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The beliefs held by school principals and SGB members about the value of inclusion in a township full-service school, special school, and special school as a resource centre.



Research report

by

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A research report submitted to the Faculty of Humanities, University of the Witwatersrand, in partial fulfilment of the requirements for the degree of Master of Education

Johannesburg, March 2024

DECLARATION

I declare that this research report is my own unaided work. It is being submitted for the Degree of Master of Education at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any other degree, part degree or examination at this or any other university.



Mandisa Bertha Zulu 15th day of March 2024

DEDICATION

To my late sister Nompumelelo Jeanette Zulu

This piece of work serves as a token of appreciation to you for the person that you were in my life. For holding my hand, protecting me and constantly reminding me of the greatness I have because of Christ who lives in me. You carried me through very difficult times in my journey through life, especially my academic journey. Thank you for constantly impacting my life positively, teaching me resilience and discipline. I pray for the strength to pass these attributes I acquired from you to your (our) sons, Lindokuhle and Lwaluhlusuku.

Rest Easy Big Girl!

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I am grateful to my supervisor Dr Dominic Griffiths for his wisdom and unwavering support throughout the writing of this project. You have been patient with me more than I have been patient with myself and have believed in me even in times when I did not believe in myself. Thank you for making this journey bearable.

To my colleagues Ubuntu Setloboko and Dr Sarah Blessed-Sayah, thank you for keeping me in your prayers and encouraging me throughout this journey.

To the principals and School Governing Body (SGB) of the three schools, thank you for participating in this study and for your insightful contribution.

To my parents, Gugu and Mandla Zulu thank you for holding me up through the difficult times. I am grateful as well, to my siblings Muziwoxolo and Andile, and nephews, Lindokuhle and Lwaluhlusuku for showering me with love when it was the only thing you could do for me at that time.

More importantly, I am thankful to my dependable God who made everything work out for my good in the end, amidst very trying situations.

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ABSTRACT

This study examines the beliefs about the value of inclusion held by school principals and SGB members in a township full-service school, special school, and special school as a resource centre. The key aim of the study was to investigate school management and leadership's core beliefs surrounding inclusion and their impact and influence on the implementation of inclusive practices. The study asked three questions: what are the conceptualisations of inclusion for the school principals and SGB members; what are the beliefs about the value of inclusion in the schools and; how do thesebeliefs influence the implementation of inclusive education in the schools. This study used a qualitative method. The findings in this study revealed that the participants from the three schools had different conceptualisations about inclusion. While the conceptualisations of inclusion amongst the schools were different, they were similar between individuals at the same school. Similarly, beliefs about the value of inclusion were all found to be similar, although they were expressed in different ways. The findings of this study also revealed that the challenges with inclusive education differ according to each school context. Also, the challenges with inclusive education were not only determined by the belief in the value of inclusion, but by the actual behavioural control which is the skills and resources to perform in certain ways in each of the schools. In conclusion this study argues that the fragmented approach to inclusive education makes the practice of inclusion in South Africa challenging. The participants of this study were selected through purposive sampling. The data was collected through semi-structured individual interviews for the school principals and semi-structured focus group interviews for SGB members. There were six SGB members in total (two from each school) and three school principals (one from each school). Therefore, there were 9 participants in this study. All interviews were audio recorded and the data was transcribed and then presented in the form of themes which were later analysed. The study proposes that there should be a clearer indication on how inclusive education must be approached using both the social model of disability and the medical model.

Key terms: Disability, full-service school, special school, special school as a resource centre, specialeducational needs, special school, township.

DEFINITION OF KEY TERMS

Disability: A physical, mental, or sensory impairment that substantially limits one or more major life activities, affecting an individual's ability to function within society.

Full-Service Schools: Schools designed to cater to diverse learner needs, providing quality education for all learners, regardless of ability or disability.

Inclusive Education: An educational approach that values diversity, promotes equal opportunities, and addresses the unique needs of all learners, regardless of ability or disability.

Inclusive Practice: Teaching and learning strategies that recognize and respond to diversity, fostering a supportive and participatory learning environment.

Inclusion: The state of including all groups, regardless of ability, disability, language, culture, or socio-economic background, to promote equal opportunities and participation[1].

Medical Model of Disability: A perspective that views disability as a medical problem or impairment that needs to be cured or fixed, focusing on individual limitations and deficits.

Social Model of Disability: A theoretical framework that distinguishes between impairment (physical or cognitive difference) and disability (socially constructed barriers to participation), emphasizing the need to remove environmental and social barriers to promote inclusion.

Special Educational Needs (SEN): Educational needs caused by a disability or impairment that require additional support or accommodations to ensure learners can make progress in school.

Special Schools: Schools focusing on learners with high to profound level support needs, providing specialized education and support. These schools are equipped with specialized staff, facilities, and resources to address complex learning needs.

Special Schools as Resource Centres: Special Schools that also function as resource centres, offering expertise, support, and resources to surrounding schools and educators to promote inclusive practices.

Township: Historically, racially segregated urban areas in South Africa, often characterized by limited resources and socio-economic challenges, such as Soweto, Tembisa, and Katlehong.

