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**Investigating grade 10 English language teachers' experiences of
implementing inclusive education in three schools in Johannesburg under
Covid-19 pandemic conditions.**

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**A Research Report submitted as part of the requirements for the award of a
Master's Degree in Inclusive Education at the University of the Witwatersrand.**

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Abstract

The Covid-19 pandemic began in late 2019 in the Chinese city of Wuhan and spread to South Africa in 2020. The pandemic resulted in the government limiting the size of public gatherings, closing borders, imposing travel restrictions, as well as school closures. The consequent lockdown resulted in an educational shift away from the traditional teaching process and toward remote teaching. Since then, the educational sector has faced enormous challenges in the context of the Covid-19 pandemic in implementing inclusive education. This study looks at six (6) Grade 10 English language teachers' experiences implementing inclusive education in three schools under the covid-19 pandemic.

This study used the emancipation/transformation and critical approaches of the social model paradigm of inclusive education to understand the implementation of inclusive education in schools from quintiles one, three and five under pandemic conditions. The study followed the qualitative approach to research. Two teachers in each of the three schools were interviewed telephonically, and the data was analysed thematically.

All teachers indicated that, they were not able to implement inclusive education because of the challenges they experienced under Covid-19 pandemic conditions. The findings also indicated that they seemed to incline more toward a special education approach, although ideologically, they all seemed to accept the inclusive education of the social model approach.

Keywords: *Covid-19 pandemic, Inclusive Education, Teachers experiences, teaching and learning*

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Plagiarism Declaration

I, Adewunmi Maryam Chinasa, hereby declare that this work titled “Grade 10 English language teachers’ experiences of implementing inclusive education in three schools in Johannesburg under Covid-19 pandemic conditions” is my own piece of work and has never been submitted for an academic award to any University or Higher Institution of Learning.

Signed..... Date 15-02-2022

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List of Acronyms

CAPs	Curriculum and Assessment Policy Statement
CRPD	Convention on the Rights of Persons with Disabilities
EFA	Education For All
FET	Further Education and Training
ICT	Information and Communication Technology
LMSs	Learning management systems
MDGs	Millennium Development Goals
OBE	Outcomes Based Education
SASA	South African Schools Act of 1996
SDGs	Sustainable Development Goals
SIAS	Screening, identification, Assessment Policy Statement
SOP	School of Promise
UN	United Nations
UNESCO	The United Nations Educational, Scientific and Cultural Organisation

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Chapter One: Introduction and Rationale of the Study

1.1 Introduction

The purpose of this study is to examine grade 10 English language teachers' experiences in implementing inclusive education in three Johannesburg schools during the Covid-19 pandemic. The first chapter provides context for the study and presents the research problem, the research question, and the objectives that the study seeks to address. Furthermore, the chapter discusses the rationale for conducting this research as well as a brief description of the research methodology used in this study.

1.2 Background to the study

Wuhan City, China, was the site of the first report of the Covid-19 pandemic at the end of 2019. Covid-19 is a virus that causes respiratory difficulties in humans and is communicable between humans (Tian et al., 2020; Yuki et al., 2020). By early February 2022, it had infected approximately 402,465,530 million people worldwide, with approximately 5,511,757 million deaths recorded (Worldometer, 2022). As a result of the growing spread of Covid-19, countries were placed on lockdown, forcing schools to close. Around 1.5 billion students from pre-primary to higher education were affected by school closures worldwide as of mid-April 2020 (Mishra et al., 2020; Saadat et al., 2020).

The first case of Covid-19 was reported in South Africa in the first week of March 2020. A little over a month later, there were 3,953 confirmed cases of infection and 75 deaths as a result (Mahaye, 2020a). South Africa had 3,626,014 infections and 96,289 deaths by early February 2022 (Worldometer, 2022). South Africa's government responded to the rapid spread of Covid-19 by enforcing regulations that restricted the size of large meetings and closed borders to prevent the spread of the disease (Arndt et al., 2020; Saadat et al., 2020). The consequences of Covid-19 were felt all over the world, resulting in a wide range of issues. The pandemic affects the socio-economic and psychological well-being of citizens, as well as the education sector, South Africa is not an exception in this regard, as is the case worldwide.

As a result of the lockdown, a pedagogical shift away from the traditional teaching process, and toward remote teaching occurred (Stiegler & Bouchard, 2020). Despite widespread adoption of remote learning, not all schools, particularly those in low socioeconomic standing were able to make that shift. As pointed out by Mohamed (2021) the lack of available virtual teaching and learning resources, meant that remote learning was not implemented in the vast majority of South African schools. Schools in South Africa's educational system are divided into groups called quintiles. The quintile system of education in South Africa is a model for determining financial support for schools based on the geographic location of the institution being supported. For financial support for schools, van Dyk and White (2019) stated that, the Amended National Norms and Standards for School Funding (ANNSSF) required that schools be ranked into one of five quintiles, where quintile one represents the poorest schools and quintile 5 represents the most affluent. Notwithstanding, Q5 schools are not necessarily "the best" schools, although they do have more resources (van Dyk & White, 2019). In fact, many of the schools in the lower quintiles are commuter schools that serve the most economically disadvantaged members of the population; hence they are allocated more funds. The most vulnerable groups in school are those in quintiles 1, 2, and 3. Due to the disparity in socioeconomic status between the quintiles, the South African government agreed that schools serving the poorest communities should be fee-free (Department of Education, 2004). I chose to base my research report on quintiles 1,3, and 5 because they encompassed the lowest, middle, and highest quintiles, respectively, and thus provided an adequate representation of all quintiles. Chapter three of this report contains additional details on the quintile selection process.

1.3 Problem statement

The problems created by the Covid-19 pandemic have aggravated an already fragile and unfair system, putting learners from resource-scarce schools at an even greater disadvantage. Schleicher (2020) reports that students from underprivileged communities are still barred from attending school due to the Covid- 19 pandemic lockdown, while virtual learning is being organized for students from affluent backgrounds. Consequently, this highlights the perceived ills in the educational system and the disparities that favour some learners over others, with little to no support for schools in the lower quintiles of the socioeconomic distribution of schools (Liasidou,

2012; Mahaye, 2020b).

In South Africa, schools were able to reopen after the emergency measures were eased up a to a degree. However, schools were still expected to adhere to Covid-19 protocols, which include hand washing, wearing face masks, sanitizing hands, and social distancing (Di Domenico, et al., 2021; Mathebula & Runhare, 2021). As a result of the high number of learners in the classrooms, many schools implemented alternate-day schedules. Di-Domenico et al., (2021) describes learners alternating school days as a situation where learners are split into two groups, each group attending lessons for two or three days in a week. Countries such as Austria and France have also adopted alternating school days for some learners to observe the Covid-19 protocols in schools (Di Domenico, et al., 2021). As a result of alternating school days, schools with remote learning resources such as an internet connection have resorted to utilising blended teaching and learning methods. Dziuban et al., (2018) and Hrastinski (2019) cited in Mahaya (2020a) indicate that blended learning is the integration of the conventional face-to-face learning method with the digital virtual or online learning method. Schools without access to remote learning resources on the other hand have to instead engage their learners with “take home” activities for the days which they are not physically attending school. Mhlanga and Moloi (2020) argue that the Covid-19 pandemic is challenging the status quo of the teaching and learning process. The dynamics of teaching have significantly changed under the current Covid-19 pandemic and brought with it unprecedented challenges to teachers, especially in inclusive education principles and practices.

1.4 Aims of the Study

The aim of this study was to explore grade 10 English language teachers’ experiences of implementing inclusive education in three schools in Johannesburg under Covid-19 pandemic conditions.

Sub-aims of the study

- To explore teachers’ understanding of implementing inclusive education under Covid-19 pandemic conditions.
- To explore the experiences of teachers in implementing inclusive education under Covid-19 pandemic conditions.
- To contribute to the broader literature and knowledge of grade 10 teachers’

experiences of implementation of inclusive education in different quintiles under COVID-19 pandemic conditions.

1.5 Research Question

The following question and sub-questions were used to explore the research problem.

Main question:

What is the grade 10 English language teachers' experiences of implementing inclusive education under Covid-19 pandemic conditions?

Sub-questions:

- What is the grade 10 teachers' understanding of implementing inclusive education under Covid-19 pandemic conditions?
- What are the experiences of grade 10 English language teachers in implementing inclusive education under Covid-19 pandemic conditions?
- Are there any differences in the teachers' experiences of implementation of inclusive education in different quintile schools under COVID-19 pandemic conditions?

1.6 Rationale for the study

Many studies have been conducted on the implementation of inclusive education (Alhassan, 2014; Engelbrecht et al., 2016; Mooij & Smeets, 2006). There is also a growing body of literature on the impact of the covid-19 pandemic on education in South Africa and globally (Dhawan, 2020; Mahaye, 2020b; Mishra et al., 2020). Some studies have been performed to enable us to better understand the challenges of implementing inclusive education under the Covid-19 pandemic conditions (Di Domenico, et al., 2021; Mathebula & Runhare, 2021; Mohamed, 2021; Stiegler & Bouchard, 2020). The information gathered in this study will be used to conduct a thorough examination of the issues surrounding inclusive education policy and appropriate strategies on how inclusive education could be implemented. The study will also inform educational development experts of the challenges faced by learners in accessing inclusive education in South Africa, as well as in specific areas where assistance is needed. In addition, this research is significant in the academic area as

it has the potential to elicit a broader range of views, leading to more research on how to implement inclusive education amid pandemic conditions. Lastly, this study seeks to contribute to the body of literature by exploring the experiences of grade 10 English language teachers in implementing inclusive education under Covid-19 pandemic conditions in Johannesburg.

1.7 Research Methodology

The method of data collection for this study was guided by an interpretivist paradigm and the qualitative research design to collect data. There were three high schools in Gauteng, South Africa, that were used in the study: Central Johannesburg, Johannesburg South, and Johannesburg North. I used purposive sampling to select two grade 10 English language teachers from each of the quintiles, making six participants.

My method of data collection was in-depth interviews conducted telephonically. The interviews were recorded and later transcribed for analysis. The transcribed data was then thematically analysed. More detail on methodology is presented in chapter three of this report.

1.8 Conclusion

This chapter provided the introduction to the entire thesis. It discussed the background and problem statement arguing that the Covid-19 pandemic has challenged the status quo of the teaching and learning process. Also noted is that the dynamics of teaching have significantly changed under the current Covid-19 pandemic, bringing with it unprecedented challenges to teachers, especially in inclusive education principles and practices. The chapter additionally stated the aim of the study, which was to examine grade 10 English language teachers' experiences in implementing inclusive education in three Johannesburg schools during the Covid-19 pandemic. Furthermore, the chapter discusses the rationale for conducting this research as well as a brief description of the research methodology used in carrying out this study. This chapter has also included that the study was located in inclusive education and works with grade 10 English language teachers in the selected schools. Finally, the chapter discussed the rationale for carrying out the research. Chapter two will discuss literature relevant to inclusive education under Covid-19 pandemic conditions, as well as the

frameworks guiding this research.

Chapter Two: Literature Review

2.1 Introduction

The purpose of chapter two is to conduct a review of the literature that is relevant to the aim of my study which is to explore grade 10 English language teachers' experiences of implementing inclusive education in three schools in Johannesburg under Covid-19 pandemic conditions. I will first review literature with regards to inclusive education. In that, I will cover approaches that inform inclusive education, and present the theoretical framework guiding this study. Thereafter, I will discuss the policies and legislative framework that shape inclusive education in South Africa and around the world. In addition, the review will explore the emerging scholarly work around the experiences of teachers in implementing inclusive education under the Covid-19 pandemic conditions. The purpose of doing this is to explore what possibilities may still exist with teachers to ensure inclusivity in the teaching and the learning practices under the Covid-19 pandemic conditions. And also, to synthesize existing literature on teachers' experiences of implementing IE during Covid-19 / other crises. Inclusive education.

2.2 Inclusive education

Defining inclusive education can be challenging. Being inclusive means being responsive to the needs of all learners, regardless of their abilities, disabilities, or roadblocks they may be experiencing, as well as their gender, sexual orientation, race, or social status. It is ensuring that the system is able to accommodate each learner's individual needs. Thus, according to Slee (2018), inclusion refers to the process of protecting and ensuring all children's access to, attendance at, participation in and achievement at a regular local school. Further, this means that all students, including those with special needs and disabilities, can attend the school closest to their home to receive a high-quality, relevant education in a mainstream classroom (Engelbrecht et al., 2016). Engelbrecht et al., (2016) acknowledged that the inclusive education process is a multifaceted one which has financial and human resource implications and constraints. The contents of policies, systemic realities such as funding constraints, and the personal interpretations of the people who work in this full-service school (support and training) are all impediments to the implementation of inclusive education (Alhassan, 2014; Engelbrecht et al., 2016; Mooij & Smeets, 2006). Using

examples to further elaborate: the school curriculum, the facilities, and the training of teachers at all levels to adequately equip them with the necessary knowledge to teach all learners, regardless of ability or inability, could all be an impediment to inclusive education and is critical to the implementation of inclusive education for all.

2.2.1 Paradigms of inclusive education

The special education paradigm and the social model paradigm are the two paradigms that underpin inclusive education research. The special education paradigm is based on the medical model and views disabled students as medically impaired students who are consequently segregated from mainstream schools (Barnes, 2003). The special education paradigm was created to address the educational needs of students identified as having special needs (Kearney, 2011; Slee, 2018). The advocates of the special education paradigm argue that the issue lies within the child (Shakespeare, 2006a). The special education paradigm, for example, aims to develop clinical methods to aid in the diagnosis of disabilities and considers treating learners' disabilities from a medical standpoint (Shakespeare, 2006b).

According to the special education paradigm, students are divided into diverse types based on their problems and are given special treatment or educational programs (Dixon & Verenikina, 2007). Intervention from the specialist is usually to remove the perceived deficiencies. Additionally, the special education paradigm is predicated on an individual's biological and psychological/mental illness, with the premise that mental or physical impairment results in disabilities (Slee, 2018). Medical professionals who are qualified to mitigate the symptoms of those impairments treat disabilities as a medical condition and assert that treating the illness could result in resolving the disability and enabling the learner to perform better (Slee, 2018). The special education paradigm as indicated by Brantlinger (1997) and Kavale and Mostart (2004) is the practice of educating learners with disabilities in a way that considers their individual needs and differences in a special learning facility. It is not considered in the special education paradigm that external factors in education, such as the type of school or the quality of the teaching or any other external challenges, can be a source of barriers to learners' learning effectiveness (Lomofsky & Lazarus, 2001).

In comparison to the medical model, the social model follows a different path. According to Oliver (2004) and Oliver & Barnes (2010), the social model looks at how

society reacts to differences, which have a big impact on how difficult it is for people who are 'unique' to get by in society. Accordingly, and contrarily to medical model which attributes learning disabilities and challenges to individual learners, the social model places blame on the environment rather than individual learners (Booth & Ainscow, 2002; Oliver, M, 1996). Rather than using a special education approach to address issues of inequality and segregation, the social model focuses on identifying and dismantling barriers erected by dominant social and cultural institutions that discriminate against all learners. Rather than using a special education approach to address issues of inequality and segregation, the social model focuses on identifying and dismantling barriers erected by dominant social and cultural institutions that prevent all learners from fully participating (Terzi, 2004). As a result, the social model paradigm is based on social justice, and education is viewed as a catalyst for overcoming discrimination against people with and without disabilities (Terzi, 2004).

