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Experiences of Novice Teachers in Promoting Inclusive Education in Johannesburg East Inner-City Secondary Schools

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TITLE

Experiences of Novice Teachers in Promoting Inclusive Education in Johannesburg East Inner-City Secondary Schools

by

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Ethics protocol number
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Research project in education for
Master of Education
Supervisor: Dr Cameron Robert Martin

DECLARATION

I, Jacobeth Nomakosana Morare, declare that this research report, titled *Experiences of Novice Teachers in Promoting Inclusive Education in Johannesburg East Inner-City Secondary Schools*, is my original work and has not been submitted, in whole or in part, for any other academic degree or diploma. I acknowledge that using someone else's work without proper consent or citation constitutes plagiarism, a serious academic offense. To maintain academic integrity, I have ensured that all sources are appropriately cited and referenced according to expected conventions. Furthermore, I confirm that this research was conducted in adherence to the ethical standards and policies of the University of the Witwatersrand and the Gauteng Department of Education. This research report has been composed solely by me under the supervision of Dr Cameron Martin.

Signature:  Date: 2025/03/10

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ABSTRACT

This study examines the experiences of novice teachers implementing inclusive education (IE) in Johannesburg East inner-city secondary schools. Despite the adoption of White Paper 6 over twenty years ago, significant challenges still exist in translating policy into practice. The research investigates the knowledge, skills, and understanding of novice teachers in promoting IE in their daily teaching environments. A qualitative approach within an interpretivist paradigm was employed. Data were gathered through semi-structured interviews with six purposefully selected novice teachers, each with up to three years of teaching experience, from two inner-city secondary schools. Thematic analysis followed Srivastava and Thomson's (2009) five-step framework. Bandura's social cognitive theory (1986) provided the theoretical foundation, emphasising the dynamic interaction of personal, behavioural, and environmental influences on teaching practice. Six key findings emerged, indicating that teacher education programmes should better reflect the realities of inclusive classrooms. Future research could explore how novice teachers' self-efficacy develops over time. Longitudinal studies tracking their progression from first year to mid-career may offer deeper insights into how they navigate and adapt to reality shocks.

Keywords: inclusive education, novice teachers, secondary school

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LIST OF ACRONYMS

ACRONYMN	DEFINITION
CAPS	Curriculum Assessment Policy Statement
CHE	Council on Higher Education
DBE	Department of Basic Education
DoE	Department of Education
FET	Further Education and Training
IE	Inclusive Education
IT	Interview Transcript
ITE	Initial Teacher Education
OBE	Outcomes-Based Education
OECD	Organisation for Economic Co-operation and Development
PGCE	Postgraduate Certificate of Education
PTS	Professional Teacher Standards
RNCS	Revised National Curriculum Statement
SACE	South African Council of Educators
SBST	School Based Support Team
SCT	Social Cognitive Theory
SIAS	Screening, Identification, Assessment, and Support

TEFL	Teaching English as a Foreign Language
UNESCO	United Nations Educational, Scientific and Cultural Organization
Wits	University of the Witwatersrand
WP6	White Paper 6

CHAPTER 1: INTRODUCTION

1.1 Introduction

The 1990 World Conference on Education for All, held in Jomtien, Thailand, sparked a worldwide commitment to providing quality education for all (Miles & Singal, 2010). In 1994, the United Nations Educational, Scientific and Cultural Organization (UNESCO), in collaboration with Spain's Ministry of Education and Science, hosted the World Conference on Special Needs Education in Salamanca, which birthed the influential Salamanca Statement, a vital contribution to inclusive education (IE) policies and practices worldwide (Ainscow et al., 2019). The proclamation aimed to facilitate the integration of individuals with disabilities into every country's educational framework (Ainscow et al., 2019). In the same year, South Africa's education landscape underwent a profound change due to the adoption of a new constitution, which was aimed at eradicating discrimination.

South Africa instituted a pro-inclusion policy, formally documented in the Constitution of South Africa of 1996, the South African Schools Act of 1996, and the Education White Paper 6 (WP6) (Department of Education (DoE), 2001; Adewumi & Mosito, 2019). Outcomes-Based Education (OBE) was introduced as a new approach to teaching, learning, and assessment. Given its adverse effects on teaching methods, assessment, and learner empowerment, the curriculum was later replaced with the Revised National Curriculum Statement (RNCS) in 2002 (Soudien, 2007). Subsequently, the Curriculum Assessment Policy Statement (CAPS) Grades R–12 policy, which is aimed at addressing diversity and curbing inequality and discrimination based on, for example, race, language, age, disability, and inequality, was adopted. In line with the principles of IE, CAPS acknowledges and addresses diversity in the education system, promotes equity, and ensures that all learners can learn and thrive regardless of their background or characteristics (DoE, 2001). "Inclusive education presupposes an all-inclusive approach to education, where all learners are taught in regular classrooms, regardless of background, disability or social context." (Makoelle, 2016, p. 6)

Despite the country's sophisticated and comprehensive policies, the implementation of IE practices in South Africa has fallen short of the policy objectives. Although global transformation has taken place, there are still disparities between these objectives and the achievement of IE in South Africa. This study delves into the experiences of South African teachers, with a particular focus on novice teachers, in implementing IE in Johannesburg East inner-city secondary schools. After completing primary school, learners in South Africa continue their education in secondary schools, which serve grades 8 through 12. A school is defined by the South African Schools Act (Act 84 of 1996, p. 4) as an establishment that "enrolls learners in one or more grades from Grade R to 12," which includes both primary and secondary education phases.

Kim and Roth (2011, p. 4) describe novice teachers as teachers "with less than five years of teaching experience". For the sake of this study, and to maintain conciseness and clarity, the term novice teacher will refer to teachers with up to three years of teaching experience. Novice teachers contributed a distinct perspective to the study through their recent training and entry into the teaching profession. This enables an examination of the integration of IE principles into their nascent teaching practices, thereby shedding light on the initial stages of their pedagogical journey. Johannesburg East inner-city secondary schools serve learners from heterogeneous backgrounds with diverse needs, and they often navigate significant political, historical, and cultural barriers while instructing learners, as reiterated by McKay (2016). Thus, these schools provide an ideal place for one to observe how novice teachers share the knowledge and understanding they acquired from their training in their work in line with the projected advances of IE, particularly those in the geographical location of their respective secondary schools.

This chapter begins with an introduction that sets the foundation for examining novice teachers and IE. To ensure conceptual clarity, the study elaborates on the main concepts that are used throughout the study. A summary of the study's background and context follows, which highlights South Africa's educational system and the unique challenges faced by inner-city secondary schools in Johannesburg. The problem statement, which outlines the main issue that the study aims to address, is then presented. The study's aim

is stated clearly after the purpose statement, which describes the study's significance and goals. Thereafter, the main question and sub-questions that guide the investigation are described. Then, the study's rationale, which emphasises its importance and potential benefits, is provided. The chapter concludes with a summary that outlines the key ideas and serves as a bridge to the next chapter. The theoretical framework that informs this study, Albert Bandura's social cognitive theory (SCT), is elaborated on throughout the next chapter. SCT offers an overarching framework within which to explore and interpret novice teachers' experiences, behaviours, and decision-making within the complex settings of inner-city secondary schools.

1.2 Context and Background

WP6 explains the need for the education and training system to foster not only inclusive schools but also an inclusive society. The policy is founded on the recognition that every child and youth can acquire knowledge when they are offered the necessary support. Therefore, schools should move away from seeing IE through a medical deficit lens. The goal of IE is to eliminate discriminatory attitudes and provide all learners with equal access to learning opportunities (Adewumi & Mosito, 2019). Diversity is at the core of WP6, whose implementation through CAPS sought to inculcate principles of "human rights, inclusivity, environmental responsibility, and social justice" (Department of Basic Education (DBE), 2011, p. 5). CAPS inspires learning in consideration of global imperatives.

Subsequently, the Screening, Identification, Assessment, and Support (SIAS) policy that focused on the principles outlined in WP6 was introduced (DBE, 2014). The policy includes addressing impediments to cater for diverse learning requirements (Matolo & Rambuda, 2022). The environment for implementing inclusive policies should promote inclusivity, by moving beyond viewing inclusion solely for special needs learners to encompass a broader range of needs.

According to WP6, "inclusive education and training are about changing attitudes, behaviour, teaching methodologies, curricula, and the environment to meet the needs of

all learners" (DoE, 2001, p. 7). For the successful implementation of inclusion, educators need appropriate training, ample support, and a positive mindset (Frankel, Gold & Ajodhia-Andrews, 2010, cited by Donohue & Bornman, 2014). WP6 sought greater inclusivity in education, targeting teachers' training in IE. Following this policy's introduction and multiple failures to effectively launch it, information on the lived experiences of newly trained teachers in realising the overarching goals laid out in the policy is scarce. Given this understanding, it is imperative for one to explore the experiences of novice teachers in implementing inclusive practices in schools. As they have been introduced into the teaching profession recently, novice teachers are presumed to have received pre-service training to implement WP6. Exploring their experiences will shed light on whether that training has contributed to improvement in the implementation of inclusive practices in their classrooms.

The contemporary challenges in today's classrooms involve managing expanding cultural, linguistic, and developmental diversity, while striving to meet heightened academic standards (Florian, 2012). By contrast, Makoelle (2012) reiterates that South Africa comprises learners from diverse racial and ethnic groups, eleven official languages, and varied political, religious, and socio-economic backgrounds. In this study's context, inner-city schools will vividly demonstrate the increasing inclusivity of learners identified to have disabilities and other additional support needs due to policy developments, because their location aptly positions them in a manner that closely mirrors the demographical landscape of post-apartheid South Africa. Donohue and Bornman (2014) contend that among numerous obstacles to inclusion at the school and cultural levels, the primary impediment to the execution of inclusive policies is the absence of clear guidance within WP6 on how schools can achieve the objectives of IE. This highlights the importance of scrutinising the real-world context in which these policies were implemented successfully. Although these policies were viewed as theoretically positive, their practical implementation has encountered numerous challenges that range from policy ambiguity; inadequate execution of policy; the shortage of necessary human, technical, and infrastructure resources for implementation; overcrowding; and little or no

assistance in enhancing the understanding of inclusive legislation and policy (Attwood et al., 2019; Donohue & Bornman, 2014; Engelbrecht, 2020; Mpu & Adu, 2021).

Novice teachers play a pivotal role in this investigation, as they provide an avenue for researchers to delve into the initial phases of IE implementation. This study elucidates challenges that are specific to this cohort, while concurrently discerning potential areas that necessitate enhancement and support within teacher training programmes and the broader educational framework.

1.3 Problem Statement

Although IE policies in South Africa are extensive, a disparity between policy and execution persists (Donohue & Bornman, 2014). Closing this gap is crucial to the achievement of the goals of IE and the provision of all learners with equal access to quality education. Policy and legislation delineate ideal values and objectives, which may not always translate into practical reality because of various factors, such as overcrowded classrooms, insufficient training, and educators' limited knowledge and skills, which contribute to educators feeling unprepared to teach in IE settings (Mpu & Adu, 2021). Donohue and Bornman (2014) express concern that the absence of substantial progress in inclusive practice can be attributed to the apparent lack of clarity in the policy and, thus, its inadequate implementation. The current understanding of inclusion in South Africa frequently resembles the traditional approach to special needs education, which can limit the recognition of diversity and diminish the individual contributions that each learner brings to the classroom. Nonetheless, when teachers embrace the essential principles of IE, learners can receive respectful and empathetic treatment.

A South African study conducted by Engelbrecht et al. (2015) found that although issues around school structure and culture may form the wider context within which IE is implemented, the continuous interpretation of IE policies determines how teachers teach and how inclusion is realised in their classrooms. WP6 offers a blueprint for fostering systemic transformation in the advancement of IE. However, novice teachers may

encounter formidable obstacles to their integration of the values and principles inculcated in WP6 into their practices.

The experiences of novice teachers present a distinctive vantage point that is crucial for evaluating the efficacy of IE integration in *initial teacher education* (ITE) programmes. Their insights serve as instrumental contributors to the formulation of enhancements in teacher education, ongoing professional development initiatives, and the development of broader education policies on inclusivity. Botha and Rens (2018) argue that there is a discrepancy between the expectations of novice teachers who enter the workforce and the actual challenges they face. Novice teachers typically anticipate a seamless transition from the theoretical knowledge that they gained during their pre-service training to them becoming competent and well-rounded practitioners in the field. However, many experience reality shock, as they quickly confront the significant gap between theoretical knowledge and practical application. A potential necessity for supplemental support, training interventions, or modifications within teacher education programmes could be instrumental in enhancing novice teachers' preparedness to effectively navigate the intricate challenges that are inherent in real-world classroom settings.

Extensive research has been conducted globally concerning the challenges faced by novice teachers in schools, but the existing literature on this topic within South Africa is scanty. This highlights a significant knowledge gap. The problem is that 22 years after the release of WP6, various studies have highlighted teachers' difficulties in implementing IE in their schools. The difficulties include inadequate teacher support, deficient preparation for IE classrooms that results in a lack of skills and confidence, large class sizes that lead to ineffective teaching in inclusive classrooms, shortage of resources, and ambiguity in inclusive policies (Donohue & Bornman, 2014; Engelbrecht, 2018; Soudien & Baxen, 2006; Walton, 2018). Johannesburg is experiencing swift transformations in its economic and social landscapes.

1.4 Purpose Statement

This study aims to investigate and understand the experiences of novice teachers concerning their skills, knowledge, and roles relative to their attitudes and behaviours in promoting IE in South African inner-city secondary schools. The study focuses on novice teachers because of their novelty in the classroom environment. Several studies have underscored the challenges that teachers face in implementing IE in their schools. The outcomes of this study will offer guidance to policymakers who are involved in revising policy, as well as administrators and educators who are tasked with implementing WP6. A study on novice teachers' experiences is crucial for one to assess the effectiveness of ITE in preparing teachers for inclusive environments and to measure progress in teachers' understanding and implementation of WP6. This study further addresses a critical gap in understanding how novice teachers navigate the promotion of IE in Johannesburg inner-city secondary schools, thereby offering valuable insights for improving teacher training, school policies, and the overall effectiveness of IE in South Africa.

Interviews of six novice teachers in two secondary schools narrowed our focus and will contribute meaningfully to the field. Attwood et al. (2019) indicate that most novice teachers in secondary schools expressed dissatisfaction with the effectiveness of their ITE, by stating that ITE provided minimal or no support in enhancing their understanding of legislation and policy concerning inclusion. Therefore, novice secondary school teachers gain a stronger sense of preparedness when they are equipped with essential knowledge and skills that are required in inclusive environments. This was analysed when inquiring with novice teachers about their experiences, burdens, and aids in implementing IE in their teaching practice.

1.5 Aim of the Study

This study aims to investigate how novice teachers in Johannesburg's inner-city secondary schools implement IE practices. It delves into the teachers' knowledge and comprehension of IE and perceptions of the resources and support available for the

implementation of inclusive practices in their classrooms. Furthermore, the study aims to identify and analyse the difficulties that novice teachers face in promoting IE in the intricate socio-economic and infrastructure contexts of Johannesburg's inner-city secondary schools. By tackling these issues, the study hopes to produce knowledge that can guide policy and enhance professional development initiatives that will assist novice teachers in implementing inclusive education successfully.

1.6 Research Questions

This study sought to answer the questions provided in the following subsections.

1.6.1 Main Question

The study's main research question is as follows:

- What are the experiences of novice secondary school teachers in implementing IE practices in Johannesburg inner-city schools?

1.6.2 Sub-questions

The study aims to also answer the following three sub-questions:

1. What is the knowledge and understanding of IE practices that novice teachers in Johannesburg inner-city secondary schools possess?
2. How do novice teachers perceive the available support and resources for realising IE practices in their classrooms?
3. What challenges do novice teachers in Johannesburg inner-city secondary schools face in promoting IE?

1.7 Rationale of the Study

Adequate preparation of novice secondary school teachers for IE is paramount in advancing equity, enhancing learning outcomes, and upholding the responsibilities of schools to deliver quality education to every learner. Snopek and Moravcikova (2017) state that novice teachers' lack of adequate knowledge and experience may be some of the barriers and limitations of promoting IE. The level of preparedness of secondary school teachers for educating learners with diverse needs directly influences the outcome. It is crucial for one to gain insights into novice teachers' skills, knowledge, and roles in advancing IE in the South African schooling context.

