



**ATTITUDES OF GRADE ONE EDUCATORS TOWARDS THE IMPLEMENTATION
OF INCLUSIVE EDUCATION IN CLASSROOMS AT BOTSHABELO SCHOOLS**

By

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BLOEMFONTEIN

DEDICATION

This study is dedicated to my late father, mother, two brothers and three sisters. My father Xhobani Simon Mantshiyane, my mother Makhosazana Thelma Mantshiyane that encouraged me to study hard and reach my goal.

DECLARATION

I, Nomvuyo Joyce Mantshiyane solemnly declare that this dissertation titled “Attitude of grade one educators towards the implementation of inclusive education in classrooms at Botshabelo Primary Schools” hereby submitted to the Central University of Technology for Master of Education (Course work) is original and my own work, not copied from someone else.

Mantshiyane NJ

30/09/20



Signature

Date

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ABSTRACT

The provision for learners with disabilities has been part of a process and the development of an inclusive education system can be traced back to the nation's founding document, the Constitution of the Republic of South Africa 108 of 1996. Creating an inclusive education environment is about celebrating diversity among learners and creating a welcoming culture where all learners are valued and made to feel that they belong. Inclusivity is about recognising that no two children are alike, and all children can learn. Most children with barriers to learning are accommodated in ordinary schools. Frequent causes of barriers to learning include discriminatory attitudes, labelling and discouragement. The study investigated Grade one educators' attitude towards the implementation of inclusive education at selected Botshabelo Primary Schools in the Free State Province. The study adopted an interactive qualitative approach. A self-structured questionnaire and interview guide was used as instruments to obtain relevant data from school educators. The population was educators and principals from selected primary schools in Botshabelo. A non-probability selection of participants was used to randomly select educators and principals from five schools. Data were analyzed by means of thematic analysis. The results of the study indicate that there are different factors contributing to the attitudes of Grade one educators towards the implementation of inclusive education in classrooms. Some that were stated are: untrained educators for inclusive education; unsuitable environment for the disabled and learners with learning barriers; lack of resources for inclusive education and curriculum at the level of learners with learning barriers; lack of parental involvement; and classroom overcrowding. The results revealed solutions to the negative attitudes of Grade one educators towards the implementation of inclusive education in classrooms. Solutions include training educators for inclusive education; parental involvement in learner's education; a suitable environment for disabled learners and those with learning barriers, consideration of learner-teacher ratio; availability of suitable resources for inclusive education; and availability of inclusive curriculum.

The study recommends that educators should be developed professionally by being trained about inclusive education; parents should be involved to support educators and their children; the school environment and buildings should be free from hazards; and overcrowding in classrooms should be avoided by all means.

Keywords: *Learning barriers, Inclusive education, Disability, Educator, Mainstreaming, Attitude, Inclusive, Inclusion, Curriculum*

ACRONYMS

DoE: Department of Education

WHO: World Health Organisation

IQ: Intelligence Quotient

CPD: Continuing Professional Development

SBST: School Based School Team

SMT: School Management Team

PLC: Professional Learning Community

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CHAPTER 1: OVERVIEW

1.1 INTRODUCTION

In 1994 democracy was established in South Africa, when there was a radical overhaul of government policy from an apartheid framework to providing services to all South Africans on an equitable basis. Learners with disabilities and the development of an inclusive education system were included as part of the process. This development is traced back to the nation's founding document, the Constitution of the Republic of South Africa 108 of 1996 (Republic of South Africa, 1996). Section 29 (the Bill of Rights) states that everyone has the right to basic education, that is including basic adult education. It states that the state may not discriminate directly or indirectly against anyone on one or more grounds, disability included and means of reasonable measures should make it progressively available and accessible.

Despite the development of an inclusive education policy that addressed exclusion, one of issues that hampered progress (i.e., educators' negative attitude towards the implementation of the inclusive education in the classrooms) was the lack of skills to adapt the curriculum to meet the range of learning needs (Chataika, Mckenzie, Swart & Lyner-Cleophas, 2012). This situation elucidates the need for frameworks that would empower teachers with the necessary skills to cater for learners with different needs.

1.2 BACKGROUND

Currently, 70% of children with disabilities who are within the ages of attending school are still out of school in South Africa. Disabled children who attend school are predominantly still in separate 'special' schools for learners with disabilities (Jordaan, 2015). South African inclusion initiatives need comparable learning models that will support the necessary adaptation in curriculum. The education system has increased the teachers' responsibility in learning styles to teach learners effectively by means

of inclusive education models. Learners need to learn in ways that are accessible to them (Wildeman & Nomdo, 2007). Creating an inclusive education environment aims to celebrate diversity among learners and create a welcoming culture where all learners are valued and made to feel that they are acceptable. Inclusivity should recognise that no two children are the same and all children can learn. The causes of learning barriers in learning include discriminatory attitudes, labelling and discouragement (Kratochvilova & Havel, 2014).

Traditionally, the role of parents and teachers were differently defined than what they are today, i.e., education was the domain of the school and parents were discouraged from interfering.

Traditional schools were divided into sections or systems; there were normal and special schools. The focus of teaching in the special schools was very narrow, restrictive and not stimulating because a substantial number of teachers took posts in remedial departments and special schools (as subject advisors). As a result, the learners did not benefit from this as on paper it appeared easy but in actuality is difficult to implement for the teachers (Mitler & Sinason, 1996).

According to Nel, Muller & Rheeders, (2011), the emphasis was on what a child cannot do, rather than on the positive characteristics and capabilities the teacher may bring to bear on such a situation. Research that involved principals in schools in Gauteng, the richest and best resourced province of South Africa, determined that disabled learners received specialised support services either “seldom” or “never” (Nel, Muller & Rheeders, 2011), which proves that inclusive education is hard to implement in schools (due to the lack of funding, lack of resources, lack of training and education of the teachers) hence the negative attitudes of educators towards it.

1.3 PROBLEM STATEMENT

The researcher found that there are mixed feelings among educators on inclusive education, it may be attributed to fear of change. According to Borman and Rose (2010), lack of support, resources and prevailing negative attitudes towards the disabled, contributed to bewilderment in South African schools on inclusion. Concerns were raised by educators against the implementation of inclusive education in most schools due to the lack of training, resources, funding for learners with special needs. Such concerns led to feelings of unease, especially for Grade one educators who must teach in the mainstream.

Engelbrecht (2006) believes that the core characteristic that differentiates South Africa from other countries in education provision was the extent to which racially entrenched attitudes and institutionalization of discriminatory practices led to huge disparities in teaching, a revelation of the fragmentation and inequality that characterized the whole society. In inclusive education, educators play a very important role. All educators need a thorough foundation in multicultural and inclusive education to provide quality service for children with language differences to learn. This foundation must be applicable in the case of inclusive education.

1.4 RESEARCH AIM

The aim of the study was to investigate educators' attitude towards implementation of inclusion at Botshabelo primary schools in the Free State Province.

1.5 OBJECTIVES OF THE STUDY

The objectives of the study are:

1.5.1 To investigate educators' roles in inclusive education implementation in primary schools.

1.5.2 To determine educators' attitudes on inclusion at some Botshabelo primary schools.

1.5.3 To establish which factors affect inclusion in the classroom.

1.5.4 To explore strategies utilized to prepare Grade one educators for inclusion.

1.6 RESEARCH QUESTIONS

These are the questions to be asked the participants through questionnaires and interview guide.

1.6.1 Primary question

1.6.1.1 What is the attitude of Grade one educators in Botshabelo primary schools towards the implementation of Inclusive Education?

1.6.2 Subsidiary questions

1.6.2.1 Do educators understand their roles in the implementation of Inclusive Education?

1.6.2.2 What views do Grade one educators have on Inclusive Education and the implementation thereof?

1.6.2.3 Do Grade one educators get professional development on Inclusive Education?

1.7 RESEARCH METHODOLOGY

Research methodology is a way to systematically solve the research problem (Kothari, 2004). In this study, qualitative research (interactive research through interviews and questionnaires) was carried out (McMillan & Schumacher, 2014).

1.7.1 Research Instruments

A self-structured questionnaire is used as an instrument for this research to obtain relevant ideas or data from school educators in Grade one. The questionnaire included close-ended and open-ended questions to allow for freedom in the responses (McMillan & Schumacher 2014). The research instrument served as a tool of gathering information. Close-ended questions are used to investigate the attitudes of Grade one educators and Site-Based Support Teams (SBST's) at Botshabelo primary schools. According to McMillan & Schumacher (2014) qualitative research presents data as a narration with words and quantitative research presents statistical results represented with numbers.

1.7.2 Data collection

Information was continuously collected and analysed. Qualitative data collection method was used, where the researcher used narrative descriptions. According to McMillan and Schumacher (2014), qualitative techniques or interactive qualitative research collect data primarily in words and not numbers.

1.7.3 Data analysis

Data analysis is the process of transforming data with the aim of extracting useful information and facilitating conclusions (Leedy & Ormrod 2014). The transcripts of the recording of the interviews and focus groups will be analysed using identified categories and themes, which will emerge during focus group discussions. (Leedy & Ormrod 2014) The study was essentially qualitative; therefore, the analysis of data gathered was equally qualitative. The educators' responses to the questionnaires, the behaviour, utterances, as well as perceptions of all informants and observations conducted were noted down, and collectively assessed against the generally accepted behaviour, attitude and requirements of inclusive education in the classroom.

1.7.4 Population and Sampling

The research population consisted of three educators that were randomly selected in schools offering inclusive education in Botshabelo.

The method that is applied involved non-probability sampling, as samples of two schools was drawn and selected randomly. The researcher confirmed that one school from Section F and one school from Section K were selected. The researcher distributed questionnaires and interviewed the Grade one educators who were information-rich participants in inclusive education, as well as the Site-Based Support Team (SBST).

1.8 SIGNIFICANCE OF THE STUDY

The study intends to inform educators about the role of inclusive education in classrooms, enlighten educators about the importance of implementing inclusive education to combat classroom discrimination, sensitise educators and build awareness on how to love and support disabled learners and provide educators with basic information on general school matters concerning inclusive education in the classrooms. To highlight the need of the DoE to ensure that there are workshops, training and resources available for the educators in inclusive education to improve their skills. The study will provide educators with basic information on general schools matters concerning inclusive education in the classroom.

1.9 THEORETICAL FRAMEWORK FOR ESTABLISHING INCLUSIVE EDUCATION

The theoretical framework serves as a guide to build and support the study and provide a structure that guides the research which relies on formal theory constructed, using an established, coherent explanation of certain phenomena and relationships (Grant & Osanloo, 2014). For this study to be coherent and focused, two social theories, namely Vygotsky's constructivist theories and Bandura's cognitive theories are used to support the data.

1.9.1 Vygotsky 's theory on Social constructionist view of disability

Vygotsky (1978) considered disability as a social aberration which springs from children's changing social, environmental relations causing disturbances in social behaviour. According to Vygotsky (1924-1934), cited by Rodina (2007), children with disabilities tend to have a special need for "detours" i.e., in other special educational environments (adapted educational milieu) and this milieu provides the necessary conditions for the cultural introduction of children with disabilities and realisation for mankind's inherent socio-cultural experience. Vygotsky stressed the importance of the distinction between primary and secondary developmental complications and succeeding symptoms in the study of upbringing, teaching and education of children with different disabilities. Vygotsky indicated primary developmental complications as being primary deficient, which resulted from the very nucleus of directly interconnected deficiency and less subjected to remediation, while secondary developmental complications were social and psychological consequences of primary disabilities and less resistant to and more subjected to elimination.

Secondary disability can be prevented and eliminated by medical and educational means. Vygotsky stressed the importance of the dynamic, socio-cultural nature of disability for the methodology of inclusive education and importance of social learning in the upbringing and education of children with disabilities. According to

Vygotsky, stated that psychological-physical insufficiency was determined by a certain social setting, arrangement or “aberration”, hindering children’s normal socialisation (cited by Rodina, 2007). Ebert and Culyer (2011) view Vygotsky’s idea of learning as an exercise in social interaction, because information was acquired from another individual. Moore (2012) regards Vygotsky’ s idea of learning and teaching as essentially social activities that take place between social actors in socially constructed situations. Both views suggest that Vygotsky’s theory focused on interactions within classrooms where the teaching and learning process takes place (Botty & Shahrill, 2014).

1.10 BANDURA’S SOCIAL COGNITIVE THEORY

The construct of self-efficacy had grown from the social cognitive theory of Bandura. Bandura defined self-efficacy expectation as the conviction of successfully executing the behaviour required to produce the outcomes (Bandura, 1977 cited by Scheer, Astrid, Scholz & Donie 2015). Bandura (1997) cited by Sewel and St George (2000) regarded self-efficacy as judgement of one’s ability to organise and execute given types of performance. Sharma, Loeman and Forlin (2012) cited by Scheer, Scholz, Rank and Donie (2015) also applied Bandura’s theory to inclusive settings and pointed out that “an educator with high teacher efficacy in implementing inclusive practices believed that a student with special learning needs had been effectively taught in regular classroom”. Alternatively, teachers with poor efficacy for implementing inclusive practices considered that there was little they could do to include students with special learning needs in the regular classroom, and thus they might be disinclined on trying. Bandura (1982) cited, by Sewel and St George (2000) emphasised that the most effective way to create a strong sense of efficacy was through mastery experiences.

Successful performance accomplishments provided the most authentic evidence of whether one had brought about success.

1.11 DEFINITION OF TERMS

Learning barriers: According to the Department of Education (DoE, 2011) learning barriers means difficulties that arise within the education system as a whole, or a learning site and within the learner him or herself that prevent access to learning and development for such learner.

Inclusive education means integration of learners with and without special needs into the same classrooms and schools, and thereby exposing them to the same learning opportunities (Michael & Oboegbulem, 2013).

Disability means long-term physical, mental, intellectual or sensory impairment in which interaction with various barriers hinders full and effective participation in society on an equal basis with others (Vrasmas, 2014).

Educator means a person who teaches, especially professionally (Horby, 2010).

Mainstreaming is to include learners in the process of general education where learners spend the school day with regular class peers (DoE, 2001).

Attitude is defined as an internal state of moderating choices of personal action made by an individual and is an expression of a person's feelings about a thing or situation (Chander, 2016).

Inclusive or Full-Service schools (FSS) refers to ordinary schools which are specially resourced and orientated to address the full range of barriers to learning in an inclusive education setting (DoE, 2011).

Inclusion: According to Hornby (2015), there is confusion about what is meant by inclusion. 'Inclusion' is used in various ways for example, it refers to inclusive schools or an inclusive society. Some sources like Ministry of Education, (2010) cited

by Hornby (2015), refer to 'inclusive education' meaning increasing the proportion of children with Special Educational Needs and Disabilities in mainstream schools, while maintaining special schools for those who need them. Other sources use 'inclusion' to describe a state of affairs in which children are educated in regular classrooms within mainstream schools with temporary withdrawal from this situation for purposes such as individual or group work or therapy.

Curriculum: It “refers to what is learned and taught (content); how it is delivered (teaching-learning methods); how it is assessed (exams, for example); and the resources used (i.e., books used to deliver and support teaching and learning)” (UNESCO, 2004)

Disabled refers to “persons with disabilities, including those who have long-term physical, mental, intellectual or sensory impairments”, which in interaction with various barriers, hinder their full and effective participation in society on equal basis (“UN Convention on rights of persons with disabilities”, 2006).

1.12 Conclusion

In Chapter 1 the Disabled learners have been regarded as having barrier in their learning meaning that they are unable to cope with learning as compared to kids without disabilities in the mainstream. The introduction of the research study is explained, presenting the topic, background of the study, the problem to be investigated or researched, research objectives, research questions and the significance of the study. The following chapter deals with the literature study undertaken.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

Chapter 2 focuses on the literature study. The literature study is intended to support statements and points of view with research evidence; as empirical justification is required through reference to other research (Cresswell, 2012; Leedy & Ormrod, 2014). The literature that was consulted in this study provides a detailed explanation of the process of implementation of inclusive education that was given, as well as the theoretical framework against which findings were interpreted and discussed.

Kumar (2014) states that the literature review forms an integral part of the research process and makes a valuable contribution to every operational step. It provides the theoretical background to the study. It helps to establish the links between what is proposed to be examined and what had already been studied. It helps researchers to integrate research findings into the existing body of knowledge. The literature review helps the researcher in four ways: It brings about clarification to research objectives; improves the researcher's research method; broadens the researcher's knowledge based on his or her research area, and contextualises the researcher's findings, in other words integrates his or her findings with the existing body of knowledge

Inclusive education is a global pandemic, in this literature study different countries including their struggles with learners with special needs in their schools is discussed.

The researcher concentrated on the following aspects:

Inclusive education in South Africa, Finland, Swaziland, Zimbabwe, Botswana, Nigeria, Malawi, Cameroon, Kenya, India and Singapore, Inclusive schools, Inclusive curriculum, Inclusive classroom, Inclusion, Mainstreaming and Integration, Educators' attitude, Educators and Professional Development. As far as Welman,

Kruger and Mitchell (2016) are concerned, researchers usually begin the literature review section by reviewing the literature that deals with the chosen topic, i.e., attitudes of grade one educators towards the implementation of inclusive education in classrooms at Botshabelo primary schools.

2.2 Inclusive education

Inclusive education is considered as a reform aimed to eliminate all barriers to the integration of children into the general education system, regardless of their differences and social background (Özokwu, 2018). Michael and Oboegbulem (2013) describe inclusive education as the full integration of learners with and without special needs into the same classrooms and schools, exposing them to the same learning opportunities. Inclusive education is an ongoing process aimed at offering quality education for all, while respecting diversity and different needs, abilities, characteristics and learning expectations of the learner and communities, eliminating all forms of discrimination (UNESCO, 2009 cited by Operti & Brady, 2011). Borca (2010) explains that inclusive education is an ongoing process improving the educational establishment, aimed at exploiting existing resources, especially human resources to support participation in education of persons within a community.

UNESCO IBE (2011) cited by Operti and Brady (2011) presents a broadened concept of inclusive education as a holistic reform strategy for education systems aimed to achieve quality education for all. The broadened concept of inclusive education is viewed as a general guiding principle, strengthening education for sustainable development, lifelong learning for all and equal access of all levels of society to learning opportunities. Furthermore, inclusive education is one perspective amongst other complementary perspectives as being closely associated with international efforts achieved and sustained by the Education For All (EFA) agenda (Ainscow & Miles, 2008, cited by Operti & Brady, 2011). Inclusive education

requires a stimulating and responsive school environment that enables pupils to develop their inner potential, promoting their social corporation and guiding them to corresponding future employment (Kratochvílová & Havel, 2014).

Hornby (2015) regards inclusive education as a multi-dimensional concept, because it includes the celebration of and the valued difference and diversity considers the human rights, social justice and equity issued, as well as the social model of disability and the socio-political model of education. Inclusive education encompasses the process of transformation as mentioned by Topping, (2012), cited by Hornby (2015), and it focuses on children who are entitled to and have access to education. Salend (2011) cited by Hornby, (2015) devised the following four key principles of inclusive education: to provide learners with challenging, engaged and flexible general education curricula; to embrace diversity and responsiveness to individuals' strengths and challenges; to use reflective practices, differentiated learning instruction and to establish a community based on collaboration among learners, teachers, families, community and other professionals. All the key principles were distilled to provide a facilitative and constructive focus for improving education of children with special educational needs and disabilities.