Rather than attempting to adjust the individual to fit into a system that segregates and discriminates against them, the social model paradigm emphasizes the importance of overcoming obstacles to accommodate the needs of all learners. According to Barnes (2003) and Oliver and Barnes (2010), the main aim of social model is to remove the barriers that learners face at school, emphasizing that such constraints are imposed by society and that society should change for impaired learners to have a meaningful school experience. Furthermore, one of the social model's principles acknowledges that some learners have learning difficulties that are not caused by deficits or within the learner but are influenced by a larger context and the way schools work. Consequently, the social model approach emphasizes the importance of removing system obstacles to better meet the needs of learners rather than attempting to change the learner to fit the system. Similarly, Oliver (2004) and Booth and Ainscow (2002) state that the aim of the social model approach is to remove barriers that discriminate and dehumanize learners with special educational needs so that they have the same opportunities as everyone else to reach their potential in education. This also implies that all students have the right to be treated fairly and justly, without discrimination, based on their human rights. These rights are found in the United Nations (1948) Universal Declaration of Human Rights and in the Constitution of the Republic of South Africa (South Africa Government, 1996). On the other hand, the Salamanca Declaration (Ainscow et al., 2019) and the South African White Paper 6

pushes the educational implications and inclusiveness of learners with disabilities or other disadvantages to the fore (Department of Basic Education, 2015). Hence Oliver (2013) and Donohue and Bornman (2014) posit that the social model paradigm is based on human rights and wants learning environments that are welcoming and accommodating to all learners. The social model paradigm promotes collaboration between schools and the broader community in order to assist learners in achieving their educational goals. According to the paradigm, societal ideologies and perceptions must be such that they address the needs of all learners (Donohue & Bornman, 2014).

Disability, school reform, emancipation/transformation, and critical theory are the four approaches the social model paradigm uses (Oliver & Barnes, 2010; Slee, 2018).

Included in the inclusive education paradigm is a disability approach that follows the social model. According to Slee (Slee, 2018, p. 28), the disability approach “rejects all forms of ableism-prejudice and discrimination against people with disabilities in education”. When Oliver popularized the disability approach around 1980, it was a direct challenge to the medical model, which had emerged in the 1970s (Oliver & Barnes, 2010). It is viewed as better than the medical model because it creates a more inclusive education system that can accommodate all learners. Those with disabilities should be fully integrated into mainstream education, according to the disability approach (Oliver & Barnes, 2010). The disability approach, in contrast to the special education paradigm, argues that disabilities should not be treated in solitude (Allan, 2010; Donohue & Bornman, 2014). Disability approach asserts that learning difficulties are systemic and socially constructed, causing problems in the educational process (Donohue & Bornman, 2014; Oliver, 1986; Terzi, 2004). Meaning that disabilities are a result of societal factors such as stereotypes and stigmatization of people with disabilities, as well as a lack of access to educational resources (Oliver, 2004; Oliver & Barnes, 2010). Consequently, the disability approach advocates for the inclusion of all learners in education. According to Kearney (2011), a holistic inclusive approach is needed to identify and reduce barriers to learning. These are premised on inclusiveness, equality, and social justice values.

Changing how disability is seen and how anti-discrimination law is written has been a big part of the disability approach. It says that the school is a product of society, and

that people should think about their own abilities instead of the bio-medical problems of others in the way that they are. It entails being more open and realizing that each learner (whether they are abled or not) has unique skills and talents. In this study, the focus is not on what students can or cannot do, but on how English language teachers in grade 10 implemented inclusive education during the Covid-19 pandemic. Therefore, the disability approach is not situatable for this study.

Analogously, the approach; school improvement/reform is based on the social model paradigm. A series of notable works from well-known researchers in the field of inclusive education, such as Rutter & Mortimore, as cited in Barber (2009), presents a comprehensive description of school effectiveness. School effectiveness has been refined to mean school reform in the years since Rutter & Mortimore's initial research was conducted. School reform could be defined as the concentration on changing the existing system from a single point of view to an approach that takes a whole school. According to Theoharis and Theoharis (2011), school reform necessitates the adoption of a whole-school reform approach. They went on to refer to inclusive school reform as the "school of promise" (SOP). This is due to the fact that SOP focuses not only on teachers' accomplishments, but also on learners' accomplishments (the input and the output). According to the school reform approach, the achievements of learners should not be based on their segregation, as it is believed that segregation leads to marginalization and discrimination.

In order to achieve this, the SOP begins with planning processes that involves teachers and administrators recalibrating the use of staff in order to create specialists and educators, resulting in the inclusion of all learners (Theoharis & Theoharis, 2011). As a result, the school reform approach differs from the special education model paradigm in the sense that learners with disabilities in the school reform approach should not be isolated and treated differently because all learners are intended to be included. On the basis of the school reform index, the school reform method believes that school should be a place where everyone is welcomed and accommodated, and that it should strive to improve the conditions of teaching and learning for all learners (Carrington & Robinson, 2004; Pugh et al., 2012; Slee, 2018). The School Reform Index was created in response to the school reform approach; it is a framework for school analysis and development that is based on three dimensions: school culture, policy, and practice (Booth & Ainscow, 2002; Carrington & Robinson, 2004).

In the school reform approach, it is argued that the values that people hold and the opinions that people form about knowledge require a fundamental paradigm shift to an educational development that entails a comprehensive school reform. In order to ensure that all learners have equal access to participate in regular mainstream schools, Theoharis and Theoharis (2011) asserted that the idea of educational development is to ensure that all learners have equal access to participate in regular mainstream schools. In this context, school reform is focused on the ways in which all components of schools—structure, culture, and pedagogical practice—can be reformed in order to maximize diversity and positive outcomes for all learners (Pugh et al., 2012; Slee, 2018). Although this approach is appropriate for some studies in inclusivity of learners and helping them reach their potential, it is not appropriate for this study because it focuses on broader school reform in terms of culture, policy, and practice rather than specifically on the experiences of grade 10 English language teachers in implementing inclusive education in the context of the Covid-19 pandemic.

This study, on the other hand, has been guided by the critical theory approach as well as the emancipation/transformation approach. The critical theory approach was selected because it places a strong emphasis on the location of the school. As a result, it guided me in answering my first research question, which is concerned with the challenges posed by grade 10 English language teachers in three different quintile schools under the covid-19 pandemic. The study's findings are heavily influenced by the geographic location of the different school quintiles. Due to the general geographical location of the school, the challenges faced by teachers in the lower quintiles may differ from those faced by teachers in the upper quintiles. In addition, the approach of emancipation/transformation theory assisted me in addressing the issue of grade 10 English language teachers' perceptions of the challenges faced in implementing inclusive education under Covid-19 pandemic conditions, as it seeks to encourage equality and transformation at all levels of education, including language, and calls for teachers to always reflect on and be critical of issues, especially during periods of crisis. The two approaches are discussed in detail in the sections below.

2.2.1.1 Critical theory approach

In inclusive education, the critical theory approach is rooted in the social model paradigm. The critical theory of inclusive education is an offshoot of the critical theory

developed by Germany's Frankfurt School for Social Research, which was established at the University of Frankfurt in 1923 and is a counterargument to Marxism (Steinberg & Kincheloe, 2010; Tomlinson, 1988). Those who advocate for critical theories of inclusive education contend that educational institutions themselves have exacerbated the realities of an unequal, competitive, and indifferent environment, which has reflected and contributed to an unequal playing field on which to educate the diverse learners in the school environment (Tomlinson, 1988). Based on these factors, Steinberg and Kincheloe (2010) argued that the deliberate perpetuation of human suffering is a morally reprehensible behaviour that needs to be investigated, interpreted, and changed. It is as a result of this that the critical theory approach seeks to address power structures and dominance as well as social injustices and inequalities as well as institutionalization, discrimination, and racial oppression that exists within our educational system (Allan, 2010). Therefore, the critical theory approach discredits the fundamental assumptions of the special education paradigm on learning challenges (Tomlinson, 1988). To address learning challenges, the critical theory approach looks at people's various identities, such as race, gender, class, ideologies, discourses, religion, education, and other social factors (Steinberg & Kincheloe, 2010).

Critical theory raises concerns about the structure and scope of schools as institutions, as well as how power and dominance are used on and against diverse learners (Allan, 2007). According to Bourdieu and Passeron (1977), cited by Tomlinson (2008), the educational system legitimizes and perpetuates the power of dominant groups. In a similar vein, Tomlinson (1988) emphasized the importance of understanding how the power structure influences how education occurs. Since critical theory recognizes power structure in education and that people come to school with different disadvantages, it focuses on how to help all learners reach their full potential by providing equal education to all learners.

Critical theory furthermore emphasizes the importance of supporting all learners based on human rights while considering the school's location (Armstrong et al., 2011). The micro location of schools in society, the political interplay of society and schools, and how schools follow these social orders that tend to subjugate are all important aspects of the critical theory approach. Hence, critical theory portends that, schools can be transformed into places where forms of knowledge, moral critique,

values, and social analysis are taught in order to prepare young people for critical empowerment rather than for subjection (Steinberg & Kincheloe, 2010).

2.2.1.2 Emancipation/transformation approach

Emancipation/transformation as an approach to inclusive education is rooted in the social model paradigm of inclusion education. Jack Mezirow established the emancipation/transformation approach, and the ideology was derived from Juergen Habermas' critical theory (Hart, 1990). The emancipation/transformation approach incorporates all of the tenets of the critical theory approach, but in addition, it seeks to emancipate and transform the school environment (Barnes, 2003). In the context of this research report, it seeks to emancipate and transform the way inclusion is carried out in the school.

A belief in the promotion and defence of human rights, as well as in the teachers' reflection and criticism of the dominant neoliberal status-quo control of the educational system, underpins the Emancipation/Transformation approach (Liasidou, 2012). The ability to be reflective and critical of the difficulties encountered during a crisis is beneficial in determining the "what and how" of a situation and, in the process, identifying potential solutions. Emancipation/transformation not only addresses the presumed challenges teachers may face by being critical of the challenges, but also has the teachers act as agents of change. Education professionals have a unique opportunity and responsibility to transform the inequitable and oppressive power structures in our society into one that is more just, liberating, and inclusive for all its participants (Liasidou, 2012; Tezgiden-Cakcak, 2016).

An important component of the emancipation/transformation approach is the emphasis on systemic change (Greenhalgh et al., 2012). Systemic change is described as change that has an impact on the entire educational system, as well as learners and teachers (Greenhalgh et al., 2012). The Covid-19 pandemic conditions have, for example, changed the ways in which teaching, and learning take place, and as a result, have altered the course of action in terms of the 'how' and 'why' teaching and learning are carried out (Mhlanga & Moloi, 2020). In terms of how teachers transmit knowledge, the Covid-19 pandemic presented new challenges for teaching and learning. Learning has not returned to its former glory in many of the country's educational institutions. A

backlog in the curriculum was unavoidable with learners attending school on alternate days (Hoadley, 2020). Consequently, part of the systemic change included re-creating the curriculum and attempting to re-engage learners in school to ensure that they completed the curriculum, indicating that a radical rewrite of the educational system is required in the teaching and learning process (Cahapay, 2020; Hoadley, 2020).

A critical theory approach is being used in my research report because it suggests ways to overcome discrimination that people face, such as racial, cultural practices and policies, as well as challenges relating to identity and gender, whereby the exclusion that some people experience in the educational system is encapsulated and justified by the system (Artiles & Dyson, 2005; Artiles, 2019; Liasidou, 2012). Aside from the critical theory approach, I used the emancipation/transformation approach in my research report because the approach is aimed at changing, emancipating, and transforming the educational system in schools (Barnes, 2003). Therefore, it could be possible to give a voice to the oppressed and marginalized groups because of the emancipation/transformation approach.

2.2.2 Policies and legislations on inclusive education

Inclusive education approaches are influenced by the policies and legislative contexts that exist in different countries throughout the world. In South Africa, inclusive education is guided by several laws and policies including the Constitution, National Education Policy Act, South African Schools Act (SASA), and Curriculum and Assessment Policy Statement (CAPS).

The fundamental right of all South African citizens, as well as the government's commitment to the restoration of human rights for all disadvantaged groups within the country, were enshrined in the South African Constitution Act 108 of 1996 (Engelbrecht, 2006; Makoelle, 2012). The bill of rights was outlined in order to ensure that the educational system, which was laced with racism and segregation, transforms into one that is inclusive in nature (Makoelle, 2012). In 1996, the National Education Policy Act (NEPA) was enacted. The Act gives the minister of education the authority to develop national educational policies in order to transform the system of education to fulfil the values and objectives of all South Africans to reaching their goals (Mothata & Lemmer, 2002). The South African Schools Act (SASA) is a

component of educational legislation that was enacted by Parliament in 1996 and aims to set out the rights of South African children, from 7 years old to 15 years old, to get an education. The goal of the SASA document is to ensure that all learners have equitable access to high-quality education (Department of Education, 2001; du Plessis, 2013). The Curriculum and Assessment Policy Statement (CAPS) is intended to provide detailed guidance to teachers on what they should teach and how they should assess the progress of the learners in their classrooms (Moodley, 2013).

Furthermore, there is White Paper 6, as well as The Screening, Identification, Assessment, and Support (SIAS), which directly address inclusive education. The social model of education is acknowledged in White Paper 6 as well as in the SIAS, where there is also provision for special education (Department of Basic Education, 2015; Engelbrecht, 2006). As a policy framework for standardization of procedures to identify, assess, and provide programs for all learners who require additional support to improve their participation and inclusion in school, the SIAS also offers a policy framework for the standardization of procedures to identify, assess, and provide programs for all learners who require additional support to improve their participation and inclusion in school as well as their academic performance (Department of Basic Education, 2014). It outlines how inclusive education should be incorporated into South African educational system with the aim to improve quality education that enables successful learning.

These South African policies and legislations are also influenced by international policies and legislations. These include: The United Nations Declaration on Human Rights, Education for All (EFA), The Millennium Development Goals, The Sustainable Development Goals, The Salamanca Declaration and The Incheon Declaration.

Education was established as a fundamental human right by the Universal Declaration of Human Rights, making inclusion in education a global issue that affects everyone on the globe (United Nations, 1948). Meanwhile, The Education for All (EFA) policy was a 1990 declaration made in Jomtien, Thailand, in order to ensure that everyone has schooling that is designed to meet their basic learning needs while also making curricula and content more relevant to learners (UNESCO, 1990). Two of the eight Millennium Development Goals that focus on education are MDGs 2 and 3 (universal primary education and gender equality and woman empowerment). The Sustainable

Development Goals (SDGs) which picked up from the MDGs, was adopted in 2015 and consists of clearer goals (Franco & Derbyshire, 2020). Goal 4 of the SDG aims to ensure that everyone has access to a quality education that is inclusive while also encouraging lifelong learning, The fifth goal is to achieve full and equal participation of all women and girls that will empower them (Friedman et al., 2020).

Aside from the foregoing, the Salamanca Statement and Framework for Action on Special Needs Education, adopted in 1994, reaffirms the United Nations' (1948) right of every person to education. The Salamanca statement, which is distinctively about inclusive education, endorses a broader perspective and draws on the social model paradigm with regards to the inclusive education of all learners (Ainscow et al., 2019). As a result, the statement also stated the principles and policies that were believed to lead to inclusive education for children with special educational needs, such as deaf children (du Plessis, 2013). Finally, the Incheon Declaration, signed in 2015 in Korea, aims to ensure that every learner has access to education and in the process, should receive high-quality and equitable education that is inclusive education (UNESCO, 2015).