The researcher believes that IE is important in advancing societal change. Educational institutions can align teacher training programmes with the demands of the teaching profession. The potential to more effectively equip novice teachers for success exists. This study has the capacity to reveal an existing void and unveil opportunities for transformative change in South African educational environments, with the potential to establish the groundwork for subsequent research endeavours.

1.8 Conclusion

This chapter outlines reasons for undertaking this study and explains the need for updated research on the implementation of IE. It demonstrates the evolution of the education system in South Africa, from an explicitly exclusionary system to one that aims at inclusion but falls short. Moreover, it offers theoretical explanations for the challenges that are faced by novice teachers and highlights the need for one to focus specifically on secondary school teachers in inner-city Johannesburg to understand their lived experiences in implementing inclusion in the classroom. The next chapter concentrates on the identification of the knowledge that is necessary for novice teachers to implement IE, the support that is essential for aiding them in their careers, and the challenges that they encounter

CHAPTER 2: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

After Chapter 1 has outlined IE's introduction to the South African education system and eminent challenges, this chapter delves deeper into the challenges and limitations faced by novice teachers in providing IE. It explores the challenges of implementing IE within the South African education landscape, highlighting systemic, policy, and resource-related barriers. Particular attention is given to the challenges encountered by novice teachers in applying IE principles in their respective schools, including issues of preparedness, support, and access to resources. By analysing the impact of WP6, the chapter highlights gaps in the education system's alignment with policy prescriptions, specifically focusing on novice teachers and their progress and obstacles in fostering inclusive classrooms. Despite the policy vision presented in WP6, there are still many obstacles to overcome before IE can be implemented effectively in South African schools, such as a lack of resources, slow curriculum transformation, and inadequate teacher preparation (Department of Education, 2001; Donohue & Bornman, 2014; Engelbrecht, Nel, Nel, & Tlale, 2015; Walton & Engelbrecht, 2016).

As part of the present study on the experiences of novice secondary school teachers who implement IE practices in Johannesburg inner-city schools, the chapter argues for the relevance of supporting teachers and providing requisite resources to empower them in realising inclusive ideals. Furthermore, the theoretical framework is examined in greater depth, demonstrating the interconnection between the three identified factors and the pivotal role they play in shaping novice teachers' practices and approaches within their school contexts.

By foregrounding the interplay between personal and environmental forces and behaviour, SCT sheds important light on novice teachers' formation of professional identity, coping with difficulties, and implementation of IE throughout their novice years of practice.

2.2 Challenges of Implementing Inclusive Education in South Africa

Inclusive education in South Africa embraces the principles of equality, human rights, and diverse educational opportunities for all, which are aligned with transformative and democratic principles and human rights values. However, significant hurdles arise from the complex interplay of societal transformations, educational reforms, and the intricate management of diversity within schools (Engelbrecht, 2006).

Ladbrook (2009) suggests that following WP6, teachers in South African schools faced challenges of implementing inclusion because of inadequate learner support, due to gaps in teacher training and difficulties with Curriculum 2005. Florian and Linklater (2010) allude that with the rise of IE, learners once labelled as 'less capable' and sent to specialised programmes are now considered fit for regular classrooms. Yet, many argue that teachers often lack the needed expertise to effectively teach these learners in inclusive settings. In response to this issue, the South African Council for Educators (SACE) has formulated a set of professional teaching standards (Kimathi & Rusznyak, 2018). The standards include the teachers' ability to recognise, uphold, and advocate for fundamental human rights, as enshrined in the Constitution of South Africa (SACE, 2002). They necessitate teachers to possess the knowledge, skills, and disposition to provide every learner with equitable learning opportunities in a functional school. Additionally, teachers should be equipped with the capacity to confront and resist the marginalisation and exclusion of learners from accessing quality learning opportunities, in line with their moral responsibility in supporting the smooth functioning of schools. These standards encompass the professional expertise, classroom abilities, and ethical principles that teachers should exhibit throughout their careers, which apply universally across all phases and subject areas (Draper et al., 2017).

Since the inception of WP6, teachers' capacity has been built through staff development that has equipped them with the knowledge and necessary skills of teaching diverse learners in classrooms. However, this does not mean that there are no challenges concerning how novice teachers incorporate inclusive philosophies into their pedagogical

practices. Rieser (2012) lists the following three shortcomings of the implementation of WP6:

- Limited resources
- Resistance from teachers, communities, and parents
- The apathy of the existing system

These challenges indicate potential obstacles that may impede the day-to-day activities of teachers within their respective schools. The issues are interrogated in this study on the experiences, knowledge, and understanding of novice teachers in Johannesburg inner-city secondary schools.

2.3 Challenges of Novice Teachers in Implementing Inclusive Education in South Africa

Challenges that surfaced after the introduction of WP6 included the implementation of policy. Rusznyak and Walton (2019) reiterate that higher institution educators in South Africa grapple with the task of preparing new teachers for an IE system that is outlined but not completely realised in policy. By contrast, novice teachers indicate that they feel ill-prepared by ITE programmes (Attwood et al., 2019). Research conducted by Nel et al. (2023) identified that while teacher preparation contributes to fostering the willingness of educators to instruct diverse learners, novice teachers predominantly lack confidence in applying the requisite skills to do so effectively. This implies perpetual cause-and-effect issues. Kim and Roth (2011) reiterate that novice teachers encounter common challenges that arise from disparities between their actual experiences in their teaching roles and idealised expectations instilled during their formal education and training.

2.4 Key Guiding Documents and Practices for Novice Teachers

CAPS is positioned on the principles of human rights, inclusivity, and environmental and social justice, which call upon teachers to demonstrate awareness of diversity, in order to

eliminate discrimination based on any form of inequality, including race, gender, language, age, disability, and other applicable factors (DBE, 2011). According to CAPS, teachers are expected to create their lesson plans by incorporating teaching guides, textbooks, and any pertinent resources to effectively present lessons with a suitable sequence and tempo. Additionally, educators are encouraged to integrate content or concepts that are relevant to their specific environment. Teachers play a pivotal role in an inclusive setting. This necessitates their conceptual understanding of inclusion and the varied needs of learners, including those with disabilities. One measure by which the DoE has demonstrated its commitment to and stimulated inclusion in the classroom is the SIAS document.

The Postgraduate Certificate in Education (PGCE) programme offers students a basis for professional growth. The curriculum aims to equip students with knowledge and skills for them to thrive in the current school system (Council on Higher Education (CHE), 2011). In FET-focused PGCE programmes, the one-year duration adds pressure on programme designers to quickly qualify students as competent novice teachers. According to CHE (2011), common deficiencies in traditional pre-service education programmes have been identified. These programmes frequently lack interconnectedness, making it challenging for them to build upon one another's contributions. The connection between the instructed modules and practical learning tends to be weak. Although this may, or may not be the case, it appears that ITE and teacher support, or the lack thereof, contribute to the challenges of novice teachers in implementing IE.

SACE is at the helm of elevating and safeguarding the teaching profession in South Africa and has developed a framework of professional standards that clarify the expected knowledge, skills, and ethical conduct for educators (Draper et al., 2017). The Professional Teacher Standards (PTS) appear to be suitable for the diverse South African context, as they address teachers across the spectrum, from newly qualified individuals to those classified as novices and experienced educators. The standards are classified into 10 overarching principles of professional teaching. Principle 10 is as follows: “[T]eachers promote social justice and the redress of inequalities within their educational

institutions and society more broadly." (Draper et al., 2017, p. 5) Teachers contribute to school efficiency and bear a moral responsibility to address and oppose learners' marginalisation and exclusion from quality learning opportunities (Draper et al., 2017). Therefore, the 10th principle speaks to IE.

2.5 Theoretical Framework

This study utilises Bandura's SCT to analyse the experiences of novice teachers in implementing IE in their pedagogical practices (Bandura, 1977). By highlighting the triadic reciprocal interaction among behavioural, environmental, and personal factors, SCT provides a perceptive explanation of how novice teachers create and maintain inclusive practices (Bandura, 1997). SCT is used because it suggests how people's function is shaped by personal, behavioural, and environmental factors (MacCarthy, 2010). It is employed to examine the experiences of novice teachers as they endeavour to implement inclusive practices. The theory assists in comprehending the data collected on the personal, behavioural, and environmental factors that are experienced by novice teachers, which could potentially have contributed to a decrease in the impact of IE. In this study, SCT offers new perspectives on the following three aspects (Torre & Durning, 2015):

- The knowledge and understanding of IE practices among novice teachers
- The decisions they make concerning their responsibilities and their perseverance and self-efficacy in implementing those decisions
- The challenges they encounter in promoting IE

An individual's belief in their ability to successfully carry out a specific set of actions is necessary for them to achieve desired outcomes and leads to self-efficacy. Edwards (2019) explains that individual behaviour is shaped by societal and environmental factors, as well as self-efficacy, which involves a person's sense of power and control over themselves. Other significant factors that should be considered are the environment, which can refer to access to resources, and the availability of educational opportunities.

The SCT helps us to understand, predict, and change how people behave (Green & Peil, 2009, as cited by Freeman, 2021). Figure 2.1 illustrates the three main factors that shape a person's role.

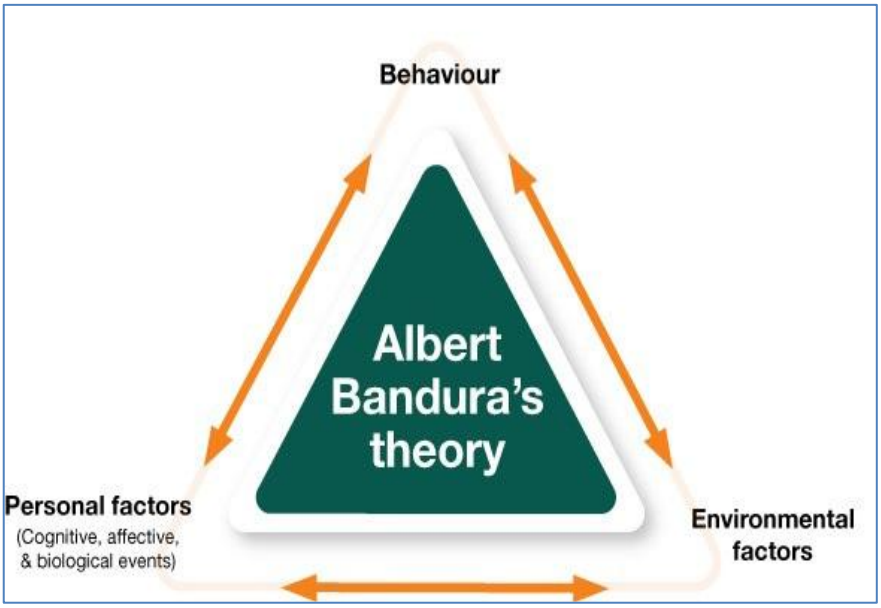

Figure 2.1: Triadic reciprocal interaction

Note: From Min & Chang (2023).

Within the confines of SCT, the present study aims to provide a proper understanding of these factors, which are outlined as follows:

- *Personal factors*: Knowledge and comprehension of IE practices of novice teachers in Johannesburg secondary schools
- *Behavioural factors*: Teachers' choices made regarding duties, endurance exhibited, and self-effectiveness
- *Environmental factors*: Challenges that novice teachers face in promoting IE in Johannesburg secondary schools

SCT describes how individuals, operating within social systems, engage in various human processes, such as gaining and embracing information and knowledge. Its primary emphasis is on learning processes and the dynamic interaction among various contributing factors (Middleton et al., 2019). The theory is used in conjunction with the interview schedule, and the interview questions focus on establishing the novice teachers' experiences in promoting IE in Johannesburg's inner-city secondary schools. The teachers' experiences are divided into three different categories: personal, behavioural, and environmental factors. The novice teachers' experience is deduced through a set of open-ended questions that are directly linked with SCT. Each factor may either facilitate or hinder teachers' ability to implement IE policies in their classrooms. The three factors possess a capacity to shape the outcome. Therefore, even though novice teachers are presented with knowledge in the form of the CAPS document, their personal beliefs, environment, school, or peers' beliefs affect their pedagogical practices.

SCT is crucial in comprehending how novice teachers deal with the difficulties of implementing IE in inner-city secondary schools. Three components known as personal characteristics, behaviour, and environment interact reciprocally to produce human functioning, according to Bandura (1986). An in-depth analysis of how novice teachers create, embrace, and implement inclusive practices in their particular school contexts is made possible by the application of this framework.

Important individual factors that influence novice teachers' preparedness and efficacy are their attitudes, beliefs, previous experiences, and self-efficacy regarding IE. In a study conducted by Moosa and Bekker (2021), it is evident that although teachers demonstrated a theoretical understanding of IE, most of them struggled to establish learners' needs and apply knowledge to address those needs. This indicates a gap between knowledge and practical confidence. Consequently, insufficient hands-on experience during teacher preparation can erode novice teachers' confidence and hinder the effective adoption of inclusive practices. Makoelle and Burmistrova (2025) also

reiterate that programmes and courses in IE should be added to teacher education institutions.

In SCT, behaviour refers to the real teaching methods, classroom management methods, and inclusive interventions that novice teachers use. The teachers' beliefs and environments impact and reinforce their behaviours in the classroom, such as the application of learner support strategies, differentiated instruction, and collaborative teaching methods. Teachers become more confident and more likely to support and maintain inclusive practices when they observe positive results in their classrooms. This is supported by Moosa and Bekker (2021), who found that when pre-service teachers observed positive responses from learners during their practical teaching experiences, their beliefs in IE grew. These encounters strengthened their sense of effectiveness and inspired them to use inclusive strategies more frequently.

Aspects of the environmental factors that impact teaching include the school context, organisational culture, resource availability, senior colleague support, and the clarity of policy implementation. Environmental obstacles such as large class sizes, inadequate learner support systems, and a lack of mentorship are common for novice teachers, especially in underfunded inner-city schools. According to Moosa and Bekker (2021), these contextual difficulties can make it more difficult for inexperienced teachers to successfully implement IE, particularly in the absence of institutional support and direction. They restrict opportunities for putting inclusive strategies into practice and may thus have an impact on teachers' attitudes and actions. Additionally, novice teachers may find it difficult to match their methods with IE's purpose if school administration does not set an example or encourage inclusive values.

Therefore, the mutual interaction among these three factors influences the experiences of novice teachers who advocate for IE. A novice teacher who perceives inclusive values (personal) may identify a learning barrier in a classroom (behavioural). However, if the classroom is crowded, and resources for supporting learners are lacking (environment), the experience could undermine their confidence and decrease their willingness to

practise consistently. Conversely, novice teachers are more likely to develop and sustain inclusive behaviours when supported by a caring mentor and an inclusive school culture (environment), which enhances their sense of self-efficacy and commitment to IE (personal).

2.6 Conclusion

The preceding discussions illustrate that novice teachers progress from learning about the policies and job expectations to facing a range of challenges in their teaching practices. The challenges include insufficient training programmes, excessive workloads, inadequate support staff, and a shortage of teaching resources and materials. The theoretical framework indicates how all the interconnected factors shape the experiences of novice teachers in promoting inclusive settings. This chapter demonstrates gaps in the education system's alignment with policy prescriptions, specifically focusing on novice teachers and their progress and obstacles in fostering inclusive classrooms. It indicates the need for exploring the experiences of novice secondary school teachers who implement IE practices in Johannesburg inner-city schools, thereby addressing a research gap in the years after the enactment of IE policies.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In this chapter, the present study's methodology and research design, which are crucial for achieving the study's objectives, are described, along with key concepts and research methods. Data was collected in two Johannesburg inner-city secondary schools, with a strong emphasis on ethical measures of ensuring participants' protection. Six novice teachers from two secondary schools were purposely selected. The focus was on those with no more than three years of experience, regardless of gender or subject specialisation.

3.2 Research Design

This section highlights the essential aspects of the study's methodology and paradigm and explains how the data was investigated, collected, and analysed.

3.2.1 Qualitative Research

"Qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (Merriam, 2002, p. 5). Participants were provided with a chance to articulate their views on the research topic, without being limited to the predefined set of questions. This process granted participants more freedom for self-expression, ensuring a more open and nuanced exploration of their perspectives and experiences.