ABBREVIATIONS AND ACRONYMS

DBE- Department of Basic Education

DOE- Department of Education

DBST- District-based support team

ELSEN- Exceptional Learners with Special Education Needs

FS- Full-Service School

IBST- Institution-based support

SBST-School Based Support Team

SGB- School Governing Body

SSRC-Special School as a Resource Centre

SIAS- Screening, Identification, Assessment and Support

SMT- School Management Support

SS-Special School

CHAPTER 1

1.1 Introduction

The Special Schools Act (Republic of South Africa, 1996b) introduced special schools in South Africa, marking the beginning of specialized education provision. Subsequently, White Paper 6: Special Needs Education policy (Department of Education, 2001**)** aimed to transform the education system, strengthening special schools to function as resource centres and promoting inclusive education. However, the reality in townships reveals a diverse educational landscape comprising special schools, special schools functioning as resource centres, full-service schools and ordinary schools. This study investigates the value placed on inclusion in South African township schools, focusing on the beliefs and perspectives of school principals and School Governing Body (SGB) members. Specifically, it explores how these beliefs influence inclusive practices in full-service schools, special schools, and special schools as resource centres, as defined by the Department of Education's White Paper 6 (2001). This study is underpinned by the social model of disability (Oliver, 1996) which recognises disability as a result of societal and environmental barriers rather than solely as a medical issue. In South Africa, the concept of inclusion has become increasingly important, particularly regarding access to education for children with disabilities. However, varying understandings of inclusion among individuals and contexts (Ainscow, Booth, & Dyson, 2006) necessitate this investigation. This study seeks to understand how school principals and SGB members perceive the value of inclusion and its implementation, recognizing their critical role in shaping inclusive practices. By exploring these beliefs, this research aims to provide insights into the unique challenges and opportunities presented by township contexts. This study contributes to the broader discussion on inclusion, addressing the experiences of learners with disabilities in township schools. By examining the beliefs and values held by school leaders, this research aims to inform strategies promoting inclusive education in South African townships.

1.2 Problem statement

Despite South Africa's commitment to inclusive education, learners with disabilities in township schools continue to face significant barriers to accessing quality education. The unique context of township schools, characterized by limited resources and socio-economic challenges, intensifies these difficulties. Relating to school culture, Mitchell (2015) writes that the culture of inclusion within schools becomes a success if the school principal and senior members of the school leadership are committed to inclusive education. It becomes a problem therefore, for children to access education if

school leadership in South African schools do not value or understand how to implement inclusion. At present, there is extensive research on the beliefs of teachers in South African classrooms on inclusion and the practicality of inclusive education in South African schools (Makoelle, 2014; Bornman & Donohue, 2014; Florian, 2015), but there is insufficient research exploring how school leaders (school principals and SGB members specifically) view inclusion and the practicality of inclusive education. As key stakeholders responsible for shaping school-level policies, their beliefs and values regarding inclusion significantly influence teaching practices and learning outcomes. The South African Schools Act (Republic of South Africa, 1996) emphasizes the importance of school-level policies created by stakeholders (including school principals and SGB members) in promoting inclusive education. This study addresses the research gap by investigating how school leaders in township contexts perceive the value of inclusion and its practicality in their schools. It explores the beliefs of school principals and SGB members on the value of inclusion in schools. Specifically, it reveals what school leaders in the township context believe inclusion should be, how it should look within the schools, and the extent that the beliefs they hold are in line with inclusive education policies of South Africa and the challenges and opportunities unique to the township context that influence inclusive education practices. By examining the perspectives of school leaders in township schools, this study aims to provide critical insights into the complexities surrounding inclusive education in these contexts, ultimately informing strategies to improve educational access and outcomes for learners with disabilities.

1.3 Aims of the study

The main aim of this study was to explore the ways in which the beliefs about the value of inclusion held by school principals and school governing bodies (SGBs) in a township full-service school, special school and special school as a resource centre influence the implementation of inclusive education in the schools. More specifically, the aims were to:

1. Explore the conceptualisations of inclusion held by the school principal and SGBs of each of the schools.
2. Discover school principals' and SGBs' beliefs about the roles of full-service schools, special schools, and special schools as resource centres in inclusive education.
3. Investigate the extent that these beliefs influenced the implementation of inclusive education in the schools.

1.4 Research questions

The overall question that this research asked was, what are school principals and school governing bodies (SGBs) beliefs about the value of inclusion for the successful implementation of inclusive education in a township full-service school, special school, and special school as a resource centre?

As part of this research question, three sub-questions were developed:

1. What are school principals' and SGB's conceptualisations of inclusion?
2. What are school principals and SGB's beliefs about the roles of full-service schools, special schools, and special schools as resource centres in inclusive education?
3. How do these beliefs influence the implementation of inclusive education in the schools?

1.5 Background and Rationale

Inclusive education in South Africa comes as a solution to systemic exclusion embedded in the history of South African education. The education system during the apartheid era was used as a tool of control over black people. Prior to the 1953 Bantu Education Act, black schools were run by missionaries. Here, Christie and Collins (1982) argue that missionary education was meant to support blacks to enable them to exist in European society by giving them basic skills for this society. This was later challenged by the Bantu Education Act of 1953 which introduced state- controlled schooling. Explaining the effect of state-controlled schooling, Christie and Collins (1982) state that schooling could be "more specifically geared to fulfilling the labour needs of capital in general, both in respect of skills, and of attitudes and values appropriate to capitalist social relations" (p. 67). To do this, the Act enforced three types of schools: community schools, government schools and state-aided schools (Christie & Collins, 1982). During this apartheid period, access to these schools was divided according to race. Here, Lomofsky and Lazarus (2001a) write that the education of white children was prioritised as they were put in well- resourced schools while black children remained in under resourced schools. In the same light, in special education, well-resourced special schools were for white children who needed additional support and under resourced special schools were for black children who needed additional support. Thus, quality education even in special education was solely for white children. The apartheid era was held through pillars in the form of policies such as the Bantu Education Act of 1953. This was replaced with the advent of democracy through policies of inclusion which aim to create equality amongst people, such as the Education White Paper 6: Inclusive Education Policy

(Department of Education, 2001). However, as Makoelle (2014) writes, inequalities created by the apartheid system still exist, even though South Africa has become democratic.