The next part discusses some literature about the challenges and experiences in implementing inclusive education under the Covid-19 pandemic conditions.

2.3 Challenges in Experiences in implementing inclusive education under the Covid-19 pandemic conditions

This section will examine some of the challenges of implementing inclusive education in the context of the Covid-19 pandemic conditions. Recent literature on the topic has indicated that the challenges are about inequality in education where rich countries and rich schools have got the resources to go online under pandemic conditions while poor schools in poor conditions cannot do so. They also indicate that these issues of inequality are structurally embedded in the nature of the system itself. They also note that such structures of inequality are linked to where schools are located. These impact directly on the extent to which people in schools do or do not have access to digital technology and devices. Literature also indicates that teachers do not have the training in order to use such technology and has also indicated that curriculum coverage has been reduced considerably because of the pandemic conditions. In what follows, I discuss these claims.

2.3.1 Inequality in education

The unequal distribution of educational resources or access is an example of educational inequality. The COVID-19 virus brought to light the profound inequalities that plague education systems around the world (Eder, 2020). In affirmation Sayed et al (2021a) stated that COVID-19 has illuminated and exacerbated educational inequities, and as a result of which education systems, purpose, and values have been (re)shaped. South Africa, unfortunately, ranks high among countries around the world in terms of educational inequality (Sayed, Singh, et al., 2021), owing to the fact that some schools are under-resourced and in poor conditions, even after apartheid education ended (Engelbrecht et al., 2016; Spaul & Jansen, 2019). Spaul & Jansen (2019) further explained that the richest ten percent of South Africans own 65 percent of the country's income and 90 percent of the country's wealth. According to the report, this is the world's largest 90-10 disparity, which is mirrored in its educational system (Spaul & Jansen, 2019). It was observed by Badat and Sayed and cited in Engelbrecht et al (2016) that even though school desegregation has been handled, differentiated access to education nonetheless persists. This is whereby learners from lower class backgrounds still endure inequitable education with under-resourced facilities.

On that account, Mohamad (2021) stated that the educational system in South Africa is so underfunded that the pandemic has effectively destroyed education for many learners, especially those from already low-income families where there is educational inequity, students fail to realize their full academic potential, thereby limiting their opportunities. On that ground, Camilleri-Cassar (2014) stated that social inequality is often caused by inequalities and ambivalent demeanour embedded in the educational system. Regrettably, the Covid-19 pandemic has revealed the many inequalities in the educational environment (Sayed, Cooper, et al., 2021), especially with schools in lower quintiles where the experience of a learner in South African is still hugely affected by their birthplace, socioeconomic background, and skin colour (Hoadley, 2020; Mohamed, 2021). This inequity influences and directs most students' academic pursuits, if not an outright dropout from school. In schools, even before the Covid-19 pandemic, the social inequality has made some learners go for what puts food on the table, as it is not about what you can do; it is

about what you can afford. In a way, that prepares learners to fit into the labour market and serve the dominant group, the program is market oriented. "Fix-it" was Patterson's (2011) term for it, whereby learners are packaged according to prevailing/neoliberal agendas.

Some of these inequalities due to the Covid-19 pandemic conditions are:

Sociological inequality; as mentioned in UNESCO (2020a), school closures due to Covid-19 increased the inequality between learners from different family backgrounds. This occurs when some schools do not have equal status as compared to those located in affluent areas. Students from more affluent communities who have access to computers, on the other hand, have been able to resume their education, most notably through remote learning opportunities made available by the learners' more resourced schools (Mohamed, 2021). Learners from a more affluent socioeconomic background attending higher quintile schools are more likely to attend a high-end school with excellent facilities and adequate resources, likely as a result of their highly educated parents' belief in the value of education.

Structural inequalities: these are inequalities that have, being under the Covid-19 pandemic, exacerbated how disadvantaged schools in the lower quintiles are further relegated with regards to having access to proper resources that could create opportunities and lifelong learning (Hoadley, 2020). The effects of the Covid-19 pandemic conditions were felt in different ways by the different groups of learners (Sayed, Cooper, et al., 2021). Sayed, et al. (2021) further explained that poor schools were brought to a virtual halt because the vast majority of these learners were unable to find a comfortable workspace, desk, computers, internet connectivity, and maybe even a parent(s) who could assist them with their studies. A lack of funding as well as an inability to acknowledge existing inequalities have left many schools without running water or decent restrooms, with overcrowded classrooms, and with an inability to provide a safe learning environment for their students and teachers (Mohamed, 2021). Uneven distribution of academic resources (including school funding, experienced teachers, textbooks, and technology) in schools may prevent the learners from under-resourced and equipped schools from reaching their full potential.

Economic inequality is the uneven distribution of income or wealth. Parker et al., 2020; and Van der Bergh & Spaull, 2020 cited in Mudaly & Mudaly (2021), stated that as a result of society's economic disparities, 75 percent of predominantly poor black learners are registered in under-resourced public schools with inadequate infrastructure and overcrowded classrooms. This means that the Covid-19 pandemic amplified the economic disparities that existed in many South African schools, especially in schools that are predominantly attended by black learners. Some people outrightly lost their means of livelihood. Learners from low-income homes felt the brunt of adjusting their educational pursuits under the Covid-19 pandemic because these learners are usually in various stage of wants and needs in relation to material goods. Sayed et al (2021) pointed out that advantaged schools were able to provide learner families with printed materials to take home in addition to detailed instructions and support the learners, which helped the learner to continue their studies almost uninterrupted. On the other hand, low-income students faced a lack of classroom space at home, as well as parental disengagement/lack of support due to the parent's priorities, putting survival first (Ferri et al., 2020; Sayed, Cooper, et al., 2021a). As stated by Mohamed (2021), roughly nine million learners rely on school food to meet their nutritional needs on a daily basis.

2.3.2 School location

Some of the challenges related to implementing inclusive education have been chalked up to the geographical location of some schools. As Sayed et al (2021) explained that under the Covid-19 pandemic conditions, schools like former model C and independent schools continued their learning using through face-to-face or blended learning on the days the learners where not in school. Of which, most of the former model C and independent schools are usually located in and around wealthier suburban areas. On that ground, Norwich and Gray (2007) stated that, the location of schools has a significant impact on the provision of inclusive education. Moreover, a study carried out by Mudaly and Mudaly (2021) showed the consequences of socio-economic disparity on the categorization of schools, which is based on equitable distribution of wealth, quality of teaching, respect and dignity, as well as ontological density within a fractured basic education sector. Confirming that, the location of school plays an impact on how inclusive education happens (Kraft et al 2020). Teachers in high-privation and predominant black schools reported greater difficulties

when it came to ensuring the inclusivity of all learners. This shows that the Covid-19 pandemic exacerbated already-existing educational inequities. Teachers who worked in low-income neighbourhoods were more inclined to witness a decrease in their sense of success than their counterparts (in inclusivity of learners) particularly in comparison to teachers in high-income neighbourhoods who worked in schools that had effective communication, targeted training, insightful teamwork, reasonable demands, and accurate acknowledgement under the pandemic conditions (Kraft et al., 2020). Some schools, due to their geographical location, are unable to accommodate diverse learners in their school, especially learners with special needs, because they lack specialized units. Other schools are unable to provide a support service for them (Norwich, 2007). Engelbrecht et al (2016) clarified that rural schools continue to be plagued by poor learning and teaching practices, concurring that the location of a school affects the implementation of inclusive education.

2.3.3 Data devices

A significant shift in educational landscape has resulted as a result of the Covid-19 pandemic outbreak and conditions, forcing educational programs and systems to adjust to the "new normal" of learning requirements for which many schools had to switch to online learning. Unfortunately, the Covid-19 pandemic brought with it a digital divide amongst South African learners. In light of the fact that teachers and learners in privileged environments possessed the necessary technology platform, digital technologies, and human capital to cope with online learning under Covid-19 pandemic conditions (Ebrahim et al., 2021). According to Mudaly and Mudaly (2021), the digital divide among South African learners, the majority of whom lack devices, who are unable to afford data, or do not have access to stable connectivity, made the transition to online learning virtually impossible. According to the findings of RAND researchers, approximately 90 percent of school principals reported that their learners were unable to connect to the internet, and 40 percent noted that usage of technology and/or the online world was a hinderance for their own teachers (Kraft et al., 2020). Schools without access to information and communications technology (ICT) were forced to put up with learners who were regarded as inactive and in a vacation attitude

as teaching and learning became exceedingly challenging (Mudaly & Mudaly, 2021). Consequently, having unequal access to internet data and having no devices to connect to, presents one of the most difficult challenges for teachers and learners to overcome under the Covid-19 pandemic conditions. Furthermore, it is difficult to be inclusive when data devices are not readily available to some learners (Ferri et al., 2020). As noted by Hamilton et al (2020), the ability of the teacher to observe their learners' work is largely dependent on whether or not they have access to the technological tools necessary to remain in contact with the individual learner and their families. Estimates indicate that in the context of South Africa, that approximately 60% of the population has access to data and device connectivity (Johnson, 2021). Numerous schools have to reduce overcrowding in their classrooms. Face-to-face education in the majority of schools has been affected by the Covid-19 pandemic as a result of the outbreak and its conditions, the use of online education was prioritized in order to maintain the continuity of teaching and learning under the Covid-19 pandemic conditions. As under the Covid-19 pandemic conditions, some learners were only expected to come to school 2-3 times in a week (Hoadley, 2020). It is becoming increasingly important to have data devices and connectivity to ensure the sustainability of teaching and learning, which according to Duraku & Hoxha (2020) was a challenge because schools lack the availability of information and communications technology (ICT), where often when technology was available, it was often insufficient and inadequate.

2.3.4 Lack of teacher training

Teachers' professional development is vital when it comes the educational inclusivity of all learners. Due to an insufficiency of well-trained, qualified, and professional teachers in the fields of inclusive education, the process of establishing inclusive schools for all learners may be difficult to accomplish. According to Donohue and Bornman (2014), many teachers in South Africa, especially those over 50 years of age, may not have adequate training in inclusive education as well as how to handle the needs of learners with disabilities/special needs. In collaboration, Nel et al (2016) stated that the model of teacher initial education and support for learners is based on a medical deficit approach, where specialized involvement is required, with a focus on support from education support specialists. As a result, it may be difficult for these

teachers to grasp the concept of inclusive education or how to implement it. An investigation by Ebrahim et al (2021) discovered that disadvantaged teachers battled with the regulatory conditions demands of the Covid-19 pandemic. Which could be attributed to insufficient or no training before or under the Covid-19 pandemic conditions. Correspondingly, a study conducted by Jain (2021) noted that teachers have not been trained adequately in online pedagogies. With inadequate training for online or even how to handle diverse learners on a normal day, and worse still under crisis like the Covid-19 pandemic. Additionally, aside from teacher training, teachers are expected to modify their lessons in integrating social distancing and other COVID-19 requirements, while still providing high-quality instruction and learning opportunities (Sayed, Singh, et al., 2021). The Covid-19 pandemic conditions, therefore, have heightened awareness of teachers' pedagogical limitations, particularly in the use of ICTs (Sayed et al., 2021). As observed by UNESCO (2020b), many teachers lacked even the most basic ICT Knowledge and skills necessary to facilitate high-quality online classes, even in more reliable Western contexts with adequate infrastructure and connectivity. To enable the implementation of inclusive education under the Covid-19 pandemic conditions by teachers, UNESCO (UNESCO, 2020a) emphasized that to navigate the challenges of implementing inclusive education in the new normal, it is critical that teachers have access to appropriate and high-quality professional development.

2.3.5 Curriculum coverage

In educational settings, curriculum refers to a document or blueprint that specifies what will be taught to learners (Young, 2014). Curriculum coverage, on the other hand, includes everything that will be taught, as well as what will be assessed and how it will be assessed. Bertram et al (2021) stated that the first curriculum reform in South Africa after 1994 was a radical, outcomes-based curriculum which offered teachers high degree of flexibility to develop their own lessons and learning materials, as long as they met the learning outcomes outlined in the curriculum.

Educational research has demonstrated that the extent to which a curriculum is covered has an impact on learner performance (Plewis, 1998). Plewis (1998) inferred that insufficient curriculum coverage could lead to poor learning outcomes, and the opposite is also true. Over the last two decades in South Africa, the curriculum has become more specific in terms of knowledge specifications (Bertram et al., 2021). As

a result, curriculum coverage must be regarded as an essential component of curriculum delivery. Following the findings of Bertram et al (2021), that in an effort to address curriculum recovery and improve learner achievement, the state and other stakeholders have increased their involvement in monitoring curriculum coverage, making sure that teachers cover the curriculum and give their learners enough opportunities to learn. The Department of Basic Education, following its own path, developed four central curriculum recovery strategies in order to address the challenges of learning damages suffered by school closures owing to Covid-19 pandemic conditions: a) Reduction in curriculum content b) Suspension /rationalising of subjects c) Changes to assessment d) Remote learning (Hoadley, 2020).

Curriculum times and content under the Covid-19 pandemic conditions have compelled the learning environment to reassess its educational priorities. Firstly, with a structured curriculum time, content and the trimming of curricula (Mudaly & Mudaly, 2021), the teacher is provided with direction for the teaching and the learners are provided with a sense of the direction that the lesson will take. To put it another way, it instructs both the teacher and the learners on how to proceed with the lesson. Regrettably, under the Covid-19 pandemic conditions, curriculum time and content were reduced. Hoadley (2020) argues that the amount of time lost varied widely across schools, though it was significant in the majority, especially with the limited time for lessons that schools had to endure under the Covid-19 pandemic conditions. There was also the issue of how and what should be taught under the limited time to meet all learners needs (Hoadley, 2020). According to Sayed, et al. (2021) teachers and their leaders were not pleased with the government's curriculum trimming process. With the trimming of the curricula, the teacher would have to consider what or who should be prioritized with the limited times allocated for a lesson. As Hoadley (2020) noted that due to the time shortage (due to the pandemic conditions caused by the Covid-19 virus) to cover the intended content in a lesson, teachers were encouraged and seen to be collaborating more in helping each other, so as to achieve the desired goals in being inclusive and also covering as much as possible. Furthermore, Hoadley (2020) pointed, that due to social distancing, educational institutions in South Africa can choose from five different timetable models: daily and weekly rotation (learners come on substitute days or weeks); bi-weekly rotation (learners come for 2 weeks and afterwards return back home); platooning or shifts (half the school attends a morning shift and half an afternoon shift); or a hybrid model. The timetabling models that the

large majority of schools were required to use in order to comply with regulatory social distancing specifications are perhaps the most significant source of additional time loss (Hoadley, 2020).

With the loss of curriculum time and content as a result of the Covid-19 pandemic conditions, Hoadley (2020) opined that as time progresses, the opportunity gap for learning will widen, resulting in greater learning shortfalls for those who are most educationally negatively affected. However, incorporating teaching and learning into the curriculum management process that is implemented at all levels of the South African educational environment will go a long way toward increasing inclusivity, and as a result, improving learners' achievement, even in the face of a pandemic like Covid-19. Furthermore, as suggested by Sayed et al (2021), meeting the professional development needs of teachers, promoting teacher well-being, and involving teachers in educational policymaking are all critical and necessary conditions for restoring educational excellence that is inclusive.

Due to these kinds of challenges that have affected services under pandemic conditions, the realisation of inclusive education clearly is going to be more difficult. It is for this reason that I have chosen to look at teacher's experiences of how these difficulties have influenced or affected their ability to put inclusive education in place.