The interpretivism paradigm was utilised to achieve a more profound comprehension of a phenomenon and its intricacies within the context of inner-city secondary schools in Johannesburg. Alharahsheh and Pius (2020) posit that a paradigm comprises various components, which can be categorised as ontology, epistemology, axiology, and methodology used for research. Epistemology can be concisely described as how the

researcher comes to know reality, as outlined by Carson et al. (2001, as cited in Alharahsheh and Pius, 2020). This study employed subjectivism, which considers diverse and multifaceted beliefs regarding what may constitute reality. Ryan (2018) argues that subjectivism questions whether reality is shaped by individual perceptions and emotions, or it is defined by measurable entities. Subjectivism posits that reality is dependent on our personal perceptions, experiences, and emotions.

Hudson and Ozanne (1988, as cited by in Alharahsheh and Pius 2020, p. 40) define ontology as “the nature of reality”. The subject under investigation pertains to human experiences, and the researcher's ontological belief is characterised by a commitment to embracing multiple realities.

Aliyu et al. (2015) state that axiology refers to values in research. Values constitute an essential aspect of social existence; there are no inherently incorrect values, only divergent ones. Axiology assumes a pivotal role in establishing the criteria and prerequisites for an acceptable research approach and methodology in this study. Finally, the study employs a qualitative approach to ensure that the depth and complexity of human experiences are captured and validated.

Data was systematically gathered, structured, depicted, and analysed. The researcher in this qualitative research became the instrument, and individuals were the participants who actively contributed to the interpretation and analysis of data. When collecting diverse data types, it was essential to capture authentic real-life experiences, thereby recognising the participants’ inherent uniqueness.

This study employed a research design based on semi-structured interviews, which was chosen for its alignment with the study's purpose and objectives. The research systematically investigated social experiences within natural settings.

3.2.2 Research Site and Participants

Six novice teachers from two inner-city secondary schools participated in the interviews that were aimed at capturing their experiences. These individuals are qualified teachers with no more than three years of teaching experience. Their selection ensured representation of diverse backgrounds and socio-economic demographics. Access to the schools involved establishing contact and building and maintaining relationships with participants within the two secondary schools.

An ethical method for gaining access involved building trustworthy, enduring relationships through obtaining specific permissions at different levels, presenting oneself appropriately, and demonstrating respect for cultural norms, as reiterated by Amundsen et al. (2017). Moreover, the researcher established a connection and cultivated trust with the participants to ascertain that the research proceeded with integrity and care.

3.2.3 Sampling

According to Kalu (2019, p. 2529), purposeful sampling is defined as “a general approach to sampling in a qualitative inquiry that aims to identify participants who share the same experience of a central phenomenon of study”. Considering this definition, participants in this study shared common experiences by being novice teachers in secondary inner-city schools. These teachers taught grade 8, 9, 10, 11, or 12 learners, and the study encompassed all subjects, because IE is a mandatory component across all curricular areas. Participants were intentionally selected through purposeful sampling, as outlined by Creswell (2012). Utilising purposeful sampling facilitated an in-depth exploration of novice teachers’ lived experiences.

Purposeful sampling ensures that a sample is information-rich and pertinent to a study's objectives by choosing people or groups who have significant knowledge or experience of the phenomenon that is studied (Palinkas et al., 2015). In keeping with the purposive sampling principle, which selects cases that meet criteria pertinent to the research objectives, the participants in this study, who are five females and one male, were

specifically chosen as inexperienced teachers with no more than three years of professional experience.

3.3 Data Collection Process

Xu et al. (2020) highlight the importance of informed consent in ensuring ethical principles like beneficence, justice, and respect. In line with this, the study obtained informed consent from all participants. Before interviews, meetings were held with novice teachers to explain the study's purpose and invite voluntary participation, reflecting Xu et al.'s emphasis on consent being freely given. The meetings also facilitated clear communication between the participants and the researcher, further enabling the researcher to check whether the participants were willing to take part in and understood the study and were likely to engage well in it, as suggested by (Xu et al., 2020). Thereafter, each participant provided written and signed informed consent.

Upon securing all necessary permissions and obtaining the participants' informed consent, individual interviews were conducted with each of the six participants. The following figure illustrates the data collection process, which highlights the key methods and steps that were involved in gathering and analysing the information.

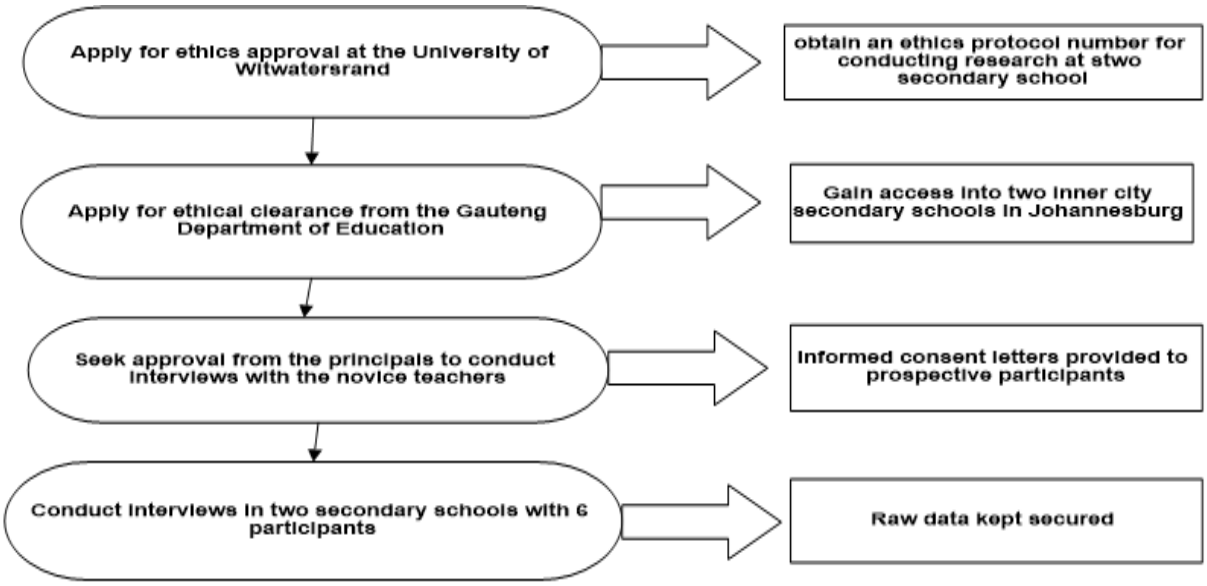

Figure 3.1: The data collection process

3.4 Data Collection Instruments

3.4.1 Semi-Structured Interviews

Semi-structured interviews, which were guided by a set of prepared questions, were employed, as they enable the inclusion of follow-up inquiries. This method entailed a predetermined set of questions and provided the interviewer with the flexibility to delve more deeply into specific areas (Adams, 2015). Kvale (1996, as cited by Alshenqeeti, 2014) emphasises that interviews possess greater efficacy in extracting narrative data efficiently, enabling researchers to delve profoundly into people's views. The interviews were particularly suitable for delving into respondents' perceptions and opinions concerning intricate and occasionally sensitive matters, and they facilitated in-depth exploration and elicited additional information and clarification of answers.

The interviews followed a predetermined schedule, with one session dedicated to each participant. Dougherty (2021) suggests that researchers must ensure that any information provided by interviewees cannot be linked back to their identities. Consequently, participants were assured that their responses would remain completely confidential. To

maintain anonymity, identifying details, including participant and school names, were omitted from transcripts and the final report. Every participant was identified by an interview transcript identifier, and any potentially identifying information was purposefully left out or concealed.

Each participant had a 90-minute individual interview, as part of the data-gathering procedure. During the interviews, the researcher made sure that the questions were clear, objective, and did not sway participants' responses. To reduce interference with teaching duties, these interviews were conducted on school premises, during the participants' free periods or after business hours, typically from 15:30 to 17:00. All interviews were audio recorded with the consent of the participants, in order to guarantee information correctness and enable a comprehensive analysis. As suggested by Gill et al. (2008), all interviews were later recorded and written word-for-word to avoid bias and keep a clear, accurate record of what was said.

A password-protected laptop with limited access was used to safely store the audio recordings to prevent unauthorised use, viewing, or alteration of the material. Subsequently, the data analysis phase commenced after the completion of the interviews.

3.5 Data Analysis

Muthiah et al. (2020) state that the process of data analysis is initiated concomitantly with data collection, because discussions are adeptly guided to elicit substantial data during interviews. This procedure was complemented by the incorporation of observational notes. Subsequently, the recorded information was transcribed. This action underscored the importance of a thick description, thereby emphasising the need to interrogate, expand on, and interconnect the data for its complete value, as alluded to by Bazeley (2009).

Data analysis undertook a process of sifting, charting, and sorting, in the following five steps (Srivastava & Thomson, 2009):

- Familiarisation
- Identification of a thematic framework
- Indexing
- Charting
- Mapping and interpretation

Framework analysis was employed as an excellent tool for evaluating policies and procedures by incorporating insights from the individuals who were directly impacted by them. The first stage, familiarisation with the data, entailed listening to tapes several times and reading the transcripts thoroughly. According to Rabiee (2004), this stage aims to delve into the specifics and grasp the interview as a cohesive entity before dissecting it into individual components. Through this approach, the primary themes naturally started to emerge. Emergent themes were compared with the existing literature. These were followed by a thick description aimed at making the described event tangible (Stahl & King, 2020). The subsequent phase, namely establishing a thematic framework, was achieved through jotting down memos in the margins of the text, encapsulating short phrases, ideas, or concepts that were derived from the texts. Categories were then initiated based on these notations. During this stage, descriptive statements were crafted, and an analysis was conducted on the data, following the questioning route. The third stage is called the indexing phase, and it involves sifting through the data, identifying and organising quotations, and conducting comparisons within and across cases. According to Elliot (2018), this phase provides an overview of diverse information. In the fourth stage, charting, quotes were extracted from their original context and reorganised under the newly developed thematic content. Data reduction at this stage occurred through the comparison and contrast of information, as well as the grouping of similar quotes by cutting and pasting. Rabiee (2004) emphasises that for this task to be executed successfully, data should be managed meticulously. In the concluding phase of analysis, mapping and interpreting took centre stage. This involved not only comprehending individual quotations but also employing imagination and analytical skills to discern relationships among quotes and connections within the entire data set (Krueger, 1994, as cited in Rabiee, 2004).

Rabiee (2004, p. 658) outlines seven established criteria that propose the subsequent headings as a framework for interpreting coded data: “words; context; internal consistency; frequency and extensiveness of comments; specificity of comments; intensity of comments; big ideas”. The first criterion entailed providing a new definition for the crucial term, followed by context, which entailed participants sharing their encounters and discussing instances from the past when similar events occurred to them. Then, internal consistency encompassed the frequency with which a comment or perspective is expressed. Frequency and extensiveness of comments focus on the intensity with which emotions or sentiments were conveyed in comments, whereas specificity of comments encompasses responses that pertain to personal encounters, rather than hypothetical scenarios. The intensity of comments refers to the intensity with which comments or emotions were expressed. Finally, the researcher considered the broader trends or concepts that arose from the accumulation of evidence and spanned across diverse discussions.

3.6 Compliance with Ethical Standards

This study is qualitative research that involved human participants. Therefore, the researcher had to safeguard those individuals to ensure their ability to provide candid perspectives during the data collection process (Nii Laryeafio & Ogbewe, 2023). Maintaining high ethical standards was crucial throughout the data collection process. The ethical considerations to which the researcher adhered during the interview process are presented in the following subsections.

3.6.1 Ethics Approval

To gather the necessary data, ethics approval was first obtained from the University of the Witwatersrand before the research was conducted. Furthermore, ethical clearance from the Gauteng Department of Education was sought to interview educators in the two secondary schools. Subsequently, discussions were held with the school principals to

secure approval for conducting interviews with the teachers. Then, the pertinent teachers were approached and provided with a comprehensive overview of the study's objectives and ethical considerations before being asked to participate.

3.6.2 Anonymity

The interviewer ensured anonymity by collecting information without including personal details, safeguarding interviewees, and encouraging reliable information disclosure (Saunders et al., 2015). The participants refrained from disclosing confidential details such as identity numbers, physical addresses, and employee numbers that could potentially reveal their identities.

3.6.3 Privacy and Confidentiality

The interviewer ensured the preservation of confidentiality for information acquired from the interviewees. This involved limiting access to the raw data to prevent any unauthorised third-party disclosure, unless explicitly authorised by the interviewee (Nii Laryeafio & Ogbewe, 2023). The raw data is securely stored in a laptop, accessible only with a password known exclusively to the interviewer.

3.6.4 Voluntary Participation

Participants did not face coercion or incentives to join the research, as their involvement, if motivated solely by material compensation, could have resulted in the collection of inaccurate data, as Mumford et al. (2021) alluded. Therefore, the researcher emphasised voluntary participation to protect participants' comprehension and willingness to actively engage in the research process.

3.6.5 Option to Withdraw

Participants had the option to withdraw at any point. In the event of such withdrawal, all previously collected data concerning the participants would be discarded. Laryeafio and Ogbewe (2023) state that this commitment ensures that no interviewee is compelled to participate in research if certain questions are in conflict with their values. The researcher bore the responsibility to honour and respect the interviewees' rights.

This study obtained approval from Wits ethical committee and gained active approval from the school principals. The participants signed consent forms, were informed of voluntary participation and the freedom to withdraw at any point and were assured anonymity. Pseudonyms were allocated to them to uphold ethical standards, and the Gauteng Department of Education was informed to secure its approval of this study.

3.6.6 Validity

Validity refers to "the degree to which a study reflects the specific concepts it aims to investigate" (Alshenqeeti, 2014, p. 43). The data interpretations underwent scrutiny to evaluate their credibility, richness, and confirmability, which were synonymous with their validity (Guest et al., 2012). The interview sessions were recorded and subsequently transcribed into a text document. Manual analysis of these transcriptions identified common themes. Triangulation of the data, by cross-referencing various sources, was employed to test its validity (Guest, 2014). These data analysis methods facilitated the collection of information about the experiences of novice teachers in promoting IE in Johannesburg's inner-city secondary schools. The inductive approach, which is a systematic method for examining qualitative data, was used. This approach resulted in the emergence of major themes from raw data without the rigidity of stringent methodologies. Therefore, it was appropriate for the investigative nature of the research on the experiences and knowledge of novice teachers in implementing IE practices, from their perspective.

3.6.7 Research Bias

According to Roulston and Shelton (2015, p. 332), bias is defined as “a lack of objectivity, as a threat to a study’s credibility, as an ethical issue, and as potentially hidden from a researcher’s knowledge of self”. Types of bias include observation bias, selection bias, researcher bias, and confirmation bias. Mitigating sampling and observation bias involves verifying representativeness. Researcher bias pertains to regulating personal attributes during interactions, whereas confirmation bias results from selectively collecting data to support existing beliefs. Adopting the interpretivism paradigm, as suggested by Pham (2018), aided in preventing bias by avoiding personal interpretations when examining events and individuals.

To reduce potential bias and enhance the study's credibility, participants were selected based on their relevance to the study's goal. Throughout the process, reflexivity was maintained, allowing for a critical examination of the researcher's positionality and its possible influence on data interpretation. Following the trustworthiness standards outlined by Lincoln and Guba (1985), these strategies improved the study's credibility, dependability, and confirmability.
Qualitative researchers uphold the integrity of their work through various measures, Trustworthiness, credibility, applicability, and consistency serve as the evaluative criteria (Hammarberg et al., 2016).

3.6.8 Trustworthiness

Trustworthiness serves as a qualitative measure to strengthen the assertion that a researcher's argument is worthy of attention. According to Elo et al. (2014), trustworthiness is based on the following four criteria:

1. Credibility
2. Transferability
3. Consistency

4. Confirmability

Credibility in this qualitative study was established through prolonged engagement, including continuous participant interaction, observation, member validation through interview transcript review, and triangulation. The researcher ensured credibility by immersing themself in the study, observing behaviours, validating information with participants, and providing comprehensive contextual descriptions that resonated with the individuals who shared their experiences (Hammarberg et al., 2016).

For transferability, Henry (2015) suggests using thick description, providing a detailed account of the research for broader applicability across various times, places, people, and contexts. An audit trail, which documented every research step and decision, enhanced this study's transparency and transferability.