An area of research that has not been adequately explored is how special schools and other schools, which were developed through the implementation of inclusive education understand inclusion and their role in inclusive education, especially in a township context. This is evident in that, most literature on inclusion and inclusive education refers only to the ways that mainstream schools understand their role in inclusive education and their readiness for inclusive education (Makoelle, 2012; Nel et al., 2016; Rusznyak & Walton, 2019). Very few studies refer to the ways that special schools and other schools, which were developed through the implementation of inclusive education, understand inclusion and their role in inclusive education, especially in a township context. This is the reason that this study explored the beliefs about the value of inclusion held by school principals and school governing bodies (SGBs) in township full-service schools, special schools, and special school as a resource centre for the successful implementation of inclusive education in the schools. This was done in the hope that, the answers to this question would reveal some of the factors that slow down the progress of the realisation of inclusive education which may be applicable to many schools, including those that are already labelled ‘inclusive schools’ in the South African context.

1.6 Layout of the study

This research report has five chapters which are:

CHAPTER 1

Introduction

This chapter gives the background of the study under the subheadings: introduction, statement of the problem, aims of the research, research questions, rational and the layout of the study.

CHAPTER 2

Literature review and theoretical framework

This chapter presents the literature that was used to scaffold the arguments and questions raised in this study.

The literature is presented under the following subheadings:

- Inclusive education and township schools
- The policy of inclusive education in the South African township context
    - Full-service schools
    - Special schools
    - Special schools as resource centres
- The role of leadership in the realisation of inclusive education
    - Principals' role in the realisation of inclusive education
    - SGBs role in the realisation of inclusive education Theoretical framework
- Theory of Reasoned Action (TRA) (Ajzen and Fishbein, 1975)
- Suitability of theoretical framework for this study CHAPTER 3

Methodology

This chapter presents the methods that were used for the analysis of this study.

CHAPTER 4

Presentation and Analysis

This chapter gives a presentation and analysis of the findings from the data collected in this study. It also presents a discussion of coded themes. The coded themes were developed based on the research questions posed in this study. First, there is an introduction of this chapter, then a description of the socio-demographic characteristics of the study participants, then a presentation and analysis of the themes that evolved.

CHAPTER 5

Discussion

This chapter presents a summary of the study's findings and discusses it and then presents a conclusion of the study. Thereafter, limitations of this study and suggestions for future research are included.

1.7 Conclusion

This introductory chapter has set the stage for an in-depth exploration of the beliefs and perspectives of school principals and School Governing Body (SGB) members regarding inclusion in South African township schools. The study's focus on full-service schools, special schools, and special schools as resource centres aims to provide critical insights into the complexities surrounding inclusive education in these contexts. By examining the conceptualisations of inclusion, roles of different school types, and influencing factors, this study addresses the research gap in understanding school leaders' beliefs and values regarding inclusion. The findings of this study will contribute to the broader discussion on inclusive education, ultimately informing strategies to improve educational access and outcomes for learners with disabilities in South African townships. The subsequent chapters will outline the research methodology, present the findings, and discuss the implications of this study, shedding light on the ways in which school leaders' beliefs shape inclusive practices in township schools.

CHAPTER 2
Literature review
2.1 Introduction
This chapter provides an overview of the theoretical perspectives and empirical research that inform the current study. The literature review examines the concept of inclusive education, its evolution, and the complexities surrounding its implementation. Specifically, this chapter explores the theoretical underpinnings of inclusive education, the role of school leaders in promoting inclusion, and the challenges faced by township schools in South Africa. The review also critiques the dominant discourses and practices in special education, highlighting the need for a more nuanced understanding of inclusive education.

2.2 Inclusive education in township schools
Township schools in South Africa serve a large population of South African children. Townships are urban areas which are not well developed which non-white people (Blacks, Coloured and Indians as per apartheid's racial categorisation) have lived in historically, so that they could be closer to their place of work during the apartheid era (Bouwer & Mampare, 2011). Since context plays an important role in understanding inclusion (Makoelle, 2012), it is anticipated that people in the township schools understand inclusion differently from people in the well-developed urban areas. Moreover, it is expected that their experience with inclusion and inclusive education will be different from that of people in well-developed urban areas. Still, the essence of South African education is that regardless of context, it must serve all children. Here, Section 2(1) of the Constitution of the Republic of South Africa declares the right to a basic education as the right of every child living in South Africa (Republic of South Africa, 1996). This right implies that all children living in South Africa, regardless of race, gender, economic background, or ability, must have access to a basic education. To ensure that the right to a basic education becomes the reality of all South African children, the country committed itself to the philosophy of inclusive education by introducing the White Paper 6: Special Needs Education policy (Department of Education, 2001). The main goal of inclusive education is to ensure that all children in South Africa benefit from the education system, and that all their educational needs are catered for within the school system, without any form of discrimination.

Countries from around the world approach inclusive education in different ways, some of which are in line with the Salamanca Statement World Declaration on Education for All movement (UNESCO, 1994) and others which are not. The international movement is based on the view that countries must

do away with special schools as a separate category of education and must instead adopt an inclusive education system (UNESCO, 1994). Here, an inclusive education system is an education system which allows all children, regardless of disability, to be in the same school (UNESCO, 1994). This has steered a conversation around disability and how it was defined in the past, to how it is defined now. These definitions of disability are supported by different arguments which act as pillars of education systems around the world. These arguments, and their implications will be discussed in subsections that follow in this chapter. For now, the conceptualisations of disability that exist are outlined.