2.4 Conclusion

Within this chapter, I looked at literature that dealt with the implementation of Inclusive Education under pandemic conditions. It has demonstrated that the challenges with regard to inequality, reduction in curriculum coverage, lack of training and availability of devices are important. This chapter has also discussed the differences between the social model and special educational approaches to inclusive education and has clarified why I have chosen to look at this research from the perspectives of emancipation/transformation and critical theory in relation to the implementation of inclusive education at a time of crisis like the Covid-19 pandemic. The methodology that guided the data collection and interpretation for this research will be described in detail in the following chapter.

Chapter Three: Research Methodology

3.1 Introduction

The previous chapter discussed literature relevant to this study. This chapter will present the research design followed in this study. The chapter describes the phenomenological interpretivist paradigm and the qualitative research design as the approach used in this chapter. The data collection technique, which is telephone interview, will also be discussed. The chapter will also explain how the data verification and trustworthiness of this research were established, as well as the ethical considerations that I adhered to throughout the research report's conduction.

3.2 Research paradigm

A research paradigm has an impact on how knowledge is studied and interpreted. Any research question requires a workable paradigm. Thus, Kivunja and Kuyini (2017) defined a paradigm as a worldview or a set of beliefs that guides researchers in their investigation of social and educational phenomena. It is the researchers' perspective on the world of exploration and what knowledge is significant, valid, and worthy of recognition (Rubin & Rubin, 2012). As a result, paradigm guides research by establishing the report's incentive and anticipations for the study, in addition, it highlights how people make sense of situations (Kivunja & Kuyini, 2017). Consequently, selecting the research paradigm in the research process is critical because it guides the researcher in selecting the best instruments, tools, methods, and participants for the research (Blaikie & Priest, 2017; Kivunja & Kuyini, 2017; Tuli, 2010).

A phenomenological interpretivist paradigm methodology was used to guide this research. The phenomenological interpretive paradigm was used in this study, which is concerned with the essence of human experience about a phenomenon as described by the participants (Creswell, 2018; Koopman, 2017; Trotman, 2006). Through using phenomenological interpretative design, I was able to look into the personal lived experiences of grade 10 English language teachers of how they implemented inclusive education under the Covid-19 pandemic. As a result, rather than being dictated by pre-existing theoretical preconceptions, it generated an account

of the teachers' lived realities in their own words (Creswell, 2018; Koopman, 2017).

In an ideal world, I would have conducted face-to-face interviews with the teachers and observed them in their classrooms. Due to the Covid-19 pandemic conditions and protocols, the phenomenological interpretive approach was limited to participants being interviewed over the phone. I was unable to conduct empirical observations or a face-to-face interview due to the Covid-19 protocols. According to the interpretivist paradigm, people seek to comprehend the social realities of the world they live and work in (Creswell, 2018). The phenomenological interpretivist paradigm helped me understand the challenges faced by the grade 10 English language teachers in implementing inclusive education under the Covid-19 pandemic. I looked at their experiences and how they felt the Covid-19 pandemic affected their ability to teach the English language inclusively to all of their learners under the Covid-19 pandemic condition.

3.3 Research design

A research approach is the method by which the research will be conducted in a “systematic, methodical and accurate way” (Babbie & Mouton, 2008, p. 78). Qualitative research investigates individuals, groups, societies, and organizations through interaction with participants (Miles et al., 2014). For this study, a qualitative approach was chosen because it involves exploring the phenomenon as it was experienced by my participants (Krauss, 2015). The qualitative approach used in this study provided a thorough understanding of the experiences of my participants in implementing inclusive education under Covid-19 pandemic conditions, and attempts to make sense of, or interpret phenomena in terms of the meanings my participants convey to them (Krauss, 2015). Through the qualitative research approach, From the views of the participants, I was able to develop a greater understanding of the phenomenon from their perspective (Merriam & Grenier, 2019). This approach was appropriate for this study because it allowed me to understand and interpret participants' perspectives on the challenges of implementing inclusive education in the context of the Covid-19 pandemic.

3.4 Selection of site for study

My research involved three high schools in three different quintiles in Gauteng, South Africa: Central Johannesburg, Johannesburg South, and Johannesburg North. The quintiles 1, 3, and 5 were chosen to provide me with an adequate representation of lower, middle, and upper-level schools from the five different educational quintiles in the South African educational system.

3.5 Selection of study participants

The selection of samples has an influence on the effectiveness of any research report. Purposive sampling was used to select participants in order to achieve the research aims and objectives of my report. Patton (1990) emphasizes that, it is critical that participants be chosen with care in order to ensure that the data gathered is pertinent to the research questions. Etikan (2016) contends that purposive sampling is usually associated with qualitative research. The requirements used in selecting people in purposeful sampling is based on who meets the requirements of the desired study to be conducted (Henning et al., 2004). Additionally, McMillan and Schumacher (2010) establish that purposeful sampling involves selecting the most suitable participant with particular traits who will be able to address the research questions in order to achieve the researcher's goal for the research. As a result, a researcher could only select participants that are pertinent to the topic of research and questions raised in the research study. Purposive sampling was chosen because it was consistent with my study's overall goal of assisting me in answering my research questions.

Burns and Grove (2010) suggest that certain criteria (such as relevance to the study) be used in the selection of the sample of the individuals that will participate in the research in order to ensure that the sample is representative. As a result, I selected six teachers from the three selected schools, who were among teachers teaching grade 10 English language in Johannesburg during the Covid-19 pandemic to participate in my study. Two participants were selected from each of the quintiles (1, 3 and 5) to share their experiences of how they implemented inclusive education under Covid-19 pandemic conditions. The purposive sampling selection helped me to identify these teachers and I was also able to collect valuable experiences of grade 10 English language teachers in implementing inclusive education under Covid-19 pandemic conditions. The English language was chosen because, regardless of subject

specialization, English language is among the compulsory required subjects that all FET learners must take. In the South African educational context, the FET phase begins in grade 10 and ends in grade 12. English is important and compulsory for all FET learners, and the most widely spoken language globally. According to Bezborodova and Radjabzade (2022), the globalisation and internationalization of education resulted in English functioning as the language of research and academia. Thus, choosing to focus my study on grade 10 English language teachers is vital since teaching English language in schools (especially in grade 10) is due to the interrelation of English language to the other subjects taught in school- as it helps the learners to understand and thrive in subjects like life sciences, physical science and even mathematics (Hanoi Dept of Education and training, 2018). Secondly, with grade 10 being a vital stage in a learner's educational career, English language helps to build learners for the world of work (Islam, 2011; Lee, 2001). English language will thus put the learner in an advantageous position to navigate their way as they climb the ladder in their general academic work and in sharing/receiving ideas globally that will help them compete favourably in the world.

3.6 Data collection techniques

In this research, due to their flexibility, semi-structured interviews were chosen for this report. According to Merriam (2001), a semi-structured interview allows the researchers to formulate interview questions in advance by exploring the issues or topics that have been listed. During the interview, the researcher has the opportunity to ask new questions that has not been considered earlier as the interview progresses (Hitchcock et al., 1995). For this study, semi-structured interviews were used because they allowed participants to provide a comprehensive account of their perceptions and the underlying factors that they think need to be changed or adjusted, in order for inclusive education under the Covid-19 pandemic condition to be successful. As a result, the semi-structured interviews enabled me to ask clearly structured questions, to listen attentively, and to pause when necessary, probing appropriately while also inspiring me to ask some sequence of questions. Millar et al (2017) defined an interview as a two-person discourse prompted by the interviewer with the specific intention of finding research-relevant data. The interview process was a critical method I used through telephone conversation with my participants that enabled me to

understand the beliefs, attitudes, and experiences of the grade 10 English language teachers through their own points of view and words rather than through my own beliefs, attitudes, and experiences (Rubin & Rubin, 2012).

Data for this research was sourced through one-on-one telephonic interviews with individual participants. During the interview, I spoke in plain English that the interviewees could understand (Rowley, 2012). In order to avoid my participants becoming defensive in their responses to my questions, I avoided asking leading questions, instead, I asked questions that began with the words 'what' and 'how' rather than 'why' (Yin, 2009). In accordance with the Covid-19 protocols, which stipulated that no physical observation or empirical research could be conducted within schools, the telephonic interview was chosen to collect my data (Department of Basic Education, 2020). Individual participants were interviewed for 20-30 minutes each, outside of their normal teaching hours and at a time that was convenient for them. Aside from that, all of the interviews were recorded using my cell phone as well as a backup audio recorder, and all participants were made aware of this prior to commencing the interview process. Following each session, interviews were recorded and subsequently transcribed. Taking notes and transcribing the data after each interview was critical because it allowed me to develop fresh ideas or questions that were significant with respect to my research question and that needed to be explored further with the next interviewees (Rubin & Rubin, 2012). In order to gain access to the participants, I sent out emails to the principals of each of the schools where the participants were to be found, requesting permission for them to participate in my study. The principal of the chosen school was the one who granted permission and acted as a go-between between the grade 10 English language teachers and me during the process.

The data collected was then analysed by going through all of the transcripts and grouping similar categories together. These categories were further grouped into sub-categories (Braun & Clarke, 2006).

3.7 Methods of data verification and trustworthiness issues

According to McMillan & Schumacher (2010) and Shenton (2004), credibility, transferability, dependability, and conformability the criteria that a researcher have to meet while conducting research. Internal validity is used to assess credibility in

qualitative research (Shenton, 2004), which requires establishing the credibility of the report's findings. The goal of a qualitative study was to understand specific situations through to the lenses of the participants, so as to reasonably ascertain the integrity of the findings (McMillan & Schumacher, 2010). To verify the report's integrity, after the interviews were transcribed from digital recordings, I double-checked the transcripts and discussed them with my supervisor. Besides that, I inquired about the life experience of the English language teachers in the 10th grade without letting my own sentiments and feelings influence my questions. Consequently, I was able to ensure that the data accurately reflected the ideas and views of the participants, as well as their interpretations of the data.

Transferability is yet another criterion for trustworthiness. Generally speaking, transferability refers to how well the findings of a study can be generalized or applied to other situations (McMillan & Schumacher, 2010). My research report was conducted in only three selected schools in Johannesburg with only six teachers in three selected schools. My findings therefore did not meet the criteria for being transferable. As only the insights and perceptions of the six teachers were provided. However, the use of a larger sample of participants and research sites, on the other hand, could be explored in future research. As a result, no generalizations can be drawn from my research report.

When it comes to dependability, the research findings must be accurate and repeatable. This can be accomplished through information such as how the research was conducted and analysed, which allows any researcher to rely on the analysis and obtain similar results (McMillan & Schumacher, 2010; Shenton, 2004). I therefore maintained a database of all data collection procedures used in this study in order to ensure dependability. I also kept the digital recordings, interview transcripts, and annotations that I made during the process (McMillan & Schumacher, 2010; Shenton, 2004). Technical translation is a problem associated with dependability. All interviews were conducted in a plain English language in order to avoid misinterpretation of the language during the process of data collection.

In order to maintain conformability, also known as neutrality, it is necessary for the researcher to remain objective and neutral when reporting the findings of a report (Shenton, 2004). This was accomplished through the use of reflective notes that I kept after each interview. These self-reflections aided me in identifying any potential

sources of bias in the reporting my findings. As stated by Shenton (2004), the accuracy of the data and the researcher's self-reflection are both considered in determining the conformability of a finding. My solution to self-reflection was to keep a record of everything I did, from data collection through analysis and interpretation. Before presenting my findings, I went over the significance of each theme and subtheme in greater detail. The perceptions and opinions of participants served as the foundation for my research. In my data collection and analysis, reflexivity was essential because it allowed me to examine how my own background and viewpoint influenced the selection of my research topic, methodology, data analysis and interpretation of the findings, as well as the presentation of my research conclusion.

According to Vaara and Whittington (2012, p. 326), researchers should “be able to constantly reflect upon the enabling and constraining effects of social practices and to focus special attention on what is easily taken for-granted by researchers and practitioners alike”. I used a reflexive journal to document every aspect of my experience during the data collection and analysis process as a result of this realization. This included my personal development that I went through in the process of the data collection, as well as the attitudes of the participants (before, during and after the interviews). It helped me to better understand their anxieties, as well as the passion with which they verbalized their views and thoughts regarding their experiences in implementing inclusive education under the Covid-19 pandemic conditions.

3.8 Research ethics approval

Responsible and morally acceptable research practices are defined by research ethics (Gray, 2021). Mack et al (2005) claimed that research ethics allow researchers to determine the safety, needs, and anxieties of participants while gathering data for a research study. Henning et al (2004) believes that researchers are solely responsible for the ethical standards of their research and that they must adhere to all ethical standards at all times when conducting their research study. Participants' voluntary participation and right to withdraw according to Saunder et al (2009) should consider the preservation of participants' confidentiality and anonymity, as well as their informed consent and privacy. These are all important to be considered. At varying stages during the course of this research, various ethical guidelines were followed and adhered to. Before participating in my research, I sought permission from the grade 10 English

language teachers to participate in it (See attached appendix C). I applied for and received a research ethics clearance certificate from the Ethics Committee of the Wits School of Education at the University of Witwatersrand in Johannesburg, which I strictly adhered to throughout the research study (see appendix A). In addition, I applied for and received approval from the Gauteng Department of Education (see appendix B). In order to conduct the research, permission from the Gauteng Department of Education was required due to the Covid-19 pandemic restrictions and protocols, this meant that physical or empirical research was not allowed to be conducted to be conducted on the school premises (Department of Basic Education, 2020).

Besides this, permission from the principals of the schools was requested (see appendix D). Obtaining access to the principal and teachers was accomplished through the use of email and phone calls. In addition, participants read and signed the informed consent form, which provided them with the right to withdraw as well as the protection of their identity and confidentiality forms (Walker, 2007). Furthermore, I made certain that the participants were not in any danger or suffered any harm as a result of the study (Malin, 2003). I did this by conducting interviews with participants when it is most safe for them and by not linking their responses to their identity. I further stated clearly to the participants that their participation in the research was completely voluntary and that they were free to withdraw from it at any time if they felt uncomfortable participating in the research study. I maintained the confidentiality of all of the data gathered from the participants, and I ensured that the participants and their schools remained anonymous by not linking their names to the responses they provided. By using pseudonyms for the participants and their schools, I was able to keep their identities protected.

According to Saunders et al (2009), it is always necessary to obtain permission from the participant before an interview can be recorded, and the researcher should always explain the purpose of using a phone or tape recorder before the interview can begin. I obtained permission from the interviewees to record the interview with them, which I then archived in a secure location. The interview sessions were conducted at a time that was suitable for the interviewees, rather than during classroom activity. Interview schedule was emailed to each of the participants ahead the interview day and time (see appendix E).

3.9 Conclusion

My research report's methodology, approach, and design were explained in detail in this chapter. Phenomenological interpretivist paradigm and qualitative research design were chosen and the basis on which they were chosen was explained. This chapter has focused on qualitative research design as the method used in the study. In addition, the chapter discussed the study sites, which were three high schools in three different quintiles in the Central Johannesburg, Johannesburg South, and Johannesburg North, Gauteng, South Africa. The chapter also explained how two teachers from each school were purposively selected to take part in the research. The study adhered to the covid-19 protocols by using telephone interviews to collect data. The chapter also explained how I achieved trustworthiness and which ethical considerations I followed throughout the research process. The results of the study will be presented in the following chapter in relation to the questions posed in the study.