Consistency, as emphasised by Guest et al. (2012), involves adhering reliably to the rules and conventions of the qualitative methodology, to ensure a dependable research process. Confirmability aligns with dependability, assures that research findings are validated by other researchers, thereby affirming their interpretations and grounding them in data (Elo et al., 2014). The researcher documented all findings, changes, and the research process, ensuring confirmability through the participants' comprehensive accounts of the research journey.

3.7 Conclusion

This study investigated the experiences of novice teachers in Johannesburg inner-city secondary schools, focusing on their skills, knowledge, roles, and impact on attitudes and behaviours in promoting IE. Despite 22 years since the introduction of WP6, challenges persist in effectively implementing IE. SCT, which explains how individuals within social systems participate in learning processes, by emphasising the dynamic interaction among various contributing factors, was used. Through an inductive approach, the study involved interviews with six novice teachers from two schools, using thematic analysis to identify common challenges. Data was coded, refined, and condensed into overarching themes. Ethical considerations were prioritised in storing the gathered data securely.

CHAPTER 4: DATA ANALYSIS

4.1 Introduction

This chapter presents the current study's findings, beginning with a description of the methods that were employed in data analysis and the process of categorising and organising data into key themes and patterns. The study aims to investigate and understand novice teachers' experiences regarding their skills, knowledge, roles, attitudes, and behaviours in promoting IE in Johannesburg's inner-city secondary schools. The data that was collected from the six participants aligns with this study's aim.

The study employs an inductive approach to systematically investigate the experiences of novice teachers. Thomas (2003) describes the main aim of the inductive approach as enabling research findings to emerge from the repeated, prominent, or significant themes that are present in the raw data, free from the limits imposed by rigid methodologies. This is most relevant in the present study, as the findings emerged directly from the participants' experiences. The inductive approach thus ensures that the findings are relevant and reflect the participants' lived experiences, thus enhancing the overall validity and applicability of the research outcomes. To strengthen the reliability, all interview references for each teacher are precisely assigned an Interview Transcript (IT) identifier, labelled A–F, with the line and page numbers of the quote in the transcript. These details can be seen in the interview transcriptions.

4.2 Description of Participants' Codes

Six participants took part in this study, with three having been selected from each of the two secondary schools. The schools were referred to as School A and School B. The participants had been teaching in secondary schools in Johannesburg's inner city for no more than three years, thus qualifying as novice teachers. The following table lists the codes that were assigned to all the participants. The first question was aimed at gathering information regarding each teacher's academic qualifications, including the institution

they attended and their years of teaching experience. This inquiry sought to gain insight into the teachers' educational backgrounds and professional experiences, which could help contextualise their expertise, qualifications, and preparedness to address specific teaching challenges, such as those related to promoting IE.

Table 4.1: Participants' qualifications, experiences, and schools

Participant	School	Teaching Qualifications	Teaching Experience
IT – A	A	Postgraduate Certificate in Education (PGCE) National Diploma in Language Practice Advanced Diploma in Language Practice	One year and two months
IT –B	A	Bachelor of Education	Two years
IT–C	A	BA in Social Sciences and Postgraduate Certificate in Education (PGCE)	Two years
IT–D	B	Bachelor of Education	Three years
IT–E	B	Bachelor of Education in Senior and FET phase	Three years
IT–F	B	Bachelor of Education (Honours) in STEM (Science, Technology, Engineering, and Mathematics)	Two years

4.3 Categories of Questions Asked

This section outlines the categories of questions that were posed to the participants. A total of 16 questions were asked, and similar questions were grouped to provide a clear understanding of the scope of inquiry. Table 4.2 presents categories of those questions.

Table 4.2: Categories of questions asked

Category Name	Key Points Covered
Personal Background and Transition to Teaching	This category covers the personal and academic background, the transition to full-time teaching experiences, and the first few months as a new teacher.
Training and Preparation for Inclusive Education	The category addresses IE skills that novice teachers obtained during teacher training and how these prepared of them for their role as novice teachers.
Familiarity with Policies and Guidelines	The focus in this category is on the knowledge of the current IE policies and guidelines and how they are implemented in day-to-day practice.
Implementation of Inclusive Teaching Practices	This category covers some important issues, such as how IE strategies are implemented in the classroom, how new teachers mitigate the negative effects of socio-economic inequalities on learning, and how teachers collaborate to ensure inclusive practices.
Support and Resources	This category explores novice teachers' perceptions of the support they receive and the challenges they face while using the available resources to promote IE.
Challenges in Implementing Inclusive Education	The category focuses on the infrastructure issues in the school and the difficulties that novice teachers face when implementing IE.

Professional Development and Awareness	This category explores possibilities for professional growth that novice teachers may pursue for future advancement and how school administrators comprehend and support IE.
Policy Communication and Systemic Support	The category investigates available channels for disseminating policies and systemic adjustments that could aid in resolving the difficulties that new teachers encounter while advocating for IE.

A well-structured, flexible method was used throughout the interviews to get in-depth information from the participants. Open-ended questions from the interview schedule were posed to the participants, who were urged to give thorough and thoughtful answers. All the participants received active listening, which encouraged them to share more details about their experiences, in addition to making them feel heard. This ensured that the participants' opinions and experiences were fairly reflected and examined.

4.4 Summary of General Responses

This summary offers a concise overview of the typical or common answers that the participants gave for each group of questions. It also helps to highlight recurring themes or notable patterns in their responses.

Participants experienced a sense of reality shock when they made the difficult transition from student teaching to full-time teaching. They felt incapacitated, as during their teacher training, mentors had assumed most of the teaching responsibilities. The transition also proved to be stressful, because new teachers were left to handle their new responsibilities without the assistance to which they had been accustomed during their training.

The participants mentioned that their training incorporated elements of IE, and they were given the knowledge that they needed to design inclusive classrooms. They used a variety of strategies in their classrooms to overcome socio-economic difficulties, language

barriers, and disabilities. They mentioned working together to prepare lessons, providing differentiated instructions, and implementing initiatives for learners from underprivileged backgrounds, which included providing nutrition and uniforms. However, many participants claimed to be unaware of their institutions' IE policies. They highlighted challenges such as limited resources and inadequate infrastructure. Despite the availability of fundamental resources such as projectors, smart boards, and textbooks, teachers often had to purchase additional materials to meet their learners' various needs. Most participants expressed a desire for workshops and training that are aimed at enhancing their skills. Additionally, inconsistent communication about IE policies and guidelines left many teachers feeling unsupported by the school's administration and staff.

4.5 Thematic Analysis

Fereday and Muir-Cochrane (2006, as cited in Swain, 2018) describe thematic analysis as the process of identifying themes that are significant to the understanding of the phenomenon. The data analysis was conducted through a systematic process of sifting, charting, and sorting that adhered to a five-step framework: familiarisation, identification of a thematic framework, indexing, charting, and mapping and interpretation, as set out by Srivastava and Thomson (2009). The following table presents this study's data analysis process.

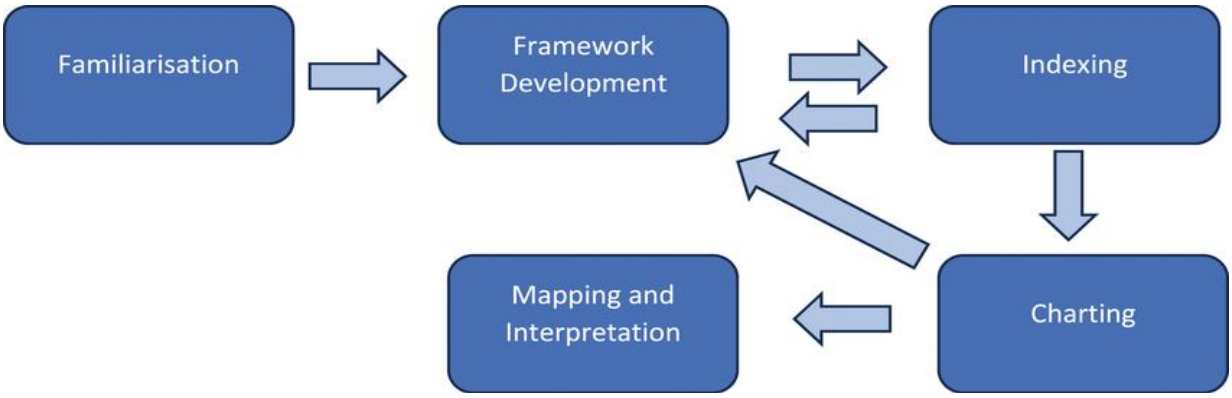

Figure 4.1: The data analysis process

Note: From Mercier, Sanders, and Munford (2023)

4.6 Familiarisation with the Data

After the interviews were conducted, their audio recordings were fully transcribed by focusing on the three most crucial aspects of transcription: accurately capturing the interview experience, thereby focusing on the participants' words; accurately transcribing every section of the audiotape; and thoroughly going over the tape and reviewing the transcript (Moser & Korstjens, 2018). Reading through the transcripts multiple times enabled the researcher to understand the narratives that the participants conveyed. Rabiee (2004) emphasises that reading and reviewing the data during this stage enables consideration of the bigger picture, which entails examining participants' words, thoughts, and feelings.

4.7 Identifying a Thematic Framework

According to Ritchie and Spencer (1994, as cited in Srivastava and Thomson, 2009) this stage follows the researcher’s familiarisation with the data set and involves identifying emerging themes or issues. The researcher utilised the notes that had been taken during the familiarisation phase to highlight the key issues, concepts, and themes that the participants had expressed. This process facilitated the filtering and classification of the

data, which guided the identification of themes and issues. The categories developed during this stage included awareness of IE, challenges faced by novice teachers, collaboration, communication of IE policies, professional development, skills and knowledge regarding IE, support and mentorship, and transition challenges. The main research question guided the process. The following figure illustrates the initial themes that were identified at this stage.



Figure 4.2: Emergent themes

4.8 Indexing

The researcher indexed segments of the data that correlated with the themes. For ease of locating data, the researcher utilised a numerical system for indexing references, noting them in the margins beside the text, as recommended by Ritchie and Spencer (1994, as cited in Srivastava and Thomson, 2009). Rabiee (2004) explains that this process includes combing through the data, emphasising and organising quotes, and comparing instances within and between the themes (Table 4.4).

Table 4.3: Comparison within and between the themes

Reality Shock	Sporadic Support	Professional Development
"I think as a new teacher, I had to implement, I had to incorporate new teaching styles to accommodate different learning styles." IT–A, line 85, p. 3 "So in terms of adapting, that was quite challenging …" IT–B, line 69, p. 3 "I've had days when I would cry in the morning and be like, 'I don't want to go there.'" IT–C, line 96, p. 3	"Your mentor teacher will be there to guide you." IT–F, line 634, p. 19 "So, I got all of that mentorship from my teachers here." IT–D, line 61, p. 2 "When we're doing our teacher practice, your mentor teacher tries to do their best to accommodate you." ITE, line 24, p. 1	They mustn't only depend on training from the government. They must also have their internal training within the school." IT–B, line 317, p. 10 "In relation to inclusive education, I don't think I've personally done anything…" ITE, line 281, p. 9 "I'd consider either going back to school or attending workshops that deal with inclusive education" ITF, line, 492, p. 15
Uncommunicative Policies	**Knowledge of IE**	**Challenges**
"Every school has a culture and, in the culture, embedded should be inclusive education practices and policies." ITE, line 165, p. 5 "As a teacher, I'm not fully aware of the policies, I'm ashamed to be honest that I'm not fully aware …" ITC, line 419, p. 13	"We shouldn't hinder them from learning like any other child." ITA, line 144, p. 5 So, in a way, someone may say that my lessons are dragged, or say I repeat myself a lot in class because I'm simply trying to accommodate learners. T3, line 178, p. 6	"… if some of the teachers that we found here can change their way of saying [sic] or thinking as if have not been in our shoes." ITD, line 506, p. 16 "If we could have workshops that would teach us and inform us more about inclusive education and teach more about the barriers to learning …" ITC, line 428, p. 13
Comparing between themes (Inter-comparison)		
Reality Shock Theme IT–A and IT–C articulated the frustrations they had encountered during the initial months of their novice teaching.		

Professional Development Theme IT-B underscores the necessity for schools to proactively prepare their training programmes for teachers, rather than relying on external organisations.
Comparing within themes (Intra-comparison)
Challenges and Sporadic Support Theme The novice teachers suggested that there was a need for empathy among experienced teachers, implying that those who have been in the profession longer should try to understand the novice teachers' perspectives and challenges. This reflects a desire for a supportive culture.

4.9 Charting

Ritchie and Spencer (1994, as cited in Srivastava and Thomson, 2009) explain that this stage is a stage where a researcher arranges the specific pieces of data indexed in the previous stage into charts based on the identified themes. In the present study, this involved extracting the data from its original textual context and organising it into a chart that included categories and themes that had been derived from the thematic framework. Although the data was removed from its original context, each piece remained identified by its source. The researcher ensured that each chart's cases were constantly kept in the same sequence for clarity's sake.

Table 4.4 presents data that was extracted from its original textual context and systematically arranged into a chart.

Table 4.4: Matrix table

Teacher	Transitional challenges	IE strategies challenges	Support	Policies	Resources	Professional Development
IT– A	“I think I know that it was hard for me.” line 62, p. 2	“It will be difficult to also adapt other curriculum	“There isn't a support [sic].” line 220, p. 7	“I wouldn't say that we are support	**“**I don't have the resources.” line 224, p. 7	“I didn't pursue anything.” line 290, p. 9

		materials …" line 241, p. 8		ed as teacher s …" line 303, p. 10		
IT–B	"It was challenging …" line 40, p. 1	"… so we have to schedule days when I am going to use it …" line 233, p. 7	"The support is very good." line 194, p. 6	"No, there is no follow-up …" line 290, p. 9	"… in my class, I don't have resources …" line 207, p. 7	"I'm planning to enrol in some of the small [short] courses …" line 259, p. 8
IT–C	"It is so hard …" line 48, p. 1	"I emphasis e the things that they're going to get tested on …" line 300, p. 9	"There isn't much of support." line 254, p. 8	"I'm not fully aware of the policies. " line 388, p. 12	"I have different types of textbooks …" line 266, p. 8	"I have the TEFL certificate …" line 338, p. 11
IT–D	"I can say it was a difficult transition …" line 54, p. 2	"… I usually do not separate them from others." line 198, p. 6	"I've received a lot of support …" line 303, p. 9	Every learner is equal, so we must accomm odate them equally. " line 498, p. 15	"cc board." line 341, p. 11	"… I think if we can have workshop [sic]." line 456, p. 14
IT–E	"It was difficult. It was extremely, extremely hard." line 42, p. 2	"It is very easy to adapt." line 219, p. 7	"I don't think it's effective." line 160, p.5	"… there was no real inductio n, or there	We have posters, yes, because we even have the	"In relation to inclusive education, I don't think I've personally done anything." line 281, p. 9

				was no real welcoming …" 302, pp. 9–10.	textbooks. " line 206, p. 7	
IT–F	"It was really hard …" line 58, p. 2	"… that not all these strategies work for all learners." line 419, p. 13	"… I don't think I have enough support.'' line 389, p. 12	"None of this was communicated to us …" line 601, p. 18	"… I need to borrow a class from one teacher, and then we swap or exchange classes …" line 411, p. 13	"… I'd consider either going back to school or attending workshops." line 483, p. 15

4.10 Mapping and Interpretation

The researcher linked the findings to the research question, analysed the patterns from the matrix table to interpret the collected data, examined the relationships between the themes, and identified trends. After familiarising themself with the data, they identified the following themes. The following figure presents the overarching themes.

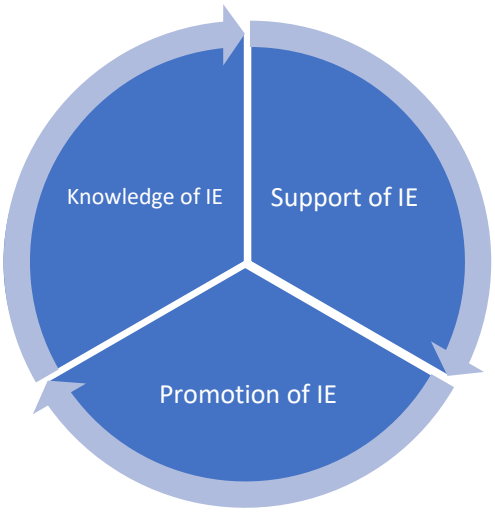

Figure 4.3: Overarching themes

4.11 Explanation of the Themes

The three overarching themes, i.e., knowledge of IE, support of IE, and promotion of IE, are directly relevant to the aim of this study, as they reflect the in-depth experiences of novice teachers in Johannesburg inner-city secondary schools. They provide a lens through which one can examine the teachers' skills, knowledge, roles, attitudes, and behaviours in promoting IE.

