance, in South Africa, it is well known that the Apartheid policies discriminated people and schools according to their disability, language, race and gender. However, even after 25 years of democracy, most of the schools in South Africa are still underdeveloped, lack teaching aids and well qualified educators especially in rural areas. These aspects can be seen as barriers to learning particularly implementation of IE

2.4.1.2. Lack of Access to basic services

One of the most significant barriers to learning is the inability of learners to access the educational provision that does exist and their inability to access other services, which contribute to the learning process (DoE, 2002) and cripple the teaching and learning process. The background of poor societies and families especially in our country forms part of barriers to learning because some learners do not have access to basic services such as water, roads, electricity and food. Without these basic services learners cannot do well at school. There is still inequality in schools in urban and rural areas where learners are vulnerable due poverty, child-headed homes, diseases, lack of scholar transport as well.

Those learners who are physically challenged experience more problems because some do not have wheelchairs or those who have them cannot use them because of improper roads and community buildings and also lack of accessible infrastructure in schools to accommodate them, (DoE, 2002). It is even difficult to go to health centres because they are too far from the communities and it is expensive to visit the places. This make it difficult for some parents to access education for children who need special attention or have barriers to education, thus, in the process these learners are deprived of the

opportunity to be educated. They do not allow them to go to education centers be it special schools or mainstream schools.

2.4.1.3. Poverty and underdevelopment

The DoE (2002) points out that under-nourishment in children leads to a lack of concentration and this affects the ability of a learner to learn effectively. Globally, there still exist communities that are poorly resourced especially in rural areas where learners would go to school without food. This leads to emotional problems which affect their learning and development. Researchers link poverty with the lack of basic services in some homes that would affect learner's learning.

Some of the factors that exacerbate poverty especially in rural areas are as follows: being orphans, unemployment and child - headed homes without income in some instances because most of these children do not have Identity Documents. Thus, it may be implied that these are some of the barriers to learning that make other learners underperform or even drop out from school because they are sometimes humiliated by others learners at schools. They tend to have low self - esteem that would lower their understanding and performance.

2.5. Factors which place Learners at Risk

There are so many factors that place learners at risk. Some factors may place learners at risk of not getting proper education. Bradfield, (2018) and Bunnell, (2018) refer to such factors as poverty, malnutrition, inadequate medical facilities, prenatal infections and infections during early childhood. The DoE (2002) suggests that people should recognize that there are some conditions, which may arise within the social, economic and political environment in which the learner lives, which may affect the learner in a negative way. Any form of abuse may cause lack of concentration to a learner in the classroom due to his/her emotional state.

The foregoing assertions are validated by the comments made by the DoE (2002) when it states that for effective learning to take place an adverse social and emotional state of

the learner will be a risk for learning breakdown. Divorce of parents has also been identified as one of the factor that may also affect the learner negatively and cause them to underperform in class. Natural disasters and some epidemics also have an impact on learners.

Merson and Inrig, (2018) point out that South Africa has the fastest - growing HIV/AIDS epidemic in the world, with a higher percentage of people infected than in any other country. HIV/AIDS has affected all groups of people, young and old, black and white, literate and illiterate. It is however, impossible to deny the fact that people who were infected with HIV/AIDS were at first treated like outcasts by the society due to the stigma the society attached to the illness itself. Children of infected parents felt ashamed and were mocked by their peers (Solomon, 2017), which of course put them at the risk dropping out from school. Some may drop out due to poverty; others became heads of families due to loss of both parents and some had to supplement family income and help look after their siblings. The researcher explored further in this study the perceptions of teachers and principals on how home/community barriers affect implementation of IE.

2.5.1. School Level Barriers Attitude

Apartheid education system brought about discriminatory attitudes against people according to race, colour, language, disability or gender. These attitudes may work as barriers to learning to learners in the process of teaching and learning (DoE, 2002). Some teachers develop negative attitude towards learners who experience barriers to learning saying that they cannot handle neither they specialized to teach learners with barriers to learning. This may cause more problems to those learners with barriers if they are excluded from the learning process because they would not gain knowledge and skills.

According to DoE (2005) the greatest hinderance to IE is negative attitude. There are number of challenges that may result due to the negative attitude towards inclusion by principals and teachers in schools. For instance, teacher may lack training in inclusive methodologies, parental involvement, overcrowded classrooms, overloaded teachers, including lack of physical resources and shortage of human resources. The DoBE (2010) highlights that in such cases, it is imperative for parents to know their rights and those of

their children. Moreover, it is vital that parents collaborate with teachers by staying informed about their children's difficulties and support them.

A study done in South Africa and Sweden shows that teachers' attitude can change if they are provided with proper training, well planned information and the necessary support structures (Nel, Muller, Hugo, Hellding, Backmann, Dwyer and Skarling, 2011; Donohue and Borman, 2014; Vacoe and Boyle, 2014). Teachers' negative attitude towards learners with educational special needs (ESNs) and learners with barriers to learning lead to poor performance in teaching and learning skills by teachers as well as learners in the classroom.

Fakolade, Adeniyi, and Tella, (2017) highlighted that some educators have negative attitudes towards learners who experience barriers to learning. The reasons they gave amongst others, were that they felt they were obliged to implement policies of IE and that they were not consulted about the policies before the implementing IE was rolled out. This means these teachers they did not have a clear understanding of the demands and changes they had to implement and often lacked adequate time to prepare for the implementation. This kind of attitude causes problems in both teaching and learning.

The DoE (2002) indicates that learners in the past used to be labeled as slow or as LSEN. This resulted to their exclusion or being placed in a particular learning environment not because they belonged there but due to the requirements and standards set by the system of the ruling government. If people could change their negative attitudes towards differences in our society then some barriers to learning may be overcome and the process of inclusion would stand a better chance of being successful.

2.5.2. Inflexible curriculum

This is the most serious barrier to learning in the process of teaching and learning in schools. If the curriculum is said not to be flexible, that means teachers will not meet

learners' diverse. Teachers themselves need to be flexible and use different methods of teaching that allow learners to participate fully when teaching and learning occurs so that all learners can gain knowledge and skills. The nature of the curriculum involves different components which are viewed as all important in facilitating or undermining effective learning (DoE, 2002). The key components of curriculum are as follows:

- The style and tempo of teaching and learning;
- What is taught;
- The way the classroom is managed and organised; and
- Materials and equipment, which are used in the learning and teaching process.

Olson (2007) and Mudau (2004) have the same view that inflexible curriculum is detrimental to the learning and development of learners. If teachers are not well trained, they may deprive learners of equal and quality education because learners are not the same (in terms of slow, medium and fast learners). The teacher may teach at a pace which may disadvantage both slow and learners with high levels of ability or a pace that would accommodate learners who are very quick. What is taught or the subjects which learners are able to choose may limit the learner's knowledge base or fail to develop the intellectual and emotional capacities of the learner (DoE, 2002).

Inadequate resources are also seen as serious barriers that prevent learners from accessing the curriculum effectively. DoE (2002) posits that blind learners are unable to access the curriculum effectively if Braille facilities and other equipment are not available and also due to the lack of educators who are skilled to teach Braille and know how to use the audio equipment. Inflexible curriculum may make education meaningless to some learners and increase number of dropouts at some stage. The inaccessibility to learning materials and educators who lack in-service training in managing the diverse needs of learners in a classroom are some of the contributory factors to learning problems. DoE (2002) also indicates that, assessment processes are often inflexible and designed to only assess particular kinds of knowledge and the aspect of learning, such as the amount of information that can be memorized rather than the learner's understanding of the

concept involved. For successful implementation of IE, curriculum must be flexible and knowledgeable to teachers so that teaching and learning that take place may benefit all learners. Classrooms must be organized and managed in such a way that they give all learners comfort and promote willingness among learners to play their role in accessing their curriculum. What determines the results of inflexible curriculum is the high numbers of failures especially in Grade 12 and also increasing number of dropouts.

2.5.3. Language and communication

English is mostly used as an official language of communication in the country and worldwide. In most schools especially in South Africa it is used as medium of instruction. Although it is not mother tongue to most of learners, it is fundamental to learning and development, (Kotele, 2000). Since English is the second language for a majority of learners, they experience difficulties and feel that they are not competent enough in their learning. Second language learners are often subjected to low expectations, discrimination, and lack of cultural peers, as compared to their peers who are more conversant with the language than they are (DoE, 2002). Therefore, language and communication are barriers to learning that arise from the curriculum as it stipulates the medium of teaching and learning to be followed by schools. This needs to be addressed for effective implementation of IE in our country.

This could be more problematic with deaf learners as their first language is sign language and this causes barriers to learning. There are misperceptions with regard to morphological, syntactic, discourse, pragmatic, phonological and semantic structures of sign language (DoE, 2002). Augmentative and Alternative Communication (AAC) strategies should be used for learners who are nonspeaking due to their physical, intellectual or mental disability so that they can be part of the learning process. This instructional approach can facilitate learners with little or no functional Speech (LNFS) towards more fully realizing their potential Lloyd, Fuller and Arvidson (in: Dada and Alant, 2002).

The foregoing scholars further warn that, if teachers have a negative attitude towards AAC this will form barriers to interaction and the implementation of AAC strategies within

an inclusive classroom, will be unsuccessful. Dada and Alant (2002) elaborate on this theme saying that the main aim of AAC intervention within an inclusive classroom is to enable learners with LNFS to attain their fullest potential through meeting their communication and learning needs with effective communication skills.

2.5.4. Inaccessibility and unsafe built environment

Most of the South African learning centres are physically not accessible to all because they were not built to accommodate the physically disabled learners. DoE (2002) indicates that there are some learners who use wheelchairs and other mobility devices, which specifically need ramps instead of stairs. This indicates that these learners will be unable to have access to those places without ramps, which is a form of discrimination. An inclusive classroom should guard against these discriminatory factors. It should consider the sizes of desks to be used and have enough space to cater for all learners who use crutches or wheelchairs and who use computers as their learning aids. Some buildings are dilapidated due to lack of funds. This may even be a threat to the children's lives; on the other hand, this hinders effective implementation of IE.

2.5.5. Lack of parental recognition and involvement

Patrikakou (2008) posits that parent involvement is a crucial force in children's development, learning, and success at school and in life. He further indicates that parental involvement remains a strong predictor of academic achievement even for high school students. Parental involvement has been observed to be more effective for those learners with barriers to learning as it is indicated that parents provide the school with more information about the learner identified barriers of the learner by the parents. The DBE (2010) states that parents know their rights and those of their children. Managing an IE without parental involvement and support is virtually impossible as parents are the learners' primary caregivers. They are supposed to collaborate with teachers by staying informed about their children's difficulties and be supportive by meeting the teaching halfway in promoting IE in schools where their children learn.

When parents take a back seat in the education of their children effective learning is threatened and hindered. The DoE (2002) predicted a longtime ago that if parents are not encouraged to be involved in their children's education and not empowered and enlightened as to what is expected of them, they will definitely lack interest in supporting educators to achieve their goals. Valdés (2017) has a view of what is parental involvement from a different angle. This scholar states that lack of parental involvement is often related

to social issues. For example, parents who are illiterate, have HIV/AIDS, abuse alcohol, poor and unemployed and those who are ashamed of their children with disabilities are bound not to be involved in school activities. It is without doubt that all these matters can cause barriers to learning and development.

Engelbrecht, Green, Naicker, and Engelbrecht, (1999) as well as Nel, Tlale, Engelbrecht and Nel, (2016) endorse the fact that the new policies and legislations in South Africa support the optimal involvement of parents in the education of their children and these policies emphasize that parents must be involved in the process of identifying barriers to learning of their children and means to overcome them. Furthermore, they maintain that parents can play a major role in providing an extra hand where teachers need additional support in the school or classroom.

Parents are also responsible for developing local school policy and governing the school, as it would suit their communities. The DoE (2002) is convinced that if parents and the community at large could be well informed about their importance in this course of action, they would become involved and take full responsibility in supporting their children and ensuring that implementation of IE is promoted. This study explored further the perceptions of teachers and principals on what school barriers are and how they screen and identify learners with barriers to learning.

2.6. Individual Barriers

2.6.1. Disability

Disability is any restriction or lack (resulting from impairment) of ability to perform activity in a manner or within the range considered normal for human being (Olive, 2017 citing Wood, (1980). Impairment is defined as the functional limitation within the individual caused by physical, mental or sensory impairment (Olive, 2017 citing DPI, 1982). Davis, (2016); Thomson, (2017); and Goodley, (2016) also have the same view that people should always try to address people with disability by making a reference to the person first, then disability, for example a person with disability rather than a disabled person. By using these dignified words, we could encourage equality for all and make everyone to feel free in the classroom.

The DoE (2002) mentions that for most learners with disabilities, learning breakdown and exclusion occurs where their particular learning needs are not met. As a result of these barriers within the learning environment or broader society, it is the learner who is handicapped and in the process effective learning fails to take place. Further, the DoE explains that some of the learners experience learning breakdown due to intrinsic, cognitive or learning difficulties in areas such as in acquiring skills in for example, literacy or numeracy or in the organization or management of their own learning.

The above mentioned barriers to learning need to be observed and identified as early as possible for immediate redress and effective implementation of IE. This may lead to throughput of learners who are independent, equally educated and productive citizens who can be assets worldwide. Hence, the study seeks to find out how learners with barriers to learning are identified and screened by teachers in primary schools in AWED. The researcher explored further the perceptions of teachers and principals on disability and how they screen and identify learners with special needs.

2.6.2. Prevention of Barriers to Learners

Literature highlights that IE teachers are to be observant in their classrooms so that they easily notice barriers to learning that learners may experience. The teacher must be able to identify these learners, monitor them to meet their needs and support them in those areas of concern. Makoelle, (2016) stresses that learners must be identified early in the foundation phase so that they are immediately given assistance. The learner profile document serves as an excellent tool for teachers to plan intervention strategies and support on daily basis for all learners as part of their teaching and learning.

2.6.3. Teachers in Inclusive Classroom

According to Mokoelle (2016) an inclusive classroom is the place where learners feel welcomed and accepted, regardless of their circumstances or challenges. Teachers are to accommodate all learners in inclusive classrooms so as to eliminate or remove the barriers to learning. Thus, the classroom setup must be conducive to accommodate a diverse range of learners who need effective learning and teaching. Teachers are to plan

their activities so that there is a positive interaction among all diverse learners. Inclusive classroom can also contribute towards the social development of learners without disabilities and barriers to learning as they may develop awareness and understanding about learners with ESNs because they interact with them in general classrooms. UNESCO (2005) reveals that classroom with diverse learners can benefit all learners since they bring with them uniqueness in their experiences, skills, knowledge and attitude.

Teachers in the classroom situation are the ones who play a crucial role in the implementation of IE. For IE to be able to remove or eliminate barriers to learning, teachers must be able to identify learners with special educational needs (SENs) and learning disabilities (Tyagi, 2016; Rouse, 2017; Hayward, 2006; DBE, 2014). Early identification is the first step towards successful implementation of IE. Learners must be identified early in the Foundation Phase if any future problems are to be avoided (Makoelle, 2016; Agbenyega and Klibthong, (2014). This will benefit all learners that need additional and appropriate support in teaching and learning at an early stage.

Identification of vulnerable and diverse learners engages teachers to choose variety of teaching strategies (Walsh, 2018, Michelle, 2014) to accommodate these learners when planning their lessons. Inclusive teachers must be able to assess learners to determine their weaknesses, capabilities and competencies and reporting on individual progress of learners. When planning for activities teachers should select suitable learning activities for the competency level of each learner. Teachers must organise and plan the lessons to suit LSEN including practical demonstrations. Furthermore, it is expected that teachers are in a position to adapt different style and pace of teaching and learning. Moreover, they must be able to use different instructional methods that would involve learners in the classroom (Hossain, 2012).

Inclusive teachers must have the ability to identify and understand the nature of barriers to learning that are experienced by learners so that they should be able to give them necessary, relevant and additional support. This means that teachers must be observant enough to be able to know the types of barriers that put learners at risk and be able to identify them. This would make it easy to for teachers to assist learners with barriers to learning and learners with educational special needs (ESNs). This study explored further

the perceptions of principals and teachers on barriers hindering implementation of IE in mainstream schools.

2.7. Strategies adopted by teachers to ensure implementation of IE

Principals and teachers are the ones that need to make sure that IE is correctly and successfully implemented for the benefit of all learners. Therefore, it is necessary that they must apply all the strategies that can improve teaching and learning in their regular schools which in the process accommodate diverse learners. It is crucial that for successful and effective implementation of IE teachers know which ideal, suitable and effective strategies should be adopted so that learners can be helped in the process of teaching and learning. For any IE programme to be successful, teachers need to be flexible in their thinking, innovation and creativity. Their flexibility in teaching will allow them to continuously develop and implement strategic approaches that are beneficial to their learners.

In addition, Hossain, (2012) stresses that teachers must be able to use different instructional methods that would involve learners in the classroom. This means that teachers need to use different strategies for teaching and learning in their classrooms so that they can produce independent and valuable citizen. To address these barriers to learning, teachers should use various curriculum strategies (DBE, 2010). The strategies that would take IE to higher level are as follows: cooperative learning; differentiated instruction; actively based learning; peer tutoring; learners support.

2.7.1. Cooperative Learning Strategy

Cooperative learning strategy (CLS) is a process of grouping learners using instructional strategies to improve learners' achievements. Some scholars would define CLS as the instructional strategies use of small groups that allow learners to work together to increase each other's' learning (Eskay, Onu, Obiyo and Obidoa, 2012). Apart from that, Slavin, (2014) sees CLS as a teaching method in which students work together in small groups to help each other learn academic content. Thus, CLS has been regarded as the most effective strategy to increase learners' engagement so that they can increase their

performance at the same level (Hognigsfeld and Dove, 2012). Further, CLS is said to be a learner-centred approach whereby learners work actively on their own under the supervision of a teacher in the classroom.

This strategy allows the interaction within the groups. It is also used to evaluate interactions between learners. It uses small groups of learners in each group and seeks to promote independence among group members so that they can all participate. This strategy is regarded as the fastest way of learners learning among themselves. Teachers must be actively involved in CLS by visiting the groups, observing and making sure that there is cooperation and progress. Slavin (2014) highlights that learners learn cooperatively but, they need to be assessed individually to check if they have gained knowledge and skills during the activity. When CLS is effectively implemented in inclusive classroom, its goal is to develop individual learners while contributing in his/her group with the intention of completing a task having one educational goal.

In CLS groups are changed now and again to promote socialisation in inclusive classroom. So, it leads to deeper learning and increases critical thinking (Lumpkin, Achen, & Dodd, 2015). This means that it creates critical thinking among members because they come up with appropriate reasoning when they are discussing and reaching consensus. In addition, Alabekee, Samuel, and Ossat (2015) mention that CLS enables learners to receive positive feedback from the process of thinking, problem solving and group interaction.

In essence, there are a number of skills that are developed in CLS to meet the needs of all learners. It allows learners to discuss certain topics in depth and to do activities that would make them achieve common learning objectives. CLS creates an environment where students can increase their academic achievement as they learn social skills. Learners learn behaviours such as the ability to resolve problems with other learners and harmonise in the group interactions, listen to others while speaking and identify effective ways to contribute information.

The goal of CLS is to promote ways to explain ideas clearly, encourage others to speak freely and confidently and constructively criticize ideas rather than individuals. The skills

gained by diverse learners from CLS would benefit them so that they use the skills in their families and societies. Thus, it may be inferred that, CLS engages all learners to acquire skills and some aspects of life like listening, speaking, writing, reading, tolerance, respect, sharing knowledge and resources, decision making. Learners become successful in their groups because they share their own knowledge, correcting each other and reach to an agreement about the issue. This depends on how active they are in the discussions. This means that the more active they discuss, the more they learn faster and bring about reasonable responses/answers. This study explored the perceptions of principals and teachers on how and whether they implement CLS in the implementation of IE.

2.7.2. Differentiated instruction

In differentiated instruction, teachers give assistance to learners who need extra support in diverse classrooms after a lesson, so that they can meet the needs of all learners. Gaitas and Martins, 2017; Wan, 2017 have the view that differentiated instruction as instructional approach is characterized as a student-centred teaching strategy that allows for the accommodation of a wide range of students with different learning and scaffolding needs. Differentiated instruction is also defined as teachers varying the curriculum and their pedagogical lessons to meet the needs of the students without altering the curriculum (Shyman, 2012). This strategy provides diverse learners with different avenues to learning in terms of acquiring content of the subject taught in a classroom situation. Teachers must be able to identify learners so that they can use effective differentiate instructions strategy.

