

Rahmah, C. R., & Kholiq, A. (2018). An Analysis Of Communication Types Of Deaf Students With Environment. *Jo - ELT (Journal of English Language Teaching)*

Rajendran, P, Athira, B.K, Elavarasi, D. (2020). "Teacher Competencies for Inclusive Education: Will Emotional Intelligence Do Justice?" *Shanlax International Journal of Education*, vol. 9, no. 1, 2020, pp. 169-182. DOI: <https://doi.org/10.34293/education.v9i1.3494>

Ramrathan L & Mzimela J 2016. Teaching reading in a multi-grade class: Teachers' adaptive skills and teacher agency in teaching across grade R and grade 1. *South African Journal of Childhood Education*, 6(2):a448

Rasooli A & DeLuca C 2024. A critical review of fairness from multiple perspectives: Implications for classroom assessment theory. *Applied Measurement in Education*, 37(2):148-164. <https://doi.org/10.1080/08957347.2024.2345594>

Round, P. N., Subban, P. K., & Sharma, U. (2016). 'I don't have time to be this busy. Exploring the concerns of secondary school teachers towards inclusive education. *International Journal of Inclusive Education*, 20(2), 185-198

Sabrina, Nadia, and Sansrisna. (2017). Teachers' Beliefs in Practicing Inclusive Education: Case Study of Elementary Schools in Banda Aceh, University of Tampere.

Saravanabhavan, S., & Saravanabhavan. (2010). Knowledge of learning disability among pre- and in-service teachers in India. *International Journal of Special Education*.

Schonert-Reichl, Kimberly A. (2017). "Social and Emotional Learning and Teachers." *The Future of Children*, vol. 27, no. 1, pp. 137-155.

Sharma, U., and S. George. 2016. "Understanding Teacher Self-Efficacy to Teach in Inclusive Classrooms." In *Asia-Pacific Perspectives on Teacher Self-Efficacy*, 37

Sijuola, R., & Davidova, J. (2022). Challenges of Implementing Inclusive Education: Evidence from Selected Developing Countries. Rural environment. *Education. Personality*, 15, 140-147.

Singh, S., Kumar, S., & Singh, R. K. (2020). A study of attitude of teachers towards inclusive education. *Shanlax International Journal of Education*, 9(1), 189-197.

Smith, S.J. 2016. Outcome-Based Education and the Gifted Learner. Theory, Practice and Challenges. 14(1)52-56

Spady, W. 2014. *Outcomes Based Education: Critical Issues and Answers*. Virginia:

Suhlane, L. 2017. "Disabled people not charity cases". Sunday Express. Page. 7. June, 25.

Suryawati, E.; and Osman, K. (2017). Contextual learning: Innovative approach towards the development of students' scientific attitude and natural science performance. *Eurasia Journal of Mathematics, Science and Technology Education*, 14(1), 61-76.

Tarver-Behring, S. & Spagna, M.E. (2004) 'Counseling With Exceptional Children', Focus on Exceptional Children, vol. 36, no. 8.

Thwala, S., 2015. *Challenges Encountered by Teachers in Managing Inclusive Classrooms in Swaziland*. *Mediterranean Journal of Social Sciences*, 6(1):495-500. doi: 10.5901/mjss.2015.v6n1p495

Timo Saloviita (2020) Attitudes of Teachers Towards Inclusive Education in Finland, *Scandinavian Journal of Educational Research*, 64:2, 270-282, DOI:10.1080/00313831.2018.1541819

Toyin M.A, Symphorosa R, Mncube V., 2020. *Assessment strategies adopted for implementing inclusion of learners with special education needs in selected primary schools in the Amathole West District*. *Journal of Human Ecology*, 71(1-3): 147-153.

Vaghrodia, S., & Patel, H. (2022). Impact of inclusion education on attitude and social interaction of students with and without disabilities. *International Journal of Scientific Research*, 11(2), 50-51.

Valeeva, L. A. (2015). *The current state of special needs education in Russia: Inclusive policies and practices*. Elsevier Ltd. doi10.1016/j.bspro.2015.04374

Van Steen, T., & Wilson, C. (2020). Individual and cultural factors in teachers' attitudes towards inclusion: A meta-analysis. *Teaching and Teacher Education*, 95.

Walton E 2011. *Getting inclusion right in South Africa*. *Intervention in School and Clinic*, 46(4): 240–245. <https://doi.org/10.1177/1053451210389033>

Waters, J. (2017). *Phenomenological research guidelines*, Capilano University, British Columbia Canada.