Previously, disability was defined mainly based on the 'medical deficit' view under the medical approach. The medical approach, as explained by Shakespeare (1997) defines disability as a problem within the person who has the disability that must be cured or fixed. This approach does not challenge the mainstream school context to change so that it accommodates the needs of children living with disabilities, rather it suggests that the needs of children living with disabilities and with special educational needs must be catered for in segregated special schools.



Figure 2.1 shows how the child living with disability is viewed by society. The Medical model of Disability from the PA & PA Employer Handbook (n.d.)

Figure 2.1 above shows how the child living with a disability is viewed by society in general. For the learning of the child, the medical model of disability implies that the child must be taught by a teacher who will be able to meet their learning needs in a school that has the necessary resources for the child to access. More importantly, for the teacher, this implies that they must be trained to meet the needs of the learners with the special educational need. All these aspects can only be met in a well-resourced special school.

This view of disability has shifted from the medical deficit model to one that is grounded in the social model approach. In the social model approach, disability, as defined by Oliver (1996) is a view of disability being the problem of the context, and how it allows a person's difference to negatively affect their experience of life within the context. Here, it is societal contexts that are the disabling factor. This view is supported by the notion that societal contexts must be converted and made accessible so that all people can participate in them.



Figure 1.2 The Social Model of Disability for The Social Model of Disability - the PA & PA Employer Handbook (n.d.)

While figure 2.2 above shows how the world is the disabling factor, it does not show what the implications of this are for the child's education. In relation to education, the social model of disability suggests that all school structures and practices must allow all children to belong and participate, and that there should be no segregation of schools. This means that the needs of children living with special educational needs must be catered for within the general, mainstream school. For the child, this means that they can thrive within the general school with learners who have different needs than them. For the teacher, it means that they must believe in the potential of the child to learn within this environment and support them in the way that they need to be supported. Thus, the social model seeks to 'include' all children and allow them the right to be educated together.

As established earlier, the essence of inclusive education is that it is an education system that serves all children equally and gives them opportunities to participate in the society. Sometimes inclusive education does not serve its true purpose because of the educational conceptualisations that each country has, as well as the political and economic factors related to the country. This is why UNESCO (1994) and Ainscow (2020) suggest that in thinking about ways to move inclusive education forward, we must try to find strategies that will be sensitive to issues relating to specific contexts. This is to emphasise that what works in one country may not work in another country. Similarly, in trying to understand the challenges with inclusive education in each country, we must be aware of the

challenges of that country in general and regarding education. This is because the challenges to an education system do not stand in isolation, but are influenced by, and are connected, to all other systems, such as the political, cultural, and economic system. Thus, the challenges and opportunities for inclusive education within each context affect the strategies to the implementation of inclusive education.

The inclusion of children living with disabilities and with special educational needs into the mainstream school has had different meanings for countries worldwide. A study on the essence of inclusive education in developed countries revealed that these countries hold on to the ideas and principles of normalisation, which imply that everyone must have the opportunity to live a decent life (Dilbar, Feruza & Madina, 2020). This principle, therefore, makes it likely for inclusive education to be possible since inclusive education is an approach to 'normalise' disability and include disabled people into general society. More specifically, Ainscow (2020) writes that internationally the goal of inclusive education is to challenge exclusion, and promote fairness, by emphasising that education is a foundational right for all individuals, which allows them to lead a dignified life. This principle entails that people value diversity and support all children. In developed countries, this is made possible by the availability of funds and teacher training within the education system. For example, in the same study on the essence of inclusive education in developed countries, Dilbar, Feruza and Madina (2020) found that countries such as the UK and Germany receive funding for the several education interventions and programs that they use to support children, parents and teachers. This funding ensures that children receive the support they need, parents understand their children's needs, and teachers are equipped with the necessary skills to support the children to overcome their learning barriers. All these factors make inclusive education more achievable, compared to developing and underdeveloped countries.

In Africa, the approach to inclusive education has been challenged because it is an idea that originated from the global north, which is a more developed context. Researchers have had to use ideas developed internationally and in the West to the African context, often without acknowledging that some ideas may not be relevant to this context (Pather & Nxumalo, 2019). This relates to the importance of context specific strategies revealed by UNESCO (1994) and Ainscow (2020) earlier where what might be a challenge for countries in Africa for example, may not be a challenge for countries in Europe. In this light, a study by Adewumi and Mosito (2019) reveals that the challenge with inclusion in South Africa

specifically relates to the fact that teachers often do not have enough time to complete the work required, as well as that there are not enough resources or training to help them cope with the diversity in their classrooms, which makes them unwilling to include all learners. This is different from the challenges experienced by the more developed countries discussed earlier. These results show that the challenges to inclusion in South Africa are both attitudinal and systematic. This finding is in line with the findings of Pather (2019), whose focus was on the progress of inclusive education in Africa since Salamanca. In the study, Pather (2019, p. 785) discovered that "challenges to the implementation of Inclusive Education policy in Africa point largely to systemic issues as well as attitudinal". This pattern shows that there is a belief in the value of inclusion within the African context, but there are many barriers that hinder the implementation.

While existing research shows both attitudinal and systematic challenges in relation to inclusion and inclusive education in Africa and South Africa, it seems that few studies in South Africa consider the role of school leadership in inclusion and inclusive education in South African schools. Instead, these studies focus on the attitudes of teachers as the people who are driving inclusive education in schools (Malak, 2013; Mncube & Lebopa, 2019; Pather, 2019; Ainscow, 2020). Thus, this study is amongst a few studies that establish how the attitudinal challenges, specifically those of school principals and SGB members, affect the implementation of inclusive education in South African schools.