Teachers are to design their classroom activities using a variety of appropriate teaching materials that would lead to differentiated instruction. This means all learners in a classroom can learn effectively regardless of differences. When designing these activities, they are to understand that learners do not learn the same way in learning style or academic skill. In support of these views is O' Rourke (2015) who advances that teachers understand that learners do not learn the same way.

In addition, (Gaitas and Martins, 2017) mention that the central element of differentiated instruction is the regularly ongoing assessment that allows teachers to adapt and scaffold

all students learning with appropriate procedures, materials, and activities. In addition, this allows teachers to engage students in instruction through alternative learning and teaching modalities, appealing to different interests and using different degrees of complexity accordingly to the student's actual needs. The multiple aspects related to differentiated instruction described above are fundamental to the development of inclusive education. This study explored the perceptions of principals and teachers on how and whether they implement differentiated instruction strategy in the implementation of IE.

2.7.3. Activity Based Learning (ABL)

Learners often get bored in a classroom situation where they have to listen to the teacher. Lessons become interesting to learners when they are actively involved in a lesson through activities facilitated by the teacher. This is called Activity Based Learning (ABL) strategy. This means that learners are exposed to participatory teaching and learning through activities in a lesson using their experiences from their communities while gaining different skills in the process skills. This leads to discovery, movement and interaction with the community. Van Zyl (2002) supports the above statement by saying ABL gives emphasis to learning in a natural setting, thus moving it from being solely a classroom-based activity to encouraging and preparing learners to learn in community settings.

Shanbhag (2016) defines ABL as an activity (-ies) in an educational process to make learners learn through activities. Those learners with barriers to learning or ESNs often have problems when it comes to acquiring new knowledge because some are so hyperactive and get bored by teacher-centred lessons. Therefore, this teaching and learning strategy come in handy for such learners. On the other hand, some would need concrete experiences in order to understand. When learners are being actively involved in their own learning, through a variety of teaching and learning strategies their morale and self-confidence is boosted.

Learners do not only learn content in ABL strategy but also develop many other skills such as:

- Enhancing creative aspect of experience;
- Giving reality for learning;
- Using all available resources;
- Providing varied experiences to the students to facilitate the acquisition of knowledge, experience, skills and values;
- Building the student's self-confidence and develops understanding through work in his/her group;
- Getting experiences, develop interest, enriches vocabulary and provides stimulus for reading;
- Developing happy relationship between students and students, teachers and students;
- An activity is said to be the language of the child. A child who lacks in verbal expression can make up through use of ideas in the activity;
- Subjects of all kind can be taught through activity; and
- Social relation provides opportunity to mix with others.

Activity-based instruction could be very successful, if it is used in different ways (Nghipondoka, 2001) especially in the implementation of IE in classrooms. explored the perceptions of principals and teachers on how and whether they implement ABL strategy in the implementation of IE.

2.7.4. Peer and tutoring programmes

Peer tutoring is an instructional strategy that allows students to help one another learn content material through the repetition of key concepts (Bowman - Perrott, deMarín, Mahadevan and Etchells, 2016). This is one of powerful strategies because it is believed

that sometimes learners understand concepts better when they are said by their peers. This is done by pairing learners who under - perform in a particular subject or skill that needs to be mastered with a learner that performs very well in that particular subject or skill. This means that the weaker learners would improve understanding and application of those concepts and they would achieve something out of the assistance given by their peers. Whilst helping other learner (s), peer tutors get the opportunity to polish their own skills.

Peer and tutoring programmes can be used with pairs, small groups or even the entire classroom. This strategy is so powerful because it gives the opportunity to all learners to gain necessary skills such as reading, writing, speaking and listening. Hence, not only do learners gain from peer tutoring but teachers as well because it is flexible and can be used in conjunction with the curricula that teachers are already using (Bowman-Perrott, deMarín, Mahade van and Etchells, 2016). This study explored the perceptions of principals and teachers on how and whether they implement peer tutoring strategy in the implementation of IE.

2.8. Parental involvement

Parental involvement is said to be very crucial in teaching and learning especially in IE because parents are the ones who know the child better than anyone. Their involvement would be help teachers when they identify the learner because they would come up with more information about the child. Mafa (2012) posits that parental involvement is one of pivotal roles for the success of learners. Active involvement of parents in the teaching and learning process is central to effective learning and development of the child. Contrary, to the preceding sentiments, there is lack of resources to facilitate involvement of parents, whereas, lack of parental empowerment contributes to inadequate parental involvement in the education system. With the advent of IE, parents with children who require special needs education or with barriers to learning are faced with a problem of returning their children to mainstream schools. However, observation have been made that some of the parents opt not to take their children to mainstream schools as they had

already removed them from such schools, with some of them citing discontent in the manner in which their children were taught.

Engelbrecht and Green (2001) explain that most parents think the worst of their children's barriers to learning and do not trust mainstream teachers, thinking that the special school teachers are better trained for the work. If parents are not encouraged to be involved in their children's education or empowered on what is expected of them, they will lack interest in supporting the educators. Engelbrecht and Green (2001) have claimed that recent policies and legislation in South Africa appear to support the involvement of parents in the education of their children.

Among the three types of parental involvement Patrikakou (2008) reveals that home and school communication is the key element that shapes parent involvement activities at home and at school and enhances school-family collaboration. This tends to increase the responsibility from both parties and would also make children responsible of their education irrespective of disability or barriers to learning they have.

Patrikakou (2008) mentions that two-way communication between home and school helps build an on-going, productive, and trusting relationship between parents and educators, which increases parent participation in learning activities both at home and at school. There are several factors that affect the frequency and way in which parents become involved in their child's education at home and at school and collaborate with schools. This section will first provide an overview of such factors, and give parent and teacher perspectives. The researcher explored the perceptions of principals and teachers on how and whether they implement the parental involvement strategy.

2.9. Possession of Skills by Teachers

Teachers are the engines of any education system and are expected to teach diverse learners appropriately so that they can be independent citizens. For them to do the work effectively, they acquire appropriate skills that would make them meet the needs of all learners be it they experience difficulties to learning or not. Teachers are to have skills that would help all learners to succeed as expected by the department of education.

Agbenyega and Klibthong (2014) emphasise that teachers possess knowledge, skills and strategies that they can draw on to effectively promote child's learning development in different situations.

Successful implementation of IE depends on the appropriate skills teachers have in all schools. They are to adapt on and modify the curriculum which is central to IE. However, it has been noted that, adaptation and modification of the curriculum constitute the biggest challenge to teachers. Teachers are to adapt their teaching to accommodate learners experiencing barriers to learning. For teachers to successfully implement IE anywhere in the world, teachers are to have skills that would create harmonious inclusive classroom situation that accommodate all learners.

Florian (2008) suggests that teachers need to have knowledge about learning difficulties and that they need to be skilled in using specific instructional methods. Most teachers do not have relevant skills to handle the diverse needs of learners (Engelbrecht and Green, 2007). Therefore, teachers need to be skilled and capacitated so that they can strive to accomplish their teaching and learning roles. Teachers are to act as agents of change in IE. If they are not appropriately skilled they will fail to make a change. For implementation of IE to be successful skills training for teachers is very crucial.

Begeny and Martens (2014) citing Frazer (2007) mention that the importance of inclusion is the development and improvement of teachers' skills and competence from working with learners with disabilities and barriers to learning in a general classroom. Florian (2008) highlighted that in 1998 she suggested that teachers need knowledge about learning difficulties and that they need to be skilled in using specific instructional methods to master the implementation of IE. However, years after this call was made, it seems as if most teachers are yet receive proper training skills regarding IE implementation. Hence, the study sought to find out about skills possessed by teachers to ensure that IE is implemented in primary schools in AWED.

2.10. Content and Pedagogy

2.10.1. Teaching content

Learners are taught content in school by well trained professional teachers irrespective of their ESN or barriers to learning. The extant literature by Muijiand Raynolds (2017); Stronge, (2018); Sharples, de Roock, Ferguson, Gaved, Herodotou, Koh, and Weller (2016) have the same view that content should be knowledgeable to all teachers so that learners gain knowledge and skill that would enable them to be independent and be recognized worldwide. Meanwhile, the DoBE, (2011) stipulates that content is what is taught in a classroom and what the learner is expected to learn, that is, to know, understand or be able to do.

The DoBE (2011) further mentions that content includes knowledge, values, facts, concepts, skills and attitudes that learners will acquire within their learning environment. This means that content taught by teachers would be of help to all learners and in the process they would be able to gain so many aspects that would assist them in their entire lives. These sentiments imply that, teachers must also bear in mind that teaching content is quite demanding. As a result, when they teach, they have to bear in mind that learners are not the same because others are fast learners and there are also slow learners. As such, DoBE advises teachers to plan their activities that would be interesting to learners, and be patient enough for those who have barriers to learning so that they can accommodate all learners to meet their needs (DoBE, 2011).

On the other hand, DoE (2010) revealed that because of curriculum demands and time constraints, it is often a challenge for the teachers to select content which is based on:

- Being meaningful;
- Learners' needs and interests;
- The environment;
- More than just learning facts; and
- Learners' current levels of functioning.

In curriculum differentiation, teachers are encouraged to modify the content to some extent to help learners to attain knowledge, skills and competencies. Before teachers

make decisions on how they are going to teach, and what they need to modify, the first step is to identify the content. The researcher explored the perceptions of principals and teachers on how and whether they teach content in the implementation of IE.

2.10.2. Assessment

Assessment is a process of collecting, analyzing and interpreting information to assist teacher, parents and other stakeholders in making decision about the progress of learners (DBE, 2011). Another government Inclusive Education policy states that assessment should serve the purpose of informing teachers, parents, and district officials of what support a learner needs to progress to another level (DBE, 2011). Teachers are expected to assess their learners using various strategies and to record these assessments. Schoeman (2012) posits that there are concerns about the levels of teacher training to implement the concepts of multi-level teaching and differentiated assessment. Teachers are to use three proposed alternative assessment that could assess learners with barriers to learning including those learners with diverse disabilities.

These alternative assessments are for:

- Learners with significant cognitive disabilities;
- Learners with disabilities working on grade - level content but require more time to master the content; and
- Learners with disabilities or learning difficulties that are the same grade - level but need alternate format of tests such as Braille text, electronic equipment, amanuensis, readers, additional time, oral examinations many more (DBE, 2011).

Alternative assessment is the best in assisting teachers in their assessment process of learners that experience barriers to learning. When it is mastered by teachers it should help learners to be achievers and be promoted to the next grade. Learners who do not meet requirements for promotion should be retained once per phase and if those learners do not meet the requirements to improve their ability, then, they should be progressed to the next grade. For these learners to be retained teachers should provide intervention

programs implemented to address barriers to learning as evidence that they supported those learners. The programmes should include psychological and medical reports. According to DoBE (2011) teachers should have records of how appropriate, effective and available adaptive methods used have been. For some reasons many teachers feel that some officials are being irresponsible when they refuse to retain learners as they feel that some of the learners who are allowed to progress normally fail to cope flounder in the next year and will never get opportunity to consolidate their knowledge and skills (Ladbrook, 2009).

Teachers need to develop assessment that achieves the desired purpose (Heitink, Van der Kleij, Veldkamp, Schildkamp, and Kippers, 2016) especially with IE programmes. Assessment is done to check the total knowledge gained by learners on the topic that was taught in the classroom. For instance, those learners who did not grasp what was taught during the lesson and failed the assessment task, they are to be given another chance so that they may improve. Teachers need to understand three types of assessment that would help them understand how much learners already know and set up goals to accomplish their work.

These types of assessment are:

- Diagnostic (Initial) assessment;
- Formative (Continuous) assessment; and
- Summative (Final) assessment.

2.10.3. Diagnostic (Initial) Assessment

Diagnostic assessment searches for learner's strengths and weaknesses, knowledge and skills before the instruction is set up. When diagnostics assessment takes place, learners are tested their prior- knowledge by the teacher to gauge what the learner already knows before the lesson takes place. This could be in the form of verbal or written simple questions and the feedback that would be given by the teacher would be informal.

Scholars such as, Dolin, Black, Harlen, and Tiberghiem (2018); Tsai, Tsai, and Lin (2015); Fisher and Frey, (2015) have the same view that all forms of evaluation involve a valuing, determination, description and classification of students' progress and aspects of their learning . Usually, there are pre-tests and post-tests where the pupil is given a test before the course has been covered. The administering of such tests gives the teachers the opportunity to assess the intellectual and emotional level of the student. It is a set of written questions and either short or multiples choices answers. In diagnostic assessment the feedback of the teacher is informal.

2.10.4. Formative Assessment

According to Keeley, (2015); Fisher and Frey, (2015); and Hattie (2016) formative assessment is the type of assessment where a teacher will monitor a learner's progress during lessons with the purpose of providing feedback. It informs the teacher about a pupil's understanding, and it could be valuable information for possible adjustments that would help ensure the learner will achieve targeted standards- based goals. Formative assessment also helps the teacher to better explain the pedagogical expectations and to clear up the objectives based on his/her findings.

Papay, (2012) is of the opinion that, the formative assessment identifies causes and surpasses them rather than sanctioning them as summative evaluation does. It is more concerned with the process of education rather than results. It also helps to identify the learner's needs and shortcomings, and then encourages adjusting the learning process to match the learner's needs. Using formative assessment, teachers find it easier to know their learners and how much learners gained from what was taught in a classroom. Linked with the forgoing assertions, Brookhart, (2017) highlighted that formative evaluation tests should be regarded as part of the learning progress and should in no way be confused with the judgment of the capabilities of the student or used as a part of the grading process.

2.10.5. Summative Assessment

Summative assessment informs the teacher, learners and their parents about the progress of their children. This is done in a form of reports that learners take home at the end of the year. The assessment may be based on the results of tests or on a teacher's summative decisions after observations of the learner's performance through the year. The results can be public and used for comparing with other past, future or foreign results.

This type of evaluation is usually classified as high stake, meaning it has high importance and the final grade has a high point value. Summative assessment could be in the form of mid-year exams or final year exams (Doyle, Buckley, and Whelan, 2017). Dixon and Worrell (2016) concurs with Doyle et al., (2017) by saying summative assessments can be used at the end of a unit, chapter, quarter, or semester to assess and evaluate how much learning students have gained and retained.

If a summative assessment is used within the school, the information gained is used for keeping a record of the pupil's progress. Teachers design tests, tasks and exam papers for assessment purposes that are suitable for level of all learners. Harlen, Deakin and Crick (2002) advance that the main objective is to ensure that learners gain skills such as problem solving abilities, critical thinking and creativity so that they can be independent citizens once they leave school.

Standardized tests that show more hands-on activities, problem-solving and asking students for explanations would be valid for summative assessment. They have a greater success concerning a pupil's knowledge. If a summative assessment is used for external purposes, there is a concern about possible reliability of the grade. The results of those tests may be used for selection and comparison among the schools and the final gained grade might not give the information that is needed. Harlen, Deakin and Crick (2002); Matsengwa, (2013) and Allen, Ort, and Schmidt, (2009) highlight that there is pressure upon the teacher who is held responsible for the assessment, and thus they give multiple practice tests and also coached pupils in how to answer the test questions rather than applying their understanding. Validity is at times viewed as not ideal because, the results do not show the achievement but simple the pupils' ability to answer the test questions. This study also sought to find out the above aspects are included in the implementation of IE so as to meet learners' needs. The researcher explored the perceptions of principals

and teachers on how and whether they assess learners effectively in teaching and learning

2.11. Support for teachers to ensure effective implementation

Vascoe and Boyle (2013) stress that teachers are expected to educate an exceedingly diverse group of students which can be a very complicated and demanding task. This needs well prepared teachers who are capable of practicing inclusion in their classrooms by adopting various teaching methods to enable learners' success (UNESCO, 1994). Teachers must have adequate training and sufficient support to successfully implement inclusion anywhere in the world (DoE, 2001).

Blanks (2014) states clearly that without well-trained teachers educational reform cannot be effective and will not last. In developing countries, teachers rate in relation to their lack of training as a key reason for finding too difficult to implement IE (Sharma, Forlin, Deppler and Guang - Xue, 2018).

Professional support may play a big role so that teachers are able to accommodate and address diverse learners' difficulties in a normal classroom situation. Brzycki and Dudt (2005) and Gous and Mfazwe (1998) have the same view that professional support involves a planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings and other interventions. Thus, these are designed to help teachers teach learners with barriers to learning achieve a higher level of personal self - sufficiency and success in school. Professional support helps to deal with children who are intellectually or physically challenged and it allows the learners to be with their peers and to learn in a normal school environment. Teachers can be given more support as an ideal strategy for teaching IE in the classroom.

Teachers need extra support (Walsh, 2018) that would empower them with skills to teach diverse learners so as to minimize barriers to learning. For instance, the DoE, (2002) gives support to principals and teachers on implementation of IE although concerns have been raised that the training given is not adequate in terms of content and number of training sessions per year. The challenges that are encountered by principals, SBST

members and foundation phase teachers in providing support for teachers of inclusive education continue to be explored. Kalyanpur (2011) points out that Ministry of Education does the professional development although there is no success because trainers themselves lack skills and knowledge of IE and the training is done in a short space of time.

Grossman and Hirsch, (2009) defines professional development as a comprehensive sustained intensive approach to improving principals and teachers' effectiveness in raising learners' achievements. Teachers are to be encouraged to develop themselves so that they can be able to master their work especially in IE. Professional development is also seen as a problem in Malawi where they have good strategies and plans but these are not properly implemented because teachers do not have knowledge and understanding of IE (Blanks, 2014).

Problems to IE which are linked to professional development in Malawi appear to be based to lack of in-depth knowledge and skills which are the same as the problems that teachers experience in South Africa. From both countries teachers have the lack of knowledge and understanding in identifying learners with ESNs and learners with barriers to learning. Frank (1999) and Eloff and Kgwete (2007) have the same view that teachers need support because IE is a complex phenomenon. Teachers need support through training and on how to identify and address learners with barriers to learning. Teachers need to go to inclusive classrooms with confidence that they can face difficulties of diverse learners otherwise they would not accomplish their work.

According to Sibley, Theodorakakis, Walsh, Foley, Petrie and Raczek, (2017), when teachers take the form of a systematic school based approach to address students' needs, it reduces their stress levels. They further mention that teachers may know that stress is reduced by feeling that they are supported in an area for which they have not received enough training. This means that support needed by teachers is an on - going process especially with IE.

Generally, training in South Africa seems to be a big problem. For instance, within the education system, the DoBE normally opts to train a few teachers or professionals in the

knowledge and skills who in the process also train their colleagues (Blanks 2014). This is known as cascade model. Domitrovich, Bradshaw, Berg, Pas, Becker, Musci, and Ialongo, (2016) sees this model as not effective because teachers at lower level are not skilled like those who were trained initially. This means that most teachers end up not having the required skills and knowledge. This suggests that the cascade model is not effective, but DBE continues to use it to train teachers in IE. For instance, the DoE has also committed itself and formulated District Based Support Teams (DBSTs) that would strengthen education support services. Thus, DBST is expected to train, support, and mentor ILSTs as well as teachers at schools. On the other hand, the role of the ILSTs is to deal with assessment, referral to health professionals and the DBST and placement of learners to ELSEN. If teachers receive necessary support, it would be easy for them to work with their superiors and master IE programmes.

Principals as heads of schools should have a belief in the value of IE and considerable clear knowledge and skills for translating the concept into practice because they are the ones who are responsible for the implementation of IE programmes to take place in their schools. They are to support these programmes and teachers in implementing IE. They have crucial role of bringing about inclusion in their schools (Wood, Evans and Spandagou, 2015) and to encourage teachers to implement IE effectively. Miskolci, Armstrong, and Spandagou (2016) in their study have the same views suggesting that without principals' support for inclusion, there is no opportunity for teachers to pursue their goals. This means that, principals must be active and constructive in facilitating relationships and support networks between the school, NGOs, other government departments, staff members and parents/families with a view to addressing barriers to learning and teaching.

Furthermore, they must be aware of and be in a position to access a wide range of resources to support teachers and other staff members in creating and sustaining inclusive schools. This would make it much easy for teachers to work with learners with barriers to learning. This should go beyond a classroom setup and be inclusive to the entire school. Principals work together with School Based Support Teams (SBSTs) to make sure that Individual Support Plans (ISPs) provide the necessary information for

designing services and supports. These plans are designed for learners who need additional support/expanded opportunity developed by teachers by involving parents and SBST. If programmes which have been put to place fail and learner's barriers to learning persist learners are supposed to be referred to District Based Support Team (DBST).