According to Ainscow and Ceasar (2006), cited by Thwala 2015) inclusive education is an effort to provide special services for exceptional children in the least restrictive environment. (Gallagher, Anastasiow and Coleman (2006), as cited by Thwala (2015), suggested that an exceptional child be placed with normal peers to receive special services while enrolled in regular classes, not special classes. This would allow the learner with special needs to interact as much as possible with his or her normal peers. Polat (2011), suggested that resources and improved infrastructure were necessary but not vital for inclusion, but changing attitudinal barriers among school professionals was one of the essential aspects of making inclusive education happen in low- income countries. Teaching and learning resources for inclusive education implementation remain a challenge according to (Adebayo & Ngwenya, 2015). Lack of adequate educational facilities refers to resources such as reading

materials, desks and classrooms, among others (Wanjohi, 2014, cited by Adebayo & Ngwenya, 2015).

According to UNESCO (2014), inclusive education is a process of addressing and responding to diverse needs of children by increasing participation in learning and reducing exclusion within and from education (Nguy-et & Ha, 2010, as cited by Chireshe, 2013). Inclusive education is a process of increasing the presence, participation and achievement of learners (Booth & Ainscow, 2002). The process involves mainstreaming children with special educational needs into regular classroom settings, allowing them to learn side by side with their peers without disabilities. Inclusive education implies that children with special educational needs have to attend mainstream schools they would have attended if they did not have a disability. Mainstreaming children with special needs has a positive impact on the social and academic learning for children with and without special needs (Farrell, 2000). Bunch (2008) cited by Chireshe (2013) argues that inclusive education embodies a new human rights and social justice approach to education and disability. In the study of Chireshe (2013), the school or education system has to change in order to meet the learning needs of children in a given community.

The concept of inclusive education as contained in the Education White Paper 6 (DoE, 2001) is about accepting and respecting the fact that all learners are different in some way. That all learners have different learning needs which should be equally valued and are an ordinary part of our human experience. They should put in place education structures, systems and learning methodologies to meet needs of all learners. The differences in learners should be acknowledged and respected with regard to age, gender, ethnicity, language, class, disability or HIV status. There should be a change in attitudes, behaviour, teaching methodologies, curriculum and the environment to meet the needs of all learners to maximise the participation of all learners in the culture and the curriculum of educational institutions and uncover and minimise barriers to learning to empowered learners by developing their individual strengths, and enable them to critically participate in the process of learning.

Educational authorities worldwide had adopted the principle of inclusion to address their social and moral obligation to educate all learners (Forbes, 2007). Bunch (2008) cited in an article by Chireshe, (2013) argues that inclusive education embodies the new human rights and social justice approach to education and disability.

2.3 The attitudes of inclusive Education Nationally

2.3.1 Attitudes of grade one educators towards Inclusive Education in South Africa

The curriculum that was implemented during the Apartheid era was content-based which excluded learners with disabilities. However, most learners with disabilities who attended school were still in separate “special schools”, even more than a decade after the unveiling of Education White Paper 6 (Department of Education, 2001). In South Africa, inclusive education was embraced since 1994 as part of the democratisation process (Dreyer, 2017). South Africa adopted a social ecological model, which reflected the strong socio-political motivation underpinning the move to inclusive education (Landsberg, Kruger & Swart, 2011). When democracy was established in South Africa, there had been a radical overhaul of government policy from an apartheid framework to provide services to all South Africans on an equitable basis (Dalton, McKenzie & Kahonde, 2012). South Africa wanted to address the crucial issue of providing quality education and support for all children, regardless of their vulnerability of poverty or disabilities (Dreyer, 2017). All the above changes were made so that learners could attend their local neighbourhood schools and receive educational support (Mohangi & Berger, 2015).

The Constitution of the Republic of South Africa 108 of 1996 also states that development for an inclusive education system in South Africa is imperative (Dalton et al., 2012). As stated in the Section 29 of the Bill of Rights, everyone has the right to basic education, including basic adult education, as well as further education. It

states that the State must not discriminate directly or indirectly against anyone on one or more grounds, including disability (Dalton et al., 2012). In 2001 South Africa introduced White Paper 6, Special Needs and Education: Building an Inclusive Educational and Training System in which the framework for inclusive education system was laid out and the scope of the policy attempted to address the diverse needs for all learners who experience barriers to learning (Dalton et al., 2012).

One of main issues addressed in the White Paper was the recommendation to move away from labelling terminology such a 'special needs' and 'disabilities' (DoE, 2001). It explained that policy, as well as subsequent policy and procedural documents requires that all education practices be inclusive, including providing holistic and integrated support services through intersectional collaboration to learners who experience barriers to learning (DoE, 2005; Department of Basic Education, 2010). 'Learners experiencing barriers to learning' was determined as the new accepted terminology in a calculated move away from a medical model approach (DoE, 2001). The 'barriers to learning' term was preferred in South Africa and was equated to the internationally used term 'special needs'. Barriers to learning could be intrinsic, such as disabilities, or extrinsic, for example systemic problems or pedagogical causes (DoE, 2001). The focus in White Paper 6 was to affirm the right to equal access to education for all learners, despite any disability, language or learning difficulty (Engelbrecht *et al.*, 2006). According to White Paper 6, collaboration at various systemic levels should include members of the school community, various role players in the school districts and requires an effective team approach.

According to Van Reenen and Karusseit (2017), South Africa (SA) supports the policy of inclusive schooling and strives to accommodate all children, including those with disabilities in mainstream schools. Furthermore, it is essential that the school environment should be conducive to effective learning. The provision of fair, equal and barrier-free access to education is referred) to as inclusive education (White paper 6 DoE, 2001. The National Department of Education promoted the adoption of barrier-free access to schools for all (Education White Paper 6, 2001), as cited by

Van Reenen and Karusseit (2017). It also applies to learners who previously attended a special school for learners with impairments. Mainstream school barriers to learning should be removed and accommodations should be made to ensure that all learners have the best possible access to education (Department of Education, 2001; World Health Organization (WHO), 2011) cited by Van Reenen and Karusseit (2017). According to WHO (2011) inclusion in respect means uninhibited access to education for children with special needs, which includes children with disabilities as well as children who are not necessarily disabled but not privileged in other ways, for example by means of race or gender equality.

Maguvhe (2015) states that inclusive education practice in South Africa is underpinned by six democratic assertions: All children and the youth can learn under conducive learning circumstances and need unwavering and ongoing support; there ought to be relevant support structures, ideal systems and methodologies that enable such support in the education system. Learners are different and the differences must be both acknowledged and respected. Learning does not only take place in the formal school setting but also at home and in the community; therefore changes toward the attitudes, behaviour, teaching methods, curriculum and environment to meet the diverse and sometimes complex learning needs of all learners needs to be made; and such efforts ought to be aimed at minimising barriers to learning while maximising the participation of all learners in the curriculum and culture of their educational institutions (Department of Education, 2001).

According to Dreyer (2017), South Africa had taken up the challenge of inclusive education as part of the wider political restructuring programme, and it is recognised that inclusive education involved much more than the reform of special education. Inclusive education is regarded as a moral issue, embracing human rights and values, and was therefore an integral part of creating an equal and just society.

2.4 The attitudes of inclusive education Internationally:

2.4.1 Attitudes towards implantation of inclusive education in Finland

According to Savolainen, Engelbrecht, Nel and Malinen (2012), cited by Engelbrecht, Nel, Nel and Tlale (2015), the adoption of inclusive education in comprehensive schools in the 1970s of was a major turning point in the Finnish educational system. This reform was quite radical and aimed at increasing socio-cultural, geographical and gender equity (Kivirauma et al., 2006) by combining the two streams, the grammar school and the civic school into one nine-year comprehensive school. Nevertheless, the comprehensive school retained some aspects of streaming in the comprehensive school until 1985. For example, learners who chose the lowest level courses were not allowed to continue with their studies in the academically oriented upper secondary education schools (Halinen & Jarvinene, 2008) cited by Engelbrecht et al, (2015) Part-time special education was introduced in schools as part of the reform; and the removal of all streaming was reflected clearly in the increase in the numbers of learners receiving part-time special education. There have not been major changes in the Finnish education system since the 1990s and special education has continued to expand. However, during the last few years, there has been a systematic attempt to change both the rhetoric and services of special education towards a more inclusive direction through a special education strategy (Savolainen, Engelbrecht, Nel & Malinen, 2012). Chireshe (2013) cited by Takala et al. (2009), reveals that almost every school in Finland has one or more permanent special education teachers. Where such teachers are not available in rural schools, peripatetic teachers are available. Peripatetic teachers known as itinerant teachers are teachers who travel around local mainstream schools and communities offering advice, resources and support to children with disabilities, their teachers and parents (Lynch & McCall, 2007).

2.4.2 Attitudes towards implantation of inclusive education in India

Bhatnagar (2014), states that since the passage of The Persons with Disabilities (PWD) Act in 1995 and subsequent implementation of various policies and programmes by the Indian government to enhance the participation of students with disabilities in regular schools, there has been a steady growth of inclusive education. Such initiatives placed new demands on schools, especially on teachers who have the major responsibility for implementing inclusion at the classroom level. Subsequently, India has undertaken some key initiatives that focus on providing increased educational opportunities for students with disabilities in regular education settings. The literature indicates that the regular classroom teacher remains the single most important variable in the success of inclusion programmes (Bhatnagar & Das, 2013; Das et al., 2013; Shah, 2005).

A range of concerns that were raised by many teachers who are involved in inclusive education reiterated at different forums, for example, school workshops by the DoE, departmental conferences held for teachers, are the inability to meet the demands of inclusion; i.e. feelings of anxiety regarding negative attitudes of staff; negative attitudes of regular education students towards their peers with disabilities, lack of funds for appropriate instructional materials and staffing; lack of collaboration among teachers and the curtailment of the academic progress of students without disabilities (Bhatnagar & Das, 2013; Shah, 2005; Werts et al., 1996; York & Tundidor, 1995). Bhatnagar and Das (2013) conducted a survey of 470 regular school teachers in Delhi, India and reported that these teachers had a moderate level of concerns regarding the implementation of inclusive education in their schools. While the teachers were not concerned about the increased workload due to inclusion, an overwhelming majority of the respondents (95%) indicated that they had not received training in special education.

Chakraborti-Ghosh (2017) states that in India, services for individuals with special needs are still provided in segregated settings, namely, special schools, special programmes by non-government organisations (NGOs) and so forth. In India, with an understanding of the importance of including the children with disabilities in mainstream society, individuals with disabilities achieve more functional independence that promotes productive living.

According to Balasubramanian (2012), the awareness of inclusive education in schools throughout the country in India, was still at an infancy stage, educational institutions were somewhat sceptical about having both normal and special children studying in the same classroom and in circumstances, where a former excluded child was given admission into a mainstream classroom, the outcome was questionable.

Furthermore, Balasubramanian (2012) explains that currently, many children with disabilities are instructed in separate educational settings, but professionals and parents are calling for more equitable inclusive education for these students. It is imperative that inclusion in schools takes place, promoting equity of students with disabilities in society's settings. To this end, Indian schools should work collaboratively with parents and other community leaders, preparing productive citizens. This could generate an understanding of an inclusive society that supported the social value of equity and minimized the stigma of disability for students that are served in separate special schools. Since school is one of the main contributors to the society, it is important to develop knowledge, and understanding of the existence of the term "inclusion" or, "inclusive education" in Indian society.

Chakraborti-Ghosh (2017) indicates that along with other parts of the world, India too witnessed the emergence of special schools for individuals with special needs. The National Curriculum Framework for School Education (NCFSE) (2000), brought out by the NCERT, recommended inclusive schools for all without specific reference to pupils with special education needs (SEN) as a way of providing quality education to all learners. According to the NCFSE segregation or isolation was neither good for

learners with disabilities nor for general learners without disabilities. The societal requirement is that learners with special needs should be educated along with other learners in inclusive schools, which is more cost effective and has sound pedagogical practices (NCERT, 2000).

2.4.3 Attitudes towards implantation of inclusive education in Singapore

2.4.3.1 History of inclusion in Singapore

Yeo, Chong, Neihart, Tang & Huan (2016) explain that in the early 1960s, children with disabilities attended separate special schools. The practice persisted until 2004 despite calls in the late 1980s for inclusion. They further say that in 2004, the government's vision of Singapore becoming an inclusive society spurred phenomenal effort towards providing funding, school infrastructure, and teacher training catering for students with special needs. From 2005 until the present, training in interventions for children with special education needs (SEN) has provided for Allied Educators for Learning and Behaviour Support (AEDs [LBS]) and Teachers of Students with Special Needs (TSNs) to support children with mild to moderate disabilities in mainstream schools (Lim & Tan, 2004, cited by Yeo et al., 2016). From 2012, all primary schools have been given at least one AED (LBS) teacher to extend support for inclusion at the secondary school level (MOE, 2012 cited by Yeo, Chong, Neihart, Tang & Huan, 2016). Yeo et al. (2016) further indicate that the teacher's positive attitude was most critically and consistently associated with successful inclusion. In their study conducted in Singapore presented findings from a qualitative study on inclusion based on focus group interviews with 202 teachers from 41 resourced primary schools. Yeo et al. (2016) state that the two broad clusters identified were teachers' positive and negative experiences in implementing inclusion. They found that more reference was made to negative than positive experiences and the most dominant negative experience was stress from challenging behaviours and instructional difficulties of catering adequately for diverse

needs in the same classroom. They further found that the most salient positive experience was satisfaction with pupils' progress and new learning for teachers. Researchers highlighted classroom practices that facilitated inclusion and the value of training in shaping teachers' attitudes towards inclusion.

2.5 The attitudes of inclusive education in Africa:

2.5.1 Attitudes towards implantation of inclusive education in Swaziland

Ngwenya (2015) points out that the inclusive education programme that was adopted in the International Conference on Special needs education in Salamanca on 10 June 1994 in the United Nations Educational, Scientific and Cultural Organisation 1994 International declaration, advocated for access and equity in education and was seen as a massive drive to reduce worldwide illiteracy. Education for all, according to Miles and Singal (2010), cited by Dreyer (2017) followed the basic principles that all children must learn, including those who face barriers to learning in mainstream schools. Pather and Nxumalo (2013) assert that all governments were urged to give the highest policy and budgetary priorities to improve their education systems to enable all disabled children to be included in the mainstream, regardless of individual differences or difficulties. Swaziland, as a developing country, had been keen on following International trends in order to boost its human resources. In respecting the rights of her marginalised members, Swaziland embraced the International declaration that set the basis of Education for all (EFA) which specified the desire to attain access to basic Education for all (Booth & Pather, 2010). The Swaziland government adopted the inclusive education policy (IE) in 2008. The aim of adopting the policy was to divert from the principle of exclusion of persons with disabilities through special schools that were in place several years after independence, to 'inclusion' into the mainstream. Disabled persons included learners with physical disabilities, mild hearing and visual impairment, intellectual disabilities,

and communication and sensory impairments (Ministry of Education Policy Statement, 1998).

Thwala (2015) remarks that despite many efforts being put forth for the successful implementation of inclusive education in primary schools in Swaziland, there are still numerous challenges that teachers face in the implementation of the programme. Many teachers find it difficult to implement inclusive education because of various reasons. Inclusive education is an effort to provide special services for exceptional children in the least restrictive environment. There are many factors that had led to the move of mainstreaming exceptional children. Some include the observation that many children were misclassified as mentally challenged while they were not, that many special classes showed few beneficial results and that those classes tend to be understood as classes for problem children instead of remedial centres (Kirk *et al.*, 2006).

Furthermore, Thwala (2015), cited by Masuku (2010) observed that Swaziland was not ready for inclusive education because of the number of barriers, among which were lack of trained personnel to manage inclusive classrooms, lack of funds and instructional materials. Swart and Pettipher (2007) consider educators to be a key force in determining the quality of inclusion. It is assumed that they could, if given support, manage inclusive classrooms. Educators as key figures in the successful inclusive education implementation policy as well as their competencies in this field are of utmost importance.

2.5.2 Attitudes towards implantation of inclusive education in Zimbabwe

Chireshe (2013) states that the adoption of UNESCO's Salamanca statement and framework for action on special needs (UNESCO, 1994) had resulted in inclusion of children with special educational needs in educational settings becoming a primary service option. Zimbabwe was a signatory to the Salamanca statement and framework for action on special needs education and several other inclusive education-related international charters and conventions (Mpofu *et al.*, 2007; Musengi *et al.*, 2010; Chireshe, 2011). Although Zimbabwe did not have an inclusive education specific policy, it had inclusive education-related policies like the Education Act of 1996 and the Zimbabwe Disabled Persons Act of 1996 which advocated for non-discrimination in the provision of education and non-discrimination of people with disabilities in Zimbabwe.

According to Chireshe (2013), his study sought to establish the status of inclusive education in Zimbabwe as perceived by Bachelor of Education (Special Needs Education) students. Chireshe (2013) indicates that several barriers to inclusive education have been identified in a number of countries. For example, in Zimbabwe lack of resources, lack of training among teachers, lack of commitment and lack of inclusive education specific policy. Previous studies on inclusive education by (Peresuh, 2000; Mushoriwa, 2002; Musengi *et al.*, 2010 and Chireshe, 2011) all made numerous recommendations aimed at improving inclusive education. The recommendations include running awareness campaigns, coordinating stakeholders, training of teachers and availing resources.

2.5.3 Attitudes towards implantation of inclusive education in Botswana

Mukhopadhyay (2012) says that educating learners with disabilities began about 40 years ago in Botswana. Missionaries from the Dutch Reformed Church started the first school for children who were blind or had severe visual impairments in 1969,

and missionaries from the Lutheran Church opened the first school for children who were deaf or had severe hearing impairments in 1970. Botswana developed its first policy on education in 1977, which, was commonly known as Education for Kgahisano (Government of Botswana, 1977). This policy recommended that each child should have the right to education, regardless of his or her disability, race, ethnicity, culture or background, but it was not enforced consistently (Government of Botswana, 1973; Otlhogile, 1998). The Revised National Policy on Education (RNPE) was formulated and approved by the National Assembly as Government White Paper 2 of 1994 (Government of Botswana, 1994). The RNPE listed specific provisions for the education and training of all children and young people, including those with disabilities. In the RNPE, the goals of special education included the following:

- To ensure that all citizens of Botswana, including those with special needs have quality educational opportunities.
- To prepare children with special educational needs for social integration by integrating them as far as possible with their peers in ordinary schools.
- To ensure a comprehensive assessment that is based on the child's learning needs, and not on group norms, and which was followed by individualized instruction.
- To promote early identification and intervention which would ensure maximum success of the rehabilitation process?
- To ensure the support and active participation of the child's parents and community through educational and information campaign (Government of Botswana, 1994).

Makhopadhyay, (2009), cited by Makhopadhyay, Nenty and Abosi (2012) indicates that although inclusive education had been rapidly gaining acceptance in Botswana, in the academic circles, government texts, and mass media, there was a lack of shared understanding of the implication of the concept, as neither the government nor academics had been able to engage critically with the meanings and relevance

of the concept within the context of Botswana. The limited research that was available in Botswana concentrated on the inclusion of learners with specific categories of disabilities.