4.11.1 Knowledge of IE

Personal characteristics such as knowledge and self-efficacy are crucial in determining behaviour in SCT (Bandura, 1986). To successfully implement inclusive teaching, novice teachers must have a solid understanding of IE, including its policies, teaching methods or strategies, and inclusive practices. Surma et al. (2022) explain that teachers cannot be expected to employ certain strategies in their teaching if they lack the knowledge necessary to do so. The knowledge of novice teachers equips them to meet learners' diverse needs. Therefore, knowledge gaps hamper the teachers' ability to adapt teaching strategies that suit a range of learning needs or promote inclusive behaviours in learners.

Moreover, SCT emphasises self-efficacy, which is a teacher's confidence in their ability to implement inclusive practices, as a critical personal factor that affects behaviour (Bandura, 1997). Zarei et al. (2024) also cited issues of inadequate knowledge and low self-efficacy, with which novice teachers grapple. If not addressed, these may lead to an inability to incorporate the values of inclusion into their teaching strategies. Consequently, teachers' lack of knowledge leads to diminished self-efficacy, which impacts their ability to confidently implement inclusive teaching practices.

Thus, it is crucial to address these personal factors by increasing novice teachers' knowledge and self-efficacy. According to SCT, these personal factors can be strengthened by professional development opportunities, social modelling, and mastery experiences (Bandura, 1997). Therefore, by taking part in IE-focused training, participating in targeted professional learning communities, and working with peers to exchange inclusive teaching strategies, novice teachers can enhance their IE practices. These endeavours can improve their capabilities, enabling them to execute IE with increased assurance and efficiency.

4.11.2 Support of IE

This theme denotes the inconsistent support that novice teachers receive through professional development, resources, or mentorship, which affects their ability to fulfil their roles in promoting IE. According to OECD (2019, as cited in Šitina and Latsone, 2024) the appropriate assistance of novice teachers is essential from the start of their employment, as it can enhance their theoretical knowledge and skills and enable them to carry out the responsibilities of their job proficiently. SCT by Bandura (1997) provides an insightful framework for explaining how personal, behavioural, and environmental factors interact to shape novice teachers' IE practice. On a personal level, self-efficacy, or confidence in one's abilities, improves through mastery experiences and social modelling, which can be encouraged through planned mentoring and collaboration. Behaviourally, novice teachers need opportunities to engage in inclusive activities, such as providing learning support and solving classroom problems, in order to enhance their competence

and confidence. Environmentally, regular access to mentoring, supportive professional communities, and IE-specific training offers reinforcement and models that help build the teachers' efficacy by learning from others' experiences and outcomes. When these three factors align, novice teachers are more likely to incorporate IE effectively. However, inadequate or poor support can reduce their ability to understand and implement IE principles, potentially limiting their responsiveness to diverse learner needs.

4.11.3 Promotion of IE

Li and Ruppar (2021) believe that equity and inclusion for all learners should and can be advanced effectively by teachers. The implication is that novice teachers may be held responsible for familiarising themselves with existing policies and enforcing them to foster inclusivity and a learning atmosphere that accommodates all the diverse needs that a learner may have. Teachers possess the capability to shape learners' experience and performance when they possess skills, knowledge, and dispositions that are fundamental to IE. However, without knowledge, skills, and disposition, teachers' capability to create an inclusive learning environment may be limited.

IE promotion supports novice teachers' effectiveness in policy communication and implementation. The proper communication of policies on IE enables teachers to understand the policies more and implement them consistently and effectively. The proper communication of policies empowers teachers not only to know their responsibilities more, but also to foster conducive, inclusive learning environments. It can further have a positive effect on teachers' attitude and behaviour towards IE. Therefore, the novice teachers' perception of IE and their capability to perform their responsibilities are guided by communication and modelling of policies. Where there is proper guidance, professional development, and support, novice teachers are more able to recognise the importance of IE and take proactive actions to foster an inclusive learning environment, despite systemic and environmental hostility. Other factors such as a lack of resources, large class sizes, and poor infrastructure may compromise teachers' capability to facilitate inclusion.

SCT offers an insightful explanation of how novice teachers build and sustain inclusive practices. It emphasises the dynamic interplay of personal, behavioural, and environmental determinants that govern an agent's actions. Environmentally, SCT underscores how external conditions, such as policy communication, institutional support, and modelling by experienced educators, shape an individual's development and professional performance. IE policies can serve as a critical environmental determinant by providing novice teachers with clear expectations, frameworks, and standards to guide their teaching. When policies are clearly articulated and consistently modelled, they create a structured and supportive environment in which novice teachers are more likely to develop the confidence and capacity to implement inclusive strategies. As Forlin and Sin (2010, p. 177) explain, “for inclusive practices to be effectively implemented, clear and coherent policy guidelines must be provided, accompanied by school-wide support that aligns with these policies”.

This alignment between policy and practice not only reduces ambiguity but also reinforces a shared vision, making it easier for novice teachers to navigate the complexities of IE. Moreover, well-communicated policies signal institutional commitment, which can serve as a source of social reinforcement, thereby further motivating teachers to engage with and adopt inclusive approaches.

Without this clarity and environmental scaffolding, novice teachers may feel unsupported or uncertain, which can diminish their self-efficacy and willingness to engage in inclusive practices, despite their good intentions or theoretical knowledge. Therefore, the environmental component of SCT highlights the vital role that explicit, consistent, and supportive policy communication plays in enabling novice teachers to translate inclusive education principles into effective classroom practice.

4.12 Conclusion

This chapter outlines the comprehensive approach that was adopted for data analysis by detailing the methods that were employed to evaluate the data systematically. By categorising and organising the data, significant themes and patterns have been determined throughout the analysis process. An explanation of the relevance of the themes and their connection to the study is presented. The three overarching themes (knowledge of IE, support of IE, and promotion of IE) serve as a foundation for explaining the implications of this study's findings. These explanations result in meaningful conclusions that contribute to one's understanding of the research topic.

CHAPTER 5: DISCUSSION OF FINDINGS

5.1 Introduction

This chapter presents the present study's key findings, which are based on the data gathered to explore the experiences of novice teachers in Johannesburg's inner-city secondary schools. The research seeks to discover the skills, knowledge, roles, attitudes, and behaviours that these teachers employed in promoting IE. Through thematic analysis, guided by the framework outlined by Nowell et al. (2017), the study systematically identifies recurring patterns and critical themes within the data. These themes are further interpreted through the lens of Bandura's SCT to provide deeper insights into the contextual realities that novice teachers face.

The themes are grouped accordingly to highlight their relevance and connection to the study's objectives. Subsequently, they are organised into three overarching themes: knowledge of IE, support of IE, and promotion of IE.

The themes that emerged from this study's data were subdivided into specific findings that shed light on the intricacies of the experiences of novice teachers. The first theme focuses on the teachers' knowledge and preparedness. It highlights their knowledge gaps in IE practices in classrooms with multiple cultures and different abilities. The findings reveal a gap between the theoretical preparation of teachers and the practical demands of IE policies in diverse classrooms.

The second theme examines the factors that influence novice teachers' ability to implement IE effectively. The associated findings underscore the sporadic support and the reality shock they experience when transitioning into their roles. The third theme delves into the mechanisms through which IE policies and practices are communicated and implemented in schools. The findings highlight uncommunicative policies. The lack of communication creates barriers to the effective implementation of policies.

Each section integrates the findings with supporting evidence, thereby providing a cohesive narrative that links the participants' lived experiences with broader theoretical and practical implications. This chapter aims to delve into the findings, offering a rich, nuanced understanding of the complexities that novice teachers face and the strategies they employ to thrive in demanding Johannesburg inner-city secondary schools.

5.2 Knowledge of IE

The knowledge category refers to the teachers' familiarity with IE practices. It includes their understanding of accommodating diverse learning needs, adapting curriculum delivery, and fostering an inclusive classroom environment that ensures equitable participation for all learners. Professional development is part of this category, and it encompasses the opportunities that are available for novice teachers to enhance their skills and knowledge. It delves deeper into how their training supports their confidence in their efficiency in implementing IE.

5.2.1 Finding 1: Knowledge Gaps

The interviewer asked each participant the following question:

Can you provide specific examples of inclusive teaching strategies that you use in your classroom to accommodate learners with different abilities?

5.2.1.1 Examples of responses

The following are a few of the participants’ answers to the preceding question:

“… and with learners who are struggling to understand activities or anything, I would implement working in pairs or groups, so that learners can, I would say, support or help each other.” IT–A, lines 182–183, p. 6

“So I have categorised them according to their abilities, right? On Thursday, I get a chance to meet with those who write slowly, and then there are those with different abilities who take time to understand. I also set a day aside to meet with them to put them on the same pace as those who are advanced.” IT–B, lines 137–140, p. 5

“… they sit according to their levels in class. Yes. I over-explain, I think, and repeat concepts.” IT–C, lines 184–185, p. 6

“What I usually do is arrange them according to their test results. For example, I place learner A, who is doing well, with learner B, who is struggling. I combine them so that learner A can help support learner B.” IT–D, lines 200–202, p. 6

“… what I do is that I personally give them extra work.” IT–E, lines 104–105, p. 4

“If I notice that a learner is having a challenge, I usually ask them to remain behind…” IT–F, lines 205–206, p. 7

A notable knowledge gap was observed in the interviews, as the examples of IE that were provided by the participants indicated a limited understanding of the IE concept. The data clearly indicated that although novice teachers implement strategies in their teaching, these strategies are not inclusive. This indicated the knowledge gap that exists, which is the difference between what is desired and what is done.

The teachers demonstrated a reasonable level of knowledge. However, they reported employing certain strategies they considered to be their primary approaches to IE. Upon closer examination, these strategies did not align with established IE practices outlined in the literature. Instead, they reflected simplistic approaches, which lack key elements that are essential to effective and comprehensive IE. According to Woodcock et al. (2022), teachers who believe in IE oppose the segregation of learners into special classes. From the interviews, it was discovered that learners were either grouped based on similar ability

levels, seated based on their performance level, given additional work, or only offered additional tuition.

Using the SCT, the study comprehended the value of novice teachers' knowledge and self-efficacy in the context of inner-city secondary schools. Hussain et al. (2022, p. 110) refer to self-efficacy as "one's belief about his/her capabilities to accomplish specific tasks." Self-efficacy falls within the personal category of SCT and relates to knowledge of IE.

According to SCT, knowledge is personal and shaped by individual experiences. Thus, these teachers' limited knowledge of IE reflected their personal self-efficacy, as it affects their beliefs about their ability to implement IE practices effectively. As SCT suggests, personal factors such as self-efficacy interact with environmental and behavioural influences, shaping how teachers perceive and respond to the demands of IE. Hussain et al. (2022) highlight that a strong sense of self-efficacy is crucial for individuals to feel confident in their skills and knowledge, which, in this context, appear to influence novice teachers' readiness and attitudes towards inclusive teaching. The conclusions of Kim and Roth (2011) also highlight that knowledge gaps lower novice teachers' efficacy and motivation to implement IE practices effectively. When novice teachers do not believe that they have proper knowledge, their motivation towards accessing and retaining IE practices may lessen. Their belief that inclusive practices are difficult, or that they are likely to fail, may hold the teachers back from making new attempts or committing to inclusive teaching practices.

The presence of a knowledge gap among teachers, who may be unaware that their understanding of IE is not entirely accurate, can impact their self-efficacy significantly. Teachers' incomplete or incorrect knowledge about IE can lead to a weakened sense of competence in their teaching practices and decision-making processes. It may contribute to their reduced confidence in implementing IE strategies, ultimately affecting their effectiveness as teachers. Ergün and Avcı (2018) assert that individuals with a high level of self-efficacy are generally more motivated, because of their strong belief in their abilities

and skills. Self-efficacy impacts several aspects of human behaviour, such as motivation, perseverance, and resilience when confronting challenges. When individuals possess high self-efficacy, they are more likely to approach tasks with confidence, as they view challenges as opportunities for growth, rather than obstacles to avoid. This mindset fosters a proactive attitude towards learning and problem-solving, leading to greater engagement in tasks and a willingness to take on new challenges.

Equally, self-efficacy is closely linked to performance, as teachers with low self-efficacy may be less inclined to engage in professional development opportunities or seek out additional information that could enhance their teaching practices. Reluctance can perpetuate the knowledge gap, as these teachers may not actively pursue the necessary resources or support to improve their understanding of IE. By contrast, according to Ud din Khan et al. (2023), individuals with higher self-efficacy are more likely to recognise opportunities in uncertain and challenging situations and feel psychologically competent in managing them. This indicates that enhancing teachers' self-efficacy not only bridges the existing knowledge gap but also empowers them to navigate complexities in their educational environments more effectively.

Ladbrook (2009) and Attwood et al. (2019) observe that novice teachers frequently enter the profession underprepared for the realities of inclusive classrooms because of inadequate pre-service training and limited ongoing support. In addition, they concur with novice teachers’ knowledge gaps and the inconsistent support that they receive regarding IE.

5.2.2 Finding 2: Policy Knowledge

The researcher asked each participant the following question:

Are you familiar with the policies and guidelines that are related to inclusive education in your school, and how do you apply them in your teaching?

5.2.2.1 Examples of responses

The following are some of the participants' answers:

"No." IT–A, line 162, p. 5
"Not that much" IT–B, line 111, p. 4
"No policies of inclusive education in my school" IT–C, line 160, p. 5
"Yes, I'm familiar with them, especially in Life Orientation." IT–D, line 181, p. 6
"No." IT–E, line 93, p. 3
"I'm not familiar." IT–F, line 170, p. 5

The responses revealed a significant variation in novice teachers' familiarity with policies and guidelines related to IE in their schools. Most of the responses indicated limited awareness or absolute unfamiliarity with such policies, and only one respondent expressed familiarity, specifically in the context of Life Orientation. This highlighted potential gaps in the dissemination of IE policies within schools.

For those who responded with "No." or "I'm not familiar.", the lack of awareness suggested a disconnect between policy frameworks and their practical implementation at the school level. Without this foundational knowledge, novice teachers are likely to struggle with integrating inclusive practices into their teaching, thus having a limited ability to accommodate diverse learner needs effectively. The response "Not that much" reflected partial familiarity, indicating that some teachers are aware of IE policies but do not fully understand their scope or application. This partial awareness might have resulted from unclear communication of expectations by school leadership. The statement "No policies of inclusive education in my school" highlighted a structural issue where schools themselves may lack formal IE frameworks or fail to communicate them to their staff. This absence creates barriers to fostering inclusive environments, as teachers cannot implement what they are not informed about or supported to do. Equally, the response "Yes, I'm familiar with them, especially in Life Orientation" demonstrated that familiarity with IE policies is possible when teachers are exposed to them in specific subjects, or

through targeted initiatives. This suggested that embedding IE principles within subject-specific curricula, such as Life Orientation, can be an effective way to enhance teacher awareness and application.

Uncommunicative policies emerged as a significant challenge for novice teachers, particularly in their efforts to promote IE**.** This issue is not unique to a specific school or region. It is a global challenge that affects teachers in various contexts. If policies are disseminated effectively, they can be easily embedded in the school culture, where teachers perceive them as standard requirements rather than optional or secondary considerations. Teachers may view IE as a tangible goal, rather than an abstract concept.

In terms of SCT, IE policies create external environmental factors that influence novice teachers' behaviour, learning, and adaptation. The environment refers to external factors that impact individuals' learning and behaviour through reciprocal determinism. Uncommunicative policies, which are ambiguous, unavailable, or poorly stated, constitute a social structural environment that may impede a teacher's capacity to comprehend demands, obtain resources, and work cooperatively.

Reciprocal determinism in SCT highlights the interaction between a person, their behaviour, and the environment. The quality of IE implementation in the classroom, the beliefs and attitudes of new teachers about it, and the ongoing feedback loops, or lack thereof, between the school system and teachers are all influenced by uncommunicative policies.