Chapter Four: Findings

4.1 Introduction

This chapter presents the findings of the study in light of the research questions, which are: (i) What is the grade 10 teachers' understanding of implementing inclusive education under Covid-19 pandemic conditions? (ii) What are the experiences of grade 10 English language teachers in implementing inclusive education under Covid- 19 pandemic conditions? (iii) Are there any differences in the teachers' experiences of implementation of inclusive education in different quintile schools under the COVID-19 pandemic conditions? This chapter starts by presenting the profile of participants and then moves on to discuss the themes that emerged from the data collected.

4.2 Participants' profile

This study was conducted in Johannesburg, South Africa with six participants from three schools in three different quintiles, which were: quintile 1 (lower), quintile 3 (middle) and quintile 5 (higher). Two English teachers were interviewed from a school in each of the quintiles. All participants were female and black Africans. The interviews were conducted with participants telephonically due to the covid-19 pandemic protocols. The interviews were conducted over a period of one week from 26th November to 3rd December 2021. There were only six participants, and all participants were between the ages of 25 to 60 years.

4.3 Teachers Understandings of inclusive education

This theme explores the first research question, which is the understanding of teachers in implementing inclusive education under Covid-19 pandemic conditions. Interview data suggests that teachers from all three quintiles were ideologically in favour of inclusive education. However, most of their understanding was limited to issues of disability, while a few had a broader view of the social model approach.

For the most teachers who had a narrow understanding of inclusive education were mainly in favour of the special education approach which is disability linked. That is, teachers were in favour of mainstreaming, and their overall understanding of inclusive education was disability linked. They did not have the full view that the social model paradigm highlights. For example, one of the teachers from quintile five explained that

inclusive education means including all learners even the slow learners or learners with disabilities. The teacher noted that:

“My understanding of inclusive education is that, when education is inclusive, it involves all the other learners who are not coping in the mainstream, who are slow, some have disabilities in terms of learning, so they're different in their disabilities. So that's how I understand it” (P5).

Another teacher from quintile three explained that inclusive education means that all learners including those with special needs have the opportunity to maximize their potentials by highlighting that:

“Inclusive Education means that all learners, whether they have special needs, whether they have barriers in terms of their hearing aids, their visuals, all learners when they reach the school, they should have equal opportunity of reaching 100% potential even during covid-19. So, this is by implementing teaching aids, implementing learning aids that'll allow all learners to reach their full potential irrespective of their different needs” (P6).

However, a few of the teachers seemed to have a broader view of inclusive education that aligns with the social model approach. The teacher said:

“Implementing inclusive education for me means providing quality education for all learners, regardless of their background, regardless of the ability or the so-called disabilities and just creating a classroom that is supportive, a classroom that caters for all the needs of the learners during this pandemic and always (P3)

Above quotations are examples of how teachers understood the implementation of inclusive education prior and during the covid-19 pandemic. The majority of the teachers seemed to have understood inclusive education as special education, but a few seemed to have a better understanding of inclusive education as aligned with the social model approach.

4.4 Teachers' experiences under covid-19 pandemic conditions

This theme answers the second research question, which explores the experiences of grade 10 English language teachers in implementing inclusive education under Covid-19 pandemic conditions. It starts by discussing alternate school days, online classrooms, change of pedagogy, accommodating learners with disability and streamlining the curriculum.

4.4.1 Alternate school days

Interview data collected from the teachers revealed that alternating school days was a strategy used by schools in all the quintiles to implement inclusive education under covid-19 pandemic conditions. For example, a teacher from quintile five noted that:

"We've been applying what is called a rotation alternate method where our learners in one week they will be attending three times one group, we divided the class into two. Let me just correct that. We divided the class into two. One group would be coming three times a week like Monday, Wednesday, and Friday. And the other group will be coming Tuesday and Thursday. And the group that came Tuesday and Thursday, the next week or the following week rather, they will be coming Monday Wednesday. So, all in all in a month, they attend 10 times" (P5).

Another teacher provided a detailed explanation of the strategy used by the school in dividing the class and alternating the school days such as grouping learners according to their surnames. Learners with certain surnames are asked to attend classes for three days while the others attend for two days in a week. They are then asked to alternate the following week so that those who attended for three days the previous week are made to attend two days only in the new week. A teacher from quintile five said:

"So, what happened this year is we have... so for instance, the whole of the grade ten's we have their surnames from A to Ma that will come on a Monday and so they would come Monday, Wednesday, Friday, and then the surnames from let's say in Mb to Z, they would come Tuesday, and Thursdays and it would alternate Monday, Wednesday, Friday, Tuesday, Thursday. On the days that they are not attending class, they then access Google Classroom." (P4)

These quotations from the teachers are some of the examples of how the schools endeavoured to implement inclusive education even under the covid-19 pandemic conditions in terms of alternating school days.

However, a teacher from quintile three noted that, although alternating the school days helped a lot, it also posed a great challenge in that learners sometimes forget the days they have to be in school and need to be constantly reminded. For instance, a teacher said that:

“Learners do not come to class at the same time and then some other learners, they need to be reminded continuously. So, a learner is used to coming to school every day and being reminded of this concept. And as soon as they come to school today, and don't come to school tomorrow, come to school the next day, it creates a slackness within them. They feel as if... You know, it's not really to be taken seriously because today I'm at school, tomorrow I'm off. So, it creates that laziness within them” (P6).

In addition, another teacher from quintile one explained how alternating school days affected learning as they had fewer days to deliver lessons. The teacher explained:

“We just had to alternate the days in order to accommodate all learners, but the problem is that we have fewer days now to teacher and that is very challenging, you know” (P1)

Notwithstanding, alternating the school days was one of the strategies used by schools during the covid-19 pandemic.

On the other hand, the practice of alternating school days resulted in limited number of learning days as discussed by mainly teachers from the lower quintile. One of the teachers from quintile one noted:

“The first challenge is the reduced number of the days the learners come to school” (P2).

Another teacher from quintile one added that the limited learning days made it challenging for educators to cover the curriculum. For example:

“When those learners they are coming for those three days, you see them- you only see them for 120 minutes. How can you cover everything for those 120 minutes? You can't, it's challenging” (P1).

Therefore, alternating school days affected learning especially for schools in the lower quintile, as educators complained that they had limited time to deliver lesson, while schools in the higher quintile supplicated alternate school days with online learning as discussed in point 4.4.2 below.

4.4.2 Online/virtual classrooms

All teachers from the higher quintile and some from quintile three highlighted that they used online or virtual platforms to deliver lessons during the covid-19 pandemic. For example, a teacher in a quintile 5 school noted that the school used google classrooms which is an online platform to deliver lessons to learners. The teacher said:

“So, for Google classrooms, we usually have one teacher that's in charge of posting work, explaining resources. So, one teacher will post online, one teacher will gather resources, and one teacher will be in charge of making sure the kids have access. So, kids would actually go to the teacher get a password, get an email platform, etc. So that's how we dealt with Google Classroom. In classroom, it's been a bit easier because instead of having our usual 40 to 45 learners, we've had 20 because of social distancing” (P4).

Another teacher from the same quintile added that:

“Whatever we teach in class, we also put it up on Google classroom so that learners can be able to go through the work that we've done in class, even when they are home” (P5).

In addition, another teacher from a quintile three school highlighted the use of WhatsApp as an online learning platform. The teacher explained that given the disadvantaged and poor socio-economic background of most learners who could not afford a laptop, learners were grouped together to share a phone to access worksheets and assignments. The teacher explained that:

“Because not all learners have laptops of course because of our situations. So, what we did was that we would form groups, so after school, the learners would form groups according to who has a cell phone, so at least, within that group, 2 learners can have a cell phone and then we'd be able to buy them airtime, so that they could access the lessons through the WhatsApp groups. Through the WhatsApp groups then I'd be able to post extra worksheets, extra homework that everybody has access to. So, for instance, maybe in zone six, there are probably six learners there, and maybe they'll split themselves into three groups, three groups, and through WhatsApp they will be able to access the worksheets and the different work that I'd give them via WhatsApp. So, I would use that as an online tool as opposed to laptops and computers because even the library that we have near us, they don't have any computers. So, through WhatsApp they were able to, and through the Google forms they were able to complete some worksheets and to do some extra work at home” (P6).

On the other hand, teachers in the lower quintile explained that it was challenging for them to implement virtual/online teaching and learning. This was due to network challenges, poor living conditions of learners and the poor socio-economic status of learner's parents. For instance, a teacher from quintile one explained that:

“There was no online lessons here in our school because, remember, we are staying in ... where the network is a challenge, where the electricity is a challenge, where a lot of people they are staying in the shack, their parents they are not working, they are depending on social grant” (P1).

The quotation above brought out the fault lines in terms of inequality, as most learners in the higher quintiles were able to access online learning whereas learners in the lower quintile could not benefit from the same.

The above quotations provided some examples of how teachers used online platforms to implement inclusive education during covid-19. Virtual learning seemed to be the “new normal” and the way to implement inclusive education under covid-19 pandemic conditions, or in the words of one of the teachers:

“You know what? Whether we like it or not. Virtual Learning is the way to go” (P3). However, online learning still remained a challenge to schools in quintile one.

4.4.3 Change of teaching method (Pedagogy)

Data collected during interviews with teachers in all quintiles revealed that the covid-19 pandemic conditions made it difficult for them to teach as usual because they could not touch learners learning materials as before covid-19. However, schools in the lower quintile were more affected than schools in the higher quintile. This is because schools in the lower quintile still had to meet learners face to face as they did not have the resources to go online immediately. For example, a teacher in quintile one noted how it was challenging for them not being able to touch learners' books to check whether work is being done or not. The teacher noted that:

"It was restricting us from like, handling the learners' books, because it's important for learners to write. You know when they're home, they easily get away with not doing work. Because parents are at work, and they are on their own at home. So that puts a strain on us as teachers if learners are not cooperating because then they will be left behind because there is also a need for us to cover a certain section" (P2).

Therefore, most teachers highlighted that they had to change or adapt their teaching methods in order to be able to deliver lessons effectively under covid-19 pandemic conditions. Teachers were required to be flexible and adapt their teaching methods to the current covid-19 pandemic conditions. For instance, one of the teachers explained that:

"So, I had to implement the different teaching and learning techniques. I had to role play I had to make sure that they have extra lessons. I had to make sure that even when I do call them on a Saturday, I have to make sure that it's a fun and enjoyable working space or learning space for them on the Saturday so that they don't regret coming here as opposed to being home and doing something else. So, I had to be adaptable, I had to change, I had to be flexible because of the different times that we're in currently due to the COVID-19 continuing. So, this is also allowing myself to ask other teachers for support in terms of the resources that they use, and how I could implement that into my classroom. So, for instance, there are other classes that do have smartboards, and I would use that to play videos for the introduction for the learners in order for them to be not excluded during pandemic time" (P6).

Another teacher added that:

“Listening and speaking usually requires a lot of group work and a lot of discussions. I love it more when my kids are actually doing group work and actually discussing on their own and actually learning from each other rather than having myself be the one who is disseminating information to them. So that really changed a lot. In writing and presenting for instance, that is one of the skills that we are required to teach in English when we are doing writing and presenting, usually I will make them for instance, writes an essay, a rough draft essay, and then I would make them swap and actually edit each other's work. So, I couldn't do that anymore, I had to find another method. Because of the COVID 19 pandemic because they would spread, further spread the virus so that we had really moved from having learners actually being able to learn from each other's mistakes, to actually having them learn from their own individual work which can be very hindering to some of those learners who don't even realize that they're even making mistakes.” (P3).

These are examples of how some teachers had to adapt or change their teaching styles and methods in order to effectively deliver services under covid-19 pandemic conditions. However, schools in the higher and some middle quintiles did not have to change or were not required to touch anything as they easily moved online due to the availability of ICT technology even before covid-19 pandemic. Therefore, the change of method mostly affected schools in quintile one.

4.4.4 Accommodating learners with special needs

Implementing inclusive education under covid-19 pandemic conditions meant that all learners have to be treated equally without discrimination, but it was challenging dealing with learners with special needs. There were no teaching aids at school to facilitate teaching and learning for learners with disabilities especially from lower quintile schools. For instance, a teacher from quintile one noted:

“We are supposed to have the teaching aids; aids that can be able to assist learners who are having a hearing problem. We're supposed to have some speakers inside our classroom. We're supposed to have the screen, the bigger screen. We do have the screen inside the classroom, but it is not big enough

for those who are having eye problem or disability. They are having, ahh, challenges of seeing since birth” (P1).

The lack of teaching and learning aids in schools seemed to be a situation that is not particular to the covid-19 pandemic condition as another teacher explained that disabled learners have never been accommodated even before the pandemic. For example, a teacher in quintile one noting the lack of toilets to accommodate disabled learners said that:

“In the learners’ toilets, learners who are having the disability, they’ve never being accommodated. Especially those who are using the wheelchair. We don’t have a disabled toilet in the learners’ toilet. And even in, in the staff, we used to have one. But now it is being used as a storeroom. Even the disabled guy- we do have one, a disabled educator in our school- it is challenging to attempt to go through a normal toilet” (P1).

In addition, learners with special needs were not catered for as most of the learning was done at home or virtually and their needs were not taken into consideration. For example, a teacher in a quintile one school explained that:

“Those who are disabled or those who need special needs, they can’t find help because most of the things are done at home. We do not have enough time to do some of the things in the classroom” (P2).

Another teacher from a quintile one school added that it was challenging accommodating learners who used wheelchairs due to limited space. The teacher explained:

“The department supposed to do something about that. Inside our classroom, we don’t have enough space where we can be able to accommodate learners who are using the wheelchair. Even though the building can accommodate them, but instead the classroom, the space, our classes are overcrowded” (P1)

Therefore, some teachers opined that not accommodating disabled learners at school meant that the educational system is not doing justice to the learners. For instance,

“They are not treated well. We do have disabled learners in our school premises who are using crutches. We are not doing justice to them” (P1).

The above quotations show how the educational system struggled to accommodate disabled learners prior and during the covid-19 pandemic especially from schools in the lower quintiles which had a negative effect on inclusive education. However, field data could not establish whether schools in the higher quintile were able to accommodate disabled learners as the teachers from these quintiles noted that they did not have disabled learners in their schools.

4.4.5 Streamlining the curriculum

During the interview process, some teachers revealed that they had to streamline or tailor the curriculum to suit the covid-19 conditions. A teacher from quintile 5 highlighted that the Department of Education enabled them to cover the curriculum by reducing the numbers of prescribed books that was supposed to be used under normal conditions. For example, the teacher noted that:

“Yes, we were able to cover the curriculum because we did not do all the books. The Department of Education made it possible for us, because like in literature, we didn't do the normal number of books that are prescribed. We dealt with one and we had to choose one. We couldn't cover all because of the number of days that we are going to meet with the learners. So, we only dealt with one book and the poems also like, for instance 10 prescribed poems, out of 10 prescribed poems we had to do 6 because we're limited by the number of days that we're going to be in contact with the learners” (P5).