2.5.4 Attitudes towards implantation of inclusive education in Nigeria

Eskay and Angie (2013) points out that education in inclusive setting appears to be a concept in the 21st Century. The concept began to gain recognition in the field of education and began after the provision of Section 8 of the National Policy on Education since 1977. Children with and without disabilities were gradually being educated together in large scale societies (overcrowding in classrooms). This was because most large-scale countries had begun to recognize, appreciate, and accept children with disabilities in inclusive classrooms. In Nigeria, inclusive education has not gained full recognition due to lack of implementation of government policies. These policies helped in the formulation and implementation of special education programmes for learners with disabilities in Nigeria. Authors looked at inclusive education policies in relation to placement, legal mandate, assessment, least restrictive environment, identification and referral and instructional programming.

The inclusive education notion is initially thought to be a concept in Nigerian educational system. Inclusive education has since then witnessed some tremendous improvements in the last decade, despite cultural, social-economic, and political constraints (Eskay, 2009; Abang, 1988; Oluigbo, 1986 cited by Eskay, 2013). Okwudire and Okechuku (2008) cited by Eskay and Angie (2013) further explain that with inclusive education, all learners in a school, regardless of their strength or weakness in any area should become part of the school community. It should be a place where children are equal members of the classroom without being marginalized. The Nigerian government and educational administrators failed to put forth resources to facilitate the provision of inclusive education in some schools in Nigeria. In 1993 Nigeria made a decree for the provision of inclusive education with

clear and comprehensive legal protection and security backing, yet due to governmental policies and cultural constraints, such decree failed. This presented a big problem for most special education and non-special education school administrators in Nigeria.

2.5.5 Attitudes towards implantation of inclusive education in Malawi

Chilemba (2013) poses that the convention on the Rights of Persons with disabilities which, Malawi ratified in August 2009, affirmed the recognition that disabled children are entitled to enjoy human rights such as primary education, including compulsory and free primary education on an equal basis with others. However, almost 98% of Malawi's disabled children do not have access to education. Furthermore, Malawi was one of the state parties to human rights treaties. Most disabled children in Malawi do not have access to primary education. The Malawi Government acknowledged that almost 98% of the disabled children did not obtain an education (Chilemba, 2013). The accessibility standard requires the state to ensure that educational institutions and programmes, including the environment, services and all necessary facilities are accessible to all children. Chilemba (2013) indicates that accessibility has three overlapping dimensions, which require that there must be physical accessibility; economic accessibility; and accessibility without discrimination. The attribute of accessibility entails that the form and substance of education, curricula and teaching methods are relevant, culturally appropriate and of good equality and are regarded as such by parents and learners, including the disabled learners. Malawi faces difficulties to implement inclusive education, as a result of amongst others, limited resources, insufficient funding and environment barriers. Chilemba (2013) says that Malawi's challenges facing teachers and learners include a lack of knowledge and skills in teaching disabled children, inadequate teaching and learning resources, negative attitudes by teachers and the community towards the disabled children, inaccessible school infrastructure, and a lack of assistive devices.

2.5.6 Attitudes towards implantation of inclusive education in Cameroon

According to Kamga (2013), Cameroon was party to international instruments providing for the right to inclusive education, in particular compulsory and free primary education. Furthermore, it ensured inclusive education with specific attention to people with disabilities (PWDs). The international community also undertook non-binding measures such as the Standard Rules on the Equalisation of Opportunity for Persons with Disabilities. (The Standard Rules) with rule 6 focused on ensuring inclusive education for PWDs; the Salamanca Statement and Framework for Action on Special Needs Education and the EFA Flagship on Education and disability. The inclusiveness of primary education indicates that inclusive education is a process, which sets out to ensure the enrolment and admission of all learners in classrooms without any discrimination whatsoever. Kamga (2013), the inclusiveness of primary education is linked to it being free and compulsory for all, including those with disabilities. An inclusive education necessitates the setting up of an education system, which accommodates all vulnerable groups such as refugees, internationally displaced people, indigenous people and PWDs. The accommodation for these groups should be informed by international policies action plans to ensure free education characterised by 4Rs. Kamga (2013) points out that in Cameroon, when children with special needs were not under the responsibility of their families, they were accepted to private institutions ran by religious organisations. As far as the right to primary education of CWDs was concerned in Cameroon, these children are protected under general non-discriminatory laws under concepts such as ‘everyone’ or ‘all persons’ which did not yield the expected results because these children remained invisible. In establishing a conducive environment for CWDs in Cameroonian primary schools, the 1983 law and its degree of application had also eased the enrolment of CWDs in terms of age limits attending mainstream schools. In spite of the adoption of a legal framework architecture for an inclusive education, Cameroon ought to revisit its commitment to international law pertaining to the

inclusion of CWDs in schools. As far as the inclusive education of CWDs was concerned, the state committed itself to ensure that PWDs have access to education and professional training. By so doing, it contributed to the education cost and pedagogical assistance, which was done through partial or total exemption of school fees as well as provision of scholarships. CWDs were provided with an education system commensurate with their disability. Learners with disabilities also got the benefit of age exemption and be allocated teachers trained in disability issues. The 2010 law clearly provided for an inclusive education. There was a need in Cameroon to turn the whole society into an inclusive in which one would have ramifications in the education system. Most importantly, it was vital to include disability awareness in the training of town planners, architects and construction engineers. As a result, all buildings and public spaces, including schools became accessible to all. In Cameroon, the current situation is alarming. CWDs are not included in primary schools (Kamga, 2013). This has been the finding of a report by World Vision, which observed that unlike Djibouti, Ethiopia, Ghana, Kenya, Lesotho Mozambique in Africa, Cameroon did not mention disability and inclusion of CWDs in education in its National Sector Plan for education. Therefore, Cameroon should act urgently to establish an inclusive primary education. Furthermore, Cameroonian educational authorities should adopt a decree to implement the 2010 law. Consequently, the inclusion of CWDs at primary school needs a systemic change (Kamga, 2013). The systemic change of the education system should also tackle cultural beliefs that demonise the disabled child. For this to be successful, there is a need parents on the need to enrol their CWDs in schools, support them and to work in direct collaboration with teachers ensuring the full accommodation of these children in schools and in the society as a whole.

2.5.7 Attitudes towards implantation of inclusive education in Kenya

According to Kamundia (2013), learners with disabilities largely access education from primary school level onwards in boarding schools away from their families and

their communities in Kenya. This is mainly because of the lack of choice of schools within their communities. Furthermore, living in the community in Kenya is linked to a person's ethnic group. Special schools for learners with disabilities tend to be few and are necessarily attended by learners with disabilities from all over the country. It is clear that PWDs are not fully included in the community. Kenya passed a new constitution in 2010, which for the first time provided explicit protection for vulnerable Kenyans including children, minorities and marginalised groups, and PWDs. Kamundia (2013) states that the constitution protects PWDs against discrimination, provided that the state does not discriminate directly or indirectly against any person on the basis of disability. Recommendations are forwarded to the Kenyan government to put in place a policy on community living for PWDs (Kamundia, 2013). The policy should be designed by the Department of Education in such a way to include persons with high support needs. The following are some of the issues that the policy on community living must address, for example, promoting the provision of individualised support services the community living policy should:

- Make it clear that the efforts undertaken under Community Based Rehabilitation (CBR) must tie in directly with participation and inclusion in the community;
- Provide for state funded centres for community living traditionally known as centres for independent living and;
- Have a vision for the future that foresees family members receiving direct payments for their caring work; beyond the support currently being provided that was linked to poverty eradication.
- Provided equality of access to mainstream services and inclusion, the community living policy should:
- Gave concrete disability mainstreaming guidelines; and provided the inclusive education within the community with the appropriate support to ensure that learners with disabilities accessed equality education.

Underlying the above recommendations was needed to:

- Address training for government workers on disability issues, and established a sustainable way of raising awareness;
- Address access, in the broadest sense of the word including access to buildings, public transport and information; and
- Endorse universal design for all upcoming facilities (Kamundia, 2013).

2.6 Inclusive schools

The South African Education White Paper 6 (2010) defines an inclusive or full-service school as colleges, further and higher education institutions that are first and foremost mainstream education institutions that provide quality education to all learners by supplying the full range of learning needs in an equitable manner. Furthermore, with the introduction of the policy on Inclusive Education as published in Education White Paper 6 of 2001, the Department of Education made a commitment to ensure that all children are welcomed in all schools and that they would be supported to develop their full potential irrespective of their background, culture, abilities or disabilities, their gender or race. The concept inclusive or full-service school is introduced to show how ordinary schools could transform themselves becoming fully serviced schools.

Borca (2010) describes inclusive schools as schools, which ensure education for all children and have the most effective anti-discriminatory attitudes. Children in these schools enjoy all the rights and social and educational services on a “resource follows the child” basis. The Department of Education (2010) defines an inclusive school as an education institution that provides quality education to all learners by supplying the full range of learning needs in an equitable manner. Porter et al. (2011) indicate that inclusive education is introduced to show how ordinary schools could transform themselves becoming fully inclusive. The key features of inclusive schools are as follows: schools that welcome all learners and celebrate diversity; schools that demonstrate best practices in inclusive education; schools that ensure that the

curriculum is accessible to all learners through the way in which they teach and allow learners to learn; schools that provide support to all learners in a multitude of creative ways without necessarily referring them elsewhere; and schools that promote team work amongst teachers and between teachers and parents (Porter et al., 2011).

The National Commission on Special Needs in Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS) reported an emerging policy paper on quality education for all. The NCSNET and NCESS report state that the ultimate purpose of building an inclusive school is to contribute towards the development of an inclusive society where all members of the society are able to fulfil their potential and participate optimally, and where respect for and valuing of diversity in the context of social integration is an active value (Jali, 2014).

The NCSNET/NCESS report also described that respecting the diversity in the learner population means: developing genuine respect for all people; combating prejudice and discriminatory practice, particularly against groups who have been most discriminated against in South Africa; acknowledging and supporting the rights of all learners and others to full participation in the learning and teaching process; and developing a flexible curriculum that meets the diverse needs of the learner population. NCSNET and NCESS were to ensure that the principle of inclusive education was properly promoted and facilitated (Jali, 2014).

2.7. The key features of inclusive schools

There are schools that welcome all learners and celebrate diversity. They flagship schools that demonstrate best practice in inclusive education and ensure that the curriculum is accessible to all learners through the way in which they teach and allow learners to learn. These schools provide support to all learners in a multitude of creative ways without necessarily referring them elsewhere; they promote team work amongst teachers and between teachers and parents; they maintain a flourishing relationship with other schools and with all members of the community and send a message of tolerance, respect and acceptance towards all. They are advocates for all learners who are at risk of becoming marginalised, including learners with disabilities, chronic illness, learning difficulties and social, emotional and behavioural problems, ensuring every possible measure that the school is physically accessible, safe and equipped with the necessary equipment that individual learners might need; and they demonstrate how all children of school-going age can attend their local school and achieve their full potential (Jali, 2014).

2.8 Inclusive curriculum

According to Operti & Brady (2011), an inclusive curriculum as flexible, relevant and adjustable to the diverse characteristics and needs of lifelong learners (UNESCO IBE 2008). An inclusive curriculum reflects the kind of inclusive societies to which we aspire, equitably distributing opportunities and eliminating poverty and marginality. The curriculum was aimed at combining the density and to strengthen key universal concepts such as the value of diversity, the right to lifelong learning, comprehensive citizenship education through opinions, flexibility, and consideration of all learners within schools and classrooms to guarantee their individual rights to education. Operti & Brady (2011) they also state that an inclusive curricular perspective implied a considerable conceptualisation and the understanding of this conceptualization

must be developed by teachers themselves and other educational stakeholders if it was to be reflected in the education system as a whole.

Furthermore, it is essential that curricular content, settings, provisions, and processes be both common and different to all learners, thus moving away from a standardized approach based on the needs and competencies of the average learner, this produced an education system that is structured around the logic of a homogeneous average learner; a system that does not consider the diversity of learners (Blanco 2009). Engelbrecht, Nel, Nel and Tlale (2015) states that recent curriculum transformation integrated the principle of inclusive education, which by implication means that curriculum implementation should be flexible with regard to teaching methods, assessment, and pace of teaching and development of learning material.

An inclusive curriculum has been identified as the central means through which the principle of inclusion could be put into action within an education system and as a powerful tool for embracing cultural, religious, gender, and other differences (UNESCO 2009b). From this perspective, the curriculum should be understood as a well-embedded instrument and mirror of the complex interfaces of society, politics, and education for example, within political and policy discussions, agreements, and developmental policies amongst a variety of stakeholders (Braslavsky, 1999 cited by Operti & Brady, 2011). Naicker (2006) indicates that for inclusive education to take hold in South Africa, the curriculum is the most important vehicle, since it was the traditional curriculum that alienated learners from the mainstream classes. The White Paper was designed to transform the South African educational system by building an integrated system for all learners by means of a curriculum that was more flexible and suitable to the needs and abilities of the learners. Through developing district-based support teams to provide systematic support for any and all teachers who needed it and strengthening skills of teachers coping with more diverse classes (Muthukrishma & Schoeman, 2000 cited by Donohue & Bornman 2014).

2.9 Inclusive classroom

The inclusion of children with special educational needs in the classroom was a crucial goal as it provided important factors that helped them to adapt, i.e., being taught together with other children, feeling part of the class and being recognized, with the resources it furnishes and the issues it entails (Ainscow, Booth & Dyson, 2006 by cited Santos, Sardinha & Reis 2016).

Teachers' self-efficacy beliefs have an important influence on their principle practice regarding successful inclusive practices. In inclusionary classes, successful education depends on teachers' beliefs towards the responsibilities and disabilities of children with special needs (Özokwu, 2018). Work in inclusive classroom requires a real deep acceptance of all individuals in their variety and diversity of needs, opportunities and difficulties. The cooperative work of the teachers in the inclusive classrooms aims at achieving educational and social inclusion of children with special educational needs, meeting their instructional needs, making the most of their abilities and helping them attain independence, emotional stability and equal opportunities (Santos et al., 2016). The climate in the classroom is one of the determining factors in the development of the inclusive practices. The creation and maintenance of a socio-emotional climate in which all learners can feel psychologically safe, valued and accepted, ensured of active involvement and a sense of belonging is an essential condition for the successful development of any inclusive practices (Santos, Ljusberg & Candeis, 2009 by cited Santos et al., 2016).

Bhatnaga and Das (2014) state that the regular classroom teacher is the single most important variable in the success of inclusion programmes. What they do and what they believe shape the quality of instruction that all learners, particularly those with disabilities, receive in the classroom. No matter how excellent the educational infrastructure might be, how well-articulated educational policy might be, how well-resourced a programme might be; effective inclusion do not take place until regular classroom teachers deliver relevant and meaningful instruction to learners with

disabilities. Chakraborti-Ghos (2017) poses that inclusive classrooms might contain several learners with special needs who have been mainstreamed full-time into the general classroom, or one or two learners who spend time each day in both a special educational classroom and a general classroom.

2.10 Inclusion

Borca (2010) defines inclusion as the process of preparation of educational institutions, including all members in the education community regardless of their disadvantages or difficulties to include all learners. Inclusion is based on the concept of social justice, wherein all students are entitled to equal access to all educational opportunities, irrespective of disability or any form of disadvantage. As far as Landsberg (2011) is concerned, inclusion is about developing an inclusive community and education system. It depends on the value systems that call for and celebrate differences and diversity arising from gender, nationality, race, language, socio-economic background, cultural origin and level of academic achievement and disability (Thwala, 2015). Ainscow (2002), and Burden (2000) cited by Thwala, (2015) came to an agreement when they described inclusion as a process in which schools, communities, local authorities and government endeavoured minimizing barriers to participation and learning for all citizens.

Booth (2000) cited by Thwala (2015), points out that inclusion goes beyond the school and is concerned with reducing exclusion from cultures. This means educators would value and treat all learners with special needs with respect in the school and community. Blanco (2009) cited by Operti & Brady, 2011) points out that inclusion is not about individualised educational provision, but rather a diversified and personalized provision within a common framework. Education Paper 6 states that inclusion is a process rather than an event. It happens in a school that is clean and orderly with good governance, with an empowered representative governing

body that has been equipped to facilitate the development of a culture of learning, teaching and service.

Furthermore, White Paper 6 of 2001, proposes all the key approaches of the inclusion movement as ideals of inclusion:

- School-wide approaches, belief that all children could learn;
- Sense of community;
- Services based on need rather than location;
- Natural proportion;
- Support provided in general education;
- Teacher collaboration;
- Curriculum adaptations;
- Enhanced instructional strategies;
- Concerned for standards and outcomes (Lipsky & Gartner, 1999).

2.11 Mainstreaming

Mainstreaming refers to inclusion of special learners in the general educational process, where learners spend any part of the school day with regular class peers (DoE, 2011). According to Chander (2016), mainstreaming in education is a practice of teaching handicapped children in regular classrooms with normal children to the fullest extent possible. Such children might have orthopaedic, intellectual, emotional, or visual difficulties or handicaps associated with hearing or learning. The practice is also called inclusion. In fact, the terms mainstreaming, and inclusion are often used interchangeably in education today. Mainstreaming has been of an increasing interest since the 1960s in response to several factors showing that handicapped students learned better in regular than in special classes.

The following differences between mainstreaming or integration are pointed out as follows, according to the Education White Paper 6 (2001): Mainstreaming is about getting learners to “fit into” a particular kind of system or integrating them into the existing system; Integration is about giving some learners extra support so that they could ‘fit in’ or be integrated into the ‘normal’ classroom routine. Learners are assessed by specialists who diagnose and prescribe technical interventions, such as the placement of learners in programmes. Mainstreaming and integration both focus on changes that need to take place in learners so that they could ‘fit in’ and the focus was on learner.

According to Chander (2016), mainstreaming works well with those segments of the special learners’ population whose disabilities are compatible with a classroom setting and are felt in general to better prepare special learners socially for life after school. In addition, some worry that children with special needs would not be given inadequate attention in an integrated class. People differ in their thinking towards specially disabled population, as far as mainstreaming is concerned. It becomes necessary to know or understand the psyche of those people who are to be involved in mainstreaming or the inclusive education system. Furthermore, the proponents of the philosophy of mainstreaming are of the opinion that including learners with disabilities into general classrooms with other learners would maximise their learning experience.

Mainstreaming refers to the inclusion of special learners in the general educational process, where learners spend any part of the school day with regular class peers. This implies that, in a typical mainstreaming programme, learners with special needs in regular classrooms participate in instructional and social activities side by side with their classmates. Often these learners receive “additional instruction” outside the regular classroom from a special educator, such as a resourced teacher.

2.12 Educators' attitudes

Bizer et al. (2003), cited by Nel, Engelbrecht, Nel and Tlale (2015), explain that attitudes are usually seen as relatively stable constructs containing cognitive, affective and behavioural elements. The findings by (Campbell et al. 2003 and Shade & Stewart 2001) show that even short-term training could have positive effects on attitudes. Furthermore, another important finding is that teachers' attitudes towards inclusion is often not based on ideological arguments, but rather on practical concerns about how inclusive education could be implemented (Burke & Sutherland, 2004; Scruggs & Mastropieri, 1996). The other view is that teachers were at the forefront of the transformation of schools becoming more inclusive and in order for them to lead reform efforts they need to be offered expanded and enriched professional development opportunities (Oswald, 2007).