White, C.J. (2010). *Research: A practical guide*. Pretoria: Ithuthuko Investments Publishers.

Wood, J. 2017. *Secondary special education educators' attitude and sense of self-efficacy towards inclusive education*. Unpublished Doctoral Dissertation. California State University, California.

Woodcock, S., Hemmings, B., & Kay, R. (2012). Does Study of an Inclusive Education Subject influence Pre-Service teacher's Concerns and Self Efficacy about inclusion?. *Australian Journal of teacher education*, 37 (6).

Woolfolk, A. 2013. *Educational Psychology*. 11th Edition. New Jersey: Pearson.

Yada, A. & Savolainen, H. 2017. Japanese in-service teachers' attitudes towards inclusive education and self-efficacy for inclusive practices. *Teaching and Teacher Education*, 64: 222-229.

Zakia, D. L., Sunardi, S., & Yamtinah, S. (2017). The Study of Visual Media Use on Deaf Children in Science Learning. *European Journal of Special Education Research*

Zaky, H. 2022. *Emotional Intelligence and professional development: The impact of affective competence on teacher performance*. In (first Ed.), *Implementing Diversity, Equity, Inclusion, and Belonging in Educational Management Practices*, pp. 174-202. IGI Global. <https://doi.org/10.4018/978-1-6684-4803-8.ch009>

Zorluoğlu, S. L., Sözbilir, M., & Kızılaslan, A. (2016). Teacher educators' views on scientific literacy of visually impaired students. *Cukurova University Faculty of Education Journal*, 45(2), 209–242.

Zwane, S.L. 2016. *Research Report. Teacher Training for inclusivity at selected schools in Gege Branch of Schools, Swaziland*. (Master's Dissertation). Pretoria: University of Swaziland.

APPENDICES

Appendix A: Research Ethics Approval



RESEARCH ETHICS APPROVAL

Date: 29 August 2023

This is to confirm that ethical clearance has been provided by the Faculty Research and Innovation Committee [01/06/16] in view of the CUT Research Ethics and Integrity Framework, 2016.

Ethical clearance number: [HREIC 03/23/11] ST.M.Ed

Applicant's Name and student number	LJ Makate 2100322 86
-------------------------------------	-------------------------------

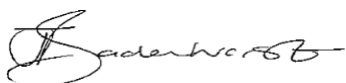
Supervisor's Name for Student Project	Prof S Makola
Level of Qualification for Student's Project	M.Ed
Title of research project	Capacitation of educators to handle skills-related challenges of inclusive education learning environments in Thabo Mofutsanyana district.
FRIC approval number	FRIC 03/23/11

All conditions as set out below have to be met as set out in your LS 262 a form. As this research focuses primarily on human beings you will be ethically responsible for:

- protecting the rights and welfare of the participants;
- gaining the trust and co-operation of all the participants with the assurance that the information collected will be kept confidential;
- informing the participants from the outset that their participation will be voluntary, and that the data collected will be conducted with the consent of the relevant authorities at the participant schools;
- adhere to the principles of rigorous data collection, analysis and interpretation consistent with the design of the study;
- keeping a data trail for possible auditing purposes and safe-keeping of raw data for a period of three years after publication of the results/findings;
- respecting the confidentiality of the data.

We wish you success with your research project.

Regards



Prof JW Badenhorst
(Chairperson: Faculty of Humanities Research Ethics and Integrity Committee)

Appendix B: Department of Education Permission Letter

Enquiries: M.Z. Thango
Ref: Research Permission L J Makate
Tel. 051 404 8808
Email:

Department of
Education
FREE STATE PROVINCE

12 Wiid Street
Lindley
9630

Dear Mr. L. J. Makate

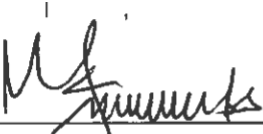
PERMISSION TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION: THABO MOFUTSANYANA DISTRICT

This letter serves to inform you that you have been granted permission to conduct research in the Free State Department of Education within the Thabo Mofutsanyana Education District. The details in relation to your research project with the Central University of Technology are as follows:

Topic: Capacitation of educators to handle skills related challenges of inclusive education learning environment in Thabo Mofutsanyana District.

- 1. List of schools involved:** Maluti Hoogland, Thiboloha School for the Blind, Thebe Full Service School and District Based Support Team (DBST).
- 2. Target Population:** Three principals, three educators, three SGB members, and three District Based Support Team members in Thabo Mofutsanyana district.
- 3. Period of research:** From the signature of this letter until 30 September 2023. Please note that the department does not allow any research to be conducted during the fourth term (quarter) of the academic year. 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. The researcher is expected to request permission from the school principals to conduct research at schools.