Another teacher from quintile 5 explained how a novel was removed from the prescribed books but felt that it was unfair to the learners as it might affect them in future. The teacher explained that:

“I personally think based on the curriculum being tailored, that kids are unfairly taught. So, for instance, in grade 10 and 11, they've taken off the novels and in grade 12, they are expected to do a novel and a play, which means that they have an unfair advantage in grade 12 because they are expected to comply with what's required. So, in a way by tailoring the curriculum, yes, we are taking off the stress of the teachers in completing curriculum on time, but we... it's an

unjust to the students because the students are not completing the necessary coverage of the curriculum. That is my main concern” (P4)

On the other hand, during the interview process, some teachers from the middle and lower quintiles noted that it was difficult for them to cover the curriculum during the covid-19 pandemic. Teachers highlighted that they were unable to meet up with prescribed deadlines due to the fact that learners were not coming to school daily. One of the teachers from quintile three noted that:

“So, the first week we did try to follow through the curriculum, but in terms of covering the timeframe, or other than deadlines to cover one particular topic, it really proved to be a challenge since our learners we're not coming every day. So no, I wasn't able to cover the curriculum, but I was able to teach them all the skills that they were required to learn in order for us to be able to assess them, so I don't know if I would really call it fantastic, because we were teaching for the test” (P3).

Another teacher noted that this inability to cover the curriculum meant that teachers only taught learners to pass the exam and not prepare them for the future. For example, a teacher from quintile three explained that:

“Because most of this year, honestly, I've been teaching for the test and not necessarily teaching these learners with the relevant skills that they will need to know for English for the next coming years” (P3).

However, some teachers from the middle quintile highlighted that they were able to cover the curriculum because the school provided support and extra classes to learners after school and over the weekends. For example, a teacher from quintile three noted that:

“Yes, we covered everything, because we provided support and extra services for the learners through extra classes after school. So even though the learners were separated, if maybe learners needed extra support, we provide those services after classes. Also, During the weekends, on Saturdays, learners will

come in and will be able to bridge the gap in terms of time. So that is how we were able to cover the whole curriculum in time” (P6).

Therefore, the above quotations are examples of the experiences of the participants from the different quintiles in relation to how they were able or unable to cover the curriculum by streamlining the curriculum. Although some of the teachers noted that they were able to cover content, it is also important to note that the curriculum was streamlined or cut to enable them to do so.

4.5. Challenges in implementing inclusive education under Covid-19 pandemic conditions

Teachers revealed during the interview process that, they encountered many challenges in implementing inclusive education under the Covid-19 pandemic conditions. Some of these challenges were experienced prior to the Covid-19 pandemic but were exacerbated during the pandemic. These challenges included connectivity issues, learner’s non-compliance with Covid-19 protocol, increased workload, the lack of adequate training, poor attendance/absenteeism, dealing with pregnant learners, parental involvement and lack of resources.

4.5.1 Connectivity issues

Interview data revealed that connectivity was a serious challenge encountered by learners and teachers from the middle and lower quintiles during the Covid-19 pandemic. At the beginning of the pandemic, some learners could not gain access to online classes because they did not have a cell phone or internet data. For example, a teacher from quintile one noted that:

“At first, it was very difficult because we were under COVID-19. They do have access to a cell phones, for instance, they don’t have data” (P3)

Another teacher from quintile one added that:

“The first challenge is that not all of them have cell phones, so it is kinda difficult to have enough time or to help them all during the six days when they’re away. And some of them do not have money to buy data, so it’s kinda difficult for them to use online learning” (P1)

On the other hand, besides the data challenges, some teachers highlighted that they had a network coverage challenge in their area, which affected online learning. For instance, a teacher in quintile one said:

“There was no online lessons here in our school because, remember, we are staying in where the network is a challenge, where the electricity is a challenge, where a lot of people they are staying in the shack, their parents they are not working, they are depending on social grant” (P1).

Another teacher from quintile one added that:

“Some learners were having the challenges of the network, then it was very much challenging. That is why, now we end up having learners who still do not know how to write or to read” (P1)

Connectivity has remained a major challenge in implementing inclusive education during the covid-19 pandemic especially for schools in the middle and lower quintiles.

4.5.2 Non-compliance with Covid-19 Protocol

This theme explores both learners and teachers experience of non-compliance with Covid-19 protocol. It will start by exploring learners' non-compliance, then it will go on to present some challenges that teachers faced in adhering to the Covid-19 protocol.

Non-compliance by learners. During the interviews, teachers from the middle and lower quintiles highlighted that they experienced a lot of difficulties with learners not adhering to Covid-19 protocols. For example, a teacher from a lower quintile highlighted how some learners did not like to wear their masks. A teacher said:

“There is now the issue of Covid-19. Then now they just come to school without wearing a mask. When you ask the learner, they say they don't have a mask. Then, I think the department they are trying. The department try by all means to supply. Learners, they've been given the mask that we give them. They are not wearing it. They decided that they have to wear the mask inside the school premises, not outside. They will just tell you that it is lost. How can it lost when you are supposed to put it on your mouth? That means the- these children, they see that, the Covid, they are supposed to be afraid of Covid-19. Inside the school premises, not at all” (P1).

Another teacher added that learners gave different excuses for not wanting to wear a mask and some wasted the hand sanitizer. For instance:

“It's kind of difficult, or it's challenging to maintain all the COVID-19 protocols because some of the learners don't wanna wear mask. They say they are feeling hot, and some of the learners do not sanitize in some of the classes. They'll just waste the sanitizer; they just use it not wisely” (P2)

Notwithstanding, some teachers acknowledged that at the start of the pandemic, the school was effective in following the Covid-19 protocol put in place because they had assistant teachers who were contracted to assist. However, as the contracts ended, teachers did not have the time to continue implementing the protocols effectively. The teacher explained:

“So, we actually have student teachers at the gates, and their job is to actually sanitise the learners and make sure that they keep their masks on during class time. However, as time went on, their contracts ended, the student teachers' contracts ended, and it became my job to make sure that I sanitised the learners. Unfortunately, there was no extra time given for us teachers to actually sanitise the learners so I would have to up use time from my own lesson to actually sanitise the learners. Every now and then... it has become a norm, every now and then you need to tell one or two learners to put their masks back on” (P3).

Notwithstanding, some teachers pointed out that maintaining social distancing while in class was not a problem because of the seating arrangements. For instance, a teacher explained that:

“In terms of them maintaining social distancing we didn't have much problems. Because even the way their seating arrangement was actually made in accordance to the COVID-19 regulation. So, each seat was 1.5 meters apart, they are now 1 meter apart as per the new COVID-19 regulations” (P3)

Non-compliance by teachers. Interview data revealed how some teachers also struggled to adhere to the Covid-19 protocol during lessons. Teachers from all the quintiles highlighted the difficulty they had with communication in class while wearing

a facemask. One of the teachers from a middle quintile explained that wearing a facemask made it difficult for learners to hear her when reading. For example:

“I think the challenges that we encountered was that when you're wearing a mask, you're not so audible as before, so you have to repeat a lot of times, which is also consuming time. Because if I have to continuously repeat it constantly because learners can't hear me because of the mask. Another issue was that the learners feel hurt. We have to read literature to them, poetry, those are things that need you to be loud and audible” (P6).

However, in dealing with the above challenge, another teacher suggested that microphones should be used in the classroom by the teacher. This will enhance the voice of teachers with small voices. For instance, participant 1 explained:

“Then the most important thing that they are supposed to do to strengthen this, is to implement the speaker inside the classroom. Remember, our voice to all the educators are not the same. Then we are s- educators they're supposed to be given a mic, which they could use inside the classroom. Inside the classroom, we are supposed to have all those speakers” (P1).

Therefore, wearing of facemask was not only challenging for learners, but also challenging for teachers in all the quintiles as they struggled to teach while wearing a mask.

4.5.3 Increased workload

Teachers from all the quintiles explained that they experienced increased workload when implementing inclusive education during the Covid-19 pandemic. This was due to the fact that more classes were created to address issues of social distancing at some of the schools. For example, a teacher from quintile five said that:

“It's been difficult for us as teachers because like for instance I had about three classes. So, I ended up having six because each class was divided into two. So, the same lesson had to be taught six times and imagine if learners are not coping because of this pandemic. Then you repeat it even more than six times. So, you have to go over the work. So, it has added our workload” (P5)

Another teacher from quintile one added that:

“The number of learners have been reduced because we used to teach a class which was having 70 learners. Then after the number has been reduced, then that means there is a plenty of work on the side of the educator because you now have to teach two different groups” (P1).

Furthermore, a teacher from quintile five added that their timetable was longer in terms of the number of hours they were expected to stay at school, which meant that they had to stay longer at school on certain days in order to cover the workload. This situation meant that they had to put in more hours and take on some extra load. For instance, one of the teachers said:

“Our timetables were longer which is more work, like for instance would have... we have a one-hour period. So, on Wednesday, it's even more time is one hour 15 minutes. So, on those days when periods are a bit longer, we would go over the work and make sure that learners are coping, and they are doing work in class under my watch. So that's how we managed” (P5)

In addition, during the pandemic, learners with comorbidities could not attend classes as required, and in order to bring them up to speed with other learners, teachers had to put in extra hours of work. For instance, one of the teachers from quintile five explained that:

“Often, especially during COVID, we've had children that have had comorbidities, so they haven't been at school. So, they found themselves either coming halfway through the year or not finishing a year. So, it's been up to us to catch them up on work, pay special attention to them by having after school activities, exercises, etc, so that they are on the same level as the entire class. So COVID has sort of impacted the weaker learners, because they are not coming every day, they are coming every second day” (P4).

The challenge of increased workload was reported by teachers from all the quintiles, but mostly by teachers from schools in the higher quintiles because they had the resources to split classes, which meant more work for the teachers.

4.5.4 Lack of adequate training

Lack of adequate training was a challenge that plagued educators prior to, and during the pandemic. Teachers from all the quintiles reported this challenge. Some teachers from quintile three highlighted that they were not prepared on how to implement inclusive education under crisis conditions such as covid-19. One of the teachers explained that:

“So educators have not been trained during this COVID-19 process, both for how to approach online learning and how to adapt to COVID-19 in a classroom to promote inclusive education. So then, I'd say we need more of a top-down approach” (P6).

Another teacher added that there were no policy guidelines in their training prior to the Covid-19 pandemic to help them implement inclusive education in times of crisis. The teacher noted that:

“Okay, so, the other way to get it perhaps is when we think of policy and how policy influences inclusive education. So for instance, throughout my experience, we haven't been trained” (P4).

Therefore, some teachers felt that it is important to include teachers training in crisis in a policy document for the coming year as noted by a teacher:

“The government needs to implement a strategic plan for next year on how they can use policy to implement inclusive education by this, heads of schools can perhaps be trained to train teachers on how to deal with the unexpected occurrences based on COVID-19” (P2).

The above quotations are examples of how some teachers highlighted their need for more training in order to be able to deal with crisis situations like the covid-19 pandemic. However, this need was greater from teachers in the lower quintile than those from the higher quintile.

4.5.5 Lack of resources

During the interview process, most teachers mentioned the lack of resources as a main challenge in implementing inclusive education under the covid-19 pandemic conditions. Although resources have always been a challenge even before the covid-19 pandemic, the situation was exacerbated during the covid-19 pandemic. In addition,

this lack of resources was worse off for schools in the middle and lower quintiles than schools in the higher quintile. For example, a teacher in a middle quintile highlighted their lack of online learning materials such as computers and internet connectivity. For instance:

“I think that was the most important, that was very challenging was the lack of resources. It's very hard because when the COVID-19 began, remember that the public schools were closed and only those in private schools would go to school because they had computers, they have had online learning were as we didn't have any resources. So, I think for me definitely access to the resources and tools, allowing the government to give us at least some computers, some Wi Fi for the learners” (P6).

Another teacher in quintile one added that they lacked resources in terms of infrastructure, extra classrooms and extra professional teachers to enable them conduct teaching successfully. For example:

“We don't have enough furniture; we don't have enough infrastructure as a whole; it's a challenge. We were in need of an extra building, extra classrooms, so that we can be able to accommodate all learners. We are in need of extra professional teachers, not assistant teachers, in order for us to be able to cover everything that we are supposed to cover, and being able to accommodate learners of inclusive, learners who are having barriers of everything” (P1).

In addition, the lack of resources led to the overcrowding of classrooms, making it challenging for some teachers to comply with covid-19 regulations. For example, participant one explained that:

“I remember learners during this Covid they were supposed to be only 16 inside the classroom, and our school we were having ahhh overcrowding learners even before the issue of Covid, then learners they were forced to attend the class in the number forty in the classroom” (P1).

Therefore, lack of resources has always posed a challenge to the effective implementation of inclusive education before and during the covid-19 pandemic, especially for schools in the lower quintile.

4.5.6 Parental Involvement

Here, the involvement of parents in the implementation of inclusive education is discussed. Some of the parents were supportive towards the education of their children while most were not. The issue of parental involvement was raised by teachers from all the quintiles. I will start by exploring the responses of the parents who were supportive before exploring those of the parents who were unsupportive.

Supportive parenting. During the interview process, teachers revealed that during the covid-19 pandemic, some parents became more involved in the education of their children.

“Yes, there was some parental involvement because what we did was that we sent out some use letters to the learners... I mean to the learners’ parents to ensure that, or to allow them... to allow their students to come through for extra lessons, to make them understand that when a learner comes back home, at three o’clock or five o’clock it’s not because they’re roaming around the streets, but it’s because of the extra lessons. So, by the parents, allowing the students to come through and because of the changes we had to also explain that it is no longer the same. So, through that understanding, and sending of those letters, there was some parental involvement” (P6).

Another teacher added that some parents were so supportive to the extent that they would go to the class teacher to enquire how they could continue assisting the learner at home. For instance, a teacher noted that:

“Some were supportive because they usually come to our office. So, some parents will come and say, my child’s performance is not good in English. What can we do to help this child?” (P2).

Another teacher added that:

“Then you find that other learners have parents who are supportive who wants to know how they can support their children at home” (P5).

Unsupportive Parenting. While some of the parents were supportive, some parents were simply not involved in the learning of their children. For example, a teacher noted that:

“There are some parents who are not willing to be involved in the learning of their children’s schoolwork. So, it’s kind of difficult. There is a lack of parent involvement” (P2)

Another teacher added that some parents do not show up at school when called in to address a concern affecting their child. For instance:

“What also proves to be very difficult for me is the parents. I don’t know why in this school in particular; I have a problem with parents when I call parents. Usually, they don’t come in. So, we’re usually surprised if a parent actually comes in when they are called for a meeting for us to actually intervene and try to get to the root of the problem of whatever it is that the child is experiencing” (P3)

Another teacher noted that:

“Parents are not responsible enough. I think they are busy with their own work that they neglect the learners” (P5).

Some teachers also felt that parents provided the wrong cell number at school, although the reason for doing so is unclear. A teacher had this to say:

“Most of the time, I do call the parents. I do phone them. The cell phone number that they supply in the school system are wrong” (P1).

In addition, some parents were so uninvolved that they would not allow their children to use their (parents) smart phones or internet data to access assignments instructions online. Some parents could not afford to give their children money to buy data. One of the teachers explained that:

“So, some parents couldn’t allow or give their children some airtime or to buy some data to access his online facilities. As a teacher you have to sacrifice. I had to buy a router, I had to make sure that I hotspot them” (P6).

On the other hand, interview data revealed that some of the parents who were uninvolved, especially from the middle and lower quintiles, were uneducated and were

therefore unable to assist their children with assignments when necessary. For instance, a teacher highlighted that:

“Those who doesn’t have the parents who know anything about the homework or are educated, they come back without being assisted. We would be giving them plenty of work” (P3).

Therefore, in all the quintiles, uninvolved parenting ranged from parents who were just not interested in their children’s schoolwork, to those who refused to report to school when requested by the teachers to do so. In the lower and middle quintiles specifically, there were those parents who refused to provide data to enable their children do online assignments, and finally, uneducated parents who did not have the knowledge to assist their children at home.