As cited by Chander (2016), attitude is defined as an internal state that moderates the choices of personal action made by an individual and is an expression of a person's feelings about a thing or situation. Attitudes are conceptualised as relatively stable constructs comprising cognitive, affective and behavioural components (Vas *et al.*, 2015). Teachers' attitudes towards inclusion are often based on practical concerns about how inclusive education could be implemented, rather than grounded in any ideology. The authors further state that common practical concerns raised by teachers include accommodating the individualised time demanded of learners with disability without disadvantaging other students in the classroom; being apprehensive of the quality and quantity of work output of children with disabilities; lacking adequate support services; and limited training and competent in supporting inclusive educational practices (Vas *et al.*, 2015).

Chander (2016) states that attitudes of teachers to the successful implementation of inclusive education vary from one person to another and they played an important role in determining how people react to a situation and help to predict human behaviour. Teachers' attitude on mainstreaming from other countries such as Ghana,

Israel, Philippines and Taiwan are less positive because of the limited or non-existent training for teachers to acquire integration competencies. Additionally, the attitudes of teachers and students are paramount to the successful implementation of inclusive education which is complex and vary from one person to another. Attitude plays an important role in determining how people react to a situation and helps in predicting human behaviour. Most educators have problems in implementing inclusive education in classrooms. This is evident in the attitudes of educators towards the implementation of inclusive education in classrooms at Botshabelo Schools (Thwala, 2015). The emphasis was on what a child could not do, rather than on the positive characteristics and capabilities the teacher might bring to bear on the situation. Research involving school principals in Gauteng, the richest and most resourced province of South Africa revealed that most learners with disabilities received specialised support services either “seldom” or “never “(Nel, Muller & Rheeders, 2011).

As cited in Chander (2016), the teachers in the USA and Germany have the most positive attitudes, and the teacher’s attitudes are less positive in Ghana, the Philippines, Israel and Taiwan; as a result of limited or non-existent training for teachers to acquire integration competencies; the limited opportunities for integration in some of these countries;(none of these countries have a history of offering children with SEN specially designed educational opportunities). Johnson, Johnson and Newton (2014) also cited by Chander (2016) notice that teachers generally have positive attitudes towards inclusion,however, lack of funding, administrative support and minimal opportunities for training and development have been identified as negative influential factors on teachers’ attitudes investigated. Vaz (2015) cited by Chander (2016) adds the effect of age, gender, teaching efficacy and training on teachers’ attitude towards inclusion, and that the more severe the child’s disability is, the less positive their attitude is towards inclusion. The type of disability also appears to influence teachers’ attitudes, for example teachers are found generally to be more supportive of including children with physical and sensory disabilities than those with intellectual, learning and behavioural disabilities. Female teachers’

training is reported to be more tolerant in implementing inclusive education, following training teachers with less experience has been shown to have a more positive attitude towards inclusion when compared to their more experienced counterparts. The other reason was that the variation in attitude of people towards mainstreaming might be because traditionally children with Special Educational Needs (SEN) were segregated into separate learning environments.

Adewumi (2017) states that another attitude of teachers towards the implementation of inclusive education is that they become impatient with those learners. Teachers say that it is difficult to implement inclusive education and adapt the curriculum so that it meets the needs of the learners and with large numbers of learners in the classroom it's almost impossible, however the educators that have attendant workshops regarding special needs show positive attitude towards inclusive learning and teaching. According to DoE (2005): Guidelines for Inclusive Learning Programmes, negative and harmful attitudes towards difference in our society remain critical barriers to learning and development. Discriminatory attitudes result from prejudice against people on the basis of race, class, gender, culture, disability, religion, ability, sexual preference and other characteristics manifest themselves as barriers to learning when such attitudes are directed towards learners in the education system.

2.13 Educators' Professional Development

The Department of Teacher Training and Development, in collaboration with regional in-service officers organized continuous professional development opportunities on inclusion strategies of learners with special needs. It is important to take into cognisance that in-service training programmes alone rarely result in teacher behaviour change (Kaikkone, 2010).

Fox et al. (2011) agree that what is needed are several components of professional development that include training, implementation, guides, classroom materials, instructional coaching and performance feedback for teachers. Above all, these workshops should equip teachers with practical skills on instruction collaboration, alternative forms of evaluation, classroom management, and conflict resolution, and on how to adapt the curriculum. Simultaneously, the teacher's initial training programmes should incorporate inclusive education components (Forlin, 2010). Oswald and Swart (2011) cited by Donohue and Bornman (2014) state that contemporary teacher education in South Africa trains teachers how to accommodate diverse learners in a single classroom and this is in line with the social model of disability views disability as a social construct created by an ability-oriented environment. Teachers' competencies are the central feature of teaching and learning. According to Thwala (2015), serious problems arise when teachers lack competence in managing inclusive classrooms as it makes them feel stressed and less confident. Uniana (2012) opines that teachers do not feel that they are prepared or competent to teach both regular learners and learners with special educational needs. The main reason is that they have not had enough training to deal with these inclusive educational activities (Hay, Smit & Paulsen, 2001 as cited by Uniana, 2012).

Operti and Brady (2011) state that consistent with an enlarged concept of inclusive education, a key role for teachers has been recognized and developed. The 48th ICE outcomes document further refined the conceptualization of inclusive teaching by recommending training which will equip teachers with the appropriate skills and materials to teach diverse learners populations and meet the diverse learning needs of the different categories of learners through methods such as professional development at the school level, pre-service training about inclusion, and instruction attentive to the development and the strengths of the individual learner (UNESCO IBE, 2008). The UNESCO (2009b) Policy Guidelines also acknowledge the critically important role of the teacher in supporting the process leading to an inclusive education system. In the UNESCO (2009a) document teachers are portrayed as a

reflection of their education system. As such, the inclusive teacher is seen as playing a role in reinforcing social cohesion and justice in schools and societies because economic and social concerns including immigration, social equality, and poverty levels have been shown as having a strong impact on the implementation of inclusive education policies (Opertti & Belalcazar, 2008 cited by Opertti & Brady, 2011).

Opertti and Brady (2011), cited in Organisation for Economic Co-operation and Development (OECD, 2005) recommend that teachers should be “active agents” in analysing their own practices and their own learners’ progress and should be actively involved in formulating policy. This view implies that inclusive educators need to be recognized, engaged and empowered as teachers who would co-develop an inclusive curriculum. Their confidence, competencies, knowledge and positive attitudes could invaluablely reinforce the principles of inclusion and inclusive curriculum. This is necessary if educators have to develop a sense of value and ownership regarding inclusion, within their own local, national, and regional context. Professional training and support of educators form an essential component of an inclusive curriculum, in order to cater for the diverse needs of all learners. It has been suggested that initial teacher education should prepare people to enter the profession and accept individual and collective responsibility for improving the learning and participation of all children (Florian & Rouse, 2009). Furthermore, Opertti & Brady (2011) state that ongoing professional development and the sharing of evidence-based research on educational theory and practices, based upon inclusive values and supported by the entire school, have been proposed as an appropriate strategy for teacher professional development (Enet, 2004).

Adewumi, Rembe, Shuma and Akinyemi (2017) explains that educators, especially at the special schools had been trained to identify and assess learners and they also knew how to do curriculum differentiation and diversity in the classroom through workshops. They knew how to deal with different barriers experienced by learners, for example these educators knew how to help learners who could not write.

Furthermore, the Eastern Cape Province began training ordinary public-school teachers on those necessary skills in identifying, assessing, differentiating curriculum and managing diversity in the classroom, through workshops. They knew how to deal with barriers experienced by learners.

According to Zulfija, Indira and Elmira (2013), a key factor in the success of inclusive education is future teachers' professional competence to work with children with disabilities. In terms of inclusive education, the teacher should have new conceptual thinking, the ability to recognize the personal and social significance of professional activities for children with disabilities and to take responsibility for the quality of results achieved. Spreading the ideas of inclusive education has actualized the need to study such a phenomenon as "the willingness of the teacher to work in inclusive education" or "professional competence of teachers in inclusive education" (Zulfija et al, 2013: 549). The relevance of a comprehensive study of readiness of teachers to work in inclusive education would be determined by the requirements of social development and the importance of the teachers' role in the inclusion of children with disabilities in the development of educational activities.

Operti and Brady (2011) pose that teacher education would undoubtedly play a crucial role in the conceptualization of teachers' attitudes, roles, and competencies, especially in addressing the historical, cultural, pedagogical and political aspects of education and schooling as well as providing new ideas to facilitate teaching. At present, four types of approaches to teacher education are common (UNESCO 2004) teachers might have a full-time certificate/diploma/undergraduate college-based training at purpose-built institutions, usually lasting for 3 to 4 years; they might have full-time postgraduate training in higher education institutions after acquiring a first degree; they might be apprenticed, serving in a school with in-service support, leading to certification as qualified teachers; and they might also begin teaching without training and become certified later.

Peters and Reid (2009) cited by Operti and Brady (2011) indicate that teacher education research recommends that a culture of critical self-reflection forms the core element for teacher training in order to challenge pre-existing assumptions about diversity. They also recommend that teacher education curricula consider teachers' roles, backgrounds, vision, and feelings about diversity, and that they equip trainees with skills relevant to the schools where they would be placed (OECD, 2010). Other researchers recommend that teacher professional development demonstrate to teachers how to collaborate effectively amongst themselves and with other stakeholders such as teacher educators, to develop and integrate innovations of inclusive pedagogy (McIntyre, 2009). Supportive peer teaching and coaching as well as informal collaborative review within communities of practice, networks, and partnerships has been proposed as one of the most powerful strategies for fostering inclusive cultures in schools (Ainscow & Miles, 2009).

UNESCO Guidelines for Inclusion (2009b) cited by Operti and Brady (2011) suggest several key legislative and policy recommendations, both general and specific in relation to teachers and teacher education. For instance, the Guidelines suggest that inclusive principles and visions should be incorporated into multi-sectoral national legislation to be clear policy frameworks on inclusion and flexible allocation of resources and relevant infrastructure. These initiatives also aim to raise societal awareness and support for teachers within inclusive schools, communities, and societies. Focusing on teachers and their education, the document recommends national policies which directly support teachers, for example increased teachers' salaries, more flexible working conditions, and further on-going professional development opportunities.

2.14 Models of disability in inclusive education

The models of disability attempt to understand and explain or define disability (Degener, 2016). Of all the disability models, the most important models have been the social and medical model of disability as developed by scholars of disability studies during the 1970s and 1980s. The adoption of United Nations Convention on the Rights of Persons with Disability (CRPD) resulted in a new model named The Human Rights Model of Disability (Degener, 2016). Degener (2016) sees disability as a deviation from the normal health status and further states that exclusion of disabled persons from society is regarded as an individual problem and the reasons for exclusion are impairment.

2.14.1 Social model

In the social model, impairment is seen as a characteristic, feature or attribute that affects an individual's mind or body function as result of an injury, genetic make-up or disease. Russel (2017) indicates that disability is seen as socially constructed. Retief and Letšosa (2018) support this by saying that the social model is a socially constructed phenomenon. (Barners, Mercer and Shakespeare 2010, cited by Retief and Letšosa, 2018) further indicate that it is society which disabled people with impairments and any solution should be directed to societal change rather than an individual adjustment and rehabilitation.

(Degener, 2016), regarding the social model of disability, explains disability as a social construct through discrimination and oppression and its focus is on society rather than on the individual. Disability is regarded as a mere difference within the continuum of human variations. The social model according to (Degener, 2016), differentiates impairment as a condition of the body or the mind, while disability is the result of the way environment and society respond to that impairment. So, the exclusion of disabled persons is analysed as the result of barriers and discrimination.

Donuhue et al. (2014), cited in Nel, Tlale, Engelbrecht and Nel (2016), describe the social model of disability as rooted in the human rights paradigm whereby inclusion and participation for learners with disability are emphasised.

2.14.2 Medical model

The medical model of disability, also known as the *biomedical model* regards disability as an impairment that needs to be treated, cured, fixed or rehabilitated (Degener, 2016). Disability is seen as a deviation from the normal health status and the exclusion of disabled persons from the society is regarded as an individual problem and the reasons are seen in the impairment. Massoumeh and Leila (2012) state that medical model was based on the view that all learning problems are the result of some organic disorder or disease. The model focuses on the child's condition seeing the problem within the child, trying to find a way of treating the child to fit in with his environment. Retief and Letšosa (2018) in keeping with the medical model, explain disability as a medical problem that resides in the individual. It is also regarded as a defect in or failure of a bodily system and as such was inherently abnormal and pathological.

2.15 Conclusion

In Chapter 2, the researcher discussed the fact that the curriculum that was used during the Apartheid era was content-based, and input in the learning process was emphasized. Over a decade after the unveiling of Education White Paper 6, most learners with disabilities who attended school were still in separate "special schools". (Department of Education, 2001). The researcher also realised that inclusive education, according to Dreyer (2017), was put into place from 1994 as part of the democratisation process. Mainstreaming was introduced which refers to the inclusion of special learners in the general educational process, where learners spend any part of the school day with regular class with peers. Attitudes of grade

one educators towards the implementation of inclusive education in classrooms were also investigated in this chapter. The following chapter will focus on the research methodology adopted on this study.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

In this chapter interactive qualitative research has been carried out. Interactive qualitative research involves an inquiry where the researcher collects data in face-to-face situations in interviewing selected persons (Kumar, 2014). According to McMillan and Schumacher (2014), qualitative techniques or interactive qualitative research, collects data primarily in the form of words rather than numbers. Qualitative techniques provide verbal descriptions, portraying richness and complexity of events that occur in natural settings from participants' perspectives. The researcher collected data by means of interviews and questionnaires with Grade one educators of inclusive education and School Management Teams (SMT) at selected Botshabelo primary schools.

Barbouer (2014) states that methodology involves the discussion of assumptions underpinning different approaches to doing research and implications for conducting research and developing theory. This chapter specifies the method used in this project and the reasons for selecting it. Lapan, Quataroli and Riemer (2011) state that research methods refer to kinds of tools that are used for collecting data in studies, while methodologies refer to more comprehensive designs and frameworks used in investigations. The researcher applied a qualitative research method to investigate the attitude towards inclusive education implementation of Site- Based Support Teams (SBSTs) at Botshabelo Primary Schools. The team is a full-service provider conceived as strategies to build an inclusive education and training system, and it provides access to moderate levels of support, resources and programme. It consists of the School Management Team and the principal who are encouraged to develop resource centres for use by educators and learners in the delivery of additional support programmes. It also consists of the learning support educators

who play a role in collaborating and facilitating support at schools. The support is provided by educators to the School Governing Body (SGB), caregivers, families and peers (DoE, 2010).

3.2 RESEARCH APPROACH

Kumar (2014) regards research as a way of finding answers to professional and practical questions, characterised by the use of tested procedures, methods, and an unbiased, objective attitude in the process of exploration. He further states that research forms an integral part of good professional practice in professions and has been responsible for influencing practice procedures and outcomes in various professions. For research to be called research, the process must have specific characteristics and fulfil requirements: it must be possible to be controlled, rigorous, systematic, valid and verifiable, empirical and critical (Kumar, 2014).

The chosen research method allows the researcher to access ‘embedded’ processes by focusing on the context of peoples’ daily lives where decisions are made and enacted, rather than simply looking at patient characteristics or content of consultations (Barbouer, 2014). Qualitative methods share important themes, including the view that reality is complicated and socially constructed, and that qualitative research designs must be open to change during investigations.

3.2.1 Qualitative Research

According to Creswell and Poth (2018), qualitative research is a situated activity that locates the observer in world. Qualitative research consists of a set of interpretive, material practices that make the world visible. Practices transform the world and turn the world into series of representations, including field notes, interviews, conversations, photographs, recordings and memos to self. Qualitative research, at

this level, involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in natural settings, attempting to make sense of, or interpret, phenomena in terms of meanings people bring to them (Denzin & Lincoln, 2011).

Furthermore, Creswell and Poth (2018) state that qualitative research begins with assumptions and the use of interpretive/theoretical frameworks informing the study of research problems, addressing the meaning individuals or groups ascribe to a social or human problem. The researcher would add that qualitative research kept company with rigorous quantitative approaches and should not be viewed as any easy substitute for “statistical” or quantitative study.

To perform a qualitative study, the researcher must be willing to do the following: He or she has to:

- engage in a complex, time-consuming process analysis of data;
- write lengthy and descriptive passages;
- embrace dynamic and emergent procedures; and
- be open to anticipate and develop ethical issues.

According to Denzin and Yvonna (2018), qualitative research is a situated activity that locates the observer in the world. Qualitative research involves the study, use and collection of a variety of empirical materials, case studies, personal experience, introspection, life stories, interviews, artefacts, cultural texts and productions, along observational, historical, international, and visual texts that describe routine- and problematic moments and meanings in an individual’s life. Qualitative inquiry seeks to discover and to describe narratively what people do in their everyday lives and what actions mean to them. It identifies meaning in relevant kinds of things in the world of people, actions, beliefs and interests focusing on differences in the forms of things that make a difference in meaning.

3.2.2 Qualitative approach characteristics are:

Natural setting: According to Kumar (2014) is observing a group of participants without interfering in their normal activities is referred to as observation under natural setting. Qualitative research seldom gathers data in the field or at sites where participants experience issues or problems under investigation. Qualitative researchers collect up-close information by talking directly to people to check their behaviour within a context is a major characteristic. In this setting, the face-to-face interactions might occur over time (Creswell, 2018).

Researchers as instrument key: they gather data themselves through examining documents, observing behaviour and interviewing participants. Researchers do not use or rely on questionnaires or instruments developed (Creswell, 2018).

Multiple methods: In the qualitative approach researchers use multiple forms of data generated from interviews, observations and documents rather than relying on a single data source. Hence, they review data and make sense of it, and then organise it into categories or themes that cut across data sources (Creswell, 2018).

Complex reasoning through inductive and deductive logic: The qualitative approach builds the patterns, categories, and theories from “bottom up” by organising data inductively into increasing abstract units of information. An inductive process involves working between the themes until they establish a comprehensive set of themes and may involve collaborating with participants interactively to have a chance to shape themes or abstractions emerging from the process. In deductive thinking the researcher uses themes that are being checked constantly against the data (Creswell, 2018).

Participants’ multiple perspectives and meanings: The researcher keeps focus on learning the meaning that participants have about problems or issues, not

meaning that researchers bring to the research from literature. Participants further suggest multiple perspectives on topic and diverse views.

Context dependent: The researcher is based within the context or setting of participants or sites. In order to report the setting on which the problem is studied, the researcher seeks an understanding of contextual features and their influence on participants' experiences. It is essential because the contexts allow researchers to understand how events, actions and meanings are shaped by unique circumstances in which these occurred (Maxwell, 2013 cited by Creswell 2018).

Emergent design: The research process for qualitative approach is emergent; meaning that, the initial plan for research cannot be tightly prescribed and phases of the process may change or shift after the researcher has entered the field and begun collecting data, i.e., questions may change, forms of data collection may be altered, individuals studied and sites visited may be modified during the process of conducting the study (Creswell, 2018).

Reflexivity: Researchers position themselves meaning, they convey their personal experiences, and history (i.e., in method section, an introduction or other places of study) including the background of the study where, cultural experiences and history is being conveyed, and how it forms the researchers' interpretation of information in the study and what the researchers have to gain from the study (Wolcott, 2010 cited by Creswell, 2018, p.238).

Holistic account: Researchers develop a complex picture of the problem or issue under study, which involves reporting multiple perspectives, identifying factors involved in the situation, and generally sketching the picture that emerges. Researchers were not bound by cause-and-effect relationships among factors, but rather describe complex interactions of the factors in a situation (Creswell, 2018).