- 4. The approval is subject to the following conditions:**



MZAMO

S

SSURANCE, M&E AND STRATEGIC PLANNING

3/09/2023

Appendix C: Letter requesting permission from the school principal

QASME, M&E and Strategic Planning Directorate Private Bag X20565, Bloemfontein, 93 - Thut House Room 101, 1 Floor, St Andrew Street, Bloemfontein

12 Wiid Street

Lindley

9630

Dear Principal

RE: Request for permission to conduct research

My name is Makate Lerata Jan and I am a Masters student at the Central University of Technology in Welkom Campus, School of Education. My student number is 210032286. The research I wish to conduct for my Master's dissertation entails "Capacitation of educators to handle skills related challenges of inclusive education learning environment in Thabo Mofutsanyana District". I am hereby seeking your participation and permission to conduct a study in your school in order to be able to

engage participants in this research project. The data will be collected through interview from selected educators and SGB members of your school.

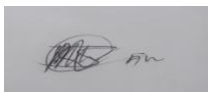
The aim of the research is to capacitate of educators to handle skills related challenges of inclusive education learning environment in Thabo Mofutsanyana District and the following objectives will assist in responding to the main subject of this research study:

- To establish competencies that educators need for effective teaching in inclusive education environments.
- To identify skills related challenges educators encounter in the implementation of inclusive learning and teaching.
- To explore strategies currently used by educators in teaching learners under inclusive education classrooms.
- To propose strategies for capacitating educators to effectively handle learners with diverse learning needs in inclusive classrooms.

The study will be useful for many stakeholders in education in navigating ways to support educators in an inclusive teaching and learning environment.

I will be grateful to get your permission to carry out the study in your school and upon the approval of my request. I will then seek permission from the three educators and three SGB members to be engaged in this research project.

Yours sincerely



Mr Makate L.J

Contact details: 073 571 5336

Appendix D: Informed Consent Forms

CONSENT FORM (English)

My name is Makate Lerata Jan; I am a Masters student at the Central University of Technology, Welkom campus, School of Education. I wish to engage you as my participant in my research project for my Master's degree dissertation and the research I wish to conduct entails "Capacitation of educators to handle skills related challenges of inclusive education learning environment in Thabo Mofutsanyana District."

The aim of the research is to capacitate of educators to handle skills related challenges of inclusive education learning environment in Thabo Mofutsanyana District.

Declaration by participant

By signing below, I _____ agree to take part in a research study entitled "Capacitation of educators to handle skills related challenges of inclusive education learning environment in Thabo Mofutsanyana District."

Signed at (place) _____ on (date) _____ 2023.

Signature of participant

Signature of witness

Appendix E: Foromo ya tumello

FOROMO YA TUMELLO

Lebitso la ka ke Makate Lerata Jan, ke moithuti wa Masters univesithing e bohareng ya thekinoloji, khamphaseng ya Welkom, sekolo sa thuto. Ke lakatsa ha o kaba emong wa ba rupellwa baka dipatlisisong bakeng sa dipatloiso tseo ke lakatsang ho di etsa di kenyelletsa bokgoni ba matitjhere a amanang le ditsebo tsa tikoloho ya thuto e kenyeletsang bohle seterekeng sa Thabo Mofutsanyana.

Sepheo sa dipatlisiso ke ho matlafatsa matitjhere ho sebetsana le mathata a amanang le di tsebo tsa tikoloho ya thuto e kenyelatsang thuto seterekeng sa Thabo Mofutsanyana.

Phatlalatso ka ho monkakarolo

Ka ho saena mona ka tlase, nna _____ ke dumela ho nka karolo phuputsong ya “Matlafatso ya matitjhere ho sebetsana e di phepetso tse amanang le ditsebo tsa tikoloho ya thuto e kenyeletsang bohle seterekeng sa Thabo Mofutsanyana”.

E saennwe (sebaka) _____ ka mohla la _____ (2023)

Tshaeno ya monkakarolo

Tshaeno ya bopaki

Appendix F: Interview schedule for the principals

Introduction

My name is Makate Lerata Jan (920422 5270 080) working as an educator in Department of Education Free State in Thabo Mofutsanyana District. I am currently enrolled for a Master in Education with the Central University of Technology, Welkom campus. The topic of my study is capacitation of educators to handle skills related challenges of inclusive education learning environment in Thabo Mofutsanyana District. The purpose of this study is to capacitate educators on identified skills related challenges in the implementation of effective inclusive education in mainstream schools.