4.5.7 Poor attendance/absenteeism

Interview data with teachers revealed that school attendance dropped, and absenteeism increased during the covid-19 pandemic. This situation was mainly reported by teachers from higher and middle quintiles. For instance, a teacher from a middle quintile noted that:

“Attendance for a lot of the students or was a big problem. And so, you would find that because they’re alternating, one group would have to come to school for three days and then you’ll find some of the learners being absent for two out of the three days that they’re supposed to be in school. By the time they come back. They have a lot of catching up to do so it was very difficult for me having to run around after learners” (P3).

Another teacher from a higher quintile added that:

“We picked up that some of the learners even during these few days that they were not coming to school, they would absent so we were having a very difficult time because then it puts so much burden on a teacher’s shoulders when you have to run around and get these learners who are not coming to class” (P5).

However, the absenteeism for some learners was due to sickness as some of the learners contracted the covid-19 virus. A teacher from quintile five noted:

“I actually had three learners. Of the three learners. One of them had COVID twice. And it was actually a grade 12 learner. So, she was out of school for quite a large amount of the year. So, it means that a lot of her assessments I had to do via video, or actually phone calls to get her up to speed especially before final exams” (P4).

Furthermore, some learners could not come to school during the covid-19 pandemic due to the fact that they suffer from certain comorbidities. For instance:

“Often, especially during COVID, we’ve had children that have had comorbidities, so they haven’t been at school. So, they found themselves either coming halfway through the year or not finishing a year” (P4).

To add to the above, some learners were not just absent from classes, but they even dropped out of school completely. Some teachers felt that the dropouts were caused by the educational system’s lack of inclusivity or accommodation during the covid-19 pandemic period. One of the teachers from quintile three explained that:

“Two learners dropped out of grade 10 A and about seven learners have dropped out in grade 10 B. So that was a huge challenge and I feel like they dropped out because we were not able to be inclusive in terms of accommodating all of them. I think maybe somehow, they felt neglected by the system” (P3).

The above quotations pointed out that some learners had a challenge attending school as required during the covid-19 pandemic either due to sickness as a result of contacting the virus or learners with comorbidity. Unfortunately, some learners especially in the lower quintiles did not just stay absent school but dropped out completely during the pandemic.

4.5.8 Dealing with pregnant learners

During the covid-19 pandemic, some teachers said that they experienced an increased rate of teenage pregnancy in their schools. This phenomenon was mainly reported by

teachers from the middle and lower quintile. For instance, one of the teachers from quintile three said:

“Almost definitely probably 20% of the learners in the school are pregnant. I think the support that they could have given them was allowing them to come to school, to write their exams, so the pregnant learners were coming, were not excluded, no questions were asked, but counselling was provided so that if any wants to talk to any teacher and are most welcome to” (P6).

The pregnancy made it challenging for the pregnant girls to comply with the covid-19 protocol of wearing a face mask. For example, a teacher from quintile three highlighted that:

“We do have a couple of pregnant learners actually to have one pregnant learner in my grade 10 B class. With pregnant learners is a bit different because for instance, if my pregnant learner is not wearing a mask and I tell her mask back on, and if she tells me she's feeling flustered, I have to actually respect that, or I have to ask her to just go outside and get some fresh air and during that time when she's getting her fresh, maybe I would ask a student teacher to actually just supervise her for me. So, during that time, obviously she's missing out on maybe some important content in the class right, and maybe the other students would also feel like I'm giving special treatment for her allowing her to not wear a mask in class. So, it becomes very tricky when it comes to the pregnant ladies, because we really need to treat them with extra care” (P3)

In addition, teachers also cited other challenges they experienced with pregnant learners while implementing inclusive education under the covid-19 pandemic conditions. For example, some teachers explained that it was particularly challenging for pregnant learners to concentrate in class. A teacher from quintile one said:

“What I can say about the pregnancy, is that some of the learners or some of the individuals, when they fall pregnant, at the first trimester it's difficult to cope. You can't focus. There is a lack of focus, there is a lack of concentration. So, I

tried to put those learners at the front, so that they can manage to be the part of the classroom and they won't fall asleep" (P2)

Other teachers explained that some pregnant learners were always feeling tired, sick or sleeping in class, which affected other learners as they also felt sleepy. This situation sometimes negatively affected the learning environment in the classroom and made it difficult for learners to learn. For example, one of the teachers from quintile three noted that:

"The challenge comes when the pregnant learner does come into class and they're feeling tired, they're sleepy, their back hurts. So, they are quite irritable, which also creates an environment that's quite gloomy in the classroom. Because she's tired, either she's falling asleep, or she wants a chair that's more comfortable. Through that shift and we then allow them to at least bring a small pillow just to support their back and we also allow them to know if you are feeling as if you want to have a food during the time slots before break habits just so that the energy levels high, because if we have a learner that's tired and that's sleeping, it then creates an environment that also will allow or make the other learners to also make them want to feel sleepy and gloomy. So through just giving them that support whatever that you need in terms of a pillow that's going to help you and support your back that little snack that's going to keep your energy levels high" (P6).

Handling pregnant learners was a challenge in implementing inclusive education during the covid-19 pandemic and was reported mainly by teachers from the middle and lower quintiles.

4.6 Differences in teachers' experiences

This theme answers the third research question which explores the differences in teachers' experiences of implementation of inclusive education in the three different quintiles under study, which were quintile 1 (lowest), quintile 3 (middle) and quintile 5 (upper). There were significant differences in the experiences of grade 10 English language teachers in implementing inclusive education during the covid-19 pandemic conditions and a few similarities.

Similarities. A similarity shared between the schools was that all the schools in this study reported that they implemented alternating school days in order to be able to effectively deliver classes during the pandemic conditions as reflected in point 4.4.1.

Differences. There were some differences in relation to how teachers implemented and experienced inclusive education under the covid-19 pandemic conditions in the different quintiles. Some of the differences as discussed in the text above are:

Learning environment. During the covid-19 pandemic, the learning environment of the schools played a huge role in how the schools implemented inclusive education. For example, quintile 5 teachers implemented inclusive education better under the covid-19 pandemic conditions as they had only 20 learners per class, and it was much easier for them to comply with covid-19 protocols than schools in the lower quintile. Furthermore, the learning environment negatively affected teachers from the lower quintile as they battled with limited resources in terms of classroom space. The differences in the learning environment influenced how inclusive education is implemented in the different quintiles. From the experiences of teachers noted above in point 4.5.5, one could conclude that schools in the higher quintiles were better equipped to implement inclusive education in terms of learning environment than schools in the lower quintile

Inequality: Data collected during interview revealed that teachers felt that there was inequality between schools in the higher quintiles and those in the lower quintiles. For example, a teacher in quintile 5 felt that inclusive education under covid-19 pandemic conditions has brought out the fault lines in terms of inequality, as most learners in the higher quintiles were able to access online learning whereas learners in the lower quintile could not benefit from the same as discussed in point 4.4.2. In addition, some learners from the middle quintile did not have access to a laptop or cell phone or even a library near-by.

In addition, this inequality was evident as a teacher in quintile one highlighted that it was difficult for the school to implement online lessons due to network challenges, poor living conditions of learners and the poor socio-economic status of learner's parents as reflected in point 4.4.2. Therefore, the experiences of the teachers above highlight the inequality that exist between the different quintiles in terms of learners' access to resources, socio-economic background and living conditions.

Resources: The availability of resources has always been a challenge, but the case of limited resources was worse off for schools in the middle and lower quintile as schools in the upper quintile are wealthier. Schools in the lower quintile lacked basic resource infrastructure, extra classrooms and extra professional teachers to enable them conduct teaching successfully (see point 4.5.5).

4.7. Proposed solutions

Participants suggested a number of solutions to the above-mentioned challenges during the interview process. Some of these solutions included: involved parenting, government support in ICT, and others.

4.7.1 Involved parenting

Some teachers noted that inclusive education can be strengthened by making sure that all stakeholders including parents are involved. This involvement ranged from being involved in school meetings to helping learners at home as one of the teachers explained:

“How can we involve the parents? We can do that by calling the parental meeting, giving the parents, ahh, clarity about the importance of their involvement on their learner’s education, so that they can be able to participate. They can be able to help their learners at home during those six days” (P3).

In addition, another teacher added that parents need to know what is going on in their child’s education, monitor their learning at home, and sometimes come to school to ensure that the learner is participating. For instance, a teacher said:

“But also involving the parental parts. They need to know what the learners are doing. They need to also monitor the work that’s in their books and come to school to verify if learners are participating and they’re doing the hour. You can’t just sit at home as a parent and listen to your child is telling you that they didn’t give us work at school. You mustn’t just be satisfied with it. You need to come to school and verify the information that you receive from a child. So that is very important” (P5).

The above quotations are some suggested solutions on how parents could get involved in their children's education and promote inclusive education especially during the covid-19 pandemic.

4.7.2 Government support in ICT

Access to ICT seemed to be a major challenge in implementing inclusive education during the covid-19 pandemic. Therefore, teachers suggested that the government should step in and assist learners by providing gadgets and stationery. For example, one of the teachers said:

"What I can say is that it can be better if the government can issue out the gadgets for learners, along with the stationery, at the beginning of the year. Because there are those learners who do not have cell phones, so it's not easy to make lessons over the phone, or online lessons. So, if the gadgets are provided along with the stationery, it would be much better. But not only the gadget; also, the data monthly" (P2).

Another teacher added that it is important for government to provide tablets to every learner, so connectivity is easy whether at home or at school. The teacher said:

"Actually, all the learners in the country should get tablets from the government so that we may be able to conduct virtual lessons wherever the child is at school or whether they are at home. Maybe they are sick, having COVID-19, they would not be missing out on anything. And it would really help us to be able to cover the curriculum, give learners quality education and not teach for the exam or the test to actually give these learners quality education" (P3).

Another teacher added that:

"The government should really, really invest in ICT. Smart boards for instance, it's called textbooks, it's got lessons, it's got everything that you need. Tablets, learners should have tablets so that they can be able to so they can be able to be taught at home. And the nice thing about tablets is that I as a teacher can even mark their activities virtually and give them feedback virtually" (P3)

The need for ICT for learning during the covid-19 pandemic cannot be overstated. Hence, the above are some examples of how teachers think that the government could

help in addressing the problem especially for learners coming from disadvantaged backgrounds.

4.7.3 Other solutions

Participants suggested a number of other solutions such as training teachers, more resources, blended learning and a return to normal classes.

Teacher's training. Concerning teachers training, participants suggested that teachers should be trained to be flexible and able to adapt to teaching during the covid-19 pandemic conditions as noted by one of the teachers:

“To also ensure that educators are properly trained, flexible enough because and adaptable because this is something us educators also need to be trained, how do we deal with certain situations. So, I feel like training is very important” (P6).

More resources. Another teacher cited the need for more resources to be given to teachers to facilitate the implementation of inclusive education. The teacher said:

“With more resources that are given to teachers, I think it could be strengthened. If there's more resources like for instance data projector, although we do have resources in our school, like for instance, we make copies for them” (P5)

The need for more resources cannot be overstated. More resources have always been needed to implement inclusive education prior to the covid-19 pandemic, but the need became greater during the covid-19 pandemic.

Blended learning. A teacher suggested that blending learning should be implemented in order to accommodate everyone during the covid-19 pandemic. The teacher explained:

“We can do blended learning for instance, so we can have a part of the curriculum online, part of the curriculum face to face, but it's not realistic. Because there are schools that cannot afford to have an online system” (P4).

The teacher posited that part of the curriculum should be taught face to face and the other virtually. However, the teacher acknowledged that this might not be realistic due to limited resources especially for schools in the lower quintile.

Return to normalcy. A teacher felt that classes should resume normally as before covid-19 pandemic and let the schools deal with it as with other viruses. A teacher in a higher quintile opined that:

“I would prefer that learners come to school, all of them, every day. And we can deal with that COVID matter like we deal with every day through” (P5)

The above quotations are some of the different ways teachers suggested on how the implementing inclusive education under the covid-19 pandemic conditions could be improved. These suggestions came from teachers in both higher and lower quintiles.

4.8 Conclusion

This chapter has presented the findings of the study in terms of the research questions and themes that emerged during data collection. The chapter discussed that most teachers' understanding of inclusive education was disability linked which was mostly in line with the special education paradigm, although a few had a broader understanding. The chapter also reported on teachers' experiences in implementing inclusive education under covid-19 pandemic, which were alternate school days, online/virtual classrooms, change of teaching pedagogy, streamlining the curriculum and accommodating learners with disability. Teachers were also faced with a number of challenges that made it difficult to implement inclusive education under the covid-19 pandemic conditions. Some of the challenges were internet connectivity issues, non-compliance with covid-19 protocol, increased workload, lack of teachers training, poor attendance/absenteeism from learners, dealing with pregnant learners and parental involvement. The lack of resources was another challenge reported, but this has always been a problem even before the covid-19 pandemic. The next chapter will present the analysis of the study in light with the research questions and literature.

Chapter Five: Analysis and discussion of the findings

5.1 Introduction

This chapter presents the analysis and discussion of the findings in line with literature and the theoretical framework. In this study I was interested in looking at (i) what was grade 10 teachers' understanding of implementing inclusive education was under Covid-19 pandemic conditions? (ii) I wanted to know how the pandemic conditions affected their implementation of inclusive education (iii) I wanted to know whether there were differences or similarities between schools in the different quintiles. The findings presented in this study support prior research done in the area of inclusive education and contribute to a greater understanding of the experiences of teachers in implementing inclusive education under covid-19 pandemic conditions.

5.2 Understanding of inclusive education

In my first research question, I wanted to explore teachers' understandings of inclusive education. When it came to teachers' viewpoints on inclusive education, the overwhelming findings revealed that the vast majority of teachers held a special education perspective on how to practice inclusive education. The teachers remained committed to seeing special education as a form of inclusive education that included people with physical or mental disabilities. Despite this, all of the teachers expressed ideological support for the social model of education, and a few teachers from across the quintiles indicated that they held a broader social model view of inclusive education. According to Ainscow et al (2019), who examined the implementation of the Salamanca Statement, there has been some kind of ideological shift in teachers' understanding of inclusive education around the world since the pronouncement of the Salamanca Statement, and my findings appeared to be corroborated by their findings. Furthermore, Oliver and Barnes (2010) pointed out that, despite the ideological support for broader social model views of inclusive education, the predominant view of inclusive education is that it is about people with disabilities. Engelbrecht et al (2016) also pointed out that in the South African context, that one of the major challenges faced in inclusive education is that people still think of inclusion in education only in terms of special education.

5.3 Challenges in implementing inclusive education under Covid-19 conditions

My second question was “what were the challenges experienced by teachers under covid-19 pandemic conditions?” My findings clearly corroborate and supports all the things that have been indicated in literature under point 2.3 of the literature review section of this research report where they have pointed out that issues of inequality are increasing, the lack of connectivity and devices are influencing what people can or cannot do and that not every learner can go online. Furthermore, wealthier and more privileged schools are the ones that are able to continue with learning uninterrupted and move it online. My data has also confirmed this, and what I have discovered is that schools in quintile one, in particular, and some schools in quintile three were unable to provide basic teaching and learning because the covid-19 pandemic conditions negatively had a significant impact on them. As a result, they were unable to maintain any covid-19 protocols; they did not have access to online resources and were thereby unable to participate in online education. It was discovered that some of them were not only unfamiliar with the internet but also lacked the necessary training and qualifications. That is completely supported by my data and some literature. For example, Sayed, Cooper and John (2021) pointed this out, and supported by Mudaly & Mudaly, (2021) as well as my own findings.