3.2.3 Advantages of qualitative research approach by (Kumar, 2014).

Approach to enquiry: unstructured, flexible or an open methodology

Investigation main purpose: describes the variation in phenomenon, situation, issues, etc.

Sample size: has emphasis on small cases.

Focus on enquiry: it involves many issues but gather required information from few participants.

Dominant research topic: it explores some experiences, meanings, perceptions and feelings.

Analysis of data: subject to views, narratives or observational data on identification of themes and described themes.

Dominant research value: about authenticity but does not claim being value-free.

Communication of finding: Organisation of data is descriptive and narrative natural setting.

3.2.4 Quantitative research

According to Kumar (2014), the quantitative approach is rooted in philosophy of rationalism; and follows a rigid, structured and predetermined set of procedures to be explored. It is aimed to quantify the extent of variation in a phenomenon; and emphasizes measurement of variables and objectivity of process; believes in substantiation on the basis of large sample size; gives importance to the validity and reliability of findings; and communicates findings in an analytical and aggregate

manner, draw conclusions and inferences that can be generalised. The qualitative approach is embedded in the philosophy of empiricism; and follows an open, flexible, unstructured approach to inquiry; emphasizes the description and narration of feelings, perceptions and experiences rather than measurement, communicating findings in a descriptive and narrative rather than an analytical manner; and places emphasis on generalisations (Kumar, 2014). As both qualitative and quantitative approaches have strengths and weaknesses, advantages and disadvantages, neither is markedly superior to the other in all respects (Ackroyd & Hughes, 1992).

3.3 RESEARCH DESIGN

According to Creswell and Creswell (2018), research design is a type of inquiry within a qualitative paradigm that provides specific direction for procedures regarding the study. It refers to the plan for conducting the research study. Creswell and Poth (2018) describe research design as the phenomenology the researcher has transcended or suspended past knowledge and experience to understand phenomenology at a deeper level and an attempt to approach live experience with the sense to elicit rich and descriptive data. In this study the descriptive design is used to investigate among individuals or groups within a given school (Welman, Kruger and Mitchell, 2005), who for purposes of this study, are Grade one educators who are part of inclusive education SBSTs at Botshabelo Primary Schools. According to McMillan and Schumacher (2014), descriptive design is research that describes an existing phenomenon using numbers characterising individuals or a group. The goal of descriptive research design is to describe a phenomenon and its characteristics. Research is concerned with 'what' rather than 'how' or 'why' something had happened (Nassaji, 2015).

3.4 POPULATION

McMillan & Schumacher (2014) state that a population is a group of elements or cases, whether individuals, objects or events, that conforms to a specific criterion is intended to generalize the results of the research. Group refers to the target population or universe. The target population of this study is the Grade one educators who are part of the inclusive education SBSTs at selected Botshabelo Primary Schools.

3.5 SAMPLE

McMillan and Schumacher (2014) define sample as a group of subjects on which data is collected, representing the population. The sample was selected from a group of persons, identified as population from whom data was collected. Probability sampling subjects were drawn from a population in a way that the probability of selecting each member of population is known. The researcher used the probability sampling procedure Kumar (2014). With probability sampling it is imperative that each element in the study population has an equal and independent chance of selection to the sample, in other words, each unit has an equal chance of probability to be selected (Rahi, 2017). Choice of an element in a sample is not influenced by other considerations like personal preference, for example The Concept of independence means that choice of an element is not dependent upon choice of another element in the sampling; that is, the selection or rejection of an element does not affect inclusion or exclusion of another.

3.6 DATA COLLECTION

Information of the data collected on attitudes of educators towards implementation of inclusive education in classrooms at selected Botshabelo schools encompasses the following processes, namely, ethical considerations, population, sampling

processes, for example, the probability sampling procedure, population process as determined by sample size, research instrument such as questionnaire (according to McMillan (p.40, 2014), questionnaires encompass a variety of instruments in which the subject responds to written questions to elicit reactions, beliefs and attitudes) and interview guide (based on Kumar (p 178,2014) an interview guide is where the interviewer asks the questions: if necessary explains them, and records the participants replies on an interview guide) for educators who are information-rich regarding inclusive education implementation in classrooms at selected Botshabelo Schools.

Semi-structured interviews were used in the data collection. Use of a semi-structured interview allows flexibility and openness between the researcher and the participants (Kumar, 2014). Denzin and Lincoln (2018) define semi-structured interviews as interviews with the purpose of obtaining descriptions of the life world of interviewee to interpret the meaning of described phenomena. Interviews were conducted from sampled participants who are inclusive education SBSTs at selected Botshabelo Primary Schools in the Free State Province.

Denzin and Lincoln (2018) define the interview as a face -to- face verbal exchange in which a person, the interviewer, attempts to elicit information or expressions of opinion or belief from another person or persons. Creswell and Poth (2018), state that qualitative data collection focuses on actual types of data and procedures for gathering data. Data collecting involves anticipating ethical issues in gaining permission, conducting a qualitative sampling strategy, developing means for recording information, responding to issues as arising in the field, and storing the data securely. In the actual forms of data collection, researchers often opt for conducting interviews and observations. New forms of data and the steps in the process of collecting qualitative data need to be sensitive to outcomes expected for each of the five different approaches to qualitative research. McMillan and Schumacher (2014) opine that interviews could occur unexpectedly or be planned. Interviews occur unexpectedly when the researcher meets the right individual with

relevant information without having planned to meet a person or when talking to someone and realising later that that person automatically gave the researcher relevant information while they were merely conversing. This method of unexpected interviewing does not have a formal letter, which determines the formality of the researcher.

3.7 DATA ANALYSIS

Data analysis involves the act of changing data with the aim of getting useful information and facilitating conclusions (Leedy and Ormrod, 2014). Creswell and Poth (2018) point out that data analysis in qualitative research consists of preparing and organising data (i.e. text data as in transcripts, or image data in photographs) for analysis and then reducing data into themes through a process of coding and condensing codes and finally representing data in figures, tables or a discussion. Content analysis was used in this study. The following phases were utilised:

Phase 1: Orientation of data

This involves reviewing or studying sets of data to form an overview and discern the context (Henning, 2004).

Phase 2: Dealing with the data

It involves coding segments of meaning, categorising relating codes into groups, seeking relationships between categories to form thematic patterns (Henning, 2004).

Phase 3: Analyse data text

This involves writing the final themes of the set of data and presenting a pattern of related themes (Henning, 2004).

3.8 ETHICAL CONSIDERTIONS

Permission is sought by the provincial department of Basic Education and the principal of each school sampled. The aim of the study the researcher intended to do at the schools is clarified.

Informed consent is provided to participants. A signed form ensured the agreement and approval of participation in the study.

Anonymity was taken into consideration to reassure privacy and confidentiality of participants.

3.9 LIMITATION OF THE STUDY

The researcher drew up a plan on the investigation of the attitudes of Grade one educators towards Inclusive Education in classrooms at selected Botshabelo Schools. According to the Department of Education (2001), *White Paper 6*; learners with disabilities are children with special needs, since they have difficulty in learning. They are said to be under-achievers. Learners with disabilities are children that need support in their learning by educators and other stakeholders. Special Educational Needs are no longer seen as caused by factors within the child but are recognised as the outcome of interaction between strengths and weaknesses of child, aids and deficiencies of the child's environment.

The researchers encountered the following problems which hindered in the study, some of the participants were unwilling to answer questions from the interview guide, the research was time consuming for other participants and some educators that agreed to the interviews were sometimes absent. Some teachers felt like they were unskilled in teaching inclusive education as the Department of Education has not provided them with training.

3.10 CONCLUSION

The researcher used a qualitative method to investigate the problem as indicated by means of the title. It became easier to collect information once the researcher had decided on the type of approach to be used. The following chapter concentrates on the Analysis and Interpretation of results

CHAPTER 4: FINDINGS AND DISCUSSION

4.1 INTRODUCTION

The findings in this chapter reflect the attitudes of teachers on inclusive education in classrooms at selected Botshabelo primary schools. This chapter presents the findings obtained from the information gathered. The researcher gathered information from the participants by means of questionnaires and interview guide. The researcher adopted the step- by- step guide of content analysis as described in Chapter Three. The researcher categorised the information obtained into sub-topics. All were presented in alignment with research questions posed below.

Table 4.1 Topic and sub-topics of a questionnaire (refer to appendix A)

Topic	Sub-topic & Categories
<p>4.1.1 Role of educators towards the implementation of inclusive education.</p>	<p>Help learners to progress well Encourage learners Teach learners Solve learning problems Assure a favourable learning environment Accommodate all learners Enhance/ Develop learning morale Identify learners with learning disabilities Assess learners Draft learning programmes Pave and create a good learning environment Include all learners in classrooms Support all learners</p>

<p>4.1.2 Factors affecting the implementation of inclusive education in the classroom.</p>	<p>Environmental factors Overcrowding Poor ventilation and untidy classrooms Lack of proper teaching aids and other resources Unsuitable restrooms & other facilities for the disabled learners Financial factors Lack of finance Social factors Untrained staff Lack of diversity Discrimination Language barrier and insufficient time Lack of support Psychological factors Negative attitude</p>
<p>4.1.3 Preparedness of Grade one Educators to Implement Inclusive Education</p>	<p>Workshops and Training Orientation Teaching aids Committee participation and formulation of clusters/PLC SBST Monitoring SMT guidance Clusters/ Professional Learning Committees (PLC) Continuing Professional Development Programmes</p>
<p>4.1.4 Understanding of educators' responsibility to Implement</p>	<p>Yes Offered Workshop & training</p>

<p>Inclusive Education.</p>	<p>No discrimination Able to prepare lesson plans Apply inclusive teaching strategies Form networks and teams No Need for thorough trainings and workshops</p>
<p>4.1.5 Which factors that affect Implementation of Inclusive Education in classroom.</p>	<p>Covered in question 2 (limitation)</p>
<p>4.1.6 Strategies used to prepare Grade one Educators in implementing Inclusive Education in classroom.</p>	<p>Offer continuous assessments SBST Monitoring Attend training and workshops Grouping learners by learning abilities Use simple language Motivate learners Show love, respect and patience Mix grouping of learners (both with learning abilities and disabilities) Engage in collaborative teaching Offer immediate corrections when there has been a mistake Allow independence Display phenomics awareness charts Use variety of instructional formats Parental involvement Adequate resources and budget Use research information</p>
<p>4.1.7 Inclusive education implemented in</p>	<p>Group learners Special attention</p>

<p>schools.</p>	<p>Identify and assess learners Refer learners to specialists After care lessons Stakeholders involvement Use universal design principles Use departmental policies</p>
<p>4.1.8 Understanding of the concept Inclusive education.</p>	<p>Teaching learners with low IQ Education programmes to assist learners with learning problems Education for all Special attention to learners with learning barrier Specific education for specific learners Process where learners experience barriers Learners placed in age-appropriate general classes Educational system Learners are included Learners are places in appropriate general classes</p>
<p>4.1.9 Do Grade one Educators get professional development in inclusive education?</p>	<p>26 Yes (Training and workshops) 8 No 1 Some</p>
<p>4.1.10 The Department of Education's initiative regarding learners with severe learning disabilities.</p>	<p>Employ trained educators Refer learners to special schools Equip and prepare educators with knowledge and skills Provide enough resources and teaching</p>

	<p>aids</p> <p>Place learners in their own classroom</p> <p>Design infrastructure suitable for learners</p>
<p>4.1.11</p> <p>Kind of learners to be included in the mainstream.</p>	<p>Handicapped learners</p> <p>Inability to function physically</p> <p>Inability to function mentally</p> <p>Learners with learning barriers</p> <p>All learners</p> <p>School readiness learners</p> <p>Learners without severe disabilities</p> <p>Learners showing continuous progress</p> <p>Orphans</p>
<p>4.1.12</p> <p>Steps for implementation of inclusive education in Grade one classrooms.</p>	<p>Identify learners</p> <p>Check learner's immunization card</p> <p>Pre-school/ crèche attendance</p> <p>Refer learners for psychological screening</p> <p>Engage with family</p> <p>Continuously learner work assessment</p> <p>Create suitable learning environment</p> <p>Have variety of instructional formats</p> <p>Reduce the class size</p> <p>Have action plan</p> <p>Offer extra lessons</p> <p>Do correction immediately</p> <p>Have enough learning material</p> <p>Group learners according to their learning abilities</p> <p>Provide professional development</p> <p>Retain learners with low academic improvement</p>

	Write progress reports
4.1.13 Aims and objectives of educators to implement Inclusive Education.	Help learners with low IQ Help learners to learn with ease Promote diversity Motivate learners to have self-esteem and regain self confidence Encourage peace in the classroom Promote group work Apply educators' seven roles Emphasise creativity Encourage role playing Build lifelong learning Demonstrate best practices Ensure accessibility of curriculum Improve learning skills Ensure quality education for all Identify, assess and support all learners
4.1.14 Convincing Principals and educators to show value of the importance and implementation of inclusive education.	Yes (all participants) Allow school interest Improve self- esteem Improve results and learners' performance Encourage right to education Encourage the implementation of inclusive education
4.1.15 Definition of inclusive education.	Learners with Low IQ to know how to read and write. All learners in mainstream. Transformation of ordinary schools Special learners get special education Special learners are placed in age-

	<p>appropriate classrooms</p> <p>Social cohesion</p> <p>All learners included in school activities</p> <p>Special learners are assisted according to learning barriers</p> <p>System established by DoE</p> <p>Offers opportunities to showcase potential and capabilities</p>
<p>4.1.16</p> <p>Understanding of inclusive schools.</p>	<p>Teaches learners with low IQ</p> <p>Transformed to support and develop all learners</p> <p>Welcome all learners</p> <p>Equipped to provide learning needs</p> <p>Admit learners with different learning abilities</p> <p>Include learners with learning barriers</p> <p>All disabled get help in a special school</p> <p>Accommodate and treat able and disabled equally</p> <p>Specialized education system</p> <p>Accommodate all physically and mentally impaired</p> <p>Ensure access to equal education</p> <p>Use system that accommodate disabled learners</p> <p>Follow and apply inclusive system</p>
<p>4.1.17</p> <p>Role of Site-Based Support Team on Grade one educators on inclusive education implementation.</p>	<p>Identify children with severe learning difficulties</p> <p>Assist schools with learning materials/aids</p> <p>Provide moral support</p>

	<p>Identify learners suitable for social grant</p> <p>Help to monitor learners' progress</p> <p>Provide educators with orientation and learning programmes</p> <p>Guide educators to handle well learners</p> <p>Create committees for the implementation of inclusive education</p> <p>Communicate with other stakeholders for learner referrals</p> <p>Invite district to be on board</p> <p>Conduct meetings with Grade one educators</p> <p>Offer plans how to handle learners with learning problems</p> <p>Supply policies to help with interpretation of policies</p> <p>Help educators to compile learners' information</p>
<p>4.1.18</p> <p>Help to implement inclusive education successfully in classrooms by educators, DoE, parents, learners and schools.</p>	<p>Participants shared the success of implementation of inclusive education in classrooms through different stakeholders, categorized as follows:</p> <p>Educators should work in a team and find solutions through problem solving and be flexible in implementing inclusive education curriculum. Educators should participate in district support Network on purpose of care and support (Participant 9). Educators should attend workshops to learn how to</p>

	<p>deal with the process of inclusive education (Participants 16, 20, 22 & 26).</p> <p>Department of Education (DoE) should provide policies relevant to inclusive education (Participant 33).</p> <p>Parents should collaborate with teachers to stay informed and support their children learning and be cooperative (Participant 9).</p> <p>Learners should work together in groups (Participants 4 & 6) and be responsible by doing their schoolwork and show diversity (Participants 5, 6, 7, 24, 27 & 33).</p> <p>Schools should understand and support teachers with inclusive knowledge and skills (Participants 4 & 25) and should promote teamwork amongst teachers and parents (Participants 6 & 8). Schools should demonstrate best practices on inclusive education and make sure curriculum is accessible to all learners (Participants 7 & 30).</p>
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4.1.1 The role of educators towards inclusive education implementation in schools.

4.1.1.1 Educators help learners to progress well

40% of the participants indicated that the role of educators is to help children with learning disabilities. It is illustrated in the following statements:

- *“To help slow learners to read and write”* (Participant 1).

- *“To help learners with learning disabilities in order to learn all basic skills e.g. listening, reading, writing and speaking”* (Participant 2).
- *“To help the learners with and without learning disabilities in the same class”* (Participants 3, 19, 27, 29, 32, 34 & 35).
- *“To help learners to work in groups so that they can learn from each other”* (Participant 5).
- *“To help learners to work in groups and have understanding of the content”* (Participant 6).
- *“To help learners with or without learning disabilities to learn”* (Participant 7).
- *“To help learners with learning problems”* (Participant 8).
- *“To help learners who cannot read and write and transfer them to special schools for remedial teaches”* (Participant 26).

The above responses from the participants highlight their views when it comes to the role of educators when it comes to the implementation of inclusive education in classrooms.

4.1.1.2 Encourage learners

20% of the participants indicate the role of educators on implementation of inclusive education as form for encouragement to learners in order to have self-esteem and love others. This was illustrated by the following statements:

- *“To encourage learners to have self-esteem and confidence”* (Participants 5, 18, 22 & 32).
- *“To encourage learners to love and respect each other”* (Participants 7 & 9).
- *“To encourage parents to partake in children’s work from first day schooling”* (Participant 24).

The grade one educators show the importance of building a learner in a positive manner, which will contribute to the growth of the learner and can be reflected in their work.

4.1.1.3 Teach learners

One participant emphasised that the educators' main responsibility to carry out training and instruction, including all learners, remains teaching. This is illustrated by the statement below:

- *“Teaching learners how to read and write”* (Participant 8).

The educator demonstrates the importance of teaching taking place in the classroom at all times.

4.1.1.4 Solve learning problems

One participant pointed out that the role of educators towards inclusive education implementation is solving learner problems. This was illustrated by the statement below:

- *“To solve learning problems”* (Participant 2).

The educator demonstrates the importance of being a critical thinker where problem solving as a skill needs to be implemented.

4.1.1.5 Assure favourable learning environment

Three participants specified that the role of educators towards implementation of inclusive education is to ensure that that the implementation is done accordingly. This was illustrated by the statements below:

- *“To assure that the implementation of systems and methods of teaching suit all learners in the classroom”* (Participant 7).
- *“To assure that all the skills, attitudes and values are accommodated in inclusive classroom for all learners”* (Participant 7).
- *“To reassure that the child socialises with others to improve the physical and intellectual abilities”* (Participant 15).

Educators should create an environment that is safe and conducive to learning and that it does not discriminate against learners with or without disabilities.

4.1.1.6 Accommodate all learners

One participant indicated that the role of educators towards inclusive education implementation is accommodating learners. This is illustrated by the following statement:

“To accommodate all children regardless of physical, intellectual, social, emotional, linguistic or other conditions” (Participant 8).

4.1.1.7 Enhance/ Develop learning moral

14,3% of the participants stated that the role of educators towards inclusive education implementation is to enhance or develop learners. This was illustrated by the following statements:

- *“To enhance learners with disabilities so that their self-esteem is motivated”* (Participant 2).
- *“To develop children irrespective of age, race, gender and culture”* (Participant 8).
- *“To develop and teach learning skills e.g., speak, listen, write and read”* (Participants 4 & 8).
- *“To develop positive attitude between normal and disabled learners and make suitable adaptations in the curriculum transactions so that children with disabilities will learn according to their abilities”* (Participant 23).