For successful implementation of IE, teachers need support continuously from all spheres, so that they can gain the necessary knowledge and skills. This would encourage teachers to accommodate diverse learners in their classrooms especially in (AWED). Therefore, it may be implied that effective implementation of IE can be done only if teachers get appropriate support and adequate training that would help them meet the learner's needs from their superiors. Hence, the study also sought to find out if teachers received proper support and training especially at (AWED).

2.12. Summary

This chapter focused on the perception of principals and teachers on the implementation of inclusive education in primary school. These included the screening and identification of learners; skills adopted by teacher; strategies adopted by teachers; content and pedagogy and support mechanism given to teachers. The next chapter focuses on the research methodology.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Introduction

This chapter discusses the research methodology adopted in this study. It presents the research paradigm, research approach, research design and gives justification on why they align with the phenomenon under study. In addition, the population and sampling techniques used to select the participants are discussed in greater detail. Methods of data collection and analysis are also given. The last part of the chapter focuses on ethical considerations and how they are an important component of research.

3.2. Research Paradigm

Research paradigm is the beliefs and values that guide research and practice in a particular field in order to arrive at a shared meaning with others. Denzil and Lincoln (2000) define research paradigm as a systematic set up of beliefs and methods that provide a view of a nature of reality. While, Bobbie (2001) as cited in De Vos, Strydom, Fouche and Delport (2011) refers to a research paradigm as the fundamental frame of reference that is used to organise a researcher's observations and reasoning. Myers (2009) argues that the premise of interpretive researchers is that access to reality (whether given or socially constructed) is only through social constructions such as language, consciousness and shared meaning.

There are mainly two paradigms that researchers use in their studies: interpretivism (constructivist paradigm) that focuses on the way that people deal with the society and positivism focuses on the way social reality exists externally to people. The researcher found interpretivism paradigm relevant to the research study because he researcher depended on these views and the participants' knowledge and experiences on the phenomenon under research. There are two models that suit interpretivism paradigm which were used in the study namely: ontology and epistemology. Anderson, (2013) defines ontology by saying that, it is based on the world and the knowledge that is created by the social context of the insider and its epistemology is focused on how the researcher

can best come to understand the uniqueness of each insiders' perceptions. On the other hand, the employment of epistemology in this study gave the researcher the chance to study real work situations as they unfolded naturally, that is how IE is implemented in primary schools. Ontology and epistemology fitted well with research under study as the researcher used interview questions to solicit knowledge of participants about their views on the implementation of IE in primary schools.

In interpretive paradigm, researchers aim to understand the context of the phenomenon, since the context is what defines the situation and makes it what it is. Interpretivists favour qualitative methods such as case studies, interviews, data analysis and observations. This is because those methods are better ways of knowing how humans interpret the world around them (Meyers 2009). The interpretivism paradigm views the world as constructed, interpreted and experienced by people in their interaction with each other and with other social systems (Ullin, Robinson and Tolley, 2005).

Hence, this study adopted the interpretive paradigm to view and interpret people's experiences in their real life situation. Interpreting the real life situation helped the researcher to get appropriate answers given by participants in view of the research questions posed to them about their skills, resources they use; content and assessment; strategies adopted and the monitoring and support mechanisms with regard to the implementation of IE in their schools. The data collected was not only confined to the way the participants behaved but also to what their intentions and reasons were. For this study, the case refers to IE implementers. Therefore, the interpretive paradigm was suitable for this study, since the researcher was more interested in understanding the perceptions of principals and teachers on the implementation of IE in primary schools in AWED.

3.3. Research approach

This study adopted a qualitative research approach. Creswell (2014) describes qualitative research as an inquiry approach useful for exploring and understanding a central phenomenon. According to Levitt, Bamberg, Creswell and Frost, (2018), the term qualitative research is used to describe a set of approaches that analyze data in the form

of natural language (words) and expressions of experiences such as social interactions and artistic presentations. Qualitative research gives researchers the opportunity to get into the experiences of the participants to gain insight through their responses regarding particular aspects concerning the study. In a qualitative approach the researchers probe general questions, collect detailed views of the participants and analyse the information for description and themes (Creswell, 2014). Furthermore, Creswell sees qualitative approach as an approach that can be used to obtain the complex details about phenomena such as feelings, thought processes and emotions that may be difficult to extract or learn about through more conventional methods (Creswell, 2014). Qualitative research approach is more about describing complex issues rather than comparing issues.

The qualitative approach suited this study as the researcher interviewed participants in the schools where they worked, which was their natural setting. Thus, it allowed the researcher to gain insights into the perceptions of principals and teachers on how IE was being implemented in schools. Moreover, this approach enabled the researcher to gain an insider's view of the problem regarding the topic. Mainstream schools were chosen as natural settings where IE was supposed to be implemented by principals and teachers and where learners with barriers to learning and ESNs are schooling.

The setting made it easy for the researcher to get relevant and appropriate information she needed most. This approach also allowed the researcher to collect data straight from the sources (principals and the teachers) as interviewees who are experiencing the situation regarding the study. Working close with the participants gave the researcher a chance to probe questions that gave clarity to the questions to enrich the data she collected. This gave the researcher an in - depth understanding of the situation in the mainstream schools in AWED. This approach was also ideal because it gave the researcher the chance to work closer with the participants. It helped the researcher to notice the way participants responded using their facial expression and use of words (exclaim). Hence, the researcher was able to collect the data using this approach.

3.4. Research design

In qualitative approach there are certain research designs that have to be followed but these designs always differ depending on the way people live their daily life and the places they live in. In this study a case study was utilized because focus was on a specific case or instance. Cohen, Manion and Morrison, (2011) define a case study as a specific instance that is frequently designed to illustrate a more general principle. Bryman and Bell (2014) sees a case study as a design that involves the detailed and intensive analysis of one or more cases which the researcher aims to study in depth. Additionally, a case study design involves looking at a case or phenomenon in its real life context, usually employing many types of data.

In qualitative approach by using a case study a researcher has the opportunity to interact with participants within their natural setting (work place or social place) through the use of interviews, observations and document analysis. One of the advantages of using a case study is that design allows researcher to associate him or herself with the participants' feelings. In this way, in this study the researcher was able to get in - depth and rich data. In this study researcher used a case study to do a detailed investigation of the phenomenon under research and by interacting with the participants concerning their perceptions on the implementation of IE in primary schools. Further, a case study was suitable because it strives to portray what it is like to be in a particular situation with the aim of capturing the close reality and thick descriptions of participants' experiences, thoughts and feelings in a situation. Therefore, it was an ideal design to bring justice to the topic under study.

On the other hand, a case study might be small or limited to make impact on educational issues then it might be difficult to draw conclusion from other findings. This opinion is contradictory to what Merriam (1999) argues cited in Merriam and Associates, (2002) claiming that there is much that can be learned in a case study. However, the researcher wanted to build a strong case study design, she found it necessary to use an appropriate sites for the research study as well, as to make relevant decisions regarding the sampling of the participants within the district.

3.5. Sampling and sample size

Sampling is described as a fraction or subgroup of the target population that the researcher plans to study for the purpose of making generalizations about the target population (Creswell, 2014; De Vos et al., 2011). This researcher adopted purposive sampling technique to select schools and participants. Rossouw (2010) defines purposive sampling as the sample selected on the grounds of the existing knowledge of the population. Purposive sampling is appropriate when the researcher wants to select unique cases which can provide specific information for deep analysis. It is also non-probability sampling technique, meaning the researcher was able to identify rich information participants that helped her to understand how principals and teachers perceive implementation of IE in primary schools.

In this study, the researcher purposively selected a principal and two (2) teachers from each of the three (3) primary schools: two (2) in urban areas and one (1) in rural area in AWED. From each school the researcher chose teachers with long service in the Foundation Phase as well as Intermediate Phase. In total, the sample size was six teachers and three principals in three primary schools in AWED. Furthermore, convenience sampling was used to select the three primary schools in AWED. Those schools that were selected were easily accessible and within close proximity, meaning that the researcher was able to visit all the selected within the district.

3.6. Data collection tools

This section identifies and discusses the data collection tools used in this study namely: semi structured interviews and document analysis.

3.6.1. Interviews

3.6.1.1. Semi-Structured Interviews

Punch (2005) posits that interviews are a valuable and powerful way of getting people's perceptions, meanings, and definitions of situations and constructions of reality. The researcher's choice of using interviews as a data collection tool laws solemnly based on

getting the perspective of what the interviewees think and know about implementation of inclusive education in schools.

In the study, semi - structured interviews were the main data collection tool. (Bryman, 2017) affirms that semi-structured interviewing is the most important form of interviewing in a case study research. According to Nieuwenhuis (2008), semi -structured interviews allow for in depth probing and extended responses, hence the researcher had a set of predetermined questions on an interview schedule which guided the interview process.

Using semi-structured interviews with nine participants, six teachers and three principals from three schools in AWED allowed the participants to speak freely about their perceptions on the implementation of IE in schools. An audio-tape was used to record the interviews with permission from the participants. The utilization of semi-structured interviews aided the researcher during data collection in refocusing the discussion so that accurate information gained from participants through rephrasing questions, observing non-verbal cues such as facial expressions and use of exclamations could be recorded accurately. In addition, this type of data collection technique allowed the researcher to probe the participants on the phenomenon under study. The researcher did this as suggested by McMillan and Schumacher (2012) who state that an interview can be used regarding many different problems and types of persons, such as those who are illiterate or too young to read and write, and responses can be probed, followed up, clarified, and elaborated to achieve specific accurate responses.

3.6.2. Documents analysis

Document analysis is a systematic procedure for reviewing and evaluating documents both printed and electronic materials, (Bowen, 2009). Documents consist of public and private records that qualitative researchers could obtain about the site or participants in a research study (Creswell, 2014). These documents, according to De Vos et al. (2011) can be categorized in four groups, namely, personal documents (journals, personal, verbal communication, letters to the press, etc.), official documents (policies, annual official reports, statistics, inter-office memos, etc.), mass media (magazines, journals, newspaper article, etc.) and archival material. Document analysis as a data collection

instrument helps to add knowledge and understanding to the research that is being conducted. The researcher reviewed circulars, minutes taken from related meetings on IE, reports and policies on IE to collect data that gave appropriate information she needed.

3.7. Credibility and trustworthiness

Guba and Lincoln (in De Vos et al, 2011) acknowledge facet of trustworthiness that need to be addressed in research as credibility, validity, applicability, dependability and conformability. The researcher pilot checked the interview schedule before conducting the actual interviews. Additionally, to ensure the credibility of the findings, the researcher engaged in methods of respondent validation (Creswell, 2014) and, member checking (Thomas, 2017) Varpiro, Ajjawi Monrouxe, O' Brien and Rees (2017); Levitt, Bamberg, Creswell and Frost (2018). To obtain respondent validation, the researcher presented the participants with a summary of the findings by telephone and via - email and they were probed as they concurred with the emergent perspectives. Additionally, member checks were conducted whereby the participants confirmed the findings and the accuracy of verbatim transcription of the interview.

3.8. Data analysis

The analysis of qualitative data requires understanding how to make sense of text and images in order for the researcher to answer the research questions (Creswell, 2014). Additionally, data analysis is the process of bringing order, structure and meaning to the mass of collected data which needs some form of logic applied to research. Firstly, the responses of participants were recorded in audio - tape and then transcribed. This made it easy for the researcher to read the data. Then, data emerging from document analysis and interview transcription were systematically organised, by identifying concepts, establishing categories, coding data to build description themes and then analyzing it to address the main research question. Finally, the presented data was interpreted in broader sense where the researcher added/involved her opinions. The researcher commented on each theme to clarify the findings.

3.9. Ethical Considerations

Babbie (in De Vos et al., 2011) believes that researchers need to be aware of what is considered as proper and improper in scientific research. Therefore, for ethical reasons, the researcher applied for Ethical Clearance from the Ethical Committee of the Faculty of Education in the University of Fort Hare. The researcher obtained the ethical clearance from the Ethical Committee of the Faculty of Education to confirm the intentions of the researcher to conduct a study. The researcher also applied for permission to conduct interviews and view documents in mainstream schools from the DoBE as well as, in schools that participated in the study. Permission was granted to the researcher by DoBE and principals who then did a pre - visit to schools to explain the nature of the study.

The participants of the study received letters of consent, which stipulated the nature and purpose of the research, of which their participation was completely voluntary and that they have the right to withdraw at any given time. Furthermore, it was stipulated clearly what was expected during the process of the research study. The researcher also ensured that the given appointments did not disturb the programmes and timetable for teaching in the schools under research.

The researcher managed to visit all schools to collect the data she needed. The researcher did not reveal the names of participants to protect their identity, ensuring anonymity and confidentiality. The researcher avoided by all means to harm participants and the proceedings of research study. The participants were also assured that the audio - tape recording of the interview was to be kept secure and used for research purposes only as a way of upholding the participants' right of privacy. A conducive environment was created where the participants could express themselves freely without interference or fear.

3.10. Summary

This chapter looked at the research methodology of the study. The research paradigm and research design utilised have been highlighted. Other issues discussed in this chapter include: the sample, instruments used in the study, data collection procedures,

data analysis, ethical considerations and the training of research assistants. The reliability and validity of the design was also discussed. The next chapter focuses on the data presentation, data analysis and interpretation of the research.

CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION

4.1. Introduction

This chapter presented and analysed the data that was collected in three primary schools in Amathole West Education District (AWED) on perceptions of principals and teachers on implementation of IE in primary schools. In this study data was presented according to the major themes that emerged from the : the qualifications and experience of the teachers, implementation of IE, skills possessed by teachers, resources available used by the IE teachers, support and monitoring mechanisms for IE, and strategies used by teachers when implementing IE. This chapter focused on the presentation of the qualitative data collected from participants through face to face interviews and documents analysis to gather information on the topic. Nine participants were selected purposively. These were the principals and teachers in three primary schools and were coded as follows:

Principals : P1 - P3

Teachers : T1 - T6

Schools : S1 - S3

Researcher : R

4.2. Biographical data

This study began with the personal information of the participants such as age, marital status, gender, grades, experience, qualifications with the view that their qualifications, specializations and experiences would show their level of understanding and the way they implement IE. Moreover, it was envisaged that, the clear picture of the level of understanding of implementation of IE could provide educational background of the participants. In addition, their teaching experience could assist in determining whether the participants have appropriate knowledge of their work and how to implement IE

effectively. All the participants were therefore regarded as informed enough to provide rich and accurate information needed regarding the implementation of IE in primary schools. The interviews were conducted in two schools in urban area and one rural area. The researcher believes that location of schools which is rural and urban areas may give a clear picture that may lead to the accomplishment of study.

The table below display the personal information for all participants ranging from: participant; gender; age range; grades; experience, qualifications and location of the school

Table 4.1: Personal Information for All Participants

Participant	Gender	Age range	Grades	Experience in years	Qualifications	Location of the school
T1	Female	50 - 59	3	29	MEd	Urban
T2	Male	50 - 59	5 & 6	17	PTD	Urban
T3	Female	50 - 59	3	23	PTD	Urban
T4	Female	50 - 59	4 & 5	11	BA & HDE	Urban
T5	Female	40 - 49	3	27	MEd	Rural
T6	Male	50 - 59	4, 5 & 6	21	PTD	Rural
P1	Female	50 - 59	4, 5, 6 & 7	12	MEd	Urban
P2	Male	50 - 59	7	3	PTD	Urban
P3	Female	50 - 59	4, 5 & 6	11	BEd (Hons)	Rural

4.2.1. Gender

Out of three (3) principals interviewed two are females then one is a male. This shows that in this district most principals were females (2) then only one (1) male. The fact that female principals dominate shows that the district grants females opportunity to display their leadership skills and it complies with South African regulation which states that women must be put in leadership. Out of six (6) teachers interviewed four (4) were females then two (2) were males. In all three schools IE coordinators were females. This is an indication that in the three schools under study, female teachers dominate and we may assume that AWED gives female teachers a chance to show their full potential in education sector particularly in issues pertaining to IE.

4.2.2. Age and Experience

The age range of all the principals interviewed was 50 - 59. It is believed that they are old enough and have better experience in teaching and learning. This means that they may help the researcher to gather rich and in-depth data for the study. The age range of five (5) teachers was 50 - 59 and only one teacher was aged between (1) aged 40 - 49. With this age range the assumption is that teachers are old and more matured with vast experience of their work. Experience of both principals and teachers which is between 11 and 29 is quite useful to provide more and appropriate information that would bring a clear understanding regarding the topic under research.

4.2.3. Professional Qualifications

Highest professional qualifications for principals varied. Principal 1 had Masters in Education (MEd) as the highest qualification, Principal 2 had a Primary Teachers Diploma (PTD), and Principal 3 had a Bachelor in Education (Honours) BEd. (Hons). This revealed that two (2) principals seem to hold post graduate degrees and only one (1) holds a diploma. From the teachers' side T1 & T5 had MEd, T4 had a BA & HDE then the remaining three teachers (T2, T3, & T6) hold Primary Teachers Diploma (PTD).

Responses from participants about their qualifications show that there is a big gap in their qualifications and there may be lack of knowledge about IE (to mention P2 who holds PTD). This is against the new requirement for qualification for principal - ship which is senior degree. Teachers too did not have same level of education. This means that some principals and teachers do not develop themselves. Thus, it may be concluded that lack of professional development by the participants might suggest their lack of adequate knowledge with the changes that have been made in the teaching profession concerning inclusivity. These views are also supported by the DoBE which states that one of principals' core purposes is to develop and empower himself/herself and others, (DB, 2015).

4.3. Implementation of Inclusive Education (IE)

Principals and teachers are the ones who are to implement IE to address barriers to learners with barriers to learning and learners with ESNs in mainstream schools. Therefore, it is imperative that they are in position to know and understand inclusive education clearly so that they know what is expected of them and are able to implement it.

4.3.1. Understanding the Term 'Inclusive Education'

For effective implementation of IE by principals and teachers the researcher felt that it was imperative that they are in a position to understand the term 'inclusive education' and know what is expected from them. When asked this question, P1, P2 & P3 showed their different understanding of the term 'IE' and responded as follows,

P1 commented by saying:

Errr... IE means including all diverse learners without discrimination in mainstream school. Just to explain a little bit, I mean learners with different race, culture, language, physically challenged and barriers to learning are placed in one classroom with normal learners to benefit the same education at the same time.

P3 added:

I think IE means accommodating all learners with barriers to learning or learners with SNs in regular school with learners who do not experience problems.

P2 said:

Umhhhhmm..... It means all diverse learners are placed in same normal schools.

Principals in all three schools showed that they understood the term IE and that P1 gave the clearest explanation meaning that there might be effective implementation of IE in her school.

The teachers from **T1 to T6** responded giving the same meaning but using different wording when asked about their understanding of the term IE.

T1 started by saying:

I think IE caters for all learners irrespective of their various disabilities and barriers to learning. This means all learners are being taught in the same classroom with or without disabilities or barriers to learning.

T2 pointed out that:

IE means to allow those learners with barriers to learning or physically challenged to be in the same classroom with those who do not experience barriers.

T3 said that:

It is to see the learning barriers of each learner and try to help them by sending their learning barriers to the committee so that they are assisted. The researcher asked, which committee the teacher in question was referring to participant 3 responded as follows: ***The SMT madam***

T5 remarked by saying:

Ehhh..... Let me say, inclusive education is the program that caters for all learners irrespective their diverse disabilities including those with barriers to learning.

T4 said that

Uhmmm.... Disabled learners are in the same school with normal learners.

Researcher further asked if there was any term that was used instead of disabled learners.”

T4 replied by saying:

Nope.

T6 expressed herself by saying;

I think IE means all learners with or without disabilities are included in the mainstream schools.

The term IE is known to teachers although some teachers would not give a clear meaning of the term or where they in a position to elaborate what it meant. The teachers’ responses gave the same meaning as the principals’ responses except T4 who did not know that the term disabled was no longer being used in teaching and learning setup but physically challenged. The researcher concluded that if the teachers knew the right terminology, then that would assist them to implement IE and know the role they are to play. Perceptions of principals and teachers highlighted positivity towards the understanding of the term IE as their explanation gave the same meaning.

4.3.2. Perceptions on the implementation of IE

In response to the question, the interviewed principals and teachers on their perceptions concerning the implementation of IE in schools, P1 and P3 concurred perceiving the implementation of IE as good.

P1 pointed out that:

I think IE is good because it gives a chance to all learners’ opportunity to show their potential whether physically challenged or not. It also changed principals’ and teachers’ attitude towards learners with SNs and those barriers to learning.

P3 added to this by saying

It is good because it does not discriminate learners because of their SNs. Furthermore, teachers learnt a lot and changed their attitudes towards learners with disabilities.