The study's findings demonstrate that novice teachers face uncommunicative policy environments and have little understanding of IE policies. The results are in line with SACE (2002) and DBE (2011), which both support effective implementation of IE policies at the school level by promoting clear communication and comprehension of those policies. The Johannesburg context confirms the gap between policy frameworks and their actual distribution to teachers, as noted by the Council on Higher Education (CHE, 2011). The present study's findings support and validate the claims that were made by

Rusznyak and Walton (2019) and Florian and Linklater (2010), that teachers' capacity to encourage inclusion is hampered by unclear policies and a dearth of easily accessible guidance. Nel et al. (2023) contend that in order to comprehend the experiences of new teachers and the application of IE policies, contextual factors must be considered. This implies that national realities and national IE policies are not entirely aligned. The superficial implementation of policies in classrooms results from this. This is also echoed by Donohue and Bornman (2014), who state that South Africa's IE policy is marked by significant tension and uncertainty. To mitigate this challenge, schools should encourage a cooperative school climate where teachers can share challenges and solutions, and where administrators use a bottom-up approach to meet teachers' needs, rather than giving them orders from above.

5.3 Support of IE

The support category examines the guidance, collaboration, and assistance that are available to novice teachers who implement IE. Support explores how relationships with experienced teachers, administration, and support staff contribute to novice teachers' professional growth. It incorporates the assistance received by novice teachers as they navigate challenges associated with IE, including fostering an inclusive school culture.

5.3.1 Finding 3: Sporadic Support

The researcher posed the following question to the participants:

How do you feel about the support that you received as a novice teacher in implementing inclusive education practices?

5.3.1.1 Examples of responses

"I wouldn't say that we are supported as teachers, but I would say learners are supported." IT–A, line 303, p. 10.

“It was challenging, because being a student teacher, you have someone who guides you, who helps you. Then, being a full-time teacher, you are now alone, everything, the responsibility, is on you …” IT–B, lines 42, p. 2.

“There isn't much of it, to be honest.” IT–C, line 254, p. 8.

“… a lot more can be done to support novice teachers, because it becomes difficult as a teacher just to navigate your way through a school when you haven’t been familiarised with inclusive education practices within the school.” IT–E, line 158–161, p. 5.

“So, in all honesty, as a novice teacher, I don't think I have enough support.” IT–F, line 389, p. 12.

“… then they also come and check with us weekly if we need any support in terms of those resources that we use.” IT–B, line 196–197, p. 6.

“So when you're a student teacher, you have your mentor teachers, who are people that you can depend and rely on.” IT–C, line 48–49, p. 2.

“I was being mentored by teachers from this school …” IT–D, lines 58, p. 2.

“So I've received a lot of support in incorporating inclusive education.” IT–D, lines 305–306, p. 10.

Four participants explicitly mentioned mentorship as a key aspect of their experiences, whereas others did not directly refer to mentorship, but there were subtle or implicit references to its importance. Four participants highlighted the need for support, with some specifically emphasising the role of mentorship in addressing this need. These findings suggest that mentorship, whether explicitly acknowledged or not, is perceived as a significant factor in supporting novice teachers.

The findings suggested a notable disconnect between the support that is available to teachers and their perception or experience of it. Even when support mechanisms are in place, teachers do not seem to experience or fully benefit from them as intended. This highlighted an important aspect of their professional experience and underscored the need to examine not only the availability of support but also its effectiveness and accessibility. This finding provided valuable insights into the perceived gaps in support systems for novice teachers. It revealed that limited exposure to mentorship and support may hinder the teachers' ability to grasp and apply inclusive practices fully. SCT highlights that humans are the agents of their behaviours, and that observational learning is not merely a process of imitation (Bandura, 2001). Since observational learning involves interpreting and internalising behaviours within supportive environments, not merely copying them, irregular support can weaken the development of effective inclusive practices and professional confidence.

The responses reflect a wide range of novice teachers' perceptions and experiences of support, indicating a varied level of satisfaction with the support structures that are available to them. These perceptions can significantly impact these teachers' professional development, self-efficacy, and ability to implement IE practices effectively. For those who responded with "no support," responses point to possible gaps in mentorship programmes. When left without support, novice teachers can feel isolated, overwhelmed, and underprepared to deal with the challenges of teaching.

On the contrary, the two participants who reported receiving support were benefiting from structured and meaningful guidance, such as mentorship, professional development workshops, or collaboration with experienced colleagues. The support fostered a sense of belonging and competence, thereby enabling the novice teachers to build their skills and confidence. The responses revealed that although some novice teachers experienced vigorous support, others faced significant challenges due to inconsistent support. This disparity highlights the need for schools and policymakers to design and implement comprehensive, tailored support systems that address the specific needs of

novice teachers, in order to ensure that they are well equipped to foster inclusive and effective learning environments.

SCT highlights the importance of observational learning, where individuals learn by observing others. For novice teachers, observing their experienced colleagues provides opportunities for them to model classroom management strategies, implement IE, and build relationships with learners. A lack of such exposure deprives them of vicarious experiences.

In terms of SCT, novice teachers' growth of positive self-efficacy is disrupted by a lack of support. Effective teaching practices are present in a school when there is a strong foundation. With constant assistance, novice teachers learn the required skills and overcome obstacles.

Anthony et al. (2019), as cited by Stripling (2023), assert that novice teachers often encounter numerous challenges instantaneously when they enter the classroom. The extent of their difficulties can either be alleviated or intensified based on the level of support they receive. The level of support that is available to novice teachers in Johannesburg inner-city secondary schools can influence their development of self-efficacy, adaptability, and ability to fulfil their roles, since SCT asserts that behaviour is shaped by the dynamic interaction between individuals and their environments. Therefore, the level and nature of support provided to novice teachers play a critical role in shaping their experiences and effectiveness in the classroom. Tailored support systems, including mentorship, professional development, and institutional resources, can help mitigate challenges. Conversely, sporadic support may exacerbate their struggles, hindering their ability to promote IE and adapt to the demands of their roles. This highlights the importance of fostering supportive frameworks to ensure novice teachers can navigate the complexities of their teaching environment effectively.

Garvis and Pendergast (2010) state that support systems that are available within a school, such as collegial and administrative support, access to appropriate resources,

and opportunities for professional learning, play a vital role in shaping the school culture and fostering efficacy. These elements create an environment that influences teachers' attitudes, behaviours, and overall perceptions of their roles, directly contributing to the development of a positive school culture. Support structures, such as mentorship from colleagues and administrative guidance, enhance teachers' self-efficacy by providing models of effective teaching, feedback, and encouragement. The belief in novice teachers' ability to manage classroom challenges and implement inclusive practices grows when they feel supported. Furthermore, in a school with a strong culture of collaboration, access to resources, and professional development, teachers are more likely to experience a positive environment that reinforces their confidence and capabilities. A supportive culture aligns with the concept of reciprocal determinism, where the environment influences personal factors and behaviour, and vice versa. When schools provide professional learning opportunities and foster collegial collaboration, they cultivate a sense of shared responsibility and purpose among teachers. SCT asserts that observing and interacting with peers can lead to shared learning and reinforce adaptive teaching behaviours.

5.3.2 Finding 4: Reality Shock

The following was also posed to the participants:

How was your experience during your initial months as a novice teacher?

5.3.2.1 Examples of responses

IT–A, line 64, p. 2, pointed out the overwhelming workload–"It was difficult for me because I had to teach five classes." Similarly, IT–C expressed the loss of mentorship and guidance they once relied on and emphasised the following: "So, when you're a student teacher, you have your mentor teachers … you don't have to carry the weight." lines 48–50, p. 2 This sudden increase in responsibility, coupled with a lack of structured support,

leaves novice teachers feeling unprepared to manage their classrooms effectively, let alone implement IE strategies.

IT–D, lines 54–55, p. 2, captured the emotional and cognitive toll of this transition, describing moments of doubt–"… sometimes I was thinking, ‘No, I chose the wrong one because of the circumstances or situation.’" A teacher's self-efficacy may be weakened by such fears.

The reality shock that novice teachers experience directly affects their capacity to implement IE. IT–E, lines 20–21, p. 1, described the lack of orientation: “When you get to work, no one says, ‘Okay, this is this, this is how you do this.’" Without clear guidance or structured induction, novice teachers may struggle to prioritise or even understand the requirements of IE policies. IT–F, lines 56–57, p. 2, added another layer to this, by sharing the pressure of catching up on curriculum: "I had to find ways to make them catch up and prepare them for their cycle test." The focus on immediate academic results took precedence over inclusive practices, as teachers are overwhelmed by the need to meet deadlines and address pre-existing gaps. A significant observation from the interviews is that novice teachers tend to focus heavily on navigating the general transition challenges of being new to the profession. They are preoccupied with understanding the school's organisational structure, roles, and reporting lines. This reduces their ability to prioritise the implementation of IE practices.

5.4 Promotion of IE

IE promotion is critical for reinforcing and strengthening IE policies within the school environment. It highlights the effective implementation of policies, ensuring that they are not only understood but also actively integrated into everyday teaching practices. As novice teachers engage in professional development and reflective practice, they should be exposed to IE policies that promote IE practices. The policies should be operationalised in ways that are contextually relevant and impactful in the teachers’ daily practices.

All three categories, which are Knowledge of IE, Support of IE, and Promotion of IE, are interrelated and collectively shape the experiences of novice teachers in implementing IE. For instance, a teacher with strong knowledge of IE but limited support may feel ineffective in implementing inclusive strategies. Similarly, a well-supported teacher who lacks knowledge may struggle with implementing inclusive practices effectively, even with the best intentions. When teachers feel confident and supported, they are more likely to promote IE within their schools.

In line with Engelbrecht (2006) and Florian and Linklater (2010), who emphasise that teacher dedication and ethical responsibility are crucial drivers for inclusion, even in the absence of systemic supports, this study demonstrates novice teachers' efforts to promote IE despite ongoing challenges. The South African PTS, which highlight the teacher's responsibility for creating inclusive learning environments, despite contextual limitations, echo this.

5.4.1 Finding 5: Uncommunicative Policies

5.4.1.1 Examples of Responses

The participants were asked the following question:

In your experience, how well are the policies and guidelines that are related to inclusive education communicated and supported by the school administration?

“I wouldn't say that we are supported as teachers …” IT–A, line 303, p. 10

“… I don't think the school is doing much …” IT–C, line 389, p. 12

“None was communicated. So, I think, maybe, I don't know if I should assume or what. Maybe they assume that as a teacher, you know how to be inclusive.” IT–F, line 604, p. 18

“Very well, they do communicate with us. It's just [that] sometimes we ignore them.” IT–B, line 282, p. 9

“…during conversations and during meetings you are made aware of how you are supposed to conduct yourself, or how I’m supposed to conduct myself in terms of inclusive education, but I do believe that it can be communicated better.” IT–E, lines 304–305, p. 10

The responses illustrated diverse experiences and perceptions among novice teachers regarding how well policies and guidelines related to IE are communicated and supported by the school management. These perspectives revealed inconsistencies in the effectiveness of communication and the support structures that are provided to teachers. The responses suggested that some teachers feel neglected or unsupported in their efforts to promote IE. This could stem from insufficient managerial engagement, limited resources, or a failure to provide clear guidance on IE implementation.

By contrast, –IT–B highlighted that policies are communicated very well but acknowledged that teachers sometimes ignore them. This response points to a potential disconnect between communication efforts and teacher engagement. The administration may be proactive in disseminating information, but the message may not always resonate or translate into action, possibly because of competing priorities or a lack of understanding among teachers. –IT–E provided a more nuanced view, acknowledging that information was shared during conversations and meetings, but they believed that better communication was possible. This indicates that although there are efforts to raise awareness, these efforts may lack consistency, clarity, or depth, leaving room for improvement in how policies are conveyed and reinforced.

Finally, –IT–F's statement, "None was communicated.", presented a troubling situation where no attempt had been made to introduce or clarify IE policies. This perceived absence of communication leaves teachers to assume or guess their responsibilities, which can result in confusion and inconsistent application of inclusive practices. Effective communication of policies goes beyond their mere dissemination. It involves actively encouraging and supporting teachers to integrate these principles into their daily teaching and interactions. However, the lack of clear, consistent communication about IE policies was identified as a significant challenge, as it often leaves teachers uncertain about expectations and their role in fostering inclusivity. Therefore, there is a need for schools to prioritise transparent, actionable communication strategies of promoting IE as a shared cultural value.

SCT highlights the role of environmental factors, such as policy frameworks, in shaping behaviour and self-efficacy. When policies are poorly communicated, novice teachers may feel unsupported and incapable of navigating the complexities of their roles. This limits their ability to engage in observational learning, which is a core SCT concept, by observing and modelling effective implementation of policies from experienced colleagues. Moreover, the lack of clear guidelines diminishes opportunities for practical success that builds self-efficacy.

SCT indicates that observational learning maintains that people can develop new habits by observing others, rather than solely through first-hand experience. Acquiring new abilities and knowledge entails not only imitation but also comprehension of the effects of actions. Therefore, SCT emphasises the role of social influence and communication in learning and behaviour. Meanwhile, personal factors and environmental influences interact reciprocally. This means that changes in one element can affect those in the other. For instance, SCT emphasises the role of social influence and communication in shaping learning and behaviour, highlighting how effective communication of school policies can significantly enhance novice teachers' experiences. When policies related to classroom management, professional development, and IE are clearly articulated and actively reinforced through mentorship and collaborative discussions, novice teachers gain more

understanding of their roles and expectations. This communication fosters a sense of direction, reduces uncertainty, and encourages alignment with the school's culture and goals. Moreover, open communication channels enable novice teachers to seek clarification, share concerns, and learn from their experienced colleagues, thereby contributing to their self-efficacy and adaptability. Schools may foster a helpful environment where new teachers feel empowered and led by integrating policy communication into the school's social structure, ultimately enhancing their overall teaching experience.

5.4.2 Finding 6: Professional Development

5.4.2.1 Examples of responses

The following question was posed to each participant:

What professional development opportunities have you pursued, or would you consider enhancing your knowledge and skills in inclusive education practices?

“Honestly, I didn't pursue anything.” IT–A, line 290, p. 9

“I don't think, yeah, anything. I've not personally done anything with regards to that …” IT–E, line 277, p. 9

“I’m planning to enrol in some of the small [short] courses that are offered here within the school …” IT–B, line 259, p. 8

“I have the TEFL certificate …” IT–C, line 338, p. 11

“I think if we can have some of the classes, like a workshop class …” IT–D, line 456, p. 14

“… I think I'd consider either going back to school or attending workshops that deal with IE …” IT–F, line 483, p. 15

These responses reflected varying levels of initiative and preparedness among novice teachers in acquiring the knowledge and skills that were necessary for effectively implementing IE. They revealed a combination of failure to act, tentative planning, and a desire for further training, suggesting that while some teachers recognised the need to enhance their IE capabilities, others lacked the motivation or opportunity to do so.

–IT–A and –IT–E explicitly stated that they had not pursued any professional development related to IE. IT–A admitted not pursuing anything, whereas –IT–E similarly noted that they had not done anything regarding personal development in IE. This indicated a lack of initiative or awareness of the importance of building their capacity to practise IE. It could also reflect systemic issues, such as insufficient encouragement or support from the school administration or the broader education system for novice teachers to engage in continuous professional development related to IE.

IT–B, IT–D, and IT–F expressed a clear awareness of the need for further training. IT–B was proactive, indicating an effort to improve their IE knowledge through available resources. IT–D opted for practical and accessible training. Similarly, IT–F emphasised long-term plans for skill enhancement. These responses demonstrated that although these teachers lacked sufficient IE knowledge, they were motivated to seek growth opportunities.

IT–C highlighted a qualification that they already had obtained, which, while valuable, might not directly address the specific competencies required for IE. This suggests that some novice teachers may engage in professional development that enhances their general teaching skills but does not necessarily equip them with the specialised knowledge and strategies needed to support diverse learners in an inclusive setting.

The responses suggested either many novice teachers' lack of awareness about such training or the absence of targeted IE-focused programmes. This lack of structured support forces some teachers to seek alternative professional development paths, often unrelated to IE, and leaves others stagnant in their development. While some teachers took or considered taking steps to bridge this gap, others were either unaware of or disengaged from opportunities for professional growth. This uneven approach to skills development indicated a need for schools and educational authorities to provide targeted training workshops, promote awareness, and support teachers' continuous development.