Educators should encourage learners with good behaviour and develop learning moral.

4.1.1.8 Identify learning disabilities

54,3% of the participants pointed out that the role of educators towards inclusive education implementation is to identify barriers in learning. This was illustrated by the following statements:

- *“To identify learners with learning barrier or difficulties”* (Participants 9, 11, 13, 16, 18, 19, 20, 22, 27, 29, 33 & 35).
- *“To identify the learners’ background in order to assess and support accordingly”* (Participant 13).
- *“To identify learners with disabilities in classroom and refer them to the experts for further examinations and treatment”* (Participants 18, 23, 28, 30, 32 & 34).

Educators should possess skills and knowledge of identifying learners with disabilities.

4.1.1.9 Assess learning abilities

11,4% of the participants were of the opinion that the role of educators towards inclusive education implementation is learner- based assessment regarding a learner's abilities. This was illustrated by the following statements: "To form Support Based School Team (SBST) committee to assess individual learners according to their abilities" (Participant 9).

- *"To do assessment-based line followed by creating groups and mixing the different abilities of learners"* (Participants 10, 12 & 14).

Educators must be able to assess learning abilities in each learner.

4.1.1.10 Draft learning programmes

One participant suggested that the role of educators towards inclusive education implementation is to draft learning programmes. This was illustrated by the following statement:

- *"To draft programme to deal with learners with learning barriers"* (Participant 9).

Educators need to be equipped with the skill and knowledge to draft their own learning programmes fit for the grade one in cases where the DoE is unable. These programmes should be of high quality.

4.1.1.11 Pave and create good learning environment

Participants said that the role of educators towards inclusive education implementation is creating a conducive space of learning to take place.

- *"Create a pleasant environment for learners and ensure that they participate in every lesson offered"* (Participant 15).

- *“To create a conducive and inclusive learning classroom to accommodate learners”* (Participant 22).
- *“To create an environment that is well- structured and that can accommodate learners with disabilities”* (Participant 22).

One participant opined that the role for educators’ regarding inclusive education implementation is paving the way for disabled learners. The following statement illustrates the response: *“To pave and create conducive environment on inclusive education implementation effectively”* (Participant 17).

4.1.1.12 Include all learners

42,9% of the participants indicated that the role of educators on inclusive education implementation is to include learners in classroom activities. This is illustrated by the following statements:

- *“To include learners with physical differences and other disabilities in classroom activities”* (Participant 16).
- *“To accommodate all learners on inclusive education despite abilities and learning barriers”* (Participant 4, 5, 6, 8, 11, 13, 16, 17, 18, 21, 23, 25, 27, 30 & 34).
- *“All learners must be included in process of teaching and learning”* (Participant 35).

Educators must include all the learners with or without disability in the same classroom and should not discriminate against learners.

4.1.1.13 Support all learners

Participants indicated that the role of educators towards the implementation of inclusive education is supporting all learners regardless of disabilities.

- *“To know the learners’ background and provide necessary support”* (Participant 13).
- *“To provide full support in order to sustain a good relationship”* (Participant 15).
- *“To provide a holistic support and focus involvement with children on special needs based on a joint perspective, mutual understanding and networking”* (Participant 29).

Educators must support all learners irrespective of their learning disabilities or difficulties. They should provide a safe environment for all the learners, so they don't feel discriminated against.

4.1.2 Factors affecting inclusive education implementation in classroom

Implementation of inclusive education in the classroom is affected by different factors like environmental, financial and social factors. Participants illustrated the factors below.

4.1.2.1 Environmental factors

- **Overcrowding**

Most participants indicated overcrowding as one of the major factors hindering implementation of inclusive education in the classroom.

- **Poor ventilation and untidy classrooms**

Most participants highlighted that poor classroom ventilation and lack of cleanliness affect the implementation of teaching in such a way that a teacher has to first ensure that the classroom is tidy so that learners are not affected by unfavourable classroom conditions, which in turn has a negative effect on the time to focus and to observe and pay attention to learners.

- **Lack of proper teaching aids and other resources**

One participant stated that schools lack proper teaching aids such as audio-visual material, Braille, videos. Most of the time they rely on paper rather than on electronic resources (Participant 29).

- **Unsuitable restrooms and other facilities for the disabled learners**

Most participants indicated that their schools do not have inclusive restrooms with ramps. Learners with physical disabilities struggle to have access to other facilities as well.

Environmental factors play a huge role in ensuring that proper education and learning takes place, it also affects learners where sanitation issues arise, as a result is of utmost importance that these environmental factors be considered to ensure a safe and clean learning environment is presented to the learners.

4.1.2.2. Financial factors

- **Lack of finance**

34,3% of the participants stressed the fact that lack of finances also negatively affects implementation of inclusive education. This is illustrated by the following statements:

“Schools lack resources/ insufficient learning facilities for teaching and learning”
(Participants 3, 5, 6, 7, 8, 10, 11, 12, 14, 21, 29 & 35).

Lack of finance can hinder on the implantation of inclusive education in schools, this can be due to the lack of resources and learning facilities for learners with special needs.

4.1.2.3 Social Factors

- **Untrained staff**

“Lack of well-trained teachers on inclusive education” (Participants 2 & 3).

“Lack of teachers’ knowledge on inclusive education” (Participant 30).

- **Lack of diversity and learner’s discrimination**

“Lack of diversity and learner’s discrimination affect implementation on inclusive education in classroom” (Participants 9 & 23).

- **Language barrier and insufficient time**

“Learners who are unable to speak properly due Language and speech issues/barriers make it difficult for teachers to quickly move to the next content and make it difficult for learners to progress to the next level” (Participants 13 & 30).

- **Lack of support**

Participants stated that lack of support by District- Based Support Teams (DBSTs) and other stakeholders affect implementation of inclusive education (Participants 4 & 15).

The educators lacked support from the DBST and other stakeholders e.g., Departmental officials, SMT, parents to name a few, to ensure that inclusive education is implemented.

4.1.2.4 Psychological factors

- **Negative attitude**

“Learners and teachers have attitude towards other disabled learners” (Participants 17, 18, 21, 22 & 23).

4.1.3 The preparedness of Grade one educators on the implementation of inclusive education

4.1.3.1 Workshops and training

17.1% of the participants indicated that teachers need workshops and training sessions, equipping them with knowledge of inclusive education and implementation thereof” (Participants 17, 18, 22, 23, 29 & 30).

4.1.3.2 Orientation

- *“One participant indicated that the learners need orientation so to get use of the system and to minimize the learning barriers”* (Participant 35).

4.1.3.3 Teaching aids

- *“Teachers need teaching aids compatible to use in an inclusive classroom”* (Participant 1).

Teaching aids are essential in stimulating the learners and ensuring that different styles of teaching is accommodative to different learners in the classroom for effective learning and teaching.

4.1.4 Committee participation and formulation of clusters/Professional Learning Committee (PLC)

- **SBST monitoring**

14.3% of the participants indicate that SBST need to work with educators and monitor the implementation of inclusive education (Participants 2, 3, 5, 6 & 9).

- **SMT guidance**

5,7% of the participants indicate that SMT need to motivate educators and guide them for smooth inclusive education implementation (Participants 8 & 9).

4.1.4.1 Cluster/PLC

“14,2% of Educators should form clusters or PLC with neighbouring schools to share ideas on inclusive education” (Participants 9, 10, 12, 14 & 28).

4.1.4.2 Continuing Professional Development Programmes

“Educators should obtain professional development courses (remedial courses) to equip themselves with inclusive education” (Participant 7).

4.1.5 Understanding educators’ roles in the implementation of inclusive education

Yes

11,4% of the participants understand the roles of educators on implementing inclusive education and the responses are illustrated in the following statements:

“Educators were offered trainings and workshops on curriculum differentiation and diversity” (Participant 2).

“Trained Educators do not discriminate learners with learning problems” (Participant 2).

“Trained educators are able to prepare lesson plans for learners with disabilities” (Participant 4)

“Trained and work-shopped Educators apply inclusive teaching strategies that meet needs of learners with learning barriers” (Participant 7).

- **Form networks and teams**

“Educators form networks with existing community resources like families and get advocacy training and induction on how inclusive education is implemented.” (Participant 9).

“Educators understand their roles as they get guidance from SBST” (Participant 13).

No

- Educators need to have thorough training and workshops

4.1.6 Factors affecting implementation of inclusive education in classroom

Answers to this question are stated in question 2 as it is a repeated question.

4.1.7 Strategies utilized to prepare Grade one educators for implementation of inclusive education in the classroom.

4.1.7.1 SBST monitoring

8.8% of the participants stated that the SBST should monitor the educators and prepare them for inclusive education implementation in the classroom (Participants 3, 5 & 6).

4.1.7.2 Attend trainings and workshops

60% of the participants believed that the attendance of training sessions and workshops prepare Grade one educators for inclusive education implementation in the classroom. This was supported by the following teaching strategies educators indicated for smooth inclusive education implementation.

- *“Use simple language that learners are easy to understand”* (Participant 7).
- *“Motivate learners to work hard”* (Participants 7 & 25)
- *“Show love, respect and patience to allow learners to engage with educators and other learners”* (Participants 8, 17 & 28).
- *“Grouping learners by learning abilities”* (Participants 2, 3, 5, 6, 7 & 25).
- *“Engage in collaborative teaching”* (Participants 18, 20 & 26).
- *“Offer immediate corrections when there’s mistake”* (Participants 5, 6 & 33).
- *“Allow learners classroom independency”* (Participant 7).
- *“Display phonemics awareness charts”* (Participant 9).
- *“Use variety of instructional formats”* (Participant 30).

Over 50% of the educators do agree that the attendance of trainings and workshops is essential in aiding and educating the educators on inclusive education and how to work in inclusive schools so that the learners benefit the most.

4.1.7.3 Offer continuous assessments

11,4% of the participants indicated that continuous assessment needs to be offered to learners with learning disabilities to facilitate more improvements in their performance (Participants 2, 3, 5 & 6).

4.1.7.4 Parental involvement

11,4% of the participants emphasised that parents should be involved in their children's education and work along with the educator to share medical information and learners' learning challenges/ disabilities (Participants 5,6,30 & 31).

4.1.7.5 Adequate resources and budget

For the smooth implementation of inclusive education and Grade one educators to prepare implementation, the school should be offered adequate resources and budget (Participants 19, 21, 23, 24, 29 & 33).

4.1.7.6 Use research information

5,7 % of the participants shared that the Grade one educators should also use previous research information to see how other schools implement inclusive education (Participants 24 & 35).

4.2 Implementation of inclusive education in schools.

4.2.1 Group learners

5,7 % of the participants said that the implementation of inclusive education in schools should be done through grouping learners and assisting them according to their learning abilities (Participants 1 & 6).

4.2.2 Offer learners special attention

Participant opined that special attention to learners is needed to offer support to all those with learning barriers and those who do not progress well with class activities (Participant 2).

4.2.3 Identify and assess learners

20% learners with learning disabilities should be identified and assessed accordingly and all proper forms should be completed with evidence and reported to the SBST (Participants 13, 15, 24, 25, 30, 31 and 35).

4.2.4 Refer learners to specialists

After the identification of 20% learners with learning disabilities, learners should be referred to Educational Specialists for further assessment and assistance (Participants 2, 3, 24, 25 30, 31 & 35).

4.2.5 Offer aftercare lessons

Educators should identify learners with learning disabilities and offer them after-school lessons to address their learning barriers (Participants 21, 26 & 32).

4.2.6 Stakeholder Involvement

31% of the participants stated that they involved different stakeholders for inclusive education implementation in schools. This was illustrated in the following statements:

- *“Invite children guidance clinic specialist to assess learners”* (Participant 3).
- *“Report learners to the SBST and other education officials”* (Participants 13, 15, 24, 25, 30, 31 & 35).
- *“Inform parents so to be alerted of the expectations”* (Participant 35).

- *“Use teacher Assistant to support learners”* (Participant 23).
- *“Use Educational Change Agent to help teachers by addressing needs of learners and work with learners individually”* (Participant 32).

4.2.7 Use universal design principles

One of the participants stated that the use of universal design principles creates accessible classrooms for all the learners (Participant 34).

4.2.8 Use departmental policies

This participant further states that the departmental policies that are in place will assist educators, together with the help of educational stakeholders to implement inclusive education in their schools (Participant 35).

4.3 Understanding the concept inclusive education

Participants illustrated how they understand the concept inclusive education. This was illustrated in the following statements:

- *“Inclusive education is teaching of learners who have low IQ”* (Participant 1).
- *“It is the educational programmes done to assist learners with learning problems, disabled, and with socio economic problems, to see to it that their problems are overcome”* (Participant 2).
- *“In inclusive education is situation that all learners with and without learning disabilities and the disabled learners are combined and taught in the same classroom”* (Participants 3, 5, 6, 7, 8, 9, 10, 11,12, 14,16, 18, 19, 21, 32)
- *“It means education for all-in-one classroom regardless of difficulties and differences the learners have”* (Participant 4).

- *“Inclusive education where special attention is given to learners with learning barriers and where different stakeholders are involved” (Participant 13).*
- *“Is a specific education which is directed for specific learners that are having learning barriers in academy” (Participant 15).*
- *“It is the process where learners experience barriers in learning were no more catered at special schools but rather in the mainstream schools” (Participant 17).*
- *“It is provision for appropriate instruction of learners with disabilities in general education classroom and work closely with professionals” (Participant 20).*
- *“It’s when all learners regardless of challenges were placed on age-appropriate for general education classes that were in their neighbourhood” (Participants 22 & 23).*
- *“It is a system of education where learners with different abilities were taught according to their level” (Participant 24).*
- *“It is when all learners in class or in school are included in all educational activities regardless of age, gender and disabilities” (Participants 25 & 27).*
- *“It is where learners regardless of any challenges that they have, are placed on appropriate general education classes receiving high quality instruction, intervention with support enabling them to meet success in core curriculum” (Participant 28).*
- *“It is around 900 full-service schools in South Africa, a relatively new breed of school adapted to welcome children with different educational needs” (Participants 29 & 34).*
- *“It is a model whereby special needs learners are supported and assisted educationally according to their learning needs” (Participant 30).*
- *“Is accommodating all learners to have the same and equal rights as to the learners who are not struggling” (Participant 31).*
- *“It is a type of education which addresses the needs for all learners in one united education system and addresses disabilities of learners and assessing them accordingly” (Participant 33).*

- *“It is a system which leaves no child behind and different ethnic groups are included in learning”* (Participant 35).

The grade one educators understand the concept of inclusive schools, where no learner is left behind irrespective of their personal backgrounds and disabilities. On which every learner is considered and their learning needs accommodated.

4.3.1 Do Grade one educators get professional development in inclusive education?

85% of the participants stated that Grade one educators get professional development in inclusive education. This is illustrated by the following responses:

Twenty-six (26) participants indicated that Grade one educators received training and workshops from the Department of Education specialists and were guided by the SBST together with the SMT (Participants 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 24, 25, 27, 29, 30, 33 & 35).

Only 1 participant said that not all Grade one educators received professional development, only some (Participant 11). 22% of the participants stated that Grade one educators did not receive any professional development in inclusive education (Participants 1, 16, 19, 23, 26, 28, 31 & 32).

4.3.2 The Department of Education (DoE) initiative on learners with severe learning disabilities

The participants echoed different initiatives that the DoE implemented for learners with severe learning disabilities. This is illustrated in the following statements:

“DoE employ and bring trained educators to teach learners with severe learning disabilities” (Participants 1 & 20).

“DoE refer learners to special schools” (Participants 2, 3, 4, 5, 6, 7, 8, 9, 11, 13, 15, 17, 21, 23, 24, 25, 26, 28, 30, 31, 33 & 35).

“DoE prepare and equip educators with sufficient knowledge and skills to accommodate learners with severe learning disabilities” (Participants 4, 14 & 16).

“DoE provide enough resources and teaching aids for learners with severe learning disabilities” (Participants 10, 12, & 22).

“DoE place learners in their own classroom where they will be under supervision of skilled educators” (Participants 19 & 27).

“DoE design infrastructure suitable for those learners” (Participants 20 & 27).

Participants 29 and 34 did not respond to this question, which might be those whose schools do not get any training and workshops on inclusive education.

4.3.3 Kind of learners to be included in the mainstream

11.4% of the participants stated that the different kinds of learners to be included in the mainstream. This was illustrated below:

“Learners that are handicapped (inability to function physically and mentally)” (Participants 1, 19, 24 & 28).

34.2% of the participants stated that learners with learning disabilities were the ones to be included in the mainstream (Participants 2, 3, 5, 6, 8, 9, 20, 21, 22, 24, 25 & 33).

Others indicated that all learners deserve to be included in mainstream education (Participants 4, 7, 26, 29, 30, 31, 34 & 35).

Some participants indicated that all learners who are school- ready should be in the mainstream (Participants 10, 12, 13, 14, 15 & 16). Two participants indicated that learners without severe learning disabilities are to be included in the mainstream (Participants 11 & 18).

Learners showing continuous progress and who cope well in their academic work deserve to be included in the mainstream (Participants 17 & 23).

“Orphans are to be included in the mainstream” (Participant 33).

4.3.4 Steps for inclusive education implementation in Grade one classrooms

11.4% of the participants indicated that there are different steps to follow for inclusive education to be implemented in Grade one classrooms, which include the following: Educators should identify learners at an early age, and they should check the learners' immunization cards to determine if the learners attended pre-schools/ crèche (Participants 18, 25, 32 & 33).

After identification, learners should be referred for to psychological screening (Participants 10, 12, 14, 17, 27, 28 & 33).

Educators should always engage with parents (Participants 25 & 31).

Educators should continuously assess the learners' work and the school should always involve SBSTs to assess learners' progress quarterly (Participants 3, 5, 7 & 27).

There should be a suitable learning environment for all learners such as variety of instructional formats, reduction of class sizes, action plans, offering of extra classes, educators making corrections immediately so that the learners can see their mistakes and having enough learning material for fluent teaching and learning (Participants 2, 5, 6, 15, 21, 22, 23, 24, 30 & 35).

Educators should group learners according to their learning abilities and write progress report by completing Support Needs Assessment (SNA) forms (Participants 1, 3, 5, 6, 7, 8, 9 & 13).

Educators should retain learners with low academic improvement and refer them to specialists for assistance and support (Participants 7, 8, 20, 24 & 28).

Educators should get continuous professional development regarding the latest developments in inclusive education to have knowledge and understanding (Participant 22).

4.3.5 Aims and objectives of educators towards inclusive education implementation.

The feedback indicates that objectives for educators towards the implementation of inclusive education are to identify, assess and support all learners, regardless of their learning disabilities. It further indicates that educators help learners with a low ability by simplifying learning content. Educators should encourage classroom diversity and motivate learners to enhance their self-esteem and regain self-confidence (Participants 3, 15 & 25). Most participants indicated that educators encourage and promote group work so that learners can share ideas and be role players in classroom activities in order to improve their learning skills which include listening, reading, speaking and writing. Educators offer every learner an opportunity to showcase their creativity to encourage peace in classroom. One participant stated that in the implementation of inclusive education, educators apply the seven roles of a teacher, for example they work as curriculum designer, play a parental role, act as pastors, and work as holistic developers as stated by Participant 7. Educators encourage and build lifelong learning and ensure quality education for all which is needed when implementing inclusive education in schools (Participants 7 & 22). Educators also demonstrate best practices to make sure that inclusive education is implemented without hindrance and they ensure that all learners have access to the curriculum (Participant 35).