Confidentiality

This interview will be transcribed and where audio-recording was used, tapes will be destroyed after data has been analysed. Confidentiality will be assured to participants and that after the completion of this research all information given will be destroyed. The purpose of this research will be outlined to the participants and the participants are not forced to participate in this study but I will be very pleased if they all be part of the study. Participants have a right to withdraw from the study at any given time and that has no negative consequences on their part. The teaching and learning will never be compromised during the data collection in your school.

Ground rules

Before we begin with the interviews, there will be some ground rules to be set to the participants for the good flow of the interviews and all of us will have to observe them.

- Only one person speaks at a time
 - Give each other a chance to voice out his/her ideas
 - Confidentiality will be assured, and should not be repeated outside of this meeting
 - There is no wrong or right response as long as it is relevant to this study
-

The researcher will engage the principals in the discussion by asking the following questions:

- 1 What do you understand by inclusive education?
- 2 What diverse learner characteristics and special education needs do learners at your school possess?
- 3 What knowledge, skills and attitudes should a competent educator possess to effectively operate in an inclusive classroom environment?
- 4 Through classroom visit to your educators what are the challenges you have identified in the implementation of inclusive education?
- 5 When you do internal moderation on educators' formative and summative assessments, do they cater diverse learners?
- 6 What challenges do educators encounter in handling inclusive education classrooms?
- 7 Which teaching strategies are used by educators to handle inclusive learning environments?
- 8 Are those teaching strategies appropriate for handling learners with diverse learning needs and abilities?
- 9 What strategies should educators adopt in order to be effective in handling inclusive education classrooms?
- 10 What should be done to capacitate educators to be well equipped for inclusive education classroom environments?

Appendix G: Interview schedules for educators

Introduction

My name is Makate Lerata Jan (920422 5270 080) working as an educator in Department of Education Free State in Thabo Mofutsanyana District. I am currently enrolled for a Master in Education with the Central University of Technology, Welkom campus. The topic of my study is capacitation of educators to handle skills related challenges of inclusive education learning environment in Thabo Mofutsanyana District. The purpose of this study is to capacitate educators on identified skills related challenges in the implementation of effective inclusive education in mainstream schools.

Confidentiality

This interview will be transcribed and where audio-recording was used, tapes will be destroyed after data has been analysed. Confidentiality will be assured to participants and that after the completion of this research all information given will be destroyed. The purpose of this research will be outlined to the participants and the participants are not forced to participate in this study but I will be very pleased if they all be part of the study. Participants have a right to withdraw from the study at any given time and that has no negative consequences on their part. The teaching and learning will never be compromised during the data collection in your school.

Ground rules

Before we begin with the interviews, there will be some ground rules to be set to the participants for the good flow of the interviews and all of us will have to observe them.

- Only one person speaks at a time
- Give each other a chance to voice out his/her ideas
- Confidentiality will be assured, and should not be repeated outside of this meeting
- There is no wrong or right response as long as it is relevant to this study

The researcher will engage educators in the discussion by asking the following questions:

- 1 What do you understand by the term inclusive education?
- 2 According to your understanding, what are the main roles of an educator in inclusive education settings?
- 3 What attitudes should an educator possess in a diverse classroom to ensure that all learners experience quality education?
- 4 What knowledge should an educator possess in order to be an effective inclusive education classroom practitioner?
- 5 What teaching challenges do you encounter on a daily basis when teaching diverse learners?
- 6 How do you plan/ prepare your lesson in an inclusive education?
- 7 How do you prepare formal assessments for diverse learners?
- 8 What teaching strategies are you currently using in teaching diverse learners?
- 9 What teaching equipment are you currently using to accommodate diverse learners?
- 10 What teaching strategies teaching strategies should be adopted to accommodate diverse learners in a regular classroom?
- 11 How can educators be empowered to effectively handle inclusive education settings?

Appendix H: Interview schedule for SGB members

Introduction

My name is Makate Lerata Jan (920422 5270 080) working as an educator in Department of Education Free State in Thabo Mofutsanyana District. I am currently enrolled for a Master in Education with the Central University of Technology, Welkom campus. The topic of my study is capacitation of educators to handle skills related challenges of inclusive education learning environment in Thabo Mofutsanyana District. The purpose of this study is to capacitate educators on identified skills related challenges in the implementation of effective inclusive education in mainstream schools.