P2 said:

I don't have a comment on this question. Researcher said, I just want to hear your views on the implementation of IE. P2 - Sorry mam, no answer, please.

P1 and P3 seemed to be knowledgeable about IE programme; hence they were able to give their views on the implementation of IE and that they mentioned the change of teachers' attitude towards learners with barriers to learning and those with ESNs. Additionally, they both viewed IE programme as good because it did not discriminate learners and further gave them opportunity to show their potential. Responses from P2 gave the researcher the assumptions that IE is not implemented in S2 because she expected P2 to view IE as good or bad and give reasons for his response.

On the other hand, the teachers' perceptions on implementation of IE were as follows:

T2 commented:

I perceive that IE plays a big role in all learners because at the end of the day all learners gain self - confidence and become independent. It also benefits teachers because they learn to change their attitude towards vulnerable learners.

T3 remarked by saying:

Yho! I don't understand your question. The researcher explained, I would like to hear your views on implementation of IE. T3 - Please, may you skip this one? The researcher probed, May I ask why? T3 - I can't give an answer.

The above response indicates that T3 did not have an idea of what IE was, and even asked the researcher not to ask the question and went on to state that they were not in a position to give an answer. It may be inferred that it is such responses from the

teachers who are meant to implement IE in school that lead learners to dropout or for the parents not to take their children to such school for fear of segregation and discrimination

T1 expressed herself by saying:

I think IE is good because it provides equal education to all learners irrespective their SNs and barriers to learning as they get their education under the same roof with normal learners.

T5 said that:

It helps because it promotes fair treatment to those who have learning barriers and those who have SNs.

T6 commented:

It is good because it gives all learners same education at the same time in mainstream schools.

T4 contributed by saying:

It does not unfairly discriminate learners.

Most teachers' responses as well as principals' reveal that IE is viewed as good for the all of learners in mainstream schools except the comments of P2 and T3 that showed clearly that IE is not implemented or little is done in their school. T1 even mentioned the teachers' negative attitude towards learners with barriers to learning and those with SNs that needed would change and this was also mentioned by some principals. Implementation of IE is perceived as good by majority of principals and teachers except the time frame used for teachers to grasp everything about IE.

4.3.3. Challenges encountered by Teacher in implementing IE

The programme of IE may be good as it has ideal and holistic goals of accommodating all learners irrespective of their barriers to learning and ESNs. However, there are some

challenges that might be encountered by teachers when they are implementing IE. These challenges might make it difficult for implementers of IE to do their work effectively so that they can meet the needs of all diverse learners. Principals agreed that there are challenges regarding IE when they responded.

P1 revealed that:

Teachers are trained and even further their studies by doing courses related to IE but they still have challenges. They only get theory not practical part of it because there are many barriers in one class like visual and audio impairment, behavioural problems etc. One other challenge is big numbers in classes that makes it difficult to deal with each and every learner.

P2 said that:

Learners can't read nor write.

P3 pointed out that,

Teachers report learners with behavioural problems; slow - learner problems; visual problem as well as barriers that they cannot handle in their classes to SMT.

Response of principals reveals that there are still challenges in school regarding implementation of IE such as learners who can't write, attention deficit disorders and learner-teacher ratios were also identified as not assisting in implementing IE. This is despite the fact that workshops had been conducted.

The teachers were also questioned about the challenges they had encountered in the implementation of IE. The answers that the teachers gave were similar to those raised by the principals and they had this to say:

T5 said,

The most challenges are that learners can't read nor write and it is worse with behavioural problem which makes it difficult to control the class. We also fall short with resources.

T1 commented:

Challenges range from overcrowded classes, behavioural problems, reading, writing, poor vision, hearing problems etc. in one classroom. Let alone resources especially for learners with visual and hearing problems that are scarce.

T2 remarked:

We have overcrowded classes, barriers to learning such as reading, writing, speaking and listening and resources.

T6 said:

Most learners lack all the necessary skills like listening, reading, writing and speaking; resources and behavioural problems.

T3 commented:

Learners have bad behaviour, cannot read and write; resources.

T4 was of the view that:

Yho! Behavioural problem is the worst problem in our school which makes it difficult for us to carry on with our work thoroughly.

Responses revealed challenges in all three schools are behavioural problems, resources, space and skills acquired for learning and teaching to take place effectively. Behavioural problems seem to be the most common challenge. This means that Behavioural problem particularly by learners who need special attention make it hard for implementation of IE to be effective. These responses also point to the fact that some of these teachers are not trained to teach in an inclusive setup therefore for they have having challenges in implementing IE. Principals and teachers in this research have negative attitude towards IE due to the challenges that are mentioned ranging from Behavioural problems, resources, learners' skills and overcrowding.

4.4. Screening and Identification Process

Screening and Identification is supposed to be done in schools as a tool to check if learners are at risk or need SN education. These processes are done by teachers when admitting learners in the beginning of the year and the beginning of the new Grade as prescribed in the South African context. If there are areas of concern, necessary steps are taken so that learners can be assisted.

Principals and teachers were asked regarding their understanding about screening process. Responses from the principals were as follows.

P1 commented:

Screening process is done by admission committee at the beginning of each year when they admit new learners at school. They check if there are any learners at risk so that they begin and carry on with the process of IE programme. If a teacher finds out that a particular learner is at risk, she or he involves the parent so that she or he can get more information about the learner. Eeeeh! That's it.

P2 expressed herself by saying:

May we skip this one, please? The researcher asked, “Why? If, I may ask.” **P2** responded (Frowning) - ***Sorry Mam, I don't know the answer.***

P3 added:

Screening process is whereby learners' profiles are checked by teachers to see if there are no learners at risk. Those learners at risk are identified and assisted according to areas concerned.

From the above responses it could be deduced that P1 and P3 seemed to understand about the term screening process, P2 revealed that he did not understand as well as T3 and T4 revealed that they don't understand the term because they both said -. ***Yho madam! I don't want to lie I really do not understand the term.*** The fact that they frowned and became nervous means that they are supposed to know the term for implementation of IE. One might conclude that P2, T3 and T4 from the same school might not be screening their learners or they implement IE in their school. P1, P3; T1 and T2

further mentioned the importance of screening process showing their clear knowledge about the term.

T6 commented:

We use screening process to identify new learners who are at risk checking their profiles in our school.

T3 pointed out:

Yho madam! I don't want to lie I really do not understand the term

T1-said:

Screening process is very important because it is where we begin with the IE programme whereby new learners in each Grade are identified so that they assistance when identified as learners with barriers or SNs. If a particular learner identified as the one who needs assistance, parents are called so that they bring learners information, eg history from birth.

T4 expressed by saying:

Screening? (A little bit nervous) – Whow Bawo (Literally meaning My God)! I don't understand the term.

T2 commented:

We screen learners at the beginning of each Grade using the information in their profiles that move with them from grade to grade as well as from other schools. We then call a parent or a guardian to provide with necessary information that would help the teacher to identify the problem then give the necessary help.

T5 revealed:

We screen learners using their profiles to check their strengths and weaknesses that would assist the teacher to bring about necessary help for the learner.

Principals were also interviewed on how they ensure that screening process takes place in their schools. They revealed that:

P1 said:

Admission committee is screening learners to identify strengths and weaknesses they have through the use of learner profiles (LPs) if they find any area of concern they start identifying a learner as at risk. They involve parents to get more information about the child. This is done because they want to assist learners with barriers to learning or SNs. When they find the area of concern teachers are able to meet the needs of an individual learner.

P3 commented:

Screening is important because we want to identify learners that have difficulty in learning so that they may be assisted by eliminating or removing those difficulties.

P2 said:

Eyyy..... No comment madam. And when the researcher asked, “So, may I skip the question? - A big yes madam.

Principals are supposed to be the ones that know IE, support, monitor furthermore encourage teachers to implement it. Therefore, it came as a surprise during data collection to find out that P2 failed to give a comment to such an important question which is critical for the implementation of IE programme. Given the above presentation by the above principal on how they perceive screening and identification, he could not give perception because he could not comment.

Contrary to other principals who perceived screening and identification as processes that are done to eliminate barriers to learning or ESNs beginning of each year. It could be deduced from the responses that other principals had at least some knowledge on what is going on in their schools to ensure screening process because they knew why learners needed to be screened. Furthermore, judging by the response given by P1 who was able to explain himself about the screening process, it may be assumed that IE is not

implemented in other schools or little is being done. One might conclude that implementation IE is not effective in other schools in AWED

Meanwhile, the same question was posed to teachers and they gave their responses as follows when they were to explain why they screen their learners in their schools.

T2 said:

We screen learners so that we can accommodate all learners that have barriers to learning or ESNs. We do that by looking at their learner profiles when we are admitting learners or accept learners in new Grades so that we are able to identify their weaknesses and help them in our diverse classroom.

T3 pointed out:

So I won't be able to answer the question because I don't understand the term 'screening'.

T4 remarked:

Whooow! Let me first say that I do not understand the term so I can't comment on this question.

T6 comment:

We screen learners so that we can identify learners with barriers to learning and those with SNs using their LPs. We are doing this because we want to remove or eliminate those barriers to learning or SNs.

T5 pointed out

We screen them because we want to identify their strengths and weaknesses so that we can assist and support learners that need support.

T1 expressed herself:

We are doing the screening process because we need to identify learners that have barriers to learning and those with SN so that we can assist them by removing or eliminate those barriers.

Responses from T1, T2, T5 and T6 differ while, T3 and T4 are unable to answer to the question because they do not understand the term 'screening' of which they are supposed to understand all terms used in IE because they are explained in IE documents. Responses from P1 and P3; T1, T2, T5 and T6 are similar but differ in wording. Regarding the responses given by principals and teachers it shows that there is a lot that needs to be done to improve and to encourage teachers to implement IE.

When the principals and teachers answered their questions on how and why screening is done respectively, they all mentioned that it helps to identify learners at risk and their area of concern so that they can support them and remove or eliminate the barriers to learning to learning or ESNs. Perceptions of some principals and teachers on screening and identification of learners spells out that these processes support learners by removing or eliminating barriers to learning or ESNs in the implementation of IE if it is effectively done. Others portray negative perceptions as they do not know these crucial terms.

Documents that are in the offices in three schools from DoBE on Screening, Identification, Assessment and Support (SIAS) reveal that everybody is supposed to be on board with the information about IE, but responses show that not everybody knows the crucial terms of IE that would help teachers to implement IE effectively for the sake of the learners in their mainstream schools. The researcher noticed that two schools (S1 and S3) had learner profiles (LPs) which assist a lot in screening and identifying learners from other schools and those who begin schooling. Learner profiles were mentioned by some principals and teachers when they were asked how to screen learners. For instance, these LP contained learner's detailed information about the particular learner in each and every school. Of importance to note is that although in S3, there was evidence of LPs, what emerged from analyzing these LPs was that they were last updated in 2017 this brought doubt in researchers' mind about effective implementation of IE and if at all these learners were being referred to the district office for extra learner support mechanisms. The results of the study also highlighted that it was only in S2 that there was no evidence of a single LP which is the most crucial document for screening and identification of an individual learner. This shows that learners are deprived their rights to effective teaching and learning and IE programmes.

4.5. Skills possessed by Teachers to ensure inclusion in the classroom

Teachers get skills through acquired qualifications and training so that they can be able to do teaching and learning effectively. Successful implementation of IE in schools depends on the appropriate skills of teachers. Those skills would help teachers to cope with the situations of accommodating all learners including those with barriers to learning and SNs in mainstream schools. The principals were requested to respond on skills possessed by teachers for effective implementation of IE:

P3 pointed out;

Teachers have their qualifications as teachers for general schools not for mainstream schools. I think teachers need thorough training and more workshops specifically in IE programmes so that they are skilled. For instance, teachers are called for the workshops and training only for two to four days of which the period is too short for the information they are supposed to get.

P1 added:

Teachers in my school equip themselves so that they gain necessary skills for implementation of IE. Furthermore, I allow certain teachers to attend workshops conducted by the department of education on IE so that they share the information with other teachers. This makes it easy for them to work as a team using the skills they gained. The problem is the duration of the workshop because it's only two or three days which are not enough for such crucial information.

P2 commented:

Teachers get skills by attending workshops done by the district officials on the implementation of IE.

The responses from principals reveal that the district conducts professional training to equip teachers with skills for teaching learners with barriers to learning and those with SNs. However, what was revealed by the principals was that, the period of workshops and training was not enough for teachers to grasp the important information about IE, with

reference to responses given by P1 and P3. One of the principals (P1) even mentioned that teachers that attended the workshops call meetings to share the information with all teachers at school so that they work as a team. It was also revealed that some teachers furthered their studies specialising on IE and remedial courses. There was no indication about principals being trained and work - shopped on implementation of IE yet, they are expected to be the ones who are to encourage teachers to implement IE and make it a point that IE is in place in schools. The researcher wonders how principals would be able to support, monitor and encourage teachers on the implementation of IE. However, principals perceived skills possessed by teachers as gained from attending workshops conducted by the district although the period is not enough but nothing was said about principals being trained on IE. Some principals even perceived positively as some teachers gained skills by furthering their studies specialising on IE.

Teachers responded on skills they possess for implementation of IE by saying:

T1 commented:

I attended number of workshops conducted by our district officials that equip us with appropriate skills we can use to implement IE. Those workshops are only for two to four days. I also equipped myself with remedial courses and computer skills.

T6 said:

I attended workshops done by the department.

T3 commented:

I have never been trained as an inclusive educator so that I can meet the needs of all learners.

T5 –remarked by saying:

I attended workshops on IE.

T2 remarked:

I enrolled with the ACE two year programme on IE. I was one of teachers that attended workshops on IE then equipped other teachers at school with the skills I gained from departmental workshops and training.

T4 said:

I did not attend workshop on IE. I really don't have skills to meet the needs of all learners.

Responses from teachers show that DoE offers workshops to teachers equipping them with necessary skills on the implementation of IE as revealed by a majority of the teachers (T1, T2, T5 and T6) in the exception of T3 and T4 both from (S2) who stated that they did not attend a single workshop from the department although their principal (P2) seem to have knowledge about training and workshops. This implies that the principal in this school probably keeps the information and circulars to himself. Moreover, this means, it might be difficult for the school particularly the teachers to implement IE effectively and meet the needs of learners with barriers to learning and learners with ESNs in mainstream schools.

Documents helped the researcher to see if there is a link with what was said by the principals and teachers regarding skills possessed by implementers of IE. Circulars inviting teachers to attend workshops and the documents issued in those workshops are evidence that teachers are equipped by the district with necessary skills on implementation of IE unless the school did not send teachers to attend the workshops. In S2 evidence showed that there were invitations for teachers to attend workshops and circulars that were not filed whereas, T1 and T2 said that they never attended a single workshop and only one document (SIAS document) yet, there was evidence of so many documents on IE.

The IE documents serve as guiding principles to equip everyone in mainstream schools with necessary information that leads to implementation of IE. The Visitors' book was also consulted and it showed that district official in charge of the (DBST) once visited the school. Chances are that implementation of IE is not effective or there is no implementation at all. In one school (S1) there was also an evidence of a minute book for IE programmes. In these meetings, reports are given to the teachers who did not

attend the workshops; challenges faced by teachers in their diverse classrooms; steps taken to minimise the barrier to learning and learners with SNs as well as learners progress.

In S1 there was also evidence of a file with referral letters of learners who needed special attention according to their severe barriers to learning and SNs. This showed that that particular school is implementing IE the fact that they arranged meetings to discuss learners' areas of concerns and share ideas that would help to minimise or address the challenges. In this regard, some teachers positive perceptions on the skills they possess as they gained from the workshops they attend as principals mentioned that and also furthering their studies although some teachers perceived themselves as not being equipped with skills to implement IE because they did not attend workshops scheduled by the district officials.

4.6. Resources used by Teachers for Implementation of IE

Each and every school should have enough and appropriate resources to carry on with the implementation of IE effectively. These resources are expected to assist teachers to promote teaching and learning process as well as catering for all learners including learners with barriers to learning and learners with special needs (SNs). If there are insufficient and inappropriate resources, teaching and learning may be ineffective where the teacher would use traditional teaching style (teacher-centered approach) whereas, the availability of resources would create conducive teaching and learning environment in the classrooms. Additionally, availability of resources would assist teachers to use different strategies in teaching and learning process.

4.6.1. Availability and use of Resources for Implementation of IE in Schools

Teachers should be empowered with skills so that they can maintain and make use of the available resources for effective IE. Furthermore, teachers should improvise as to get resources that are not available in their schools. However, participants gave variety of responses when asked questions regarding resources used they to promote implementation of IE.

P1 pointed out:

(Smiling) Eeeh!.... We've got lots of appropriate resources and I'm proud to tell you that teachers make use of them effectively to make sure that all learners are catered for. The only problem we have is enough space in our classes otherwise our teachers would do their best. I so wish to have an extra class where we would put those resources.

P3 said:

We do have resources. What I can tell you is that teachers make use of the resources sometimes, otherwise they are kept safe.

P2 commented:

There are some resources in the storeroom but teachers do not make use of those resources.

Principals' responses show that schools have resources whereas they differ in responses on how effective where the teachers in using the resources because only one principal gave assurance that, teachers are using available resources effectively. This means that effective use of the available resources helps towards implementation of IE programmes. In one school, resources are available and are used at times whereas in another school resources are available and are not used at all. Thus, an inference may make that whether the resources are available or not, some of the teachers are not interested in implementing IE or lack the skills to do so.

The responses from teachers about availability of resources they use for teaching inclusive education were as follows:

T4 pointed out:

Eeeeh! I use books, chalkboard, photocopier and charts. I will be happy if we may have radios and TVs for each classroom.

T1 comment:

In our school we have classes, charts or teaching aids, resources for teaching inclusive classrooms and also documents on IE implementation (policies). We also improvise by asking learners to bring concrete object which we believe that they are necessary for understanding of learners when they see the objects especially learners with barriers to learning.

T5 and T6 concurred by saying:

We have books and computers. Then T6 added - We also have natural resources.

T3 added by saying:

We have charts, books and computers that assist us to help learners with barriers to learning.

T2 said:

We have all the necessary resources for implementation of IE including human resources from the district like IE specialists and a social worker.

The above responses were interesting and highlighted a variety of answers to the question posed to them about availability and use of resources in their schools. It is revealed that resources that were available in schools were enough or not in some schools and only one school seemed to use them effectively. The researcher believes that principals are the ones that are supposed to make sure that resources at schools are available and that teachers make use of those resources so that teaching and learning of IE is effective with the help of SMT. This would mean implementation of IE is done appropriately because concrete resources are mostly needed for all learners especially those with barriers to learning and those with SP in mainstream schools. The emerging challenge was that though resources were available in S2 and S3 the schools principals in both schools highlighted that the teachers used resources at times and in some cases these resources were not utilised. Whereas, of those teachers that were making use of the available resources were mainly T3, T4, T5, and T6 respectively. Perceptions of principals and teachers on availability of resources are that they are there in all schools. According to some principals, use of these resources for implementation of IE in schools

differ being that some teachers use the resource; others at times then others do not use at all, although some teachers view contrary to the last perception that they do not use at all.

4.6.2. Sources of Resources in Schools

Department of Education is number one source of resources that are used for effective teaching and learning which helps the implementation of IE. Money allocated for each school includes money for purchasing all resources for teaching and learning each year. The response from all participants was the same being that of getting resources from the DoE.

T1 - We have support from the department and from an NGO namely Biblionef in Cape Town

The other teacher such as T6, T3, T6 and T4 has this to say - *We get resources from the DBE, except respondents from S1 (T1 and T2). They had common response that they do receive books, in addition they revealed that they also receive other books from an NGO namely Biblionef in Cape Town. They receive language books that can help learners with learning barrier in reading.*

.T2 - The DBE is the main source. We also have support from NGOs that supply us with books to help in reading. These books help a lot those learners with barriers in learning especially in reading. We are given Home Language books first (IsiXhosa) then when reading had improved we are also given First Additional Language books (English).

The responses from teachers reveal that the department of education is the primary source of resources for all schools and other schools even go an extra mile by looking for extra resources they ask from NGOs for their learners in order to make sure that they implement IE as it is mentioned by T1 & T2. This shows that, they try by all means to overcome the most common barrier experienced by learners which is reading.

4.6.3. Maintenance of Resources in Schools

Resources should be maintained so that they serve learners for couple of years in teaching and learning. Schools should see to it that resources are in good condition by keeping them in the safe place, make a point that books are returned in good condition each and every year and lastly, there must be records for assets at schools.