4.3.6 Convincing Principals and educators to show value of the importance of inclusive education implementation.

Participants indicated that they will convince principals and other educators to show the value of supporting the importance of inclusive education implementation. It was indicated by the participants that when educators present information regarding the importance of inclusive school to their principals and fellow educators, most educators show interest in the school and classroom where inclusion education is concerned, as they will get full support from principals, and they will accept and respect how inclusive education plays a role in the lives of all learners; and it will also make learners gain self-esteem and self-confidence, and learners will be eager to go going to school. By so doing the performance of learners will increase and the school

will produce good results. Participants indicated that all learners have the right to education.

4.3.7 Definition of inclusive education

Participants defined inclusive education according to their understanding and the following are their responses:

- *“Way of letting learners with Low IQ to know how to read and write”* (Participant 1).
- *“All learners with learning disabilities and normal learners were included in the same school and same classroom”* (Participants 2, 3, 4, 5, 6, 7, 8,10, 11, 12, 14, 16, 17,18, 19, 20, 21, 23, 29 & 32).
- *“Transformation of ordinary school to become fully inclusive”* (Participant 9).
- *“Refers to education in which special learners with different learning barriers get special education”* (Participants 13 & 15).
- *“Learners with special needs were placed on age appropriation education”* (Participant 22).
- *“Education system that aims in social cohesion and integrating people with disabilities in the society”* (Participant 24).
- *“Education whereby all learners are included in school activities and offered education regardless of their learning disabilities”* (Participants 25, 27 & 28).
- *“Learners with special needs were assisted according to learning barriers”* (Participant 30).
- *“System established by the DoE adopted and followed by schools to help learners who are struggling”* (Participant 31).
- *“Type of education that offers every citizen of the country an opportunity to showcase their potential and capabilities”* (Participant 33).
- *“Education system that treats children as one irrespective of colour, upbringing and needs”* (Participant 35).

As demonstrated from the above comments, the concept of “inclusion in schools” differs from the grade one educators and all of them highlighted on important factors according to how they understand the concept. Ultimately it is of utmost importance that all learners with or without learning difficulties should not be discriminated against and that they should be accommodated and respected to ensure that quality education is achieved.

4.3.8 Understanding of inclusive schools

Participants understand the concept inclusive schools differently and this is illustrated by the following statements:

- *“The schools that teaches the learners with low IQ and handicapped”* (Participant 1).
- *“The ordinary school transformed to support and develop full potential of all learners irrespective of background, culture, abilities or disabilities, gender and race”* (Participant 2).
- *“It is the school that welcome all type of learners irrespective of age, colour, gender, culture, abilities or disabilities, and race”* (Participants 2, 3, 5 & 6).
- *“It is an institution whereby there is commitment to ensure that all children be welcomed and supported to develop full potential their background, culture, abilities or disabilities, gender and race* (Participant 7).
- *“It is the school that have additional support programmes and structures of teaching and learning, and it prepared to explore and address challenges for everyday school life”* (Participant 8).
- *“It is the school that is equipped and supported to provide a broad range for learning needs”* (Participant 9).
- *“It is the school that admits learners with different learning abilities”* (Participants 10, 12, 14 & 26).
- *“It is the school that includes learners with learning barriers”* (Participants 11, 15, 19 & 30).

- *“It is the school that have an understanding that disabled learners who were identified must get help at a special school”* (Participant 13).
- *“It is the school that accommodates both able and disabled learners, and treats them equally”* (Participants 18, 25, 27 & 32).
- *“It is the school with specialized education system, trained teachers or teachers with qualification to teach special learners, school with proper infrastructures, teaching resources and funding”* (Participant 20).
- *“It is the school that accommodates all learners who are physically or mentally impaired”* (Participant 21).
- *“It is the school that ensures access for quality education for learners by effectively meeting diverse needs”* (Participant 22).
- *“It is the school that uses system or methods that accommodate disabled learners”* (Participant 23).
- *“It is the school which has different learners with disabilities and geared towards integrating all abilities”* (Participant 24).
- *“It is the school that follows and applies inclusive system”* (Participant 31).
- *“It is the school that addresses the learning barriers of learners disregarding where one comes from and the status that one upholds”* (Participant 33).
- *“It is the school that has the facilities catering for learners with special needs”* (Participant 35).

The grade one educators show a great deal of understanding as to what it entails to be an inclusive school, that there are certain physical barriers to be eliminated to ensure that all learners with disabilities are catered for in inclusive schools and they feel part of a team, that their disabilities should not interfere with their learning.

4.3.9 Role of Site-Based Support Team to Grade one educators on implementation of inclusive education.

Participants indicated different roles of the Site-Based Support Team to Grade one educators, which is illustrated by the following responses:

- “Assist educators to identify learners with severe learning disabilities” (Participant 1).
- “Support schools with learning materials/aids” (Participants 2, 4, 7, 8 & 33).
- “Provide moral support” (Participants 3 & 10).
- “Identify learners suitable for social grant” (Participant 10).
- “Help to monitor learners’ progress” (Participants 20 & 33).
- “Provide educators with orientation and learning programmes” (Participants 4, 5, 6, 7, 10, 11, 13, 19, 24, 30, 32 & 35).
- “Guide educators to handle learners well” (Participants 9 & 25).
- “Create committees for the implementation of inclusive education” (Participants 11, 12, & 13).
- “Communicate with other stakeholders for learner referrals” (Participants 14, 20, 24, 26 & 29).
- “Invite district to be on board” (Participant 22).
- “Conduct meetings with Grade one educators” (Participant 25).
- “Offer strategies to handle learners with learning disabilities” (Participant 25).
- “Supply policies and help with the interpretation of policies” (Participant 33).
- “Help educators to compile learners’ disabilities information” (Participant 33).

In the above responses according to the participants, it’s crucial for the SBST to be fully involved when it comes to the implantation of inclusive education and the support needed by the grade one educators to ensure that the above mentioned objective is achieved.

4.3.10 Help for success of the implementation of inclusive education in classrooms by educators, DoE, parents, learners and schools.

Participants shared success for implementation of inclusive education in classrooms by different stakeholders as follows:

4.3.10.1 Educators

The support that educators can provide is to teach those learners with learning barriers, helping learners overcoming learning problems in classroom (Participants 1, 2, 19, 21, 25, 33 & 35). Educators should work as a team and find solutions through problem solving and be flexible in implementing inclusive education curriculum. They should adapt to the classroom approach ensuring that all children receive attention and must continuously improve skills in classroom (Participants 3, 8, 9, 10, 23, 29 & 34). They indicated that educators should identify learners with learning barriers in order to give them the relevant curriculum, especially during admission (Participants 4, 17, 18, 21, 24, 25 & 32). Educators should help learners to work in groups so that they can learn from one another and encourage learners to have self-esteem and self-confidence (Participant 5). Educators should participate in District -Support Network for purpose of caring and support (Participant 9). Educators should attend workshops to learn how to deal with the process of inclusive education (Participants 16, 20, 22 & 26).

4.3.10.2 The Department of Education (DoE)

The participants indicated that the DoE should bring training support and workshops to educators in inclusive education in order to teach learners in the classroom (Participants 1, 2, 3, 7, 8, 10, 16, 20, 21, 23, 26, 32 & 33) and supply teachers with relevant learning materials and other resources (Participants 2, 3, 4 & 6, 19, 25, 27 & 33). DoE should give advice to educators in preparation of teaching and build facilities (Participants 3 & 21). DoE should write policies relevant to inclusive education (Participant 33).

4.3.10.3 Parents

Participants stated that parents must be on board and take part in helping learners with their homework and show full support and take responsibility for their children (Participants 1, 2, 3, 6, 7, 8, 14, 15, 19, 23, 24 & 25). Parents should know their rights in terms of accessing available support and know the children's rights (Participants 3, 5, 6, 8, 19 & 20). Some participants indicated that parents should work together with the learners, educators and learn about inclusive education (Participants 2, 10, 11 & 19). Parents should collaborate with teachers to stay informed and support their children's learning and be cooperative (Participant 9). Participants stated that parents should inform educators about the history of the child's upbringing and support referrals (Participants 13, 16, 20, 21 & 27). Parents should fight against the stigma about disability, be submissive and give support (Participants 28 & 33).

4.3.10.4 Learners

To guarantee the success of implementation of inclusive education in classroom, learners should show interest, concentrate on learning and respect others (Participants 2, 5, 6 & 23). Learners should work together in groups (Participants 4 & 6). Learners should be responsible by doing their schoolwork and show diversity (Participants 5, 6, 7, 24, 27 & 33). Learners should know their rights (Participants 8 & 33). The learners should accept their shortcomings so to get the necessary help (Participant 16).

4.3.10.5 Schools

Participants pointed out that the school environment should be suitable for learners to accommodate all learners (Participants 2, 6, 7, 15, 26, 28, 30 & 32). Schools should understand and support teachers with inclusive knowledge and skills (Participants 4 & 25). Schools should promote teamwork amongst teachers and parents (Participants 6 & 8). Schools should demonstrate practices in inclusive

education and ensure that the curriculum is accessible to all learners (Participants 7 & 30). Schools should aim at inclusion, organized according to structured policies and ensure safety (Participant 9). Schools should refer the learners to different stakeholders (Participant 13). The schools should involve all the parents and community to establish better knowledge to accept learners with disabilities (Participant 23). Schools should interpret policies and implement those policies for the smooth running of the tuition programme (Participant 33).

Table 4.2 Themes and sub themes from the interview guide, refer to appendix B (Grade one educators)

Themes	Sub-themes and categories
<p>4.2.1 Understanding of inclusive education</p>	<p>All learners are capable of learning Learners are included in one classroom All learners are accommodated in the mainstream</p>
<p>4.2.2 Resources needed for implementation of inclusive education</p>	<p>Building suitable for the disabled Hearing aids Rails Wheelchairs Ramps Radio Roadway Crutches or walking sticks Inclusive toilets</p>
<p>4.2.3 Effectiveness and efficiency of school support</p>	<p>Environment should be safe and healthy Develop the buildings to accommodate the disabled learners Encourage parents to support children and educators</p>

	<p>DoE supply the school with resources to learners with barriers</p> <p>Flexible curriculum accommodates learners with learning barriers</p> <p>Training educators about inclusive education</p>
<p>4.2.4</p> <p>Training received by educators to support disabled learners</p>	<p>Yes = 9 attended workshops</p> <p>No =1 never attended</p>
<p>4.2.5</p> <p>Educators qualities to implement inclusive education</p>	<p>Have words of encouragement</p> <p>Show respect to learners</p> <p>Be confident enough to teach learners with disabilities.</p> <p>Be patient with learners experiencing learning challenges</p> <p>Always motivate them to work hard</p> <p>Be creative, innovative, persevere and be humble</p>
<p>4.2.6</p> <p>The relationship learners have in school and classroom</p>	<p>Learn from each other</p> <p>Accept each other</p> <p>Assist each other during lessons</p> <p>Fight and tease one another</p>
<p>4.2.7</p> <p>Ways to accommodate learners with disability during teaching and learning</p>	<p>Educators teach learners considering their learning pace, allow group work and offer help.</p>
<p>4.2.8</p> <p>Support programmes for learners with disability at schools</p>	<p>Yes= 9</p> <p>Inclusive education training</p> <p>Remedial class workshops</p> <p>No= 1</p>

The above table shows the themes, sub-themes and categories from the interview guide and below are the responses from the Grade one educators from selected schools. The themes and sub-themes were generated by gathering information from the teachers and grouping their responses on the interview guide.

4.3.11 Understanding of inclusive education

Participants answered the questions in similar ways but used different statements. They stated that inclusive education means that learners, regardless of learning disability are included and taught in one classroom and in mainstreaming schools. They further said that all learners deserved to learn (Participant 1, 2, 3, 4, 5, 6, 7, 8, 9 & 10).

4.3.12 Resources for the implementation of inclusive education

Educators mentioned different resources needed in schools for the implementation of inclusive education. The findings illustrated the following responses: The school should first of all have a building suitable for disabled learners, which should be equipped with inclusive facilities such as toilets, ramps, roadways, rails as well as resources such as hearing aids, radios, wheelchairs and crutches or walking sticks for the physically challenged learners who will need them to improve their hearing and movement at the school and in the classroom.

The follow- up questions were asked if those resources are available in the educators' schools

Yes	No
0	10

The findings indicated that schools lack the necessary resources to accommodate learners with disability, which makes it difficult to implement inclusive education in classrooms and in schools.

4.3.13 Effectiveness and efficiency school support

The educators' results expressed how their schools can effectively and efficiently support inclusive education. This is illustrated in the following statements:

- *“Environment should be safe and healthy for learners with and without disability”* (Educator 1).
- *“School should develop the buildings to accommodate the disabled learners”* (Educators 2 & 5).
- *“School should encourage parents to support children and educators”* (Educators 3 & 6).
- *“DoE should supply the school with resources for learners with barriers”* (Educators 4, 9 & 10).
- *“Curriculum should be flexible to accommodate learners with learning barriers”* (Educator 7).
- *“Training relevant educators about inclusive education”* (Educators 8 & 9).

It is important that educators understand the effectiveness and the efficiency of building a school that is inclusive of all learner needs.

4.3.14 Training received by educators to support disabled learners

Yes	No
9	1

Educators were asked a close-ended question regarding the attendance of training on inclusive education. It is indicated that most educators were offered an opportunity to attend and receive inclusive education workshops in order to have knowledge how to deal with learners who are disable and learners who have learning disabilities.

4.3.15 Educators' qualities on inclusive education implementation

Educators revealed the following qualities necessary for implementing inclusive education effectively: educators should express words of encouragement, have respect for learners and be confident enough to teach learners with disabilities. Educators should be patient with learners experiencing learning challenges and should always motivate them to work hard. It is indicated that educators should be creative, innovative, persevere and be humble when teaching disable learners.

4.3.16 The relation learners have in school and classroom

Most educators indicated that learners relate to each other well by showing respect to one another, they learn from the team and assist one another other during lessons. They even accept their situation and the situation of others as they are taught to respect everyone. Unfortunately, however, some learners are not well-mannered, and they tease and fight with other learners.

4.3.17 Ways to accommodate learners with disability during teaching and learning

Educators teach learners considering each individual's learning pace, allowing group work and offering help where needed. Educators appreciate work well done to uplift learners' learning spirit, give them second chances to learn activities and use different learning methods. They allow learners to use learning objects to make for better understanding.

4.3.18 Support programmes for learners with disability at schools

Yes	No
9	1

Most educators stated that they are offered support programmes to enhance their knowledge in dealing with disabled learners at schools. Some indicated that they are offered inclusive education training and some remedial class workshops.

4.4 CONCLUSION

This chapter entailed the analysis and interpretation of the research findings after the questionnaires have been completed by the SMT and educators and the interviews had been conducted at five selected primary schools at Botshabelo regarding the attitudes of Grade one educators on inclusive education implementation. The analysis was done by identifying themes, sub-themes and categories. The findings from the questionnaires and interviews guide were analysed and discussed in detail.

The fifth chapter concludes the research with the summary of findings, discussion, conclusion and recommendations for further research, as well the limitations of study.

CHAPTER 5

SUMMARY OF THE STUDY, CONCLUSION, RECOMMENDATIONS AND LIMITATIONS

5.1 INTRODUCTION

This chapter comprises of the summary, the findings and a discussion of the research, as reflected by the responses of the educators at the five selected primary schools in Botshabelo. This research investigated the attitudes of Grade one teachers towards the implementation of inclusive education in classrooms at selected Botshabelo primary schools. In most cases attitudes are regarded as a stable construct containing cognitive, affective and behavioural elements. This study revealed the lack of knowledge and understanding by the majority of the participants on aspects such as inclusive education and LSEN. Chapter Five also deals with recommendations, derived from the findings of this research study.

5.2 SUMMARY OF THE STUDY

Chapter One provided an overview and introduction to the study. This chapter provided information on the background, problem statement aim, objectives, significance of the study, research questions, research methodology, theoretical framework on establishing an inclusive education definition terms, and the conclusion to the study.

The aim of the study was to investigate attitudes of Grade one educators towards the implementation of inclusive education and how it is implemented in classrooms at five selected intermediate schools in Botshabelo in the Free State province in South Africa. The aim was to find solutions to solve problems encountered by Grade one educators how inclusive education is implemented in classrooms. The factors

influencing the implementation of inclusive education in classrooms were observed which contributed to the negative attitudes of educators regarding the implementation of inclusive education in classrooms.

Objectives were met by employing a qualitative and quantitative research approach. Data was collected in the samples schools by means of the questionnaire and interview guide method. Results of the participants were analysed and grouped using a thematic analysis.

To achieve the aim of the study, the following objectives of the study were stated, namely, to:

- Investigate the attitudes of educators towards the implementation of inclusive education at selected Botshabelo primary schools.
- Investigate if educators understand their roles in the implementation of inclusive education.
- Investigate the views of primary school educators towards the implementation of inclusive education in the classroom.
- To evaluate the implementation of inclusive education programmes at Primary Schools in Free State Province.

The objective of the study is achieved. The outcomes of the study proved that under-resourced, overcrowded classes, learners' background, untrained educators, stakeholders, community and the environment of learners contributed to the attitudes of Grade one educators on the implementation of inclusive education in selected Primary School classrooms at Botshabelo. These objectives helped the researcher in directing her in the executing of the study because the researcher had known what she wanted to achieve in the study.

Chapter Two explained the various kinds of research undertaken; inter alia the research found that the curriculum used during the Apartheid era was content-based, and input in the learning process was emphasised. The researcher also realised that

inclusive education was put into place from 1994, as part of the democratisation process (Dryer, 2017). Mainstreaming, referring to the inclusion of normal special children in the general education process that are taught in classrooms, was also instituted. The attitude of Grade one educators was also investigated in this chapter by referring to different sources. The study was founded on a review of relevant literature; therefore, the study was supported by information from the research participants.

Chapter Three investigated the research problem using a qualitative research method, as indicated by the title. The process of gathering information became easier for the researcher once the type of approach was decided. The instruments used by the researcher as well as the rationale for those methods were explained. The participants for the research were educators and SMT members who provided information to assist the researcher to achieve the goal of the study. The questions posed to the participants derived from the following main and subsidiary research questions:

5.2.1 Main Research Question

- What is the attitude of Grade one educators towards inclusive education implementation at selected Botshabelo Primary Schools?

5.2.2 Subsidiary Research Questions

- Do educators understand the roles in the implementation of Inclusive Education?
- What views do Grade one educators have on inclusive education?
- Do Grade one educators receive professional development on inclusive education?

Chapter Four concentrated on the analysis and interpretation of research results. The attitudes of Grade one educators were investigated by means of interviews and questionnaires. The responses given by educators of five primary schools selected for the research in Botshabelo revealed that there are factors, which have an impact on the success of Inclusive Education Implementation in Primary School classrooms in Botshabelo. The results indicated possible solutions to the problems of Inclusive Education Implementation. The results disclosed that the socio-economic background of learners; under- resourced, overcrowded classrooms, parents, school, and the community contributed to the attitudes of Grade one educators on Inclusive classrooms at selected schools in Botshabelo.

Chapter Five provides a summary of the study, recommendations, limitations to the study and the conclusion.