Confidentiality

This interview will be transcribed and where audio-recording was used, tapes will be destroyed after data has been analysed. Confidentiality will be assured to participants and that after the completion of this research all information given will be destroyed. The purpose of this research will be outlined to the participants and the participants are not forced to participate in this study but I will be very pleased if they all be part of the study. Participants have a right to withdraw from the study at any given time and that has no negative consequences on their part. The teaching and learning will never be compromised during the data collection in your school.

Ground rules

Before we begin with the interviews, there will be some ground rules to be set to the participants for the good flow of the interviews and all of us will have to observe them.

- Only one person speaks at a time
- Give each other a chance to voice out his/her ideas
- Confidentiality will be assured, and should not be repeated outside of this meeting
- There is no wrong or right response as long as it is relevant to this study

The researcher will engage SGB members in the discussion by asking the following questions:

- 1 What do you understand by inclusive education?
- 2 Based on the schools performance, what challenges have you identified in the implementation of the inclusive education?
- 3 What skills are lacking in educators which are necessary for effective teaching in inclusive educations schools?
- 4 What strategies would you recommend to the school for the success of inclusive education?
- 5 How can parents assist educators to be more effective in handling learners with diverse education needs?

Appendix I: Interview schedule for District officials

Introduction

My name is Makate Lerata Jan (920422 5270 080) working as an educator in Department of Education Free State in Thabo Mofutsanyana District. I am currently enrolled for a Master in Education with the Central University of Technology, Welkom campus. The topic of my study is capacitation of educators to handle skills related challenges of inclusive education learning environment in Thabo Mofutsanyana District. The purpose of this study is to capacitate educators on identified skills related challenges in the implementation of effective inclusive education in mainstream schools.

Confidentiality

This interview will be transcribed and where audio-recording was used, tapes will be destroyed after data has been analysed. Confidentiality will be assured to participants and that after the completion of this research all information given will be destroyed. The purpose of this research will be outlined to the participants and the participants are not forced to participate in this study but I will be very pleased if they all be part of the study. Participants have a right to withdraw from the study at any given time and that has no negative consequences on their part. The teaching and learning will never be compromised during the data collection in your school.

Ground rules

Before we begin with the interviews, there will be some ground rules to be set to the participants for the good flow of the interviews and all of us will have to observe them.

- Only one person speaks at a time
- Give each other a chance to voice out his/her ideas

- Confidentiality will be assured, and should not be repeated outside of this meeting
- There is no wrong or right response as long as it is relevant to this study

The researcher will engage district officials in the discussion by asking the following questions:

- 1 What do you understand about inclusive education?
- 2 What attitude do educators need possess in a diverse classroom to ensure that all learners get quality education?
- 3 What knowledge components and skills are necessary for an effective inclusive educator?
- 4 What teaching challenges have you identified to mainstream educators during school visits in teaching diverse learners?
- 5 How do educators must plan/ prepare your lesson in an inclusive education?
- 6 How do educators must prepare formal assessments for diverse learners?
- 7 What teaching strategies are currently used by educators in teaching diverse learners?
- 8 What teaching equipment educators need to have in place to accommodate diverse learners?



Appendix J: Editorial letter

Marielle Tappan Simmetrie & Kegel Street Meyerspark, Pretoria

Tel 072 474 1158

Email mteditorialinfo@gmail.com

Date of Edit: 11 April 2025

Edit: Makate Lerata Jan

CAPACITATION OF EDUCATORS TO HANDLE SKILLS-RELATED CHALLENGES OF AN INCLUSIVE EDUCATION LEARNING ENVIRONMENT IN THABO MOFUTSANYANA DISTRICT

To whom it may concern,

I, Marielle Tappan, trading under the name MT Editorial, hereby confirm that I am a language editor.

I have extensive experience in the field of language and publishing and received my Bachelor of Information Science in Publishing from the University of Pretoria. I am also a registered member of the Southern African Freelancers' Association.

I hereby declare that the editing done for any client is done with the utmost diligence and the full appreciation of the English language and all of its intricacies, as was done for edited sections of this document. My involvement was restricted to the main body of text's language use, spelling, consistency and completeness, alongside general formatting of the document's layout. I did not restructure any content that would influence the academic outcome in any way. I cannot take responsibility for any changes made by the client once the paper was returned after the above- mentioned 'Date of Edit'.

If there are any other queries, please do not hesitate to contact me. Kindest Regards,

Marielle Tappan Owner

MT Editorial (BIS)

Publishing SAF03058, SAFREA

Marielle Tappan