These findings indicate the importance of mentorship and professional development in shaping novice teachers' ability to provide IE, even though minimal attention is provided to these types of support. They are aligned with Draper et al. (2017), who contend that ongoing professional development, particularly in urban settings such as Johannesburg, empowers novice teachers by improving their pedagogical skills and supporting diverse learners. Similarly, Engelbrecht (2006) emphasises that successful professional development equips teachers to successfully implement IE. Furthermore, Draper et al. (2017) and Engelbrecht (2006) contend that mentorship plays a complementary role in professional development, as it offers novice teachers individualised guidance, emotional support, and opportunities for reflective practice, in urban settings such as Johannesburg, where systemic issues including resource shortage and socio-economic disparities can make it more difficult for novice teachers to succeed. Therefore, mentorship is crucial for novice teachers.

5.5 Conclusion

This study's findings have covered the experiences of novice teachers in implementing IE in Johannesburg inner-city secondary schools. The findings reveal elements that collectively impact the effective implementation of inclusive practices. SCT highlights the interaction of individual, environmental, and behavioural factors, which shapes the themes of knowledge, support, and promotion of IE in this study. Knowledge gaps and policy knowledge are the two findings that make up the knowledge category. The findings

on knowledge gaps indicate that novice teachers possess a limited understanding of IE, which negatively impacts their self-efficacy and, consequently, their overall effectiveness in the classroom. Furthermore, findings on policy knowledge outlined that novice teachers face challenges in implementing IE policies due to a lack of clear communication and guidance regarding the policies.

However, integrating IE principles into subject-specific curricula can serve as an effective strategy for enhancing teachers' application and awareness of IE. The support theme is centred on the guidance, collaboration, and assistance that novice teachers receive in applying IE. It emphasises how novice teachers' professional development is impacted by their connections with administrators, support staff, and more seasoned teachers. The findings indicate that novice teachers often receive sporadic support, characterised by irregular and inconsistent assistance. In addition, novice teachers experience a reality shock, which implies that they may feel shocked or disillusioned when they discover a large discrepancy between their expectations and the realities of teaching. To strengthen and reinforce IE policies in schools, IE promotion is essential. It guarantees that IE policies are effectively implemented in day-to-day educational settings. Two important factors of the promotion of IE theme were found, namely uncommunicative policies and professional development.

Novice teachers are confronted with uncommunicative policies. Consequently, those policies are not well conveyed or explained to teachers. The findings on professional development revealed a disparity in novice teachers' approach to their skills development, emphasising the need for more structured continuous professional development programmes that assist with the implementation of IE. In conclusion, these findings illustrate how the three factors of SCT interconnect in shaping novice teachers' experiences.

CHAPTER 6: SUMMARY AND CONCLUSION

6.1 Introduction

This chapter highlights this study's key findings and provides interpretations based on the theoretical framework. It further discusses the broader implications of these findings for the formation of IE policies, teacher preparation courses, and the necessary support. The chapter also acknowledges the study's limitations and suggests further research to improve novice teachers' support systems. These recommendations will enhance the ability to successfully implement and advance IE in Johannesburg East inner-city secondary schools. This study's key findings demonstrate how a combination of personal effort, behavioural factors, and environmental influences shapes novice teachers' teaching practices and attitudes, enabling them to be more inclusive in their settings.

The research has limitations, but it clarifies important aspects of novice teachers' experiences. Recognising these limitations guarantees a fair interpretation and creates opportunities for further research.

6.2 Connecting the General Findings to the Research Questions

This study's main research question was addressed by exploring three sub-questions, each of which offers distinct insights into novice teachers' experiences of promoting IE. The sub-questions are covered in the following subsection.

6.2.1 Sub-questions

The participants' responses to this study's sub-questions are summarised as follows.

What is the knowledge and understanding of IE practices that novice teachers in Johannesburg inner-city secondary schools possess?

This question provides insight into the novice teachers' endeavour to adopt inclusive approaches by actively applying the knowledge that they had gained in their settings. The teachers are cognisant of the link between theory and practice. However, the constraints of their surroundings and their support systems have a greater influence on their experiences than that of behavioural factors.

According to SCT, all three categories interact vigorously to shape this process. Novice teachers' experiences are strongly influenced by environmental limits, although behavioural factors such as their motivation and intentions play a part. Environmental circumstances can accelerate or retard the translation of IE principles into reality. Even when novice teachers are motivated to adjust their teaching strategies, the results of their efforts are mostly influenced by the outside factors that influence their professional development.

How do novice teachers perceive the available support and resources for realising IE practices in their classrooms?

The participants' responses reflect that novice teachers' experiences of environmental factors differ, even within the same institution. This implies that support systems, distribution of resources, and communication are inconsistent. It indicates a systematic problem, rather than an individual's difficulty. One teacher feels fully unsupported, whereas another sees notable institutional support. The data points to a discrepancy in the supply of resources, mentorship, and guidance. This discrepancy draws attention to an unequal support structure that makes some teachers feel prepared, while others find getting ready difficult. This inequality must be addressed.

Teachers' self-efficacy (personal variables) and preference or capability to adopt inclusive teaching approaches (behavioural factors) are shaped by environmental factors (support). Therefore, institutional circumstances play a predominant role in influencing the development of novice teachers to adopt IE successfully, as some may feel empowered and persuaded, while others struggle with unclear direction.

What challenges do novice teachers in Johannesburg inner-city secondary schools face in promoting IE?

The responses indicate that IE policies are not effectively communicated, as teachers from the same institution provide vastly different perspectives on their experiences. This inconsistency leads to variations in the implementation of IE policies. The significant contrast in responses indicates that onboarding processes are not uniformly applied. Teachers who have been at the same institution for a similar period reflect different insights that lead to a variation in their experiences. This variation suggests that one teacher may have received effective guidance and support, whereas another may have had an uneven or insufficient onboarding experience.

This disparity in experiences results from the interconnection between personal, environmental, and behavioural factors. Individually, novice teachers bring various levels of self-efficacy, prior experiences, and flexibility, which impact how they understand and react to their professional environment. Environmentally, inconsistent onboarding processes, varying levels of mentorship, and institutional support structures contribute to the unequal experiences that teachers report. Behaviourally, teachers' encounter with accessible or available resources, the offered support, and their ability to adapt their teaching methods shape their experiences. The contrast in responses suggests that some teachers receive the necessary support to reinforce positive behaviours and build confidence, whereas others are left navigating their roles with minimal guidance. This is affecting teachers' ability to implement IE. Addressing this imbalance requires a structured and well-researched approach to onboarding and ongoing support for novice teachers.

6.2.2 Main Research Question

This section addresses the fundamental research question:

What are the experiences of novice secondary school teachers when implementing IE practices in Johannesburg inner-city schools?

The novice teachers' experiences reveal that IE is a challenging yet rewarding practice that requires heightened support, clearly communicated policies, and preparedness for them to implement IE practices daily in their settings. The study's findings highlight significant challenges and gaps in the implementation of IE policies by novice teachers in Johannesburg's inner-city secondary schools. The main causes of these disparities are uncommunicative policies and different interpretations of IE policies, which are frequently brought on by varying institutional support.

Despite understanding the importance of IE as a concept, novice teachers frequently feel unprepared to navigate complexities in real-world contexts. Critical barriers are inadequate or lack of resources, insufficient access to specialised support, and minimal professional development opportunities tailored for IE implementation. Additionally, large classroom sizes exacerbate the challenge of addressing diverse learner needs, leaving novice teachers overwhelmed and unable to provide individualised attention effectively.

The transitional challenges further complicate matters, as novice teachers struggle with the shift from theory to practice, compounded by the demands of adapting their roles to align with the inclusive teaching model. Although IE is widely recognised as being crucial for promoting equity and participation in education, novice teachers regularly lack the self-assurance that is necessary for them to close the gap between classroom realities and policy objectives. IE highlights how important it is for schools to recognise and meet the different learning needs of every learner, irrespective of their difficulties, backgrounds, or abilities. The value of IE in promoting fairness, accessibility, and respect in the classroom is frequently acknowledged by novice teachers. However, the teachers navigate diverse workspaces with insufficient experience with inclusive teaching practices and the ability to modify their techniques to accommodate the various needs of learners. Therefore, many of them feel unprepared to apply these practices effectively. Consequently, inexperienced educators could find it difficult to close the gap.

Six key themes that describe novice teachers' experiences of implementing IE were discovered in this study. A thorough grasp of the abilities, knowledge, and challenges that influence the successful implementation of IE in inner-city secondary schools was gained from these themes: reality shock, knowledge of IE, sporadic support, uncommunicative policies, professional development, and knowledge gaps. Three overarching themes, which are knowledge of IE, support of IE, and promotion of IE, emerged from the analysis. Under each of these themes, pertinent findings have been discussed.

Reality shock reveals that novice teachers' preconceived ideas about the field can be challenged by their practical experiences. SCT emphasises how teachers acquire knowledge by watching their surroundings, but they find it difficult to adjust when they do not have the necessary guidance. Botha and Rens (2018) maintain that novice teachers frequently feel unsupported at school and lack the information that is necessary for them to assume all of their responsibilities as teachers. Hence, a school culture that does not assist novice teachers fosters inefficiency, which results in challenges in promoting IE practices.

Teachers' experience, training, support, and mentorship from seasoned teachers all influence how they see IE. The main idea of SCT is that learning and knowledge acquisition are closely tied to model observation. Through the observation of modelling, people gather strategies and practices for handling various circumstances (Warje, 2024). Novice teachers also learn by watching role models, but their growth is hampered if there are few or no inclusive teaching models available. Teachers' confidence in their capacity to successfully implement IE is increased by ongoing development and training. Inconsistent training impacts their self-efficacy. Therefore, their resilience and flexibility are directly impacted by their confidence in their capabilities.

Novice teachers face systemic, behavioural, and academic challenges that influence their development. In terms of SCT, the secret to conquering these obstacles is self-regulation. De la Fuente et al. (2022) assert that SCT's underlying premise is that learning is an

agentic, cognitive process that takes place and is comprehended in the context of one's home, workplace, school, or other environments. Thus, novice teachers in inner-city schools learn not only through direct instruction and observation but also by regulating their responses to the complexities of their work environment, thereby shaping their professional growth and effectiveness.

6.3 Significance of the Findings

This study's findings offer a nuanced understanding of how novice teachers experience and interpret the implementation of IE policies in Johannesburg inner-city secondary schools. Through the use of SCT, the study adds to the body of research on teacher agency and self-efficacy and how social settings influence teachers' attitudes and behaviours. According to the findings, novice teachers' opinions of their effectiveness in applying IE are impacted by their own experiences and other variables, including the school setting, mentorship, and available resources. This demonstrates why SCT is relevant in educational contexts, especially for novice teachers who navigate complex policy circumstances.

The findings have important implications for how IE policies are developed and implemented. There is a discrepancy between the goals of policies and the realities of the classroom, which highlights the necessity of practical policies that are modified to meet the needs of teachers in various schools. Policies should integrate ongoing professional development for teachers and support systems that fill in the gaps to encourage the policies' effective implementation. Negative factors that impact the effective implementation of the policies require policymakers to consider the obstacles, as well as the challenges, that teachers face when they put theory into practice.

Even though novice teachers understand the value of IE, they frequently do not implement it successfully. Tailored teacher training programmes that give novice teachers the knowledge and skills they need to manage the challenges of inclusive teaching are desperately needed. In addition to theoretical knowledge of IE, training programmes

should cover effective resource management techniques; management of large, diverse classrooms; and the creation of an inclusive learning environment. The study also emphasises the necessity of continuous mentoring, so that novice teachers can share their experiences and approaches to common problems.

According to this study's findings, schools do not effectively support novice teachers for them to successfully apply IE strategies in their daily settings. Therefore, schools are urged to establish inclusive cultures that support teamwork, offer guidance, and facilitate opportunities for professional growth. To ensure that novice teachers feel empowered and supported in their work, sustainable and continuous support is crucial in bridging the gap between the theoretical aspects of IE policies and policy implementation.

6.4 Implications for Future Research

The knowledge attained in this study helps one to comprehend the skills, knowledge, and perceptions of novice teachers in their settings and highlights the need for more research on IE. Future research should expand on this study by examining whether the six key themes remain consistent across larger samples and different geographical regions within Johannesburg and across South Africa. This will establish whether the challenges faced by novice teachers are context dependent or universal.

Expanding research should also include a broader and more diverse sample of novice teachers across different schools, geographical regions, and subject disciplines to deepen the understanding of how these teachers adapt to their roles of promoting IE. Such research could uncover patterns, strategies, and contextual factors that enhance or hinder the effective implementation of inclusive practices, thereby informing more targeted policies and support systems for novice teachers in diverse educational settings. Other future research can examine how novice teachers' self-efficacy changes over time. A deeper understanding of how these teachers deal with reality shock may be possible through longitudinal studies that follow their progress from their first year until the mid-career stage.

More broadly, this study sheds light on South Africa's education system as a whole, especially in urban schools with few resources. It adds to the expanding body of research on the successful use of IE in various demanding situations. This may apply to not only South Africa but also other nations that attempt to integrate IE in different educational contexts and that deal with comparable socio-economic issues. For instance, novice educators in Johannesburg's inner-city secondary schools cultivate their pedagogical knowledge and views on IE through interactions with learners from various backgrounds, mentorship, collaboration, and reflection.

According to Ireri et al. (2020), although the goals of policies may be admirable, their successful implementation depends on implementers' ability and willingness to develop and use effective plans. This suggests that if novice teachers, who are the primary implementers, are insufficiently trained, encouraged, and supported to create and use contextually appropriate strategies, even well-designed IE policies will fall short of their intended outcomes. Policies such as the SIAS policy and WP6 provide some sort of guidance. However, there is an urgent need for mentorship, in-service support, and practice-based, contextual training. In addition to defining the human and material resources that are required to support a range of learner needs, these policies should explicitly outline the roles and responsibilities of educators, SBSTs, and school administration. By encouraging increased school-level accountability and responsiveness, WP6 specifies that focus will be placed on accomplishing its goals through a practical and efficient implementation process that advances the creation of a system that values and accepts diversity (DoE, 2001). However, if novice teachers feel overburdened or unsupported, policy implementation may be hampered, especially in the absence of reliable, well-organised, and efficient support systems.

In the South African context, where the gap between policy and practice remains a concern, this highlights the importance of clear, communicative, inclusive education policies that are relevant to the context and simple enough for those responsible for implementing them to understand. Mavropoulou et al. (2021) argue that policy statements

must be robust, well-defined, and able to withstand real-world difficulties over time. Therefore, it is evident that the clarity, consistency, and stability of the policies that novice teachers are expected to implement, in addition to their abilities and attitudes, have an impact on their ability to promote IE successfully. Novice teachers may lack the guidance and confidence that is necessary for them to implement inclusive practices if policies are unclear or do not account for realities on the ground. The present study recommends increased funding for novice teacher training and improved policy communication to help translate inclusive policies into effective classroom practices.

It is recommended that higher education institutions implement the enhanced IE-grounded ITE programmes. These programmes must include practical IE modules as core components, not elective courses, at all their stages. This will enhance novice teachers' fundamental understanding and prepare them to apply IE immediately.

6.5 Personal Reflection

According to Bridges (1999), a study like the present draws from concepts, knowledge, discussions, and literature that have been gathered and occasionally forgotten over the years. The motivation for this study stemmed from my observation of a critical gap in the implementation of WP6, which serves as a foundational policy framework for promoting IE in South Africa. I was particularly motivated by the belief that something essential was missing in the implementation of this policy, especially at the grassroots level, where novice teachers play a pivotal role in its realisation. I intended to explore whether the envisioned changes have translated into tangible practices within inner-city secondary schools, where I have dedicated much of my career as a teacher.

Reflecting on the study, I recognise that this inquiry has enabled me to critically examine the misalignment between policy aspirations and classroom realities. By focusing on the perspectives of novice teachers, I aimed to illuminate progress made and persistent challenges in the promotion of IE. This reflective process reinforced the importance of continuous monitoring and evaluation in policy implementation.

My role in this study was transformative for my personal and professional growth. My shared identity as a teacher facilitated my rapport with participants, encouraging candid sharing. However, this dynamic might have shaped their responses, resulting in consciously or unconsciously tailoring their narratives to align with my perceived expectations. This process not only illuminated systemic gaps but also enhanced my appreciation of teachers' resilience and adaptability in challenging contexts.