Principals responded regarding maintenance of resources revealed that:

P2 commented:

Resources are kept safe in the storeroom.

P1 pointed out:

We assigned a team of four teachers that make sure that inventory is made for all items that we receive in our school then distribute to teachers concerned. Text books are given to learners and condition of each book stated in records in the beginning of the year then before the end of mid - year exams books are checked if they are still in good condition. Then learners return all books at the end of the year. In addition, we try to keep all resources in a safe place where the space is not enough.

P3 said:

Resources are kept in one class used as storeroom where teachers would go and take whenever they are going to use except textbooks.

The above responses from principals show that only one principal explained clearly that all resources are maintained and kept in good condition so that they may be used for the next academic years. This concludes that IE is not implemented effectively where there is no assurance that resources are maintained.

For smooth implementation of IE, there should be enough resources for all learners especially for learners with learning barriers or learners with SNs. Teachers responded as follows regarding maintenance of resources.

T1 commented:

Our resources are kept in a spare classroom and those given to learners are to be covered and recorded for the year of use.

T2 added by saying:

In our school, we keep resources in a safe place, make sure that books are covered and recorded when issued to learners. Charts are put on the wall and learners are given instructions not to write and tear them. Other concrete resources for IE are kept in storeroom so that teachers are able to get them when necessary.

T3 said:

Resources are kept in a storeroom.

T3, T5 and T6 responded the same that books are kept in a storeroom.

Our resources are kept in one class used as storeroom where teachers would go and take whenever they are going to use.

T4 commented:

We have a storeroom where we keep our resources and they are sorted accordingly.

Responses from teachers show that resources are kept in safe place which is the school storeroom but other teachers did not reveal clearly how they maintain these resources. Implementation of IE is a lifelong programme that means available and appropriate resources in each school should be maintained and kept in safe place for continued use and to the benefit all learners for couple of years. The other teacher also revealed that the DoE made it a point that they made a top - up of text books each and every year so that there is no shortage of books by giving the school certain amount to buy books.

Analyzing a number of documents was also crucial to give a clear picture regarding the availability and use of resources in schools; sources of resources of IE as well as maintenance of resources to improve implementation of IE. Those documents include asset register, records on distribution of books to learners, policies and reports by

teachers concerned. Two schools (S1 and S3) were able to show the above mentioned documents and everything seemed to be in place. In S1 there was also evidence that the conditions of resources are checked twice a year in June and in December and reports by teachers concerned were also in place. This means that resources would last and be used by learners following the years to come. Only one school (S2) could not provide all the documents to the researcher, it was only the asset register that was given to the researcher and not all critical issues at school are recorded.

It is possible that the school that does not have the documents could not maintain all the resources. This means that implementation of IE may not be effective without enough or with lack of resources. Principals together with SMTs as well as, committees at each school are to work together to make sure that there are enough resources available and that they must be maintained. Given what the researcher presented, the perceptions all participants are that education system resources are available and the main source of resources is DoE in mainstream schools and some schools make means to get extra resources. Their perceptions differ regarding maintenance of resources, some schools maintain resources very well contrary to other schools.

4.7. Content and Pedagogy

Content is what is taught in a classroom and what the learner is expected to learn, that is to know, understand or be able to do. Therefore, learners are taught content in mainstream schools by well trained professional teachers irrespective of their SNs or barriers to learning. This solemnly means content should be knowledgeable to all teachers so that learners gain appropriate knowledge and skills. The knowledge and skills gained by learners would help all diverse learners to be independent and be ready to face all challenges of the world.

4.7.1. Teaching content to diverse Learners

In this study it was also important to know the content that was taught to diverse learners to promote IE. The principals' responses regarding teaching content to diverse learners were as follows:

P1 pointed out:

I my school we teach content according to Curriculum Assessment Policy Statement (CAPS) documents that tell us exactly what to teach and when to teach. I'm confident that my teachers know how to teach content. The department now introduced National Education Collaboration Trust (NECT) document that helps a lot.

P3 said:

Teachers know how to teach content to all learners because of their age and experience in teaching those subjects.

P2 revealed:

(Frowning)... Teachers know the content of the subject they teach.

Responses from the principals varied and the question on content is one of the most important questions that drive towards getting an answer to the phenomenon under study. It is P1 and T1 that mentioned the use of CAPS document and textbooks to teach content to learners and this is what makes implementation of IE effective. P1 also mentioned the new document NECT that seems to make things easier for the teacher to teach content to all learners irrespective of their barriers to learning or ESNs in mainstream schools.

Teachers were interviewed on how they teach content to diverse learners in their classrooms. Their response was as follows:

T3 commented:

Whoooo! For me, it is very difficult to say I'm sure about teaching content because some of the subjects I'm teaching are not my subjects of specialisation. Furthermore I'm in Afrikaans medium of instruction school so somewhere somehow I do not understand some terms in Afrikaans but I'm trying my level best. What I can say is that I'm not sure about the content.

T1 pointed out:

I am sure about teaching the content because I know the content of the subjects I'm teaching because they are my subjects of specialisation. The fact that I plan my work, the strategies I am using to teach my learners and to know that I have diverse learners in my classroom makes me confident about the content. It is also much easier because of resources we are using such as CAPS documents and textbooks.

T4 said:

Eeeeeer! I'm really not sure about the content of the subjects I teach. Yho! We have too much work to do and I'm not teaching my subject of specialization as a result I end up not knowing what exactly I'm supposed to do in the classroom. This is frustrating because I am failing other learners especially those with barriers to learning and those with SNs in my classroom.

T5 remarked:

I'm so comfortable because I know I can teach the content.

T2 commented:

(Smiling).... I'm confident about teaching the content because I know my story due to experience. I plan my work making sure that I will use appropriate resources and strategies for my lessons.

T6 said:

I know what I am to teach learners and what they are supposed to learn in the class. Eeeeeer.... That is called content.

Teachers gave different responses on how they teach content to learners in their diverse classrooms. The researcher picked up that there are teachers who are so confident about the content for example: T1, T2, T5 and T6. The researcher noticed from the response of P2 who frowned that he assumes that teachers know the content of subjects they teach. Whereas teachers from his school were not sure about the content due to various reasons ranging from language barrier since it is Afrikaans medium school to T3 then workload and subject of specialisation to T4. In addition, T4 even commented that she was

frustrated because she was failing to meet the needs of the learners especially those with barriers to learning and those with SNs. However, principals and teachers perceived content and pedagogy differently as some are confident about content and pedagogy due to experience and subject specialization whereas others are not so sure about the content medium of instruction (Afrikaans) and even feel that they are failing to meet needs of all learners in mainstream schools.

4.7.2. Assessing learners in diverse classrooms

Assessment is a tool to measure whether learners gained knowledge on what was taught (content) by the teacher in the classroom. There are various types of assessments that are used in teaching and learning. Assessment also determines whether the learner is progressing or not. Therefore, teachers are to assess learners in diverse classrooms so that they can see if they are implementing IE effectively because it is then that they will see if they accommodate and meet the needs of all learners in inclusive classroom. Furthermore, Principals are expected to make sure that assessment takes place in their mainstream schools so they have to monitor the process of assessment. Principals responded as follows:

P1 commented:

All learners are assessed continuously throughout the year as a result they get feedback that means reports each and every term. The continuous assessment determines whether the individual learner proceeds to another class at the end of the year. Teachers use tests, assignments, orals, presentation and discussions with allocated marks to assess their learners. We are monitored at school level (SBA), cluster level then district level and that is called moderation.

P2 said:

Teachers assess their learners each and every quarter to check the progress of all learners in their classrooms.

P3 revealed:

We assess our learners in our school throughout the year and monitoring is done to check if we used correct types for assessment in our school ie. School Based Assessment (SBA). We give learners written tests, orals, assignments and projects for assessment.

Assessment is done continuously in all three schools as revealed by the principals in their responses. For instance, P1 and P3 even mentioned that assessment process is monitored up to district level and P1 further mentioned that there are marks allocated for each assessment type. They also mentioned the types of assessments used by teachers in the process. It was only P2 who mentioned that learners' progress is checked quarterly through assessment.

Teachers were also interviewed on assessment process to ensure implementation of IE in their classrooms. Their response was as follows:

T3 commented:

I am using tests, assignments, discussions, presentations and orals to assess my learners.

T1 said:

I'm using different types of assessment in my classroom to assess my learners. I use tests, assignments, orals, presentation, discussions and role - play with allocated marks using assessment tools to each assessment type.

T6 pointed out:

I use continuous assessment throughout the year using tests; group - work and presentation and orals. I assess all my learners to check if they grasped what I taught them. This leads to progress report at the end of the year to determine whether the particular learner progress or not.

T4 revealed:

I am using tests, assignments, discussions, presentations and orals to assess my learners.

T2 commented:

Assessment process is done throughout the year in all schools. I'm using group – work and presentation, tests, assignments, orals, debates, discussions and role – play with allocated marks to assess my learners. These types of assessment assist me in developing critical thinkers and independent citizens whether the learner is with SNs or not. These assessment types also eliminate or address barriers to learning.

T5 said:

I am using tests, assignments, discussions, presentations and orals to assess my learners throughout the year and we give progress reports to all learners quarterly.

From the above responses emerging from principals and teachers there are similarities because all three schools did assess all learners and this may be viewed as a positive step towards achieving the goals of IE programme and all the assessment types they are using are of great importance for accommodating all learners in mainstream schools. The researcher was also in support of the comment made by T2 stating that the assessment types she was using were aligned with developing critical thinkers and independent citizens. Principals and teachers have positive perceptions on the assessment of learners it is as done in all schools in main stream schools

Documents were analysed to get the information regarding content and assessment to enrich the data she collected. The researcher looked at the CAPS document, NECT document as well as copies of text books used in each school. These resources were only mentioned by P1 and T1 from same school that are used to deliver content to learners of which the researcher believes that text books are used in all schools unless they are not available. The researcher also believes that the above mentioned documents are what make content knowledgeable to teachers. The researcher also looked at teachers' master files as well as, learner portfolios to check if assessment was done as

teachers responded. Types of assessment mentioned by principals and teachers are in place although some of teachers' master files were haphazard as well as, some learner portfolios.

4.8. Teaching Strategies adopted by Teachers to ensure implementation of IE

Inclusive Education requires well trained teachers who are able to adopt a variety of teaching strategies so that they would be able to eliminate learner barriers to learning as well as assist learners with SNs in the mainstream schools. The responses emanating from the principals were indicative that they adopted various teaching strategies that can address barriers to learning.

Regarding teaching strategies adopted by teachers to improve implementation of IE, principals' responses were as follows:

P1 commented:

I must say teachers are doing their utmost best to try and include all diverse learners in their classrooms through the use of different strategies they use. Teachers use learner - centered approach. They also make use of technology such as projector, television and computers; research (groups and individually); questions and answers; telling method and presentation.

P2 revealed:

Group work and questions and answers assist teachers in their teaching and learning.

P3 pointed out:

Teachers in my school use learner - centered activities and other different strategies. When the researcher asked him to mention the strategies, his response was. - Like group work and questions and answers.

Principals' responses show clearly that teachers moved from using old approach (teacher - centered approach) when teaching, they use learner - centered approach which is

recommended by DBE. For example, P1 even mentioned different resources used by teachers that give evidence that variety of strategies are used in teaching and assist in accommodating diverse learners in main stream schools. This means, if all teachers can use effective teaching strategies including learner - centered approaches in their classrooms barriers to learning would be eliminated.

Teachers were asked the same question and responded by saying,

T6 commented by saying:

I mix the approaches which are teacher - centered and learner - centered. I do use group work, telling method as well as questions and answers.

T1 said:

I am using learner - centered approach which is characterised by cooperative learning strategy. This strategy gives opportunity to all learners to learn on their own with the supervision of the teacher. I also use technological resources, telling method, questions and answers. I give learners a chance to present and to have role play in the classroom and this boosts their low self - esteem.

T2 revealed:

I use group approach mostly as well as activities that are meant for the entire classroom learners. Strategies include group work approach, question and answers, presentation, role play, written work and telling method.

T4 said:

I use group work, questions and answers method and storytelling.

T3 commented:

I am using group work, questions and answers and telling method.

T5 remarked:

I accommodate learners by using different strategies such as group work, individual work and telling method.

The findings of the study showed that were no longer using teacher-centered approach instead were using the recommended learner- centered approach. This approach gives teachers opportunities to use variety of teaching strategies that accommodate all learners in their classrooms as mentioned by T1 - T6 namely: group - work, questions and answers and telling methods). Additionally, T1 and T2 from same school mentioned role play and presentation, T1 further explained that these strategies boost learners' low self - esteem and confidence and by so doing all learners would be able to display their capabilities and be independent citizens in mere future with or without special needs. These strategies assist teachers in their teaching and learning to eliminate or address learners with barriers to learning/learners with SNs.

Documents can be very useful sources of background knowledge regarding the information needed by the researcher so that she can have rich data especially when used with other research methods. Documents like teachers' master files and learners' profiles were used to analyse and to check if the strategies mentioned by teachers were used when preparing their lessons. Therefore, the document analysis revealed that teachers have their lesson plans in place including exercises and tasks with their allocated marks. Their plans showed that they are using different strategies for teaching and learning that would assist teachers for implementation of IE as well as those learners with unique needs to be accommodated in the learning process. Mark schedules are also evidence to check if strategies have been used effectively. Teachers' master files also had records of learners' progress that assist the teacher to see the area of concern. In addition, class work and homework which were in learner books were checked. However, the researcher noted that there were some of the class exercises that were not marked. Work or tasks in learners' portfolios include marked tests, research, assignments and orals. In one school (S2) not all tasks are displayed in learners' files that means certain learners might not have the tasks may be due absenteeism. Perceptions of principals and teachers on strategies adopted to ensure implementation of IE highlighted that that

different strategies are used effectively in mainstream schools and they accommodate all learners in the classroom.

4.9. Monitoring and Support Mechanism for Teachers Implementing IE

Effective implementation of IE needs a collective effort and commitment from everyone in education sector. This means support is needed for teachers teaching inclusive education within the school and externally. Principals, SMTs, teachers, parents and district officials are to play a big role when it comes to implementation of IE. With the joint effort barriers to learning and special needs could be easily eliminated or addressed. DoE introduced support teams such as ILSTs, SBSTs and DBSTs to help improvement of implementation of IE.

4.9.1.1. Support from Principals

Principals should play a crucial role in the implementation of IE by encouraging teachers to implement IE programmes. This means necessary support is needed by teachers so that they carry on with their teaching and learning effectively and this would assist in the implementation of IE. Principals responded regarding their support by saying:

P1 clearly revealed:

As a principal, I encourage and allow teachers to attend workshops about implementation of IE rendered by the district officials. I also made sure school based support teams (SBSTs) are formulated in my school. They deal with learners with barriers to learning and learners with special needs at school level. If learners' area of concern persists SBSTs work together with the district based support team (DBST) that provides with strategic plans that help a child to overcome the barriers to learning Parents of learners with barriers to learning are also involved to make IE programme easier. Additionally, I make it a point that there are enough resources for learning and teaching in my school.

P2 commented:

we communicate with the district officials about learners experiencing barriers to learning to support teachers of inclusive education. P2 frowned and responded by saying, ***“No comment on that.”*** when the researcher probed with the question; ***“How exactly do you do to support your teachers?”*** The response was, ***“Sorry no comment”***

P3 said:

I support them by giving them resource.

A variety of responses from the participants shows that it might be difficult for other principals to support teachers as the researcher noticed that only P1 could explain better regarding the question. P1's response showed that he was well versed about implementation of IE and how to support teachers who are dealing with learners with barriers to learning and learners with SNs up to the last level of district office. On the other hand, the non-verbal cues such as frowning and responses emanating from P2 might infer that he does not know about support teams and neither does he work hand in hand with district officials regarding implementation of IE. This shows clearly that he does not support teachers for implementation of IE then one might jump to conclusion that IE is not implemented effectively or not at all at S2. P3's response reveals that she supports teachers though; the researcher felt that support given to teachers who are meant to implement IE is not only about resources.

Teachers' responses were as follows regarding principals' support,

3 said:

I do not receive support at all. T3 responded by saying, when responding to the probing question. ***I know nothing about support teams.*** R ***“Tell me about the support teams you have at school.”***

T1 expressed herself by saying:

I receive all the support because my principal is clear about IE. Whenever I need assistance I consult her. She also organises resources for us. I'm one of teachers

who are sent to workshops so that we can share the information with all from the workshop.

T5 commented:

We are allowed to attend workshops and we have some resources.

T2 said:

I am attending the workshops and I get resources such as IE documents. We use enough resources we have at school. Our principal also encourages us to study.

T4 revealed:

There is no support from the principal at all.

T6 remarked:

I do attend workshops when they are arranged by the department.

The above responses reveal that not all principals support teachers with the implementation of IE in their schools. For instance, T3 and T4 had similar responses saying that they do not receive support from the principal 'at all' and that means a lot. Furthermore, his (P2) response gave clear an indication that he is not supporting teachers who might have helped vulnerable learners. This might mean that not all learners are granted effective IE because implementers need that support and new ideas so that they can improve and do their best to implement IE which may benefit learners in need of support. According to T1, T2, T5 and T6's responses they receive support from their principals and that they are allowed to go to workshops that equip them about IE programmes. For instance, T2 even mentioned what P1 had already said that he encourages teachers to further their studies. Different perceptions of principals and teachers regarding support of teachers on inclusion are: some principals give enough support to their teachers and even encourage them to further their studies. On the other hand, some principals do not give support teachers with necessary assistance as some teachers spelt out that their principal is not supportive at all.

4.9.1.2. Monitoring of Teachers on the Implementation of IE by Principals

Monitoring is an aspect that supports the implementation of IE programme because if it is not monitored it will not be effective. Therefore, principals must also support their teachers by monitoring the effectiveness of the implementation of IE programme. Principals' responses regarding monitoring teachers on implementation of IE programmes were as follows.

P2 said:

Eeeer.... I do monitor teachers by checking if they follow the programme and implement it.

P1 commented:

(Smiling) - Since I have too much work to do, I've assigned SBSTs to monitor the work done by inclusive teachers then get the report from them. If necessary, I do intervene especially when it comes to parents' involvement and referrals. This make my subordinates feel trusted and given a chance to develop.

P3 pointed out:

I monitor the implementation of IE programme starting from making sure that there are enough resources to carry on with their work. I sometimes go to classrooms to check if the areas of concern had improved then see whether to change the strategies to overcome the areas of concern.

T1 said:

Our principal mandated SBSTs to monitor the implementation of IE programmes then report to her. Monitoring is done in amazing way that we feel supported after the monitoring sessions; as a result we even do referrals if necessary after the sessions.

T3 revealed:

I'm monitored by checking learners' progress every Friday.

T4 remarked:

Ahg.... Monitoring? I'm not sure if it is done. I think if it was done I would definitely get support.

T6 said:

We are sometimes monitored by our principal.

T5 commented:

I' not going to lie madam, we are not monitored by our principal. Maybe it is due to workload.

Some principals and teachers gave similar responses regarding monitoring where principals delegate SBST to do the work then report to the principal. As an example, P1 even mentioned that teacher's feel trusted and being developed. The researcher found it interesting where the principal and teachers gave different responses on monitoring, for instance P3 claimed that she monitors the implementation of IE then T5 and T6 mentioned that they are monitored sometimes and they are not monitored respectively. T6 even mentioned that it could be due to work overload. This shows that there is no solemn truth regarding monitoring of teachers in this particular school and that implementation of IE is not effective. P2 and T3 and T4 also gave different responses as the principal mentioned that he does the monitoring and the response of teachers revealed that monitoring is not done. This implies that there is lack of teamwork in this particular school to issues pertaining to the implementation of IE. In three mainstream schools, principals perceived that monitoring is done, whereas teachers perceived differently some mentioned that monitoring is done; some said sometimes and some said not at all. This could be why AWED still struggles with the implementation of IE

4.9.2. Support from other Teachers

Working as team makes it easier for teachers to overcome the problem existing in the mainstream schools particularly dealing with learners with barriers to learning and

learners with SNs. So teachers must have a way of supporting each other in order to implement IE programme. Teacher's responses were as follows:

T3 point out:

Yhohee! For starters there is no School Based Support Team (SBST). I get support from other teachers when I asked for help. The researcher probed further and asked T3, "What exactly kind of support do you get?" The response was. - When I ask for resources for my lessons.