5.3 RECOMMENDATIONS FOR THE STUDY

The aim of the study was to investigate how Inclusive Education is implemented at Botshabelo primary schools in the Free State Province. To achieve the aim, specific objectives were stated. The objectives of the study were to investigate the attitudes of Grade one educators on Inclusive Education Implementation in Botshabelo primary schools, and to investigate whether educators understand their roles regarding the implementation of Inclusive Education. The views of primary school educators on Inclusive Education implementation in the classrooms was investigated by the researcher at Botshabelo in Free State Province were investigated.

Based on the research findings derived from the responses of the participants in the study, the following recommendations are made towards implementing Inclusive Education in Botshabelo Primary Schools.

- The researcher recommends that Inclusive educators attend regular workshops. Workshops should aim to solve problems encountered by inclusive teachers to make them better classroom managers by equipping them with skills, which will empower them. The attitudes of Grade one educators on Inclusive Education Implementation will hopefully change for the better.
- The researcher also recommends more parent involvement in the education of their children. Parents should be motivated to become involved in curricular activities such as homework as well as extra- curricular activities. They can help educators by checking their learners' work and help them with revision and remedial work at home. Parent involvement is expected to promote interesting and useful hobbies which can be used in certain lessons or enrichment programmes. They can help educators with supervision of learners during educational tours. They should enforce respect, responsibility and discipline for teachers at home.
- Since the attitudes of Grade one educators on Inclusive Education Implementation in schools were investigated, the Department of Education should motivate educators of Inclusive Education to show more commitment to their work. The Department should acknowledge the good work done by educators by organising award ceremonies.
- The attitudes of Grade one educators on the Implementation of Inclusive Education are negatively affected by the overcrowding in classrooms. The Department of Education should solve that problem by building more classrooms and employ enough staff. It should also pay attention to the teacher-learner ratio in the classroom. The principal and management staff should reduce large numbers of learners in the classroom, because it will be easier for educators to manage smaller groups of learners. The teachers will achieve good results, thus reducing large numbers of inclusive education learners with learning barriers.

5.4 RECOMMENDATIONS FOR FURTHER STUDY

Recommendations for further study are the following:

- The sample population consisted of principals and educators from primary schools. Further studies could be undertaken in secondary schools as well.
- Further studies should include special schools to determine how they implement inclusive education and what resources they use to ensure that learners are included in classroom tuition.
- Further studies should involve parents and learners to obtain different viewpoints and experiences.

5.5 LIMITATIONS OF THE STUDY

The limitations of the study are as follows:

This study gathered information only from five primary schools, and secondary schools were excluded; therefore, findings cannot be generalised to secondary schools.

- The participants in this study were only principals and educators, and only their viewpoints were included in the findings.
- Question 2 was repeated in Question 4; therefore, it falls under a shortcoming in the study.
- The researcher planned to interview 15 Grade one educators, but only 10 Grade one teachers were interviewed. The other educators were not available at school due to unforeseen circumstances.

5.6 CONCLUSION

It can be concluded that the attitudes of Grade one educators on Inclusive Education Implementation in classrooms at Botshabelo can be attributed to insufficient training of teachers. Teachers have a vital role to play in the successful Implementation of Inclusive Education. The support needs of educators are often overlooked, which contribute to the barriers to successful inclusive education. Lack of differentiation in instruction also contributed to the attitudes of Grade one educators on Inclusive Education Implementation. Teachers in Mainstream Schools teach large groups and seldom vary instruction or make adaptations based on learners with disabilities. Teachers that are already overworked and overstrained experience additional pressure from parents. Parents should ensure that learners with special needs are supported and treated with respect by their peer group and teachers. Teacher anxiety is one of the factors that contributes to the attitudes of Grade one educators on Inclusive Education Implementation in classrooms, because many educators are unsure whether Inclusive Education is a success at their schools. Teachers expressed concerns on having stress and anxiety when including learners with barriers. The negative attitudes of teachers regarding the Implementation of Inclusive Education in classrooms contribute to the problems encountered by inclusive education. The research indicated that successful Implementation of Inclusive Education mainly depends on the positive attitude of educators. The lack of trained teachers is a key component of the Inclusive Education reform agenda. The research indicated that untrained educators constitute a key problem and the most crucial obstacle that hampers policy makers' endeavour to establish Inclusive Education successfully. The success of inclusive education relies on the success of teachers in learning skills and perspectives assumed by new visions of inclusion and unlearning practices and beliefs with regards to learners and instruction that dominated their professional lives up to this moment. The research indicated that untrained teachers are one of largest problems prohibiting the successful implementation of Inclusive Education in Schools.

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APPENDICES

APPENDIX A: RESEARCH QUESTIONNAIRE

APPENDIX A

INCLUSIVE EDUCATION, ATTITUDES OF GRADE ONE EDUCATORS TOWARDS THE IMPLEMENTATION OF IT IN CLASSROOMS AT BOTSHABELO SCHOOLS.

According to DoE, 2005, in 1996 the government of South Africa amalgamated 17 Departments of Education, which had been designated along lines, to one Department of Education with one curriculum (Interim Syllabus) for all South African learners. Prior to 1996, learners experiencing barriers to learning and development were catered for in Special Schools, which were designated along categories of disability. Where learners who experienced barriers to learning did attend ordinary schools, it was largely by default, and very little was done by these schools to adapt teaching methods, the learning environment and assessment procedures to accommodate them. Learners were expected to adapt to the school. The majority of learners experiencing barriers to learning and development were unable to access education.

In July 2001 the Ministry of Education launched the Education White Paper 6 Special Needs Education: Building an Inclusive Education and Training System. White 6 reminds us that our constitution challenges us to ensure that all learners pursue their learning potential to the fullest. (EWP6 p.11). It commits the state to the achievement of equality and non-discrimination. The policy framework outlined in White Paper 6 outlines the ministry's commitment to "the provision of educational opportunities, in particular for those learners who experience or have experienced barriers to learning and development or who have dropped out of learning because of the inability of the education and training system to accommodate the diversity of learning needs, and those learners who continue to be excluded from it". (EWP6 p.11).

Education White Paper 6 on Inclusive Education sets out to address the needs of all learners in one undivided education system. It moves from from categorization of learners according to disability (medical model) to assessing the needs and levels of support required by individual learners to facilitate their maximum participation in the education system as a whole.

To investigate the attitude of educators towards the implementation of Inclusive Education in grade one classrooms at Botshabelo schools, it is important to know how it is implemented by educators.

RESEARCH QUESTIONNAIRE

In assistance to the researcher into the attitude of grade one educators towards the implementation of Inclusive Education in classrooms of Botshabelo schools. May you please complete the following questionnaire. Your input will be highly appreciated and will be treated with confidentiality.

1.What is the role of educators towards the implementation of inclusive education?

2.What are the factors affecting the implementation of inclusive education in the classroom?

3.How are Grade one educators prepared for the implementation of inclusive education?

4.Do educators understand their roles in the implementation of inclusive education?

5.Which factors affect the implementation of inclusive education in the classroom?

6.How would you explore strategies utilized to prepare Grade one educators for the implementation of inclusive education in the classroom?

7. How is Inclusive education implemented at your school?

8. What do you understand by the concept Inclusive Education?

9. Do Grade One Educators get professional development in inclusive education?

10. What will the department of education do in connection with the severe learners with learning disabilities or difficulties?

11. What kind of learners are to be included in the mainstream?

12. Which steps could be taken in the implementation of inclusive education in Grade one classroom?

13. What are the aims and objectives of educators towards the implementation of inclusive education?

14. How would you convince your principal and educators of your school of the importance of inclusive education and its implementation? (that is, the value of inclusion and its implementation if he or she does not support this view.) Only tick one.

Yes

No

15. In your own words define inclusive education.

APPENDIX B: INTERVIEW GUIDE

INTERVIEW GUIDE FOR GRADE 1 EDUCATORS

1. In your view, what do you understand by inclusive education?
2. In your opinion what resources are needed in your school for the implementation of inclusive education? Are such resources available at your school?
3. How do you think your school can effectively and efficiently support inclusive education?
4. Have you attended or received any training to support learners with disability?
5. What qualities do educators need in order to implement inclusive education?
6. How do learners with and without disability relate at your school and in your class?
7. In what ways do you accommodate learners with disability during teaching and learning?
8. Are there support programmes for learners with disability at your school? If yes, give details if not, suggest what could be done.

I will keep on probing and prompting depending on the responses I get from participants

APPENDIX C: REQUISITION LETTER TO THE PRINCIPAL

3458 Modise Street
Phelindaba Location
Bloemfontein
Cell no. 0762635813

06 September 2019

The Principal

REQUISITION TO CONDUCT RESEARCH- INTERVIEWS AND QUESTIONNAIRES.

In order for me to complete my studies for the M. Ed degree, I must conduct a research project on the topic "Attitudes of grade one educators towards the implementation of inclusive education in classrooms at Botshabelo schools".

May you please allow me to conduct interviews among three teachers in grade One responsible for inclusive education and distribute a questionnaire among seven teachers to complete at your school. This process will take approximately 1H45 minutes to complete.

It will be highly appreciated if you would grant me a permission to conduct or do this research in your school.

Thanking you in advance.

Yours Sincerely

.....
N. J. Mantshiyane (Miss)

APPENDIX D: REQUISITION LETTER TO GRADE ONE EDUCATORS

3453 Modise Street
Phelindaba Location
Bloemfontein
Cell. No. 0762635813

06 September 2019

Grade one teachers

REQUISITION TO CONDUCT RESEARCH-INTERVIEWS AND QUESTIONNAIRES.

In order for me to complete my studies for the M. ED degree, I am required to conduct a research project on the topic "Attitude of grade one educators towards the implementation of inclusive education in classrooms at Botshabelo schools".

The purpose of the study is to collect data as well as to assess the knowledge of inclusive education among participants. It will also enlighten teachers about the importance of implementing inclusive education to combat classroom discrimination, enhance teacher awareness on how to love and support disabled learners. Finally, the study will provide teachers with basic information on general schools' matters concerning inclusive education in the classroom.

May you please allow me to conduct interviews with you as a Grade One Teacher responsible for inclusive education and / or request you as a Support Based Team and School Management Team member to complete a questionnaire on "Attitude of grade one educators towards the implementation of inclusive education in classrooms at Botshabelo schools" at your school.

This process will take approximately 1H45 minutes to complete.

May you please sign below as a participant to complete a 1H45 minutes interview and / or questionnaire on the proposed topic indicated above.

Signature:

I (Name & Surname) hereby agree to complete a 1H45 minutes interview / questionnaire for research on the topic "Attitude of grade one educators towards the implementation of inclusive education in classrooms at Botshabelo schools".

Date:

Your co-operation will be highly appreciated.

Thanking you in advance.

Your Sincerely

.....
N. J. Mantshiyane (Miss)

APPENDIX E: APPROVAL LETTER

11/22/2018

Gmail - FW: APPROVAL OF THE TITLE OF A PROPOSED RESEARCH PROJECT: NJ MANTSHINYANE



Joyce Mantshiyane <mantshiyanejoyce@gmail.com>

FW: APPROVAL OF THE TITLE OF A PROPOSED RESEARCH PROJECT: NJ MANTSHINYANE

1 message

postgradadmin@cut.ac.za <postgradadmin@cut.ac.za>
To: "mantshiyanejoyce@gmail.com" <mantshiyanejoyce@gmail.com>

Wed, Nov 21, 2018 at 1:42 PM

www.cut.ac.za



Ms (Maki) Elizabeth Phantsi
Senior Administrative Officer
Assessment and Graduation Unit
Academic Administration

Tel: +27 51 507 3068 | Fax: +27 51 507 3409 | E-mail: rphantsi@cut.ac.za

Central University of Technology, Free State (CUT)
Private Bag X20539, Bloemfontein, 9300, South Africa

From: postgradadmin@cut.ac.za

Sent: Wednesday, 21 November 2018 12:13 PM

To: mantshiyanejoyce@gmail.com

Cc: Sellalentoa Wendy <wsellale@cut.ac.za>; Schlebusch Gawie <gschlebu@cut.ac.za>; Feza Nellie <nfeza@cut.ac.za>; Kabamba Juliano <jkabamba@cut.ac.za>; Lategan Laetus <lategan@cut.ac.za>

Subject: APPROVAL OF THE TITLE OF A PROPOSED RESEARCH PROJECT: NJ MANTSHINYANE

Copies to: SUPERVISOR/HOD /DEAN /MR KABAMBA /PROF LATEGAN

Dear Miss Mantshiyane

QUALIFICATION: Master of Education

TITLE: "Attitudes of grade one educators towards the implementation of inclusive education in classrooms at Botshabelo Schools."

It is my pleasure to inform you that the Faculty Research Committee of the CUT approved the above project title on 2018-11-15.

For any enquiries, contact Ms RE Phantsi, 051 507 3068 or postgradadmin@cut.ac.za.

Kind regards,

www.cut.ac.za



Ms (Maki) Elizabeth Phantsi
Senior Administrative Officer
Assessment and Graduation Unit
Academic Administration

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Central University of Technology, Free State (CUT)
Private Bag X20539, Bloemfontein, 9300, South Africa

<https://mail.google.com/mail/u/2?ik=9fd9629cf8&view=pt&search=all&permthid=thread-f%3A1617743623148442774&simpl=msg-f%3A1617743623148442774> 1/2

APPENDIX F: NOTIFICATION LETTER



FACULTY OF HUMANITIES

051 507-3371


CUT CAMPUS
BLOEMFONTEIN
11 December 2018

TO WHOM IT MAY CONCERN

This letter serves to confirm that Me Nomvuyo Joyce Mantshiyane, student number: 213016133 is a registered Master of Education student at the Central University of Technology under my supervision and is also co-supervised by Prof Pule Phindane. The title of her research project is:
Attitudes of grade one educators towards the implementation of inclusive education in classrooms at Botshabelo Schools

Me Mantshiyane will need to administer a questionnaire amongst the grade one educators in Botshabelo Schools, Motheo Education District as part of her research project towards the completion of a M Ed degree. The results of her findings and recommendations will be made available to the Department of Education, Free State Province for use if deemed necessary.

Thanking you in anticipation


Prof WN Setiale
HOD: Mathematics, Science & Technology Education
E-mail: wsetiale@cut.ac.za
Tel: 051 507 3347

FACULTY OF HUMANITIES
SCHOOL OF TEACHER EDUCATION
2018-12-11
CENTRAL UNIVERSITY OF
TECHNOLOGY, FREE STATE

APPENDIX G: ETHICAL CLEARANCE



Central University of
Technology, Free State

ETHICAL CLEARANCE: CUT

RESEARCH ETHICS APPROVAL

Date: 16 November 2018

1.1.1 This is to confirm that ethical clearance has been provided by the Faculty Research and Innovation Committee in view of the CUT Research Ethics and Integrity Framework, 2016 with reference number **[D. FRIC 04/18/7]**

Applicant's Name	Mantshiyane, N.J
Student number	213016133
Supervisor Name for Student Project (where applicable)	Prof WN Setlalentoa (main) Prof PA Phindane (co-supervisor)
Level of Qualification for Student Project (where applicable)	M.Ed
Title of research project	Attitudes of grade one educators towards the implementation of inclusive education in classrooms at Botshabelo Schools

The following special conditions were set:

Ethical measures as outlined in the proposal and which have been endorsed by the Faculty Research and Innovation Committee have to be adhered to.

We wish you success with your research project.

Regards



Prof JW Badenhorst
(Ethics committee representative: Research with humans)

APPENDIX H: NOTIFICATION TO CONDUCT RESEARCH

Enquiries: K.M.Motshum
Ref: Notification of research: NJ Mantsiyane
Tel: 051 404 8221 / 082 454 1619
Email: K.Motshum@education.gov.za



District Director
Motho District

Dear Mr Moloi

NOTIFICATION TO CONDUCT RESEARCH PROJECT IN YOUR DISTRICT BY NJ MANTSHIYANE

1. The abovementioned candidate was granted permission to conduct research in your district as follows:
Research Topic: Attitudes of Grade one educators towards the implementation of Inclusive Education in classrooms of Botshabelo schools.
Schools: Dibeng sa Tsebo, Nthapelleng, Pontsheng, Reentseng and Retsamails Schools, Motheo District.
Target Population: 35 SBST and 3MT members and 15 grade 1 educators from the above mentioned 5 schools.
2. **Period of research:** From date of signature of this letter until 30 September 2019. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year nor during normal school hours.
3. **Research benefits:** The study will educate educators on the role of inclusive education in the classrooms, enlighten the educators about the importance of implementing inclusive education to combat classroom discrimination. The study will serve as an alert to the management of the DoE about attitudes of educators towards the implementation of inclusive education of learners with learning disabilities at Botshabelo Primary Schools. The study will encourage parents' participation in their children education and assist learners with special needs for adaptation of their educational environment and help them achieve their learning programme.
4. Logistical procedures were met, in particular ethical considerations for conducting research in the Free State Department of Education.
5. The Strategic Planning, Policy and Research Directorate will make the necessary arrangements for the researcher to present the findings and recommendations to the relevant officials in your district.

Yours sincerely


DR. JEM SEKOLANYANE
CHIEF FINANCIAL OFFICER

DATE: 11/09/2019

APPENDIX I: APPROVAL LETTER TO CONDUCT RESEARCH

Enquiries: KK Motshumi
Ref. Research Permission: NJ Mantshiyane
Tel. 051 404 9283 / 9221 / 082 454 1519
Email: K.Motshumi@fseducation.gov.za



Department of
Education
FREE STATE PROVINCE

NJ MANTSHIYANE
3458 Modise Street
Phelindaba
BLOEMFONTEIN, 9323

Dear Ms Mantshiyane

APPROVAL TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

1. This letter serves as an acknowledgement of receipt of your request to conduct research in the Free State Department of Education.

Research Topic: Attitudes of Grade one educators towards the implementation of Inclusive Education in classrooms of Botshabelo schools.

Schools: Dibeng sa Tsebo, Nthapelleng, Fontsheng, Reentseng and Retsamale Schools, Mofheo District.

Target Population: 35 SBST and SMT members and 15 grade 1 educators from the above mentioned 5 schools.

2. Period of research: From date of signature of this letter until 30 September 2019. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year nor during normal school hours.
3. Should you fall behind your schedule by three months to complete your research project in the approved period, you will need to apply for an extension.
4. The approval is subject to the following conditions:
 - 4.1 The collection of data should not interfere with the normal tuition time or teaching process.
 - 4.2 A bound copy of the research document or a CD, should be submitted to the Free State Department of Education, Room 319, 3rd Floor, Old CNA Building, Charlotte Maxeke Street, Bloemfontein.
 - 4.3 You will be expected, on completion of your research study to make a presentation to the relevant stakeholders in the Department.
 - 4.4 The ethics documents must be adhered to in the discourse of your study in our department.
5. Please note that costs relating to all the conditions mentioned above are your own responsibility

Yours sincerely


DR JEM SEKOLAHIYANE
CHIEF FINANCIAL OFFICER

DATE: 11/09/2019

RESEARCH APPLICATION MANTSHIYANE: NJ PERMISSION EDITED 09 SEPT 2019, MOFHEO DISTRICT
Strategic Planning, Policy & Research Directorate
Private Bag 322565, Bloemfontein, 9300 - Room 319, Old CNA Building, 3rd Floor, Charlotte Maxeke Street, Bloemfontein.
Tel: (051) 404 9283 / 9221 Fax: (086) 6576 676