6.6 Limitations of the Study

Ross and Zaidi (2019, p. 261) emphasise that “[a] meaningful presentation of study limitations should describe the potential limitation, explain the implication of the limitation, provide possible alternative approaches, and describe steps taken to mitigate the limitation.” In line with this perspective, this study’s key limitation is the potential for selection bias in the sample. This limitation might have influenced the representativeness of the findings, as participants were drawn from a specific group of novice teachers within inner-city secondary schools. Due to selection bias brought on by the sample's gender imbalance, five females and one male, this study has limitations. This bias resulted from the fact that only females participated in one school, whereas all but one male novice teacher in another school declined to participate. The gender distribution of new teachers in the general population is not well represented by the sample. Male underrepresentation could distort the findings and reduce their generalisability. Male novice teachers' particular experiences, challenges, and perspectives may not be adequately represented. This could result in partial or biased conclusions. Consequently, the study's findings may not apply to all novice teachers, particularly men, reducing this study's external validity. The recommendations may become less relevant and helpful if significant gender-specific issues or the support requirements for male novice teachers are ignored. One gender's overrepresentation may inadvertently perpetuate preconceived notions or stereotypes about the experiences of novice teachers. To promote participation from underrepresented groups, future research should employ focused recruitment techniques. For instance, customised invitations and accommodating schedules, like

holding meetings on the weekends, ought to be considered. A more representative sample may also be produced by broadening the study to include additional schools with a range of staff compositions. Future studies can yield more reliable, inclusive, and broadly applicable results by addressing selection bias.

In this study, an additional limitation is the lack of emphasis on subject-specific teaching experiences. This omission may restrict the findings' applicability to understand how novice teachers promote IE across different subjects. Although the study focused on broader themes related to IE, future research could address this gap by exploring how subject-specific contexts influence the challenges and strategies associated with implementing inclusive practices. The absence of emphasis on participants' subject-specific teaching experiences is another important study limitation. This means that the study does not consider how the particular requirements, challenges, and teaching methods needed in various subjects like sciences, mathematics, or life orientation may affect the experiences and efficacy of novice teachers. This study’s results may not fairly reflect the realities that teachers in particular subject areas face, and broad conclusions may ignore significant variations in pedagogy, classroom management, and learner misconceptions across disciplines. The study's recommendations may not apply to all teaching fields, possibly neglecting the need for support or professional development that is specific to a given subject. Additionally, the study might have overlooked how subject matter affects teacher confidence, classroom dynamics, and pedagogical content knowledge, all of which are critical for successful instruction. A variety of teaching subjects should be included in future studies. Setting quotas for various subjects or stratifying the sample based on disciplines are two ways of accomplishing this. This would provide a more nuanced understanding of how IE unfolds in diverse disciplinary settings.

The geographical scope of the study further constrains its generalisability. As the study was conducted in Johannesburg, its findings reflect the unique dynamics of teaching in an inner-city context, which may not align with the experiences of novice teachers in rural settings. Furthermore, the study was conducted in only two secondary schools, limiting the diversity of the school environments represented in the data. The study's geographical

focus is restricted to Johannesburg, more precisely to only two inner-city secondary schools. Since the sample represents the distinct social, economic, and educational dynamics of urban schools, which can differ significantly from those in rural or other settings, it introduces a type of geographical selection bias. Furthermore, only two schools are included, which limits the variety of school environments that are represented and the range of variables such as learner demographics, school resources, and culture. Findings may not apply to novice teachers in urban, suburban, or rural settings with different resources and challenges. Due to particular difficulties such as higher rates of poverty, crowded classrooms, and increased crime, teaching experiences in inner-city schools frequently deviate significantly from those in other places. According to Predmore (2004), teachers in urban schools typically have to deal with large class sizes, antiquated or scarce resources, deteriorating facilities, and dangerous neighbourhood conditions, all of which have an adverse effect on their capacity to teach. This study's findings may largely represent the unique circumstances of inner-city schools in Johannesburg, making it more difficult to extrapolate the findings to larger educational contexts across the country or the world.

The study might have overlooked significant differences in teaching experiences brought about by variations in learner populations, school leadership, or community involvement, as it only looked at two schools. In order to capture a variety of teaching contexts, future research should encompass a wider range of locations, including rural, suburban, and other urban schools. Comparative analysis would be possible, and representativeness would be enhanced by sampling from several schools with different attributes such as size, socio-economic status, and governance. By combining quantitative and qualitative data, findings can be more contextualised within particular geographical and educational contexts, capturing teachers' lived experiences more effectively. Research on the experiences of novice teachers in a variety of educational environments will be more relevant, applicable, and impactful if geographical and school diversity biases are addressed. Different schools may exhibit distinct institutional cultures, levels of resource availability, and approaches to implementing IE, which are not captured in this study.

Collectively, these limitations may affect the generalisability of this study's findings. While the study provides meaningful insights into the experiences of a specific group of novice teachers, caution should be exercised in applying these findings to all novice teachers in inner-city secondary schools, especially those of different genders, levels of teaching experience, subject specialisations, or from varied geographical and institutional contexts. Research on the experiences of novice teachers in a variety of educational environments will be more relevant, applicable, and impactful if geographical and school diversity biases are addressed.

6.7 Overall Conclusion

This study examined the experiences of novice teachers in inner-city secondary schools in Johannesburg. The emphasis was on their understanding, skills, and roles in the promotion of IE. The study was guided by SCT and emphasised how behaviour, environmental effects, and individual characteristics interact dynamically to shape novice teachers' capacity to apply inclusive teaching practices. The literature review highlighted several challenges faced by novice teachers, including inadequate training, excessive workloads, insufficient support, and resource shortages. These challenges are interconnected and significantly impact the novice teachers' ability to create inclusive classrooms. The findings indicate that IE promotion, support networks, and IE knowledge are interrelated and impact novice teachers' experiences in directing IE. Since teachers learn inclusive teaching techniques by imitating seasoned teachers, observational learning is essential. Furthermore, self-efficacy, which is developed by professional development, support systems, and mentoring, enables teachers to boldly promote inclusion and diversity in the classroom.

This study emphasises how crucial it is to provide positive surroundings that boost teachers' confidence and ability in IE. Schools can successfully adopt and maintain inclusive policies by utilising SCT's tenets, thereby guaranteeing that novice teachers have the tools and assistance they need to overcome obstacles. To provide an equal

learning environment for all learners, teachers, school administration, and larger institutional structures must work together to promote IE.

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APPENDICES

Appendix A: Approval Letter from the Gauteng Department of Education

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	27 February 2024
Validity of Research Approval:	08 February 2024– 30 September 2024 2024/645
Name of Researcher:	Morare JN
Address of Researcher:	129 Liebenberg Road
	Noordwyk, Ext 15, Midrand
Telephone Number:	0649301486/0844502447
Email address:	1763905@students.wits.ac.za
Research Topic:	Experiences of novice teachers in promoting inclusive education in Johannesburg East inner-city secondary schools.
Name of University:	Wits
Type of qualification	Masters
Number and type of schools:	2 Secondary Schools
District/s/HO	Johannesburg East

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

26/02/2024

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management
7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Faith.Tshabalala@gauteng.gov.za
Website: www.education.gpg.gov.za

Appendix B: Ethics Certificate from the University of the Witwatersrand

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG | WSoE Wits School of Education

SCHOOL OF EDUCATION ETHICS COMMITTEE

CONSTITUTED UNDER THE UNIVERSITY HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)

CLEARANCE CERTIFICATE **PROTOCOL NUMBER:** 2024ECE043M

PROJECT TITLE

Experiences of novice teachers in promoting inclusive education in Johannesburg East Inner-City Secondary Schools.

INVESTIGATOR	Jacobeth Morare.
SCHOOL/DEPARTMENT OF INVESTIGATOR	Wits School of Education.
DATE CONSIDERED	25 July 2024.
DECISION OF THE COMMITTEE	Approved unconditionally.
RISK LEVEL	No Risk.
EXPIRY DATE	Date of submission of the Research Report.
ISSUE DATE OF CERTIFICATE	25 July 2024.

CHAIRPERSON

Dr. Lawan Abdulhamid

cc: Dr. Cameron Martin.

DECLARATION OF INVESTIGATOR

To be completed in duplicate and **ONE COPY** returned to the Chairperson of the School/Department ethics committee.

I fully understand the conditions under which I am are authorized to carry out the abovementioned research and I guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the Committee.

jacobeth Morare
Signature

21 / 08 / 2024
Date

Appendix C: Participant Informed Consent Form

Participant's Consent Form

Experiences of novice teachers in promoting inclusive education in Johannesburg East Inner-City Secondary Schools

Jacobeth Nomakosana Morare

I, ……., agree to participate in this research project.

I agree to the following:

(Please circle the relevant options below)

The research study was explained to me. I understand what this study is about.	YES	NO
I understand that I can volunteer to take part in the study	YES	NO
I agree that the interview may be audio-recorded.	YES	NO
I agree that direct quotations from my interview may be used by the researcher in their research report/ manuscript/book chapter.	YES	NO
I agree that my participation will remain anonymous (my name will not be used by the researcher in their research report/manuscript/book chapter)	YES	NO
I agree that other researchers may use the information I provide in my interview, but my name and any personal information will not be used or passed on.	YES	NO

…… **(signature)**
…… **(name of participant)**
…… **(date)**

…… **(signature)**
…… **(name of researcher/person seeking consent)**
…… **(date)**

Appendix D: Participant Information Sheet

Participant Information Sheet (PIS)

Dear Sir / Madam

My name is Jacobeth Nomakosana Morare. I am a Masters student in Inclusive Education at the University of the Witwatersrand, Johannesburg. My supervisor is Dr. Cameron Robert Martin. I am conducting a research study about the experiences of novice teachers in promoting inclusive education. The study title is Experiences of novice teachers in promoting inclusive education in Johannesburg East Inner-City Secondary Schools.

I am inviting you to take part in an interview. If you decide to take part, your participation in this research study will last about 60- 90 minutes. The interview will take place at Kensington Secondary School or Waverley Girls High School at 15h30.

With your permission, I would like to audio record the interview. This data will be stored in secure environments with password-protected databases or encrypted storage systems. for 5 years and/or deleted after 5 years. Only the researcher will have access to the data.

During the research activity, I will need to ask for some personal information about you, including training, support, knowledge, skills, and challenges.

The interview will be confidential and anonymous. When I share the results of the research study, I will not include your name or anything else that could identify you. With your permission, other researchers may use the data collected from this research study, but your name and any personal information will not be used or passed on.

If you decide to take part in the research study, it should be because you want to volunteer. You do not have to take part. You can stop being in the study at any time. You do not have to answer any questions if you do not want to. You will not get any direct benefits if you choose to join the research study. You will not lose any services, benefits, or rights you would normally have if you decided not to join. Taking part in the research study will not cost you anything. You will not be paid for being in this research study. Your travel costs to attend the interview will be reimbursed to a maximum of R150.

The risks for this research study are no more than what happens in everyday life.

This research study will be written up as a research report. The report will be available on the university library website. If you would like to receive a summary of this report, I will be happy to send it to you.

If you have any questions during or afterwards about this research study, feel free to contact me or my supervisor on the details listed below. If you have any concerns or complaints about the ethical procedures of this research study, you are welcome to contact the University Human Research Ethics Committee (Non-Medical), telephone +27(0) 11 717 1408, email hrecnon-medical@wits.ac.za.

Yours sincerely,
Jacobeth Nomakosana Morare

Jacobeth Nomakosana Morare, 1763905@students.wits.ac.za, 064 930 1486

Supervisor:
Dr. Cameron Martin, Cameron.Martin@wits.ac.za, 074 677 8000

Appendix E: This Study's Interview Schedule



Interview Schedule

My name is Jacobeth Nomakosana Morare, I am currently enrolled as a Masters student at the University of Witwatersrand. My research centres on exploring the experiences of novice teachers in promoting inclusive education practices within Johannesburg East inner-city secondary schools.

With approval from both the Department of Education and the University of Witwatersrand, this interview aims to comprehend the skills, knowledge, and experiences of novice teachers in advancing Inclusive Education. The collected data is exclusively for research purposes, adhering to stringent ethical protocols and ensuring confidentiality of all information.

Through conducting this study and interview, my goal as a researcher is to contribute valuable insights to the field of education and offer guidance to policymakers involved in revising policy, as well as administrators and educators tasked with the implementation of White Paper 6. The interview is anticipated to last between 60-90 minutes. Subsequently, a follow-up interview may be conducted to validate and confirm the collected data and findings.

Questions for novice teachers

1. Could you provide details about yourself, such as your academic background, the institution where you pursued your studies, and the duration of your teaching experience?
2. Describe the transitional process from being a student teacher to a full-time teacher.
3. How has your experience been during your initial months as a novice teacher?
4. What skills and knowledge were emphasised during your teacher training, particularly concerning Inclusive Education, and how have they prepared you for your role as a novice teacher?
5. Are you familiar with the policies and guidelines related to Inclusive Education in your school, and how do you apply them in your teaching?

6. Can you provide specific examples of inclusive teaching strategies you have employed in your classroom to accommodate learners with varying abilities?
7. How do you navigate issues related to the socio-economic background of learners and its influence on promoting Inclusive Education?
8. How do you collaborate with other educators and support staff to ensure the inclusion of all learners in your teaching practices?
9. How do you feel about the level of support provided to you as a novice teacher in implementing Inclusive Education practices?
10. Can you describe the types of resources you currently have access to for incorporating Inclusive Education in your classroom?
11. What challenges have you faced in implementing Inclusive Education practices, especially adapting curriculum materials or adjusting teaching strategies, and how did you overcome them?
12. Are there challenges related to the physical infrastructure or classroom environment that impact the implementation of Inclusive Education practices?
13. What professional development opportunities have you pursued, or would you consider enhancing your knowledge and skills in Inclusive Education practices?
14. How do you perceive the level of awareness and understanding of Inclusive Education practices among fellow teachers, school administrators, and learners?
15. In your experience, how well are the policies and guidelines related to Inclusive Education communicated and supported by the school administration?
16. In your opinion, what systemic changes or additional support mechanisms could address the challenges faced by novice teachers in promoting Inclusive Education in inner-city secondary schools?

Appendix F: Request for Permission to Conduct This Study at the Schools

UNIVERSITY OF THE
WITWATERSRAND,
JOHANNESBURG

12 February 2024

Dear Sir/Madam

Re: Permission to conduct research at XXXXXXX Secondary School

My name is Jacobeth Nomakosana Morare. I am studying for a Masters of Inclusive Education, at the University of Witwatersrand. I am seeking permission to conduct research at XXXXXXXXX Secondary School.

I am conducting research on the experiences of novice teachers in promoting inclusive education in Johannesburg East inner-city secondary schools.

The research will entail collecting data from newly qualified teachers with up to three years of teaching experience. The selection will ensure the representation of diverse backgrounds and socioeconomic demographics. I will reach out to each member to engage in discussions about the project, address any inquiries, and coordinate a mutually convenient schedule for the interview.

I will invite individuals from your organisation to participate in this study. They should be newly qualified teachers with no prior teaching experience or a maximum of three years of teaching experience. If they agree, they will be asked to take part in an individual interview lasting up to 90 minutes. Data collection will occur on the school premises after working hours, approximately from 15:30 to 17:00. The participants' responses will be audio recorded and stored on a laptop with strict access controls, limiting who can view, edit, or analyse the data.

Participants will be required to provide written or verbal consent before the research commences. Their responses will be handled confidentially, and identities (including names and the name of the organisation) will remain anonymous unless expressly indicated otherwise. Individual privacy will be upheld in all published and written data derived from the study. To protect participant identities, codes or pseudonyms will be utilised instead of direct identifiers and intentionally obscure any information that could potentially compromise their anonymity in the research report.

This research study will be written up as a research report. The report will be available on the university library website. If participants would like to receive a summary of this report, I will be happy to send it to them.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for this study.

All research data will be stored in a password-protected computer for 5 years and deleted after 5 years. Only the researcher will have access to the data. With the participant's permission, other researchers may use the data collected from this research study, but their names and any personal information will not be used or passed on.

I, therefore, request permission in writing to conduct my research at your organisation. The permission letter should be on your organisation's headed paper, signed and dated, and specifically referring to me by name and the title of my study.

Please let me know if you require any further information. I look forward to your response as soon as is convenient.

Yours sincerely,
Jacobeth Morare

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