T1 said:

We have Institutional Level Support Team as well as School Based Support Team in our school. The teams consist of principals as ex - officio, IE coordinator and two teachers. They help us with the necessary steps we should take when we screen identified learners with barriers to learning and learners with SNs. They also monitor progress on the area of concerned if there is no improvement they refer the matter to the district officials (DBST). As we are all involved in IE we do support each other on the problems that may exist in the process of teaching and learning and try to attend the problem as a team.

T4 revealed:

Our Phase Heads (PH) and School Management team (SMT) support us with resources such as chart.

T2 remarked:

We all work together to help all learners as inclusive teachers. We also make use of support teams such ILST and SBST that give assistance when one had identified learners with barriers to learning and learners with SNs, additionally we share resources and ideas that address barriers to learning

T5 pointed out:

We have ILST that give us support materials and make sure that there is smooth running of IE programme.

T6 revealed:

There are support teams that provide us with resources in our school.

Researcher noted that there were similar responses given T1 and T2 both from the same school, revealing that there is team work in their school and that they are all inclusive teachers. In other schools teachers' responses show that support among teachers exists. On the other hand, there appeared to be little support in one school particularly S2, as nothing was said about support teams and their crucial role in the implementation of IE. Teachers also mentioned that they are supported with resources that improve the implementation of IE. All teachers perceived that they receive support from other teachers as they mentioned team work and working together with support teams (SBSTs) although one school did not mention (SBSTs).

4.9.3.1. Support from the District

Districts have District Based Support Teams (DBSTs) that assist with support to all mainstream schools that have learners with barriers to learning that persist. They have strategic planning in place that addresses the needs of learners with barriers to learning and learners with SNs. The DBST also do referrals using the information they get from SBSTs after they used their intervention strategies. Principals responded as follows:

P1 pointed out:

DBST is giving support but I think its support is not enough as they only conduct workshops with teachers. I think workshops for teachers must include principals and parents as well to make sure that everybody is at the same level of understanding about IE. DBST give full support in intervention and workshops.

P2 said:

We refer learners with barriers to learning that persist to the district.

P3 commented:

DBST allows teachers to attend workshops they conduct on IE. They also assist teachers with strategic planning that would address the needs of learners with barriers but there is no monitoring.

Principals responded showing that DBST is in place and is doing a good job in assisting teachers teaching learners with barriers to learning and learners with SNs. However, P2 did not mention support team (DBST), this might mean that the principal in question does not know the term and how it works. On the other hand, P3 highlighted that although there is DBST, there is no monitoring.

The same question was asked to the teachers' and their responses were as follows:

T1 remarked:

We get support from the district because there is DBST which conduct workshops for schools that we attend. The team visits us from time to time and gives assistance whenever needed for learners with barriers and learners with ESNs to ensure the effective implementation of IE. The team also refer learners is the barrier persists.

T3 said

Learners are referred to the district by the principal.

T4 commented:

We get support from the district because the Phase Heads and SMT refer learners to them. The researcher asked, "Which learners and what do you mean by them." The response was. T4 - Sorry mam I mean learners who experience problems in learning and teaching and by 'them' I mean district officials.

T2 added by saying:

In our school we do get help when we consult DBST regarding a learner with barriers to learning or a learner with SN. The team provide with a strategy to address the barrier then refer a learner if the barrier persists. We also attend workshops the team conducts.

T6 commented:

I attend workshops that are conducted by DBST to support us with necessary skills but I think we need more training.

T5 said:

We do get support from DBST because we attend workshops they conduct but extra support is needed on the role we are to play as teachers.

Teachers revealed that they receive support from the district officials (DBST) and explained how they do their work to support them. However the researcher is uncertain about T3 and T4 as well as, P2 because it seems as if they were not aware of IE terms because they did not mention the term DBST which is the best supporting component from the district. Neither, did they mention the role they play in supporting schools that report cases of learners that have persisting barriers to learning and learners with SNs. Furthermore, nothing was said by these participants about attending workshops that were mentioned by T1, T2, T5, and T6 which are meant to equip teachers with knowledge about IE. For example, T5 even mentioned that extra support is needed on the role they are to play as teachers in implementing IE. Most principals and teachers have positive perceptions on district officials as being supportive in the implementation of IE in their schools although there is negative part of it that monitoring is not done in all schools.

4.9.3.2. Monitoring by the District.

P1 replied by saying;

Monitoring is done by district officers in my school because we do have sessions with DBST discussing areas of concerns about learners with barriers to learning and SNs and taking necessary steps to assist those learners or even do referrals.

P2 commented:

We are not monitored by the district.

P3 remarked:

No monitoring was done at all, madam.

Teachers interviewed responded by saying,

T1 commented:

DBST monitors the implementation of IE in our school. They do that by visiting or calling our school when we refer the matter to them and monitor the progress of the learners referred. We have arranged several meetings with them including DBST and parents when we are going to do referrals for severe cases.

T3said:

We are not monitored by the district.

T5 remarked:

We are not monitored.

T4 pointed out:

No-one ever came to our school for monitoring implementation of IE from the district.

T2 revealed:

Officials from the district are monitoring the implementation of IE and this helps us a lot because we are able to see if we are in right direction in removing or eliminating barriers to learning and SNs. This also helps us to because they do referrals in some cases reported to them.

T6 expressed herself by saying:

I really do not remember seeing DBST in our school for monitoring the implementation of IE.

Majority of interviewed principals and teachers revealed that their schools are not visited for monitoring on the implementation of IE: (P2, P3 and T3 - T6). Whereas, P1, T1 and T2 claimed that they are monitored. One may jump to the conclusion that monitoring is done in some schools of AWED. The researcher is of the view that when monitoring is done in such a haphazard manner, this may cripple the effectiveness of implementation of IE programme that seeks to accommodate and meet the needs of learners in the mainstream schools. Principals and teachers perceived negatively about monitoring that it is done in some schools. This suggest that, the DBST might have failed to play its role as this is one of its duties to make sure that schools are empowered, supported and monitored for the programme. This also reveals that there is still a gap on the implementation of IE in AWED.

Documents analysed such circulars, invitation for teachers to workshops reveals that district officials (DBST) support teachers with the implementation of IE programmes. Firstly, they are given the documents from DBE that support the implementation of IE. In S1 and S3, the researcher saw documents such as

- Guidelines For Responding To Learner Diversity in the classroom;
- Guideline for using SIAS module for SNE Learners;
- Draft Guidance For Inclusive Learning Programmes;
- Learning Support In Inclusive Classroom;
- Policies on Screening, Identification, Assessment and Support; and
- Report on the Implementation of Education White Paper 6 on Inclusive Education; Guidelines to Ensure Quality Education and Support in Special School Resource Centres and other documents related to IE.

However, in S2 only one document was shown to the researcher namely: Policies on Screening, Identification, Assessment and Support. These documents are crucial and

should be known by implementers of IE so that they can accommodate and meet the needs of learners. Analysis of documents revealed that S2 might not be implementing IE effectively and that learners might be deprived their right to quality education especially those with barriers to learning and those with SNs. The researcher noticed that in S1 there were meetings held with DBST because minutes of such meetings were shown to her. This might reveal that only one or few schools are monitored in AWED or the case might be that other schools do not record those meetings. Perceptions of principals and teachers are that most schools are not visited for monitoring by district officials for implementation of IE in mainstream schools.

4.10. Summary

In this chapter, the researcher presented and analysed data on the perceptions of principals and teachers on the implementation of IE in AWED. The thematic approach was used to analyse the data of the study. Themes were constructed in light of the similar and different responses given by the principals and the teachers in line with the research questions of the study. The data was also collected through documents analysis from each school. This was done to assist in triangulating the responses that were given through interviews and also as evidence on the effectiveness of the implementation of IE relating to the responses of principals and teachers in schools in AWED. Thus, it was envisaged, this would help the researcher on her findings to conclude about the research topic. The next chapter presents the discussion of findings from the data presented in Chapter 4.

CHAPTER 5: DISCUSSION OF THE FINDINGS

5.1. Introduction

This chapter discusses the findings from the data presented and analysed in previous chapter. The findings are discussed in the light of the extant literature, how they align with the theoretical framework and reviewed literature from the study regarding the perceptions of principals and teachers on implementation of IE in primary schools in AWED. The discussion is related to the aim and objectives of the study and is based on results obtained from the research questions.

The discussion will be tackled according to the five major themes as mentioned in Chapter 4 namely: implementation of IE; experience and skills of teachers; resources used by the IE teachers; support mechanisms available for IE; content and assessment as well as strategies used by teachers when implementing IE. The researcher also included qualifications, experience and area of specialization of teachers as well as location of schools in her discussion because they aligned with the study.

5.2. Qualifications, experience, and location of the schools

In any teaching and learning setup, there is need to have qualified and professional personnel. In this case, it is imperative that principals as well as teachers who are meant to implement IE be qualified to do so when teaching in mainstream schools. This was evidenced in one school that was far behind with issues of the implementation of IE. The researcher noticed that the principal as he holds PTD was not qualified for the post and the experience of years as the principals are few. For those unqualified principals and teachers Zhang & Liu, (2018) suggest that they are to be trained to upgrade their skills and approaches periodically to meet the ongoing curriculum reform so that they can be effective implementers of IE.

According to Bouillet (2013), it is obvious that IE requires a high quality of service and well trained teachers. These views suggest that, the implementation of IE is not yet in place as expected by the DoBE in these schools. According to respondents, only few

teachers furthered their studies and were keen to gain more knowledge and skills in IE by specializing in courses related to IE such as remedial courses. The results of the study further showed that, one school in urban area was the worst performing in terms of the implementation of IE. In most cases, it is always assumed that the worst performing schools would be in rural areas whereas the truth is qualifications and service counts a lot in the field of education as well as the management and leadership skills.

The DoBE, (2015) stipulates that the minimum requirement for being a principal in schools is a senior degree. The DoBE document further states that one of the principals' core purposes is to develop and empower himself/herself and others meaning, teachers. This means that principals are expected to study further so as to capacitate themselves so that they are able to manage and lead their schools and to encourage their teachers to study too. That is why Page, Boyle & MacKay (2019) stress that education of teachers including principals in the area of disability (SNs) is important. In addition, Bouillet, (2013) stresses that IE requires a high quality of service and well trained teachers including principals. High quality service and training would also help principals and teachers to effectively implement IE.

Wiakowski, (2012) reminds us that IE in South African context, has been codified and returned down in the form of White Papers that emphasise the need for well qualified and professional prepared teachers of the visually. While, the Education White Paper 6 emphasizes the need for well qualified, professional as well as teachers and principals who are prepared to disseminate inclusive education within a classroom setting. Accordingly, Page et al., (2019) citing (Bingham, Hall - Kenyon, & Culatta, 2010) have same view that teacher aides who are well trained and supervised have been found to contribute to the success of students in inclusive education settings.

All in all, most of scholars agree upon that appropriate qualifications and professionalism is very important for the effective implementation of IE. This will assist schools to produce independent citizens irrespective of their physical challenges or barriers to learning. When teachers are trained thoroughly and also exposed to workshops and training that are aligned with the implementation of IE they will also be confident to implement IE in mainstream schools. In addition, Lee, (2018) citing Borman and Kimball, (2005) state

that it the turn of the century did indicate that schools would need to be staffed by high quality teachers if they were to meet the needs of diverse students while promoting challenging and engaging instructions. In spite of this, there are still unprofessional and unqualified principals in our schools. Scholars like (Mitiku et al., 2014; Naong and Mateusi, 2014; Geldenhuys and Wevers, 2013; Chireshe, 2011; Simui et al, 2009; Donald, Lazarus and Lolwana 2002) highlight that training of principals (in this case) and teachers who are implementers IE is also a major challenge. The above discussion gives evidence that there is still a big gap on the implementation of IE AWED as well as in South Africa.

5.3. Implementation of IE

5.3.1. Understanding the term ‘Inclusive Education’

So many scholars have written about IE and gave different their definitions. According to Towers, Ronan, Haynes, Petal, Davie, Addison and Tomazic, (2016), inclusive education is described as a process of addressing the diverse needs of all learners by reducing barriers to learning and SNs, and within the learning environment. This definition is quite similar to that of UNESCO (1994) which states that:

“Inclusion is a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities and reducing exclusion within and from education and further more maintains that it is the removal of all barriers to learning”.

Therefore, in this study it was important to find out from the participants if principals and teachers know what the term IE meant. The researcher envisaged that if the participants knew the meaning of the concept, it would make it easy for them to implement IE programs that would eliminate or address the needs of learners with barriers to learning and ESNs in mainstream schools. From the findings of the study, it was evident by the explanation given by principals and teachers about the term IE was relevant to the definitions given by many scholars in literature regarding IE, an indication that they knew that they play the most important components on implementation of IE. Principals and

teachers are the ones that need to make sure that IE is implemented holistically for the benefit of all diverse learners irrespective of their barriers to learning or ESNs in mainstream schools. Principals and teachers perceived the term IE positively as a process of accommodating all learners in mainstream schools to remove or eliminate barriers to learning or ESNs. This highlights that it is crucial for principals and teachers to understand the term IE so that they might be able to implement it for the benefit of all learners.

5.3.2. Perceptions of principals and teachers on the implementation of IE

The study also sought to find out from the participants their perceptions concerning the implementation of IE in their schools. This means, if principals and teachers are able to give their views on implementation of IE in mainstream schools that might help the department to see, 'How far is the implementation of IE in mainstream schools.?' 'What needs to be done by policy makers to improve and fast track the effective implementation of IE in mainstream schools.' The findings show that most of participants felt IE was an ideal strategy for the benefit of all learners because it does not discriminate, rather eliminates or removes barriers to learning or learners with ESNs.

Although DoE (2005) posits that the greatest challenge to the implementation of IE is negative attitude. However, the participants felt that if IE is implemented effectively teachers also benefit because it changes their attitudes towards learners with ESNs since they are not trained for that. This implies that, lack of training for teachers in IE may result to the negative attitude towards the program. Nel, Muller, Hugo, Hellding, Backmann, Dwyer and Skarling 2011; Donohue and Borman, 2014; Vacoe, and Boyle, 2014) in their study done in South Africa and Sweden have a view that teachers' attitude can change if teachers are provided with proper training and well planned information and the necessary support structure to implement IE.

One of the principles of IE stipulates that it changes the attitudes of teachers and behavior to meet the needs of all learners in their diverse classrooms (DoE, 2001). In agreement with the findings of the study are Fakolade, Adeniyi, and Tella, (2017) who state in their research, some educators had negative attitudes towards learners who experience

barriers to learning or SNs. For instance, in this study, the reason teachers gave amongst others, was that they felt they were obliged to implement policies that they were not consulted about. This means they did not have a clear understanding of the demands and changes of implementing IE and often lacked adequate time for workshops and to prepare for the implementation.

Another important fact that was identified from the study was that, lack of consultation causes problems in teaching and learning because teachers' negative attitude may lead to poor performance by teachers as well as learners. However, perceptions of principals and teachers were that IE is good in the sense that it assists teachers to change their negative attitude towards learners with barriers to learning or ESNs and that would promote inclusion in their classrooms; although, there still seems to be a gap in the implementation of IE in AWED.

5.3.3. Challenges encountered by inclusive teachers

In this study, the findings revealed a number of barriers to learning such as behavioural problems, reading, writing, poor vision, hearing problems, speaking and listening. The study found behavioural problem as the most common barrier to learning because nothing can happen if there are disturbances in the classroom. Malekpour (2007) concurs with the above statement as he observed that regular teachers were not trained on how to cope with children with behavioural problems in their classes. This means that teachers in mainstream schools need to train to handle learners with behavioural problems as it is a serious problem which is experienced in today's classrooms due to uncontrollable learner's behaviour. Yet the BEST promotes that principals and teachers as implementers of IE play a big role in developing learners when teaching and learning take place. Hence, their roles can be seen in a number of environmental systems (detailed information in Table 1, Chapter 2). Their roles can be seen in systems namely: meso-system (learner interaction between school and parents/guardians); micro-systems (learner interaction with educators, friend and family) and exo-system (organizations that influence learners eg. SGBs and NGOs). Perceptions of principals and teachers on challenges encountered by inclusive teachers in this study have negative towards IE due to the challenges that

are mentioned ranging from behavioural problems, resources, learners' skills and overcrowding. This makes it difficult in AWED to implement IE effectively.

Another challenge revealed in this study was that of listening because other learners failed to understand and could listen due to deafness. Moreover, the results of the study showed that there were no resources such as hearing aids for such learners neither there were learning material such as Braille or those learners with visual impairments. Learners differences in their pace and style of learning was also identified as another challenge, hence teachers have to try and use different methods in order to accommodate all diverse learners in his or her classroom. Hence, Vygotsky's theory of learning and constructivism aligns with the above sentiments and is mostly applied in learning strategies.

5.4. Screening and identification

Screening and identification are most crucial terms used in the implementation of IE to ensure that learners are catered for and assisted whenever there is need of support. The two crucial terms are mentioned in SIAS document and their main purpose is to screen and identify learners who experience barriers to learning and development (DoE, 2008) in the implementation of IE in mainstream schools. These terms seem to be the first steps on the implementation of IE.

5.4.1. Screening

Findings on how learners are screened indicated that principals and teachers seemed to comply with the policy on screening, identification, assessment and support (SIAS) document in South African context. For instance, it was revealed that they screen learners at the beginning of the year in a new school through the profiles of learners from various schools as well as in the beginning of each Grade as supported by the (DBE, 2014).

Although most participants had knowledge about screening, they did not mention other critical factors when screening learners such as recording their findings that lead to identification of learners. This is suggested in (DBE, 2014) because it is stated clearly that the teachers must screen all children at admission as well as in the beginning of each

phase and record their findings in the Learner Profile (LP). The LP document serves as an excellent tool for teachers to plan intervention strategies and support on daily basis for all learners as part of their teaching and learning.

From the document analysed, the researcher found that, all schools have SIAS document and this could mean that those documents are not used by teachers in mainstream schools. Principals and teachers might have failed to discuss the availability of this document so that everybody would be at the same level of understanding and remind each other when the documents are to be implemented. Reason being in SIAS documents there are forms that need to be completed especially for learners with barriers to learning or SNs.

Those forms include SNA1 (Assessment and Intervention by teacher); SNA2 (Assessment and Intervention by School - Based Support Team - SBST); SNA3 (Assessment and Intervention by District - Based Support Team - DBST) LP, Individual Support Plan (ISP) as well as form BBE 120 - 126 (DBE, 2014). They also failed to mention how they admit learners who attend school for the first time as stipulated in (DBE, 2014). There are certain important documents that are needed when learners attend school for the first time and they are said to be the build - up of a LP which plays a big role in screening. Those documents include Road to Health document; birth certificate; form completed by the parents as well as proof of parents' ID/ Document of legal relationship. However, the researcher noticed that among the school taking part in the study, there was a school that did not have a single LP which is regarded as important in the implementation of IE. In South African context, when this document is not in place in a particular school that means there is no IE implementation in the school because learners are not screened nor identified. This is against the expectations of the education system which strive for the best for all learners in South Africa as well as worldwide.

5.4.2. Identification of Learners

Another important aspect of the study was to find out how identification the learners with SNs and those with barriers to learning was done and when was this done so that such learners could get necessary assistance at an early stage. Makoelle, (2016) supports this,

when stressing that learners must be identified early in the foundation phase so that the problem can be avoided. In addition to that, Tyagi (2016); Rouse (2017); Hayward (2006); DBE, (2014) mention that schools must be able to identify learners with special educational needs (SNs) and learning disabilities.

In agreement with the findings of the study is research which shows that, identification of vulnerable and diverse learners engages teachers to choose variety of teaching strategies (Walsh, 2018; Mitchelle, 2014) to accommodate these learners when planning their lessons. Therefore, teachers must have the ability to identify and understand the nature of barriers to learning in order to meet needs of all learners.

Vygotsky's assisted learning theory is relevant to the statement as it is a teaching and learning strategy which stresses the importance of the presence of a learner that has ability during teaching and learning. Teachers who understand this theory can use it in the classroom to help them understand the needs of those learners with barriers to learning so as to help them achieve their best in the teaching and learning. Teachers are to take note that if learners are identified at an early age those barriers to learning can be totally removed or eliminated easily.

In addition, Schoeman (2012) mentions that teachers need to know how to identify barriers to learning so that the process of IE can run smoothly and quickly. This means that even identifying learners with barriers to learning or SNs needs skillful teachers so that the implementation of IE (no identification, no implementation), of which that is what is happening in some schools of AWED can be effective. This is because if teachers do not know the terms used in IE, assumptions are that little is done on the implementation of IE. However, the above discussed aspect shows that there is still a wide gap in the implementation of IE in AWED. Teachers mentioned that they screen learners so that they can be able to identify their weaknesses and barriers to learning and SNs. Barriers to learning are viewed by most scholars as something that prevents the learner from benefiting from education system (DBE, 2014; Visser, 2002; Tomlison, 2014). Some principals and teachers perceived screening and identification positively as it benefits all learners by eliminating and removing barriers to learning and ESNs whereas others

principals and teachers spelt out negative perceptions as they do not know these crucial terms for implementation of IE.