What is also clear from my data is that the teachers in quintile five schools were able to continue their work without difficulty on the online platform. Their difficulties, on the other hand, were of a different nature, and their resources and affluence undoubtedly enabled them to accomplish what they did. Therefore, in quintile five schools, the resource implications were clearly insignificant, and resources were non-existent. Those teachers, in fact, had some kind of training because they had been working with digital technology prior to the pandemic and were therefore familiar with how to conduct online classes. This supports the claim made by the emancipation/transformation framework that, in order for inclusive education to truly occur in all schools in society, there must be a transformation of educational inequality, which means that issues related to rich and poor schools must be addressed (Greenhalgh et al., 2012).

5.4 Differences in teachers' experiences

The third question I wanted to answer in this study was to explore whether any similarities or differences exist in teachers' experiences in implementing inclusive education under pandemic conditions in the different quintiles. The findings clearly collaborate and supports all the things that have been indicated in literature in terms of teachers experiences generally in implementing inclusive education under covid-19 pandemic conditions, which were implementing alternate school days, online/virtual classrooms, change in teaching methods, streamlining the curriculum in order to cover content, and my data clearly supports this. Other scholars in literature also supports and confirms this. For example, Sayed, Singh, et al (2021) check and correct this and Mudaly & Mudaly, (2021) all pointed this out as well.

Notwithstanding, there were a number of differences in experiences between schools in the higher quintiles and schools in the lower quintiles such as schools in the lower quintiles lack of resources, poor internet connectivity, non-compliance with covid-19 protocol and lack of teachers training. Whereas teachers in the higher quintiles did not experience these. Even where they did, it was to a lesser extent. This supports the claims made by critical theory that to overcome the discrimination which people face in the educational system, power structures, domination, social injustice and inequities must be addressed within the educational system to ensure that all students have equal access to educational opportunities (Allan, 2010). In addition, my data clearly supports other literature in inclusive education that the location of schools clearly impacts the implementation of inclusive education (Kraft et al., 2020). My data also showed that there are a variety of external factors in education, including the type of school and its location, as well as other external challenges, that can act as a source of barriers to learners' learning effectiveness (Lomofsky & Lazarus, 2001).

5.6 Conclusion

The findings of this study were analysed in this chapter in light of the research questions and literature. This chapter reported that, although most teachers were ideologically in favour of inclusive education, most of the teachers kept seeing special education to mean inclusive education. A few however, had a broader understanding of the social model approach to inclusive education. The chapter confirms and supports what literature says about teachers' experiences in implementing inclusive education such as alternate school days, online/virtual classes and change of teaching

method. The analysis also confirms scholars' views regarding the challenges teachers faced when delivering lessons under pandemic conditions such as connectivity issues, non-compliance with covid-19 protocol, lack of teachers training, just to mention a few. The report's findings and recommendations are presented in the following chapter.

Chapter Six: Conclusion and Recommendations

6.1 Introduction

This study investigated the Grade 10 English language teachers' experiences of implementing inclusive education in three schools in Johannesburg under Covid-19 pandemic conditions. The objectives of this journey were firstly, to explore teachers' understanding of implementing inclusive education under the Covid-19 pandemic conditions. Secondly, to explore the experiences of teachers in implementing inclusive education under Covid-19 pandemic. Thirdly, to contribute to the broader literature and knowledge of grade 10 teachers' experiences of implementation of inclusive education in different quintile under the COVID-19 pandemic. This chapter starts by providing a brief overview of the study in order to give a comprehensive picture of the research. It then presents the summaries of the findings of this study in relation to the research questions. Finally, the chapter will provide relevant recommendations from study participants and from the researcher's own experiences of conducting this research.

6.2 Overview of the study

Chapter one provided the background to the study and clearly outlined the research problem that gave rise to the study and questions which I then attempted to answer throughout this study. In addition, the rationale of the study was clearly stated.

Chapter two, addressed academic literature to the implementation of inclusive education, explored the challenges of implementing inclusive education under covid-19 pandemic conditions as well as looked at the different policies both locally and internationally that informed the implementation of inclusive education. Moreover, the theoretical framework guiding the implementation of inclusive education was explored. The chapter reviews the two paradigms that shape inclusive education, which were special education paradigm and the social model paradigm. The chapter zoomed further into the social model paradigm, which also has four different approaches. They are the disability approach, the emancipation/transformation approach, the school reform approach, and the critical theory approach. Upon critically exploring all four approaches, this study then settled on the emancipation/transformation and critical

theory approach. The emancipation/transformation approach was appropriate for this study because it sought to promote both teachers' and learners' human rights, as well as to encourage transformation at all levels. The critical theory was also appropriate because it suggests ways to address discrimination that people face in the educational system, such as racial, cultural practices and policies, gender, language, class, and identity-related challenges (Liasidou, 2012).

Chapter three discussed the research design guiding this study. The phenomenological interpretivist paradigm and the data was collected and analysed using a qualitative research design. In-depth interviews were conducted to gather information about the experiences of Grade 10 English language teachers in implementing inclusive education in the under the covid-19 pandemic. Due to the Covid-19 pandemic conditions and protocols, the interviews were conducted over the phone. Thematic analysis was applied for the data collected from the in-depth interviews, following the six-step procedure recommended by Braun & Clark (2006) which were familiarisation with data, generating initial code, searching for themes, reviewing themes, renaming themes and finally producing this report. In order to ensure the trustworthiness of this study, it employed the credibility, dependability, and conformability criteria. The study followed ethical principles such as informed consent, voluntary participation, confidentiality, and anonymity to protect participants' identities from harm as a result of their participation in this study.

The fourth chapter presented the research findings in accordance with the research questions and themes that emerged from the data. The fifth chapter analysed the findings in relation to the literature and the theoretical frameworks that guided this research. The summaries of these findings are discussed briefly below.

6.3 Summary of the main findings

It is important to make a point of how the covid-19 pandemic severely affected the implementation of inclusive education in South Africa (Arndt et al., 2020; Mahaye, 2020b; Sayed, Cooper, et al., 2021b; Sayed, Singh, et al., 2021). While the covid-19 pandemic contributed to some of the difficulties faced by teachers and schools during this time, it was not the sole factor, and only served in exacerbating the issue. Given what has been written in the analysis chapter, these were the answers to my research questions:

In my first research question, I wanted to explore teachers understanding of inclusive education. I noted that although all teachers were ideologically in favour of inclusive education, most of the teachers understanding of implementing inclusive education was linked to the special education paradigm which is disability focused. However, a few teachers had a broader understanding of the social model approach of inclusive education.

In the 2nd question of my research, I wanted to know how the pandemic had an effect on the implementation of inclusive education. I noted that there was a clear collaboration between my data and literature as both identified issues of increasing inequality between higher and lower quintile schools, lack of connectivity and devices, which affected learners from lower quintile because more wealthier and privileged schools continued with learning uninterrupted and moved online. In addition, the issue of lack of resources remained a major one, especially for schools in the lower quintile.

In my last research question, I wanted to know whether any differences or similarities existed between schools in the different quintiles. There were significant differences between schools in the different quintiles. These differences were especially linked to resources and the location of the schools. Schools in the higher quintile implemented inclusive education better under the covid-19 pandemic conditions than schools in the lower quintiles, because they were wealthier schools and could therefore afford the resources necessary to implement inclusive education under covid-19 pandemic conditions.

6.4 Recommendations/Implications

As a result of the findings and analysis of this research, the teachers proposed some solutions/recommendations, which I agree with. The teachers recommended that:

In order to address the issue of increased workload, limited classrooms and internet connectivity, learning should go back to normalcy (face-to-face) given the availability of the covid-19 vaccine and the continuous adherence to the covid-19 protocol.

Government support in terms of providing ICT technology cannot be overestimated. This study noted that access to ICT was the major challenge in implementing inclusive education during the covid-19 pandemic. Given the difficulties presented by the covid-19 pandemic in terms of the additional cost imposed on parents to purchase smart

phones and data, it is imperative that the government steps in to assist schools by providing ICT technology and internet connectivity. This will bridge the inequality gap and promote inclusivity in education.

Parental involvement is paramount. Parental involvement in a child's education should be incentivised, monitor their learning at home, and engage with the child's teacher to ensure that the child is learning at school.

The need for more resources cannot be overemphasized. Schools in the lower quintile need more resources in terms of infrastructure such as classrooms, teaching and learning aids for disabled learners.

Teachers' training is crucial especially in implementing inclusive education under pandemic conditions. Therefore, teacher's training in curriculum content should be revised to include teaching and learning under pandemic conditions.

In addition to the above solutions/recommendations from the teachers and from what I have learnt from doing this particular study I also make the following recommendations which can be taken forward by other researchers interested in conducting research in the field of inclusive education. These are:

This report's findings are limited in that they cannot be generalised because it only represents the views of six Grade 10 English language teachers in three public schools in Johannesburg. In recognition of this limitation, future comprehensive studies are needed to provide more widely applicable information about teachers' experiences of implementing inclusive education under covid-19 pandemic conditions. Therefore, future research should employ larger samples of teachers and schools in more provinces to enable generalisation and a more in depth understanding of teachers' experiences.

Furthermore, the data for this study was gathered solely through qualitative research methods. Future research should use both qualitative and quantitative research designs to produce richer and more diverse insight into teachers' experiences implementing inclusive education under covid-19 pandemic conditions.

6.5 Concluding Remarks

In conclusion, the central purpose of this study was to explore grade 10 English Language teachers' experiences of implementing inclusive education under covid-19 pandemic conditions. The report found that there were significant differences in teachers' experiences of implementing inclusive education under covid-19 pandemic conditions. This meant that teachers had different experiences in their implementation of inclusive education as a result of the location of the school and availability of resources, although a few similarities were noted. The majority of results of this study were supported by prior research, which demonstrated that the covid-19 pandemic has made it challenging for educators to implement inclusive education. This study additionally confirmed prior research illustrating factors such as lack of resources, teachers' training, and inequality faced by schools in the lower quintile has been existing before the pandemic and only made worse under the covid-19 pandemic conditions.

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Appendices

Appendix A: Ethical Clearance



SCHOOL OF EDUCATION ETHICS COMMITTEE

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

CLEARANCE CERTIFICATE

PROTOCOL NUMBER: 2021ECE088M

PROJECT TITLE

Grade 10 English language teachers' perceptions of challenges of inclusive education in three selected schools in Johannesburg under Covid-19 pandemic conditions

INVESTIGATOR

MARYAM CHINASA ADEWUNMI

SCHOOL/DEPARTMENT OF INVESTIGATOR

DATE CONSIDERED

18 October 2021

DECISION OF THE COMMITTEE

Approved unconditionally

RISK LEVEL

LOW RISK

EXPIRY DATE

Date of submission of the Research Report

ISSUE DATE OF CERTIFICATE

26 October 2021

CHAIRPERSON

Dr. Paul Goldschagg

cc: Prof Nazir Carrim

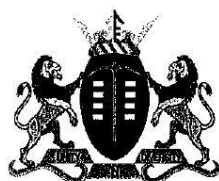
DECLARATION OF INVESTIGATOR

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 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.

Signature _____

Date _____/_____/_____



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	30 August 2021
Validity of Research Approval:	08 February 2021– 30 September 2021 2021/239
Name of Researcher:	Adewunmi MC
Address of Researcher:	4 Sorrento, 16 Loddon Rd, Mulbarton, Johannesburg
Telephone Number:	073 634 3057
Email address:	2057083@students.wits.ac.za
Research Topic:	Grade 10 English language teachers' perceptions of challenges of inclusive education in three selected schools in Johannesburg under COVID-19 Pandemic conditions
Type of qualification	Master of Education (MEd)
Number and type of schools:	3 Secondary Schools
District/s/HO	Johannesburg South, Johannesburg Central, Johannesburg North

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.

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:

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

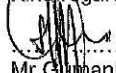
Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

1. Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. **Because of COVID 19 pandemic researchers can ONLY collect data online, telephonically or may make arrangements for Zoom with the school Principal. Requests for such arrangements should be submitted to the GDE Education Research and Knowledge Management directorate. The approval letter will then indicate the type of arrangements that have been made with the school.**
4. **The Researchers are advised to make arrangements with the schools via Fax, email or telephonically with the Principal.**
5. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
6. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
7. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
8. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
9. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
10. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
11. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
12. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
13. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
14. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
15. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
16. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Mr Gumani Mukatuni

Acting CES: Education Research and Knowledge Management

DATE: 30/08/2021

2

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

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Website: www.education.gpg.gov.za

Appendix C: Participant's consent form

Consent form for participants



INFORMED CONSENT FORM

Study title: Grade 10 English language teachers' perceptions of challenges of inclusive education in three selected schools in Johannesburg under COVID-19 Pandemic conditions

Investigator: Maryam Chinasa Adewunmi

Date:

31 July 2021

Please mark the appropriate checkboxes. I hereby:

- ☐ I agree to be involved in the above research study as a participant.
- ☐ I agree to be interviewed.
- ☐ I have read the research information sheet pertaining to this research project (or had it explained to me) and I understand the nature of the research and my role in it.
- ☐ I have had the opportunity to ask questions about my involvement in this study.
- ☐ I understand that i may withdraw my consent and participation in this study at any time with no penalty.

Signature:

Please provide contact details below ONLY if you choose one of the following options:

- ☐ Please allow me to review the report prior to publication. I supply my details below for this purpose:
- ☐ I would like to retain a copy of this signed document as proof of the contractual agreement between myself and the researcher

Name:

Appendix D: Principal's consent form

Consent form for the principal



INFORMED CONSENT FORM

Study title: Grade 10 English language teachers' perceptions of challenges of inclusive education in three selected schools in Johannesburg under COVID-19 Pandemic conditions

Investigator: Maryam Chinasa Adewunmi

Date:

31 July 2021

Please mark the appropriate checkboxes. I hereby:

- ☐ I agree for Maryam Chinasa Adewunmi to conduct her research in my school.
- ☐ Agree that my staff may be involved in the above research project as participants.
- ☐ I have read the research information sheet pertaining to this research project (or had it explained to me) and I understand the nature of the research and my role in it.

I have had the opportunity to ask questions about my involvement in this study.

I understand that my school and staffs' details (and any identifying data) will be kept strictly confidential.

I understand that my staff may withdraw their consent and participation in this study at any time with no penalty.

Signature:

Please provide contact details below ONLY if you choose one of the following options:

- ☐ Please allow me to review the report prior to publication. I supply my details below for this purpose:
- ☐ I would like to retain a copy of this signed document as proof of the contractual agreement between myself and the researcher

Name:

Appendix E: Interview Schedule

Interview Schedules

1. What is your understanding of the implementation of inclusive education under Covid-19 pandemic?
2. How were you implementing inclusive education under Covid-19 pandemic condition?
3. What role did you play in implementing inclusive education under Covid-19 pandemic condition?
4. Under the Covid-19 pandemic condition, how were you able to cover the curriculum content and lesson outcome under the Covid-19 pandemic condition?
5. How were you able to cope with the implementation of inclusive education under Covid-19 pandemic condition?
6. What were the challenges in implementing inclusive education under Covid-19 pandemic condition?
7. What do you think are the solution to the perceived challenged under Covid-19 pandemic condition?
8. How do you think inclusive education could be best implemented under Covid-19 pandemic condition?
9. How do you think inclusive education can be strengthened?