2.3 The policy of inclusive education in the South African township context

Prior to the Education White Paper 6, and democracy in South Africa, there was the "1948 Special Schools Act" (Republic of South Africa, 1996b). Here, Naicker (2001) writes that the "1948 Special Schools Act" (Republic of South Africa, 1996b) introduced the 'medical model' of disability into special education. This model had a significant influence on the practices in education at that time (and still currently), which sought to exclude individuals with disabilities from mainstream schooling and separate individuals according to race. Attesting to the role of the 1948 Special Schools Act currently, Engelbrecht (2020) states that "the strong dependence on the medical deficit model in the recommended continuum of support, for example, has led to both conflict and ambiguity in the understanding of a broader definition of inclusive education, as defined in the policy document" (p. 224). Thus, it is justifiable to argue that some misconceptions of inclusive education arise from the fact that the medical model approach still influences how support is offered to children who need it.

In South Africa, inclusive education was first introduced in 2001 through the White Paper 6: Special Needs Education policy (Department of Education, 2001). In this policy, inclusive education is based on “human rights and social justice for all learners; participation and social integration; equal access to a single, inclusive education system; access to the curriculum, equity and redress; community responsiveness; and cost-effectiveness” (Department of Education, 2001, p. 5). The goal of the White Paper 6 was to address the problem of segregation according to race and ability that came with the apartheid system, and to transform to an inclusive education system where all learners can access education, regardless of their abilities (Department of Education, 2001). However, South Africa's education system struggles to reconcile its commitment to inclusive education with the legacy of separate special education approaches. The White Paper 6 Special Needs Education policy (Department of Education, 2001) aims to unify the system, but its dual approach of supporting both full-inclusion and special education in practrice creates confusion. This ambiguity stems from the country's historical transition from a segregated, bi-modal education system to a unified system. In practice, South African schools operate under both social and medical models of inclusion. While policy principles align with the social model, special schools as resource centres tend to follow the medical model, focusing on individual deficits. Ordinary and full-service schools are more aligned with the social model. This complexity highlights the ongoing influence of the medical model, contradicting the Salamanca Statement (UNESCO, 1994), which advocates for inclusive education over special education. South Africa's approach to inclusive education through special schools as resource centres perpetuates systemic and attitudinal barriers, undermining inclusion. The policy defines a ‘full-service’ school as an ordinary school that is specially equipped to assist students with barriers to learning within the mainstream school system (Department of Education, 2001). This is a type of school that can cater for the needs of all children regardless of the differences in the individual needs of the children. Full-service schools seek to include all children so that they all have access to an education. Thus, a full-service school must be made as accessible as possible to all learners and their learning needs. For a full-service school to function effectively it must be equipped with the necessary resources for effective teaching and learning, and the teachers need to be equipped to teach learners with different individual needs in the same context. While it is clearly stated in White Paper 6 (Department of Education, 2001) that resources to convert mainstream schools to full-service schools will be provided to increase teaching and learning, it is not clear how township full-service

schools have benefitted from this provision. Here, Engelbrecht (2011) writes that inclusive education in township full-service schools remains a challenge because of the large class sizes, and lack of support from the government, in terms of both funding and resources. When classes are large, teachers cannot cope with the diversity of learners' needs and without support from the government, the school cannot be made accessible to the learners, and inclusive pedagogy that requires specific resources cannot be practised (Nel et al., 2016, Adewumi & Mosito, 2019). Consequently, as studies by Donohue and Bornman (2014) and Nel et al. (2016) reveal, most primary schools and full-service schools place children living with disabilities, and those with special educational needs, in separate classrooms for 'special education'. This shows that inclusive education is not practiced in accordance with the policy of inclusive education in South Africa and internationally, because while some children living with disabilities and special educational needs are 'included' in the full-service school, they remain excluded from the full-service school classroom teaching and learning practices. There is a clear misapplication of inclusion and inclusive education in countries of the South. In fact, studies including Singal (2008) and Mosia (2014) posit that most countries of the global South practise integrated education, and not inclusive education. Similar, yet different to inclusive education, integrated education, as defined by Stubbs (2008) refers to "the process of bringing children with disabilities into a mainstream school" (p. 43). In integrated education, the child living with the disability is helped to cope within the mainstream school but in a separate classroom. There is no necessity for the school to be fixed to accommodate the learning needs of the child. The child's differences are dealt with in a separate classroom where there are children living with similar differences, but all children attend the same school. Figure 2.3 below represents an integrated school system where the big circle is the mainstream school context, the red dots inside it represent the 'ideal' learners who need support in ways that are similar from the teachers. On the other hand, the small dark grey circle is a separate classroom for children living with disabilities and in need of additional support in different ways, hence different colours (yellow, blue and to green) to identify them.