5.5. Skills possessed by teachers

All learners are to be taught by skillful teachers so that they can gain knowledge, skills and values that would make them better people in the mere future with or without disabilities. This study found that, some of the teachers in primary schools are not all well trained so that they gain skills to teach inclusive classrooms and accommodate all vulnerable learners. The evidence is from the responses of some principals and teachers that show that other teachers were not skilled in teaching diverse learners in the same classroom. It is also revealed that DoE gives support through workshops to principals and teachers on implementation of IE although it is not proper neither was it adequate but these were are not given enough time to gain skills on the implementation of IE.

Seedat (2018) concurs with this view that the skills of teachers are to be improved so as to effectively manage classes wherein diverse ranges of learning needs are present. DoE (2001) itself in EWP6 outlined that IE should be implemented by trained and skilled principals and teachers to all learners irrespective of their diverse special needs whereas it acts against that. For instance, the Cascade model is used in South African mainstream schools where DoBE opts to favour the approach of training few teachers or professionals in the knowledge and skills then they are to go and train their colleagues (Blanks 2014). In this study, the teachers mentioned that this was the kind of training given to them. Contradictory, Domitrovich, Bradshaw, Berg, Pas, Becker, Musci, and Ialongo, (2016) see this model as not effective because teachers at lower level are not skilled like those who were trained to pass on the knowledge and skills to others.

Yadav; Das; Sharma and Tiwari (2015) mention that the success of the inclusion movement depends on many factors. These factors include: needed revisions and changes in policies, regulatory systems and administrative structures, and the availability of materials as well as, resources. These scholars go on to mention that these are all depended on the skilled classroom teachers. Therefore, teachers need to possess skills that would help them with learning and teaching which assist in implementation of IE.

Regarding the skills possessed by teachers Florian (2008) further suggests that teachers need to have knowledge about learning difficulties and that they need to be skilled in using specific instructional methods. In addition, Engelbrecht and Green, (2007) reveal that most teachers do not have relevant skills to handle the diverse needs of learners. Therefore, teachers need to be skilled and capacitated so that they can strive to accomplish the work expected from them on implementation of IE by the education system. These skills would help teachers to act as agents of change in the IE in their schools. If they are not appropriately skilled they will fail to make a change.

Walsh, (2018) agrees with the statement stressing that teachers need extra support that would empower them with skills to teach diverse learners to remove or minimize barriers to learning in mainstream schools. The study explored that perceptions of teachers and principals on skills are that they do not all possess necessary skills that would assist in the implementation of IE in their mainstream schools.

5.6. Resources used by IE teachers

It was found in this study that inadequate resources are a serious barrier that prevent learners from accessing the teaching and learning effectively which assist to promote IE. All participants mentioned the lack of resources. According to DoE (2001), the successful implementation of inclusive education depends largely on the adequate and appropriate training of teachers and support as well as, adequate provision of teaching and learning materials and other resources in order to meet the needs of any society.

Henerico (2015) is of the same view that there is lack of teaching and human resources when commenting about limitations that retard the successful IE system in SA and Tanzania. a majority of scholars who wrote on the implementation of IE mention the lack of resources as one of major problem that makes it difficult for teachers to implement IE effectively (Donohue and Bornman, 2014); Yadav, Das, Sharma and Tiwari, 2015); Naong and Mateusi, (2014); Adetoro 2014; Muwana, 012

.It is not only South Africa that is experiencing lack of adequate resources for the successful implementation of IE in classrooms, there are countries like Zambia,

Zimbabwe, Lesotho, Namibia, Nigeria, Donohue and Bornman, (2014); Yadav, Das, Sharma and Tiwari, (2015); Naong and Mateusi, (2014); Adetoro (2014) Muwana, (2012).

However, other scholars are of the view that resources are available in mainstream schools; the problem could be the maintenance of these resources. Hence, Bush and Glover, (2016) suggest governing or training to ease the burden of facilities management for the principal and senior staff through the establishment of facilities maintenance committees, drawing upon community expertise. It is of importance that schools are to take note of creating those committees suggested by the DBE that includes maintenance committees which would ensure that the resources are taken care of so that there wouldn't be shortage in the mere future.

Linked with the foregoing assertions, without proper maintenance of all resources from the DBE; stakeholders or teachers improvising, schools will always fall short in effectively implementation of IE. There is a need of teacher trainings to empower them with skills so that they can maintain and make use of the available resources for effective IE. Concrete resources are mostly needed especially for learners with barriers to learning and those with SNs. The perceptions all participants are that education system resources are available and the main the source of resources is DoE in mainstream schools and some schools make means to get extra resources. Their perceptions differ regarding maintenance of resources; some schools maintain resources very well contrary to other schools. One of BEST's environmental systems namely exosystem fits very well because some teachers are using NGOs to get more resources for the benefit of all learners in mainstream schools.

5.7. Content and Assessment

5.7.1. Teaching content

In this study, the researcher noticed that teachers are not teaching content as expected by the DBE in their schools because some teachers were not sure about teaching the content in their classrooms. For example, there emerged a challenge of terminology for non - Afrikaans speakers as it was mentioned in a particular school where language of instruction is Afrikaans. This makes it difficult for deliverance of the content for all diverse

learners. Subjects of specialization which are not being taught by experienced teachers are said to be a challenge. Apart from the above challenges, DoE (2010) reveals that because of curriculum demands and time constraints, it is often a challenge for the teachers to select content which is based on being meaningful; learners' needs and interests; the environment; more than just learning facts, and learners' current levels of functioning.

Learners in diverse classrooms are supposed to be taught content in schools by well trained professional teachers irrespective of learners' SNs or learners' barriers to learning. Content should be knowledgeable to all teachers so that learners gain knowledge and skills that would enable them to be independent and be recognised worldwide (DoE, 2001). In addition the DoE, reveals that content is what is taught in a classroom and what the learner is expected to learn, that is, to know, understand or be able to do. It includes knowledge, values, facts, concepts, skills and attitudes that learners will acquire within their learning environment. Teaching content is quite demanding. When it is taught, teachers have to bear in mind that learners are not the same. Other learners are fast learners and others are slow learners. Teachers have to plan their activities that would be interesting to learners and be patient enough for those who have barriers to learning. When planning for activities teachers should select suitable learning activities for the competency level of each learner.

In any learning and teaching environment which accommodates all learners, teachers are encouraged to modify the content to some extent to help learners to accomplish the expected knowledge, skills and competencies. Before teachers make decisions on how they are going to teach, what they need is to modify, and to identify the content. DoBE introduced CAPS document that has guidelines which are intended to provide teachers, principals, subject advisors, administrators, school governors and other personnel with parameters and strategies on how to respond to learner diversity in the classrooms through the curriculum, DoBE (2011). Furthermore, DoBE, (2011) posits that those guidelines comprise of sections namely: understanding diversity in the classroom; responding to diversity through the curriculum, differentiating the curriculum, analysing, recording and reporting on assessment; accessing support for curriculum differentiation.

All these sections serve as a purpose of accommodating and addressing barriers to all learners in the classroom environment.

The DoBE added another document called NECT which make it easier for every teacher to plan the work towards the teaching of content through use types of text books according to the choice of schools. Programs of each and every day lessons appear in the NECT document. When teaching content different strategies of teaching should be adopted that allow learners to participate fully so that learners can all gain knowledge and skills. This study explored that principals and teachers perceived content and pedagogy differently as some are confident about content and pedagogy due to experience and subject specialization whereas others are not so sure about the content because of medium of instruction (Afrikaans) and even feel that they are failing to meet needs of all learners in mainstream schools.

5.7.2. Assessments

Adewumi (2014) sees assessments as assets in the effective implementation of inclusion of learners with special education needs as well as learners with barriers to learning in the case of this study, mainstream school. In addition, (Gaitas and Martins, 2017) mention that the central element of differentiated instruction is the regularly ongoing assessment that allows teachers to adapt and scaffold all students learning with appropriate procedures, materials, and activities. In addition this allows for student engagement in instruction through alternative learning and teaching modalities, appealing to different interests and using different degrees of complexity accordingly to the student's actual needs.

With regard to the two mentioned statements above, one may conclude that assessment of learner's work plays a big role in the implementation of IE. This is supported by students interviewed by Gulikers, Runhaar and Mulder, (2017) who reported that assessments allowed them to show what they can do or that the assessment made them aware of everything they unconsciously learned in their classrooms.

According to Schoeman (2012) teachers should know how to address barriers to learning by using the forms of assessment that are used, as well as their classroom methodologies. On the other hand (Fourie, 2016) posits that teachers should do appropriate assessment so that they can give necessary support to address barriers to learning (Fourie, 2016). Teachers use assessment in their classes to check their achievement in teaching and learning that is why they are to plan their daily activities to achieve their objectives. Although teachers do their assessments, the results of the study indicated some of the teachers were still utilizing traditional methods and terminology to teach instead of using the new terms in DBE documents namely: formative, summative and diagnostic assessments. These types of assessment are said to serve a purpose (Dolin; Black; Harlen and Tiberghien, 2017) in the implementation of IE. The researcher explored that principals and teachers have positive perceptions on the assessment of learners it is as done in all schools in main stream schools although document analysis revealed it is not done effectively because some teacher's master files were not well presented as well as some learner portfolios.

5.8. Teaching Strategies adopted by Teachers to ensure Implementation of IE

Teachers are the implementers of IE in each and every school who are to make sure that suitable strategies are applied for effective implementation of IE. The DoE, (2001) gives a mandate to teachers to adapt appropriate strategies that are effective for all learners in the classroom so as to meet their needs. Identification of vulnerable and diverse learners engages teachers to choose a variety of teaching strategies (Walsh, 2018 and Mitchell, 2014) to accommodate these learners when planning their lessons. Moreover, Bush and Glover, (2016) citing Mji and Makgato (2006) point out that learner achievement is directly influenced by teaching strategies. Teachers need to use different strategies for teaching and learning in their classrooms so that they can produce independent and valuable citizen. To address these barriers to learning, teachers should use various curriculum strategies as recommended by (DBE, 2010). In addition, DBE, (2011) encourages teachers to create their own innovative strategies.

Vygotsky's theory of learning and constructivism aligns with the above sentiments and is mostly applied in learning strategies that is why it fits very well in the study. The Social Development theory of Vygotsky has got many implications for teaching and learning techniques and strategies for classroom activities in an inclusive system particularly for this study. This is because it shows the importance of including low performing learners with more able learners so that the low performing learners can be assisted to perform better within an encouraging environment. This is termed learner - centered approach and allows all learners to participate in their education.

Participants mentioned that they use learner-centered approach which is good for learning and teaching as well as implementation of IE. Although teachers did not mention the current terminology for strategies like cooperative learning; differentiated instruction; actively based learning (ABL); peer tutoring; and learners' support, their responses show that they are using relevant strategies that improve the implementation of IE though use of old terminology was still evident. For example participants mentioned the use of role play which is said to be ABL which one of the best strategies to teaching and learning environment. The results of the study show that it is important that principals read the documents that are aligned to issues of IE and also encourage teachers too so that they be well versed with relevant and new terminology which should be used when implementing IE. In fact three of Vygotsky's theories namely learning and constructivism; Social Development theory and assisted learning, talk to this study because they are about development of learners cognitively using various strategies when teaching and learning takes place in mainstream schools. (Singal, 2006) mentions that the way that environmental systems work together can improve the quality of development as well as teaching and learning. This can only happen when appropriate strategies are used. This study explored that perceptions of principals and teachers on strategies adopted to ensure implementation of IE highlighted that different strategies are used effectively in mainstream schools and they accommodate all learners in the classroom although teachers need to read the recent documents and use current terminology.

5.9. Monitoring and support mechanisms available for IE

Implementation of IE needs massive support in mainstream schools that means everybody who is involved in education system is to be supportive in one way or another. Hence, DoE, (2001) emphasized that teachers must have adequate training and sufficient support to successfully implement inclusion anywhere in the world. Furthermore the DoE, (2001) stipulated a set of regulations and implementation guidelines exist which set out the monitoring and the respective roles of those involved in ensuring inclusion of all learners. Therefore, support and monitoring plays a big role on the implementation of IE so that teachers meet the needs of all diverse learners.

5.9.1. Support and monitoring by Principals

Another finding of the study was that, principals in some schools in AWED seemed not to be fully supportive to teachers to ensure implementation of IE program. This may result in the lack of implementation of IE in mainstream schools. Principals' core purpose is to develop and empower teachers (DBE, 2015). Principals have crucial role of bringing about inclusion in their schools (Wood, Spandagou and Evans, 2015; Faas, Smith, and Damody, (2018) and to encourage teachers to implement IE effectively to meet the needs of learners. They get support from DBE through the introduction of support teams such as ILSTs also known as SBSTs and DBSTs to help with the improvement of the implementation of IE (DBE, 2014).

Principals are supposed to work with SBSTs as ex-officio to provide support to all teachers to ensure that inclusive education is implemented properly in mainstream schools. In support of the findings of the study are Nel, Muller, Hugo, Hellding, Backmann, Dwyer and Skarling 2011; Donohue and Borman, 2014; Vacoe, and Boyle, 2014) in their studies one in South Africa and Sweden who concur that teachers should be provided with proper training and well planned information and the necessary support structure to implement IE.

School Based Support Teams look thoroughly to the information about the learner with barriers to learning submitted to them by the teacher concerned and then respond to the request for assistance with interventions and plans for learner, (DoBE, 2014). DoE (2005) declared that ILSTs also known as SBSTs are established as an institution - level

support mechanism whose primary purpose is to put in place coordinated learners and educators support services (DBE, 2014). In spite of all these plans and contributions, DBE still posits that special schools, district offices as well as, mainstream schools in this case do not have adequate specialist professional support staff. In addition, there is also a shortage of mid-level workers such as therapy assistants and non-teaching staff to provide support (DBE, 2015) that would support and assist all schools with necessary assistance for learners at risk. This study explored that some principals and teachers have positive perceptions regarding support of teachers on inclusion because some mentioned that their principals give enough support and even encourage them to further their studies. On the other hand, some principals do not give support teachers with necessary assistance as some teachers spelt out that their principal is not supportive at all.

5.9.2. Support by other Teachers

Most teachers that were interviewed showed that they are getting support from each other and from the support teams that are formulated by the districts within the schools. Teachers mentioned that they make use of school based support teams (SBSTs) in their schools that help in process of IE. These SBSTs work in line with guidelines for support of DBE (2014) that they are to make assessment and intervention strategies to assist learners with barriers or learners with SNs in mainstream schools. The support given by teachers to other teachers was an indication of collaboration and team work, which is ideal for the implementation which is good for IE.

Documents analysed show that some teachers mentioned that they gather in meetings to discuss learners' area of concern and give each other advises on some situations and did referrals to the district officials (DBST). This shows a strong relationship between teachers that are in a mission to improve the implementation of IE. However, the findings also showed that not all teachers in mainstream schools are working as a team so that they meet the needs of all learners in their schools because they did not mention this kind of support and there is no evidence in document analysis in regard with that. This study explored that teachers have positive perceptions regarding the support from other

teachers as they work as team but some teachers did not mention working together with supporting teams (SBSTs) that are making sure that learners at risk are assisted there and then.

5.9.3. Support and Monitoring by District Officials

The researcher found out that District Officials namely district based support team (DBST) is not supportive in all school in AWED meaning that they are failing the implementation of IE program and that makes imbalance in terms of the job that they are supposed to do. Principals and teachers see implementation of IE as good but there is still a cry out there about the monitoring of the implementation of IE so that people may know what is expected of them. This statement is exactly what is said by the DoE, (2001) stating that a set of regulations and implementation guidelines exist which set out the monitoring and the respective roles of those involved in ensuring inclusion of all learners. Supporting few schools in the district does not mean that all is well with other unsupported schools in the implementation of IE. They are to give support to all mainstream schools in the district regarding the implementation of IE.

One of the most crucial role of DBSTs is to orient management and professional staff to IE and establish early identification of procedures in primary schools' foundation phase (Grade R - 3) (Brown 2015). DoBE posits that special schools and district offices do not have adequate specialist professional support staff and there is also a shortage of mid-level workers such as therapy assistants and non-teaching staff to provide support (DoBE, 2015). DBST is to give enough support to all teachers in the district with strategic plan which help SBSTs with necessary steps for vulnerable learners in mainstream schools.

The support that is given by DBST in schools should be monitored and sustained throughout. Supporting and monitoring by the district all teachers would assist teachers in the implementation of IE and that they would be able to remove or minimize the barriers to learning or SNs. The researcher explored that some principals and teachers have positive perceptions on support and monitoring by the district because they had regular visits and meetings with the district and document analysis portrayed that, whereas other

schools do not get support and monitoring all of which this shows that AWED still struggles with the IE process.

5.10. Summary

This chapter dealt with the discussions of findings presented in the previous chapter. The discussions of findings done on the topics focused and addressed the headings of the research questions. The results were that IE is not yet implemented effectively in mainstream schools in AWED. The major finding in the study is the lack of support and monitoring of the implementation of IE by district officials as well as principals. The following chapter presents a summary of the findings, conclusion and recommendations of the study.

CHAPTER SIX: FINDINGS, CONCLUSION AND RECOMMENDATIONS

6.1. Introduction

This chapter discusses the summary of research findings, conclusions as well as recommendations regarding the perception of principals and teachers on implementation of inclusive education in three primary schools in AWED.

6.2. Summary of the research findings

The purpose of the study was to investigate the perceptions of principals and teachers on the implementation of IE in three primary schools in AWED. The objectives of the study were as follows:

- To find out how learners with special needs and barriers to learning are identified and screened by teachers.
- To examine the skills which teachers possess to enable them implement inclusion of learners with special education needs and barriers to learning.
- To find out strategies adopted by teachers to ensure inclusion of learners with special needs and barriers to learning.
- To find out how content (including assessment), and pedagogy are adapted to ensure that it meets the needs of all learners.
- To identify the support including training and monitoring provided to teachers by schools and District Department of Education to enable them to implement inclusion well.

Considering the objectives of this research above, the findings have led to the achievement of the goals that the researcher wanted to achieve. The findings of the study are summarized and organized under the research themes emanating from the research questions.

6.2.1. Qualifications and experience of Principals and Teachers

The study found out that principals and teachers do have professional qualifications as they possess relevant diplomas and degrees that allow them to teach in South African schools. Although the research also revealed that only one principal did not meet the requirement of principal-ship as he holds only a diploma while the education system in South Africa requires senior degree for such a position. Few principals and teachers had furthered their studies and even studied relevant courses to IE that would help the improvement of the implementation of IE in their respective schools. Thus, it may be concluded that the experience of principals and teachers is quite appropriate although there is lack of experience in the implementation of IE.

6.2.2. Implementation of IE

On the implementation of IE, the study found out that seemingly principals and teachers were able to give the clear definition of IE, meaning that the DoBE did a good job by introducing the programme in schools. As such it may be inferred that the implementation of IE may fail in schools if the right procedures are not followed by implementers (principals and teachers). Furthermore it emerged that implementation of IE could change teachers' attitude towards learners with barriers to learning or learners with ESNs. The study found out that principals and teachers may not be able to view IE as good or bad because they might not be implementing IE or little is done in their schools in AWED. In spite of the fact that IE is viewed as a better strategy towards inclusivity in schools, there are still challenges varying from school to school ranging from overcrowded classes, visual problem, hearing problem, funds, resources and behavioural problems emerged as the worst. Apart from behavioural problems, low levels of writing and reading skills also emerged as challenges mentioned by teachers. As much as there are positive perceptions on the implementation of IE being good there are also negative perceptions spelt out by principals and teachers since they could not express their views on the implementation of IE.

6.2.3. Screening and identification

In terms of screening and identification it was revealed that that the most crucial terms in the implementation of IE were known clearly by some principals and teachers although they did not mention all the processes of screening and identification that would assist for effective implementation of IE. The study concluded that the documents distributed by the education system to schools were not read and discussed so that the teachers and the principals understand and use them effectively. Furthermore, the information teachers got from workshops and training appeared not to be put in practice. Thus, it may be inferred that blame might be put to principals that they did not encourage teachers to implement IE as they were to lead and manage the programme. Positive perceptions of some principals and teachers highlighted that screening and identification benefit all learners by eliminating and removing barriers to learning and ESNs whereas others principals and teachers spelt out negative perceptions as they did not know these crucial terms for implementation of IE.

6.2.4. Skills possessed by teachers to ensure inclusion

The study revealed that not a single principal mentioned that they had attended any training or workshops on the implementation of IE although other principals seem to have knowledge of IE. The study also found out that some principals and teachers furthered their studies and others even took studies on remedial courses that are part of IE programmes. Departmentally, workshops and training are done although there was an outcry among the participants that the period for those workshops was not enough as it took two to four days yet there was too much work to be covered during such workshops and trainings.. The study also found out that despite the contribution to teachers to gain skills by the education system through AWED, some principals did not send teachers to those workshops because evidence is available that teachers are invited to attend workshops. The study found out that only a few teachers trained by the district from each school go back to their schools to share the information with other teachers and there was doubt about that whether teachers would get appropriate information. On the other hand, the study found out that the good practices were evident in one school and that

teachers held meetings where they discussed improvements and some other area of concerns that need to be attended to minimise barriers to learning. Furthermore, evidence was that teachers work as a team. Perceptions of principals and teachers on skills they possess are that they do not all have necessary skills that would assist in the implementation of IE in their mainstream schools.

6.2.5. Resources used by the IE teachers

Appropriate and enough resources for teaching and learning which helps in the implementation of IE need to be available in schools especially concrete materials (things that learners can see and touch during teaching and learning). One of the findings of this study indicated that resources are available in schools and that the education system is the source of most resources. Some schools do a lot to get extra resources from NGOs to assist learners with necessary skills in their learning such as reading. Moreover, the study observed that teachers improvise for other resources such as concrete materials to assist in teaching and learning.

Despite the issue of resources being highlighted as a major challenge in schools, the study observed that in some school's resources might be available but, however, they are not maintained and used because some principals revealed that resources are there but some teachers use them sometimes or others do not use them. This has resulted in some of those resources being kept in safe places. Despite this response by other principals; teachers had a different perspective all together as they mentioned that they use resources available in their schools. Subsequently, the researcher came to the conclusion that IE is not effective in some schools because learners are not assisted when teaching and learning takes place in a classroom. Appropriate resources are needed mostly for learners with barriers to learning and learners with SPs. All participants perceived that resources are available in their schools and the source of those resources is the DoE. Their perceptions differ on usage and maintenance of those resources that might be difficult for AWED to implement IE effectively

6.2.6. Content and assessment

The study revealed that responses from principals to teachers vary especially on the teaching content in diverse classrooms. This shows that the teaching of content in schools is not effective because the use of CAPS and NECT documents should give teachers the same level of understanding and coverage of work in the subjects they teach. There are teachers who are comfortable and confident in teaching content in their classes because of their experience in teaching and subject specialization. On the other hand, the study also found out that some teachers are not sure about content because of subjects of specialization and also the medium of instruction that is used in certain schools.

The researcher found out that in all three schools assessment is being done and teachers' master files and learners' portfolios are evidence of that. Furthermore, the study noted that assessment is not 100% because some teachers' files and learners' files were found in a haphazard manner. In essence, content and assessment are not effectively done in schools in AWED.

6.2.7. Strategies used by teachers in implementing IE.

The study discovered that teachers are using a variety of strategies that are effective in accommodating all learners when doing their lessons in their classrooms. These strategies are assisting in promoting the implementation of IE. However, the challenge is that they are not using the terms that are introduced by the education system. This means that teachers are not reading and using the documents that are sent by the department despite their good use of strategies.

6.2.8. Support mechanisms and monitoring available for IE

The findings of the study point out that some principals support their teachers with the process of implementing IE in their schools as mandated by DoE that they are to capacitate themselves and other teachers and encourage them to further their studies. For instance, it was revealed from the findings that some of the principals allow teachers to attend workshops and training so that they gain knowledge about the implementation

of IE. By so doing they allow teachers to attain professional growth that would also help learners in return. The researcher also noticed that the principals were supportive to their teachers and took time to monitor them for effective implementation of IE.

On the contrary, some of the findings showed that there were some principals that did not give enough support to teachers and it was worse with those principals who do not support teachers at all as perceived by teacher. This means that there is little that is done towards the implementation of IE or no implementation is done. In other words when there is no support there is no monitoring from principals. Thus, it may be concluded that such a programme that is meant to assist and accommodate vulnerable learners could not be implemented as expected for the benefit of all learner irrespective of their challenges.

The study also found out that teachers support each other and that they use SBSTs to help them with any challenges that they encounter that are related to the implementation of IE. Meanwhile, it was also deduced from the results that, the district does support some schools in the implementation of IE by conducting workshops and training although, the researcher picked up from perceptions of principals and teachers that, not all schools were monitored by district officials. District officials may have failed the implementation of IE in terms of monitoring.

6.3. Conclusion

This study sought to investigate the perceptions of principals and teachers on the implementation of IE in primary schools in AWED. A Sample of three schools was selected. These included two urban schools and one rural school. Implementers of IE from the DoBE were used in a case study. Semi-structured interviews and document analysis were used to collect the data.

The researcher concluded that some of the principals do not qualify for their positions as well as teachers of which this might fail schools to implement IE effectively. Principals and teachers had positive and negative perceptions on skills they possessed in the sense that that they were not all well trained on the implementation of IE and nothing was said about training of principals who were suppose to encourage implementation of IE.

The results also raised awareness that teachers need to be empowered with appropriate skills that would enable them to meet the needs of diverse learners in terms of barriers to learning or SNs in mainstream schools. Furthermore, it may be concluded from the findings of the study that though the DoBE introduced IE to principals and teachers there was evidence that some of them were failing to read and use the documents issued by the DoBE with current terminology as prescribed in such documents. For instance, there are crucial terms such as screening and identification as well as other terms that teachers and principals were expected to know in teaching and learning that promote the implementation of IE. In essence, this would avoid situations as was experienced in this study when some of the respondents failed to respond to some of the questions relating to the implementation of IE.

Lastly, it may be concluded that the emerging results raise awareness that teachers need to be empowered with appropriate skills that would enable them to meet the needs of diverse learners in terms of barriers to learning and ESNs in mainstream schools. As much as the DoBE tried to equip IE implementers but other principals failed to send teachers to workshops and training for the programme of IE.

Perceptions of principals and teachers regarding the availability, use and maintenance of resources were that not all teachers admitted to be using and maintaining the available resources so that they meet the needs of learners or keeping them in good condition for couple of years. In this study, positive and negative perceptions of principals and teachers made the researcher to conclude that content is taught in mainstream primary schools but not all teachers were teaching content and doing assessments effectively for the benefit of all learners with/without barriers to learning or ESNs.

Principals and teachers perceived positively on implementation of IE on strategies they used to ensure inclusion in mainstream schools. Hence, the researcher concluded that there were a variety of appropriate teaching strategies that were used by teachers when teaching and learning takes place. The only thing they need is to be encouraged to read the terms in the documents issued by the DoBE. These results obtained from this study might raise awareness to the DoBE that although most principals and teachers view implementation of IE as ideal to promote inclusivity, there is lack of support and monitoring

as perceived by principals and teachers that not all schools are supported and monitored. In essence, it may be concluded as shown by the results of the entire research study that IE is not implemented in an effective and efficient manner in primary schools in AWED as expected by DoBE.

6.4. Recommendations

Based on the research findings above, the study recommends that:

- Department of Education must have special budget for inclusive education.
- More workshops and in - service training must be organised so that teachers could get more information about inclusive education.
- All teachers should be –given an opportunity to attend continuous workshops and training on IE.
- Principals also should get training so that they would be able to encourage, support and monitor the implementation of IE in their mainstream schools.
- DBSTs must have regular visits to schools to support teachers on monthly basis.
- Remedial classes must be introduced in schools so that learners can get enough time to be assisted on areas concerned.
- Teachers must be encouraged to further their studies and capacitate themselves especially in all aspects of IE.
- Teachers must be dedicated and show determination by going an extra mile and improvise for the implementation of IE.
- Principals and teachers must be encouraged to read and understand inclusive education documents.

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APPENDICES

APPENDIX A: Letter of application for Ethical Clearance

P.O. Box 278
Alice
5700
10 September 2018

The Chairperson
University Research Ethics Committee
University of Fort Hare
Alice

Dear Sir/Madam

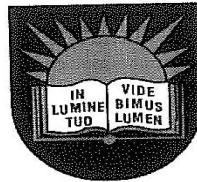
Re: Application for Ethical Clearance

I hereby apply for Ethical Clearance for my research. My research will be on perceptions of principals and teachers on the implementation of inclusive education in three primary schools. A case study in Amathole West Education District.

Hoping that this application will receive your favourable consideration.

Yours Sincerely
N. Magwa (Miss) - 8934175

APPENDIX B: Ethical clearance certificate



University of Fort Hare
Together in Excellence

ETHICAL CLEARANCE CERTIFICATE **REC-270710-028-RA Level 01**

Certificate Reference Number: REM041SMAG01

Project title: **Perceptions of principals and teachers on the implementation of inclusive education: A case study of three primary schools in the Amathole West Education District.**

Nature of Project Masters in Education

Principal Researcher: Nondumiso Magwa

Supervisor: Prof S. Rembe

Co-supervisor: N/A

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above. This certificate is valid for a year from the date of approval; thereafter, the Principal investigator/s will be expected to apply for renewal.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document;

- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research.

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: *Research that includes children as per the official regulations of the act must take the following into account:*

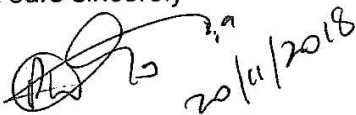
Note: The UREC is aware of the provisions of Department of Health Charter of Ethics in Health Research Principles, Processes and Structures; DOH 2015, signed by the Minister of Health in March 2015. This certificate is granted in terms of the provisions of the above-mentioned document.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
 - Any unethical principal or practices are revealed or suspected;
 - Relevant information has been withheld or misrepresented;
 - Regulatory changes of whatsoever nature so require;
 - The conditions contained in the Certificate have not been adhered to.
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office.

The Ethics Committee wished you well in your research.

Yours sincerely



Professor Pumla Dineo Gqola
Dean of Research

12 November 2018

APPENDIX C: Letter requesting permission to conduct Research



University of Fort Hare
Together in Excellence

N. Magwa
Faculty of Education
Alice Campus
05 September 2018

Department of Education
Eastern Cape Province
Bhisho

Dear Sir/Madam,

Re: Permission to Conduct Research for MEd Studies - Ms N. Magwa (Student Number 8934175)

I would like to confirm that I am pursuing MEd degree at the Faculty of Education, University of Fort Hare. My research title is **“Perceptions of principals and teachers on the implementation of inclusive education: A case study of three primary schools in the Amathole West Education District”**. My research proposal has been approved by Faculty Research and Higher Degrees Committee and Senate Higher Degrees Committee. I am supposed to collect data from Amathole West Education District and schools after I receive ethical clearance certificate which I am currently applying from the University of Fort Hare. I would be grateful if you could grant me permission to conduct the study.

Yours Sincerely,

N. Magwa
MEd Candidate
Faculty of Education, Alice Campus
University of Fort Hare

APPENDIX D: Consent Form

I,....., hereby give consent to participate in the research study on perceptions of principals and teachers on the implementation of inclusive education in three primary schools in Amathole West Education District.

I hereby confirm that I understand the contents of the document and the nature of the research project. I consent to participate in the research study. I understand that I am at liberty to withdraw from the project at any time should I desire.

Signature

Date

APPENDIX E: Interview Guides

Interview guide scheduled for teachers.

I am Nondumiso Magwa, a MEd Honours Student at the University of Fort Hare, Faculty of Education. As a requirement of my study, I am conducting a research on Perceptions of principals and teachers on the implementation of inclusive education: A case study of three primary schools in the Amathole West Education District. I am currently collecting information on teachers in primary schools. I shall be grateful if you can spare some few minutes in your school time to participate in the interview. I wish to guarantee you that any information you will provide will remain confidential and not be disclosed to anybody. I assure you that I will not make available information to anybody other than myself.

Therefore, you are kindly requested to answer the questions below as honest as you can as responses would assist in providing information on perceptions of principals and teachers on the implementation of inclusive education in three primary schools in the Amathole West Education District.

Personal information of participants.

- 1. Location of the school** : Urban () ; Rural ()
- 2. Gender** : Male () ; Female ()
- 3. Marital status** : _____
- 4. Age range** : Below 20 years () ; 20 - 29 years () ; 30 - 39 years () ; 40 - 49 years () ; 50 - 59 years () ; 60 - 69 years ()
- 5. What grades are you teaching?** _____
- 6. What subjects are you teaching?** _____
- 7. Your experience as an educator.** _____
- 8. How many years teaching in the mainstream?** 1styr () ; 2ndyr () ; 3rdyr ()

Interview guide scheduled for teachers continued.....

9. What is your academic qualification? _____

10. What is your professional qualification? _____

Resources used by teachers to implement inclusive education

1. What resources are available at your school to help you deal with the learners with barriers to learning or learners with SENs?
2. What other materials can you advise other teachers to use in order to be effective inclusive teachers?
3. How do you maintain the resources you use for inclusive classroom?
4. State all sources that provided the resources that could address barriers to learning and learners with special needs.
5. In your view, how effective are those resources to implement inclusive education.
6. Can you explain how inclusive teachers do when there is shortage of resources to ensure the effectiveness of the implementation of IE?
7. Can you explain how you assess learners in your school?

Implementation of Inclusive education

1. What is your understanding of IE?
2. How do you perceive IE?
3. Can you explain, why you think IE is the best or worst move taken by the government?
4. What challenges do you encounter in an inclusive classroom?
5. What changes would you like to see being implemented in your school to make implementation of IE effective?

6. In what way can these challenges be addressed so that all learners are catered for?
7. As an inclusive teacher, what pressure does inclusive classroom put on you?

Support mechanisms available for IE

1. What kind of support did you receive from staff members?
2. What type of support does your principal give you?
3. What training did you receive to support you in IE?
4. How are you supported by SBSTs as IE teacher?
5. What resources are available to support IE?
6. How do you maintain resources you use for IE?
7. Explain how your school supports the implementation of IE?
8. Explain how adequate is the support they give?
9. What support does your school get from the departmental district officials in the implementation of IE?
10. Which type of support would you expect as IE teacher from your school or the department?

Monitoring strategies for implementation of IE.

1. How does the school SMT monitor the implementation of IE in your school? Please explain.
2. Explain how the district officials monitor the implementation of IE in your school?
3. In your view are the monitoring strategies beneficial to your school?
4. Explain how the district officials monitor and moderate the implementation of IE in your school?
5. Explain how the moderation strategies are beneficial in the implementation of IE?

Identification and screening by teachers.

1. What do you know about screening process?

2. Why do you screen learners in your school?
3. As inclusive teacher can you explain what barriers to learning are?
4. Which steps do you take when you are screening and identifying learners?
5. What challenges do you encounter in screening and identifying learners with SNs and barriers to learning?
6. Which kind of barriers to learners experienced by learners?
7. What kind of support - services are available for learners with SNs and barriers to learning?

Skills possessed by teachers.

1. What qualification do you have as for inclusive education teachers so that you can meet the needs of all learners?
2. Where did you get the training and how long did it take?
3. Which other training programmes do you get to equip you so that you can improve your performance in implementing IE?
4. What level of professional training did teachers in your receive on IE programme
5. How do you organise curriculum to cater for all learners?
6. Which other training programmes are provided to improve your performance in implementing IE?

Strategies and its effectiveness in the implementation of IE

1. Which strategies do you use to teach learners with special needs and barriers to learning?
2. Could you briefly explain how effective are those strategies in implementing IE?
3. What additional responsibility do you have to ensure that you meet needs of all learners in the class?
4. How do you arrange your classroom as it is has learners with SP or barriers to learning?
5. How do you organise content in order to cater for all learners?
6. How do you assess learners in your inclusive classroom?

Interview Guide scheduled for Principals.

I am Nondumiso Magwa, a MEd Honours Student at the University of Fort Hare, Faculty of Education. As a requirement of my study, I am conducting a research on Perceptions of principals and teachers on the implementation of IE: A case study of three primary schools in the Amathole West Education District. I am currently collecting information on teachers in primary schools. I shall be grateful if you can spare some few minutes in your school time to participate in the interview. I wish to guarantee you that any information you will provide will remain confidential and not be disclosed to anybody. I assure you that I will not make available information to anybody other than myself.

Therefore, you are kindly requested to answer the questions below as honest as you can as responses would assist in providing information on perceptions of principals and teachers on the implementation of IE in three primary schools in the Amathole West Education District.

Personal Information of Participants.

1. Gender : Female () Male ()

2. Age range: 20 - 29 years () 30 - 39 years ()

40 - 49 years () 50 - 59 years ()

60+ years ()

3. Marital status: Single () Married () Widow ()

4. Highest professional qualification

Bachelor of Arts + Post-Graduate Certificate in Education ()

Certificate/Diploma in Education + Bachelor of Education..... ()

Masters in Education..... ()

Interview guide scheduled for principals continued.....

Any other; please specify..... ()

5. Length of service as a teacher:

1 - 5 years () 6 -10 years () 11 + years ()

6. Length of service in the principal position:

1-5 years () 6-10 years () 11 + years ()

TOPIC: Perceptions of principals and teachers on the implementation of inclusive education: A case study of three primary schools in the Amathole West Education District.

1. What qualifications are required for teachers to implement in IE?
2. Do inclusive education teachers in your school meet the requirements? If not, to what extent do their qualifications vary from what is officially required?
3. State professional training possessed by IE teachers in your school that enables them to implement inclusive education effectively.
4. What do you understand about screening process?
5. Why is it important to do screening process in your school?
6. How do you ensure that screening process takes place in your school?
7. How are learners assessed in your school?

8. What type of resources do teachers in your school use when implementing IE? Who provides the resources?
9. Can you explain the availability of these resources used by teachers? Explain further, please.
10. How are these resources maintained by teachers in your school?
11. To what extent do shortages of resources in the implementation of IE affect the teaching and learning inclusive classroom?
12. What is the contribution of parents, in terms of supporting implementation of IE for their children?
13. What is the contribution of other interested parties such as the Department of Education, NGO's and Book Publishers in terms of supporting with resources for their children?
14. How would you advise on provision of necessary appropriate materials which could assist in implementing IE programmes?
15. Which part do teachers find difficult to implement IE programmes?
16. Could you briefly explain why they experience this difficulty?
17. In your own understanding what other challenges experienced by teachers in the implementation of IE in their inclusive classrooms?
18. What are the teaching methods used by teachers in their IE lessons? Could you please explain why they use them?
19. How do you ensure smooth running of your mainstream school in your school? Can you elaborate?
20. How do you monitor the implementation of inclusive education programmes done by your teachers?

21. What is your role as principal to ensure that IE programmes are implemented effectively?
22. What advises would you give your teachers to improve the implementation of IE to ensure that all learners are catered for?
19. Can you suggest, what could be the main problem teachers have in the implementation of IE.
20. How do you support these teachers on these problems? Can you elaborate?
- 21 Can you explain the role played by parents to ensure that implementation of IE?
22. What support does your school get from the departmental district officials in the implementation of IE?
23. How do the district officials monitor the implementation of IE in your school? Are you satisfied or not, explain further.
- 24 How do you work together with SBSTs to support learners with barriers to learning or SN?

APPENDIX F: Editor's Letter of Declaration

BBC Language and Editing Services

I, **BELLITA BANDA-CHITSAMATANGA** hereby confirm that I have proof read and edited the following **MASTER OF EDUCATION** Dissertation for

Nondumiso Magwa (Student No 8934175)

TITLED

Perceptions of principals and teachers on the implementation of Inclusive Education: A case study of three primary schools in the Amathole West Education District.

The Windows 'Tracking' System was used to reflect the comments by the editor and suggested corrections to be undertaken by the author.

During the process of the proof reading and editing, the following changes were recommended: to expunge repetitions, correct tenses, punctuation, grammatical and sentence construction to enhance coherence. In addition, suggestions were given concerning consistency in the use of abbreviation, referencing style, capitalization and the use of current literature. Overall, recommendations were made by the editor with regard to structural, grammatical, and spelling mistakes for the author to effect. Although the greatest care was taken in editing this document, the responsibility for the final product rests entirely on the author.



30/011/2019

Editor's signature

Date

Dr. B. B. Chitsamatanga

Language and Writing and Editing Consultant

Intermediate Certificate in Business English & Communication (Pitman Qualification, UK)

Email : chitsamatangabellitabanda@yahoo.com

CELL: 073 105 4838