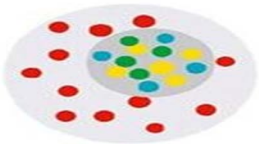


Figure 2.3: Integrated Education from Ridley-Duff et al. (2018)

Based on Figure 2.3, an integrated education system implies that the most important factor is the physical presence of the child living with a disability in the mainstream school. It does not considerthe learning context for the child in terms of its effectiveness to the child and how the child will view themselves or will be viewed by others when they leave the school context. Therefore, integrated education is not inclusive. To be more precise, it does not meet the learning needs of the child effectively, and therefore does not benefit the child. How the child's learning needs are met within the school is an important issue that needs to be considered. Regarding this, Stubbs (2008) posits that "Integration will often focus on a particular group of students, such as those withmild impairments, and assume that not all children can be integrated" (p. 44). Consequently, these learners are separated from other children who have needs that are different from theirs. To me, integrated education preserves ideas of the medical deficit model and special education thinking, which are not in line with inclusive education. Following integrated education would mean that children with special educational needs and those living with disabilities will continue to be stigmatised and excluded in schools and in the community. In agreement with this, Ainscow (2020) states that there should be a paradigm shift where inclusion requires school contexts to be changed and developed to include all children, instead of merely integrating these children into mainstream schools. Therefore, without a change of school arrangements, values, and attitudes of the members in the schools, there is simply no inclusion.

This is articulated better in the Guidelines for Inclusive Teaching and Learning (Department of Education, 2010) where it is stipulated that full-service schools must "celebrate diversity through recognising potential, increasing participation, overcoming and reducing barriers, and removing stigmatisation and labelling" (p. 7). For this to happen, changes must be made to the system and the attitudes of the individuals involved. In my thinking, I locate full-service schools and the principles that guide them within the social model approach. This is because the school is required to have structures and systems that accommodate the diverse range of needs which learners come to school with. Therefore, the school is required to be ready to accommodate the child and their needs, thus removing the problem from the child and locating it with the school values, and what the teachers in the school are skilled to do. For this to happen, the White Paper 6 (Department of Education, 2001) states that full-service schools should be provided with district-based support teams which "introduce strategies and interventions that will assist educators in the mainstream school system to cope with

a diversity of learning and teaching needs". This highlights the fact that the school system needs to be challenged to cope with the diverse needs of the learners. Failure of the school to accommodate the needs of the child living with a disability, or with special educational needs, results in the child not being supported in the school or being transferred to a special school as a resource centre.

Post 1994, policies of inclusive education in South Africa like the White Paper 6: Special Educational Needs policy (Department of Education, 2001) challenged special schools which arouse through the Special Schools Act of 1948 (Republic of South Africa, 1996b) to be strengthened to act as "resource centres". However, many still operate traditionally as special schools, falling short of policy goals. Special schools are the oldest schools that accommodated children living with disabilities and with special educational needs in South Africa. Regarding admission to special schools currently, priority is given to learners with a high level of support needs. For the learner to be identified as having special educational needs, and needing additional support, the national policy on "Screening, Identification, Assessment and Support (SIAS)" is used (Department of Education, 2014). In cases where it is found that the learner's support needs 'cannot' be accommodated for in a full-service school, the school must transfer the child to a special school. This is a special provision by the White Paper 6 for learners who need 'high levels of support' (Department of Education, 2001). The SIAS policy (Department of Education, 2014) defines a learner who needs high levels of support as a learner who "requires support in the areas of curriculum differentiation, specialised support, assistive technology, specialised LTSM and/or a specially trained teacher on a high intensity and frequency basis" (p. 8). Naturally, teachers need to be trained to apply the SIAS policy effectively. Surprisingly, a study by Matolo and Rambuda (2021) which focused on the factors that impact the application of the SIAS policy in South Africa reveals that South African teachers are not trained enough to use the SIAS policy. This lack of training has a negative impact on their attitude towards implementing the policy and their education competency. Hence the training of teachers is affecting the effective implementation of policies of inclusive education. Without correct knowledge on the SIAS policy through adequate training, teachers will not know how to effectively support the learner's needs, leading them to argue that the learner must be sent to a special school, even though the learner had the potential to manage in a mainstream or full- service school. This leads to more and more learners being admitted to special schools. This study therefore investigates the complexities surrounding both special schools and special schools as resource centers in South Africa, considering that they

both still exist in the South African township.

Special schools in the township context have a shortage of resources and teachers who are trained. An increase in the number of learners in special schools means that there is a great demand for resources and special education teachers to support the needs of the learners. Regarding this, Spaull (2013) writes that special schools in townships often cater for children who need more support, but these schools have fewer resources compared to special schools in other, more affluent places. This reveals that there is a lack of provision of resources for learners in township special schools. Literature discussed earlier revealed the same challenge of the lack of resources and large classroom size in full-service schools within the township context (Bornman & Donahue, 2014; Savolainen, 2011; Engelbrecht, 2005; Adewumi & Mosito, 2019; Nel et al., 2016). This shows that inclusive education in the township context is challenged in both the full-service school and the special schools due to the lack of resources and sufficient trained teachers to deal with the large classroom sizes.

Although the current approach to inclusive education may be thought to be effective in that it increases the number of children with special educational needs, and those living with disabilities in school, several challenges about it have been noted. These include the fact that, as Walton and Engelbrecht (2022) argue, the SIAS policy "sustains a deficit conception of some children in relation to their peers" (p. 6). While it is true that some learners need additional support, provision of this support in a different and specialised environment, such as the special school, further perpetuates the conception of the child in need of additional support as 'different' and 'difficult' to teach which, in the end, slows down the progress of the realisation of inclusive education. This is the reason that Matolo and Rambuda (2021) emphasise that teachers have an important role to play in the implementation of the SIAS policy and must support learners who experience learning barriers. The challenge with having teachers who are not adequately trained to use the policy is that they may not effectively apply it. In this regard, Andrews et al. (2021) write that some schools in South Africa struggle with 'difference' and, instead of employing inclusive teaching strategies, would rather transfer children who need support to special schools and special schools as resource centres. This arises from the fact that most teachers are not familiar with the policies or have adequate training. Therefore, even though policies may be offering ways to support the learners, teachers will often miss those parts of the policy, and instead transfer the children to special schools because they are

not adequately trained. This then causes one to question the extent to which exclusion and discrimination of children living with disabilities, and with special educational needs in South Africa, is being challenged and rectified by the current system. For this reason, I argue that emphasis should be placed on providing support for all children within full-service schools. This implies that teachers need to be trained to meet the needs of all children and resources must be made available to the schools. Full-service schools are a better solution for children living with disabilities, and those with special educational needs, to get access to education.

In the South African context, Special Schools as Resource Centres (SSRCs) refer to specialized educational institutions that have transformed from traditional special schools to provide support services to learners with diverse needs, both within the special school and in surrounding mainstream schools (Department of Education, 2018). The purpose of specials school as resource centres is to prepare learners for acceptance into full-service and special schools where possible. However, arguably, this relates to the medical-deficit model of disability because it seeks to 'cure' the disability of the child until the child can 'cope' in a full-service or special school. This is problematic because it tries to 'fix' the disability that the child has, to make them as normal as possible. It does not find ways to allow the child's disability to not be a barrier to their learning within a full-service school. Be that as it may, it is imperative to find out whether the incremental enrolment of children with profound disabilities is taking place in special schools and full-service schools, as per the stipulation of the policy. This study is important since it reveals the value of the incremental enrolment of children in need of high levels of support into full-service schools as it analyses the understanding of inclusion between full- service schools, special schools, and special school as resource centres and the implementation of inclusive education. Figure 2.4 below depicts the policy of inclusive education in South Africa, paying particular attention to the three types of schools in the township schools which are full-service, special, and special care schools. The intention is to illustrate the implication of the policy for these schools.

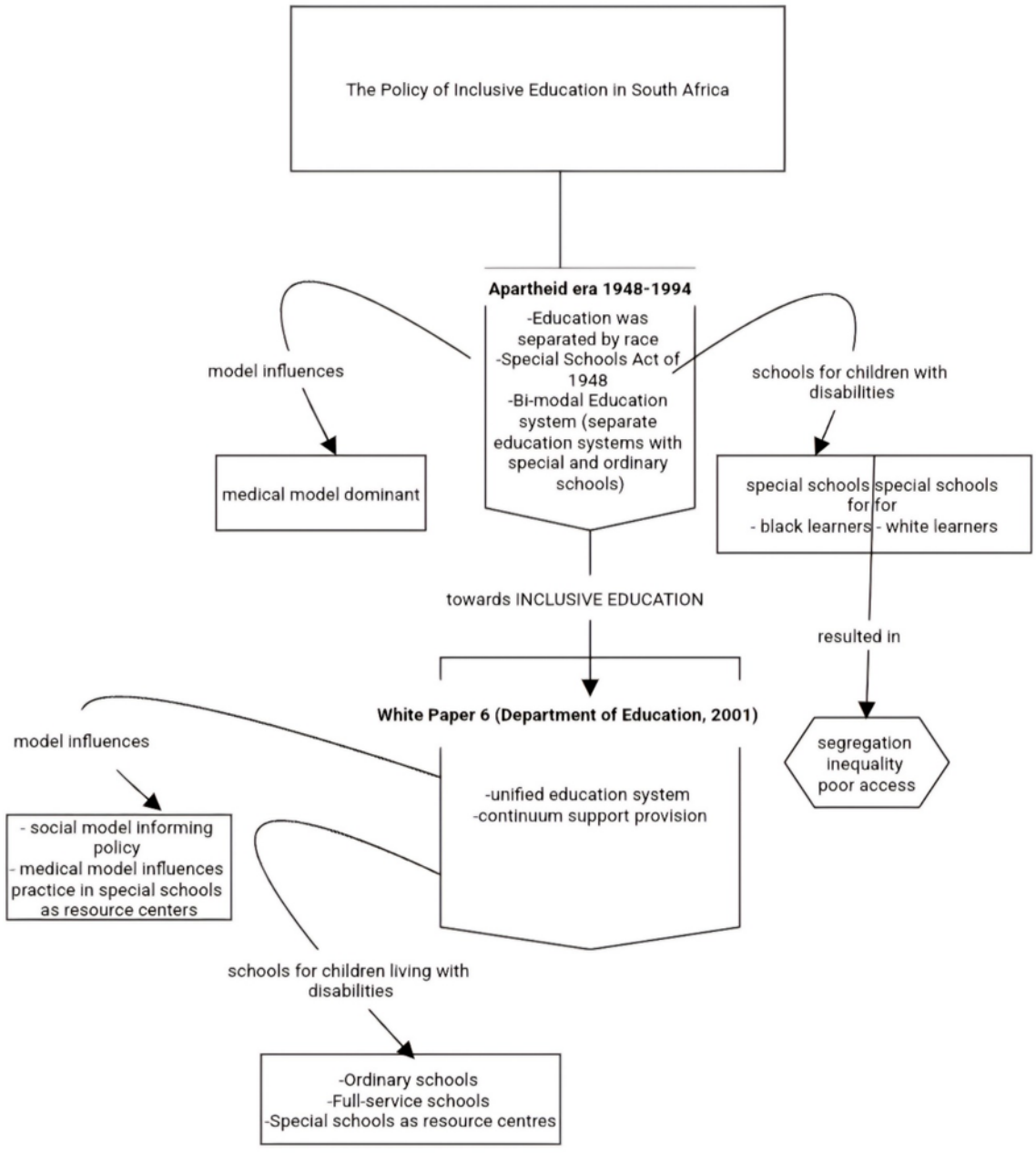


Figure 2.4: The Policy of Inclusive Education in South Africa illustrated by author

It appears that while most African countries experience challenges with implementing inclusive education, there is a continued attempt to reach the goal of including all children within the education system. Studies including Suleiman et al. (2017) and Bibiana et al. (2020) report that countries like Kenya and Zanzibar in Africa use policies that allow learners and teachers to take part in making the inclusive education project successful. However, an analysis of the progress of inclusive education in South Africa is complex because of the country's fragmented approach to inclusive education and inherited schooling legacy. This study reveals how school leadership can assist in the realisation of inclusive education in South African schools.

2.4 The role of leadership in the realisation of inclusive education

For inclusive education to become effective, the leadership of schools must make inclusion a priority in the schools. Attesting to this, Walton (2010) writes that "schools in both the state and independent sectors where inclusion has been successful have principals and management teams who are committed to reducing exclusion— whether on the basis of socioeconomic status, different learning needs, language, or culture—and promoting inclusion" (p. 241). In the same light, a study by Mitchell (2015) shows that inclusion usually becomes a success when "those who are in leadership positions show a strong commitment to accepting and celebrating diversity, a sensitivity to cultural issues, and set high, but realistic, standards" (p. 27). Thus, the attitudes and beliefs of school principals and school managers regarding inclusion are crucial for the realisation of inclusive education in schools. This is the reason that this study is important because it explores the beliefs about the value of inclusion held by school principals and school governing bodies (SGBs) in township full-service schools, special schools, and special school as a resource centre, and how these beliefs affect the implementation of inclusive education in the schools. Literature discussed earlier established that inclusion is dependent on the context (Ainscow et al., 2006; Makoelle, 2013; Govender & Jacobs, 2020) thus, it is important that the cultures within the school contexts are understood. In examining the role of schools for promoting inclusion, Dyson, Howes and Roberts (2002) found evidence from reviewing literature which shows that schools that have an 'inclusive culture' have an agreement where the adults in the school value the acceptance of difference and are all committed to making sure that all children in the school have an opportunity to learn. As such, the schools were found to be able to provide special support for learners in need of it in the ordinary classroom instead of offering the support in segregated environments, and the teachers in the schools practice constructivist teaching methods (Dyson et al.,

2002). This is possible because the school has a shared value for inclusion which makes I easy for teachers adopt inclusive practices in their classrooms. This shared value is made possible by the leadership of schools.

2.5 Principals' role in the realisation of inclusive education

The school principal has a major role in the value of inclusion held by a school, or the ignorance thereof, because of their responsibilities. According to the South African School Act (Republic of South Africa, 1996), a principal means "an educator appointed or acting as a head of school". This is a person that is responsible for "the implementation of all the educational programmes and curriculum activities; (ii) the management of all educators and support staff; (iii) the management of the use of learning support material and other equipment". Based on this section of the policy, the principal has the authority to make inclusive education possible and desirable within the school context because he or she can enforce the implementation of educational programs that would train teachers to deal with the diverse learning needs of learners. Studies by Carrington, Bourke and Dharan (2012) and Carter and Abawi (2018) revealed that inclusive education was successful in schools where the principal promoted the value of inclusion and encouraged all other staff members to adapt an inclusive practice. Therefore, if the school principal believes in the value of inclusion, it will be possible for the school (teachers and other staff members) to realise inclusive education.

While the promotion of inclusion within the school is important, the practicality of inclusive education does not only depend on the promotion of inclusion as a shared value within the schools. Factors such as the availability of resources also come into play where the role of the principal is emphasised. Authors such as Heller and Firestone (1995) and Mayrowetz and Weinstein (1999) as cited in Mitchell (2015, p. 26) write that "leadership has to advocate the provision of adequate resources to the school; once these are in the school, leaders should ensure that they are equitably distributed". This argument relates to the stipulation by the South African Schools Act (Republic of South Africa, 1996) that one of the roles of the principal is to make enquiries for the provision of resources in the schools. Thus, it was important for this study to be carried out so that the extent that the school principals in the schools seek resources or have the power to ensure that the schools they are leading have resources to promote inclusion in the township context can be revealed. This does not deny the fact that there is already a study regarding this aspect. Instead, it emphasises that a recent study analysing the same matter is necessary, one that will match with the current context and

trends in education to understand the value of inclusion held by school principals and SGB members in schools.

The success of inclusive education also requires a shift in the way that school principals see themselves in relation to other staff members in the schools they are in. A study by Matolo and Rambuda (2021) revealed that principals were "so overloaded with daily curriculum and management duties that they were unable to pursue SIAS application effectively" (p. 216). This clearly shows that school principals are overwhelmed with the work they do. It further justifies the fact that school principals need support from other stakeholders. Thus, principals must value the opinions of other stakeholders in the schools such as the teachers, SGB members and parents of children in the school. Considering this, Lambert et al. (1995) argue for a constructivist view of leadership where the school principal will value the staff members as people equally responsible for making the value of inclusion a success in the schools. Similarly, Carrington, Bourke and Dharan (2012) write that the principal must allow the staff members to participate in the making of inclusion successful. It is for this reason, therefore, that this study studies the understanding of school principals and other stakeholders, specifically, SGBs to establish how the parties work together to make inclusive education a success.

2.6 SGB's role in the realisation of inclusive education

One of the important role players in the implementation of inclusive education and the value of inclusion in schools are the SGB members. Regarding the role of SGB members, the South African Schools Act, Act 84 (Republic of South Africa, 1996) asserts that "every school must have a school governing body (a set of parents, teachers and learners in high school) and members of the school support staff who will be involved in some major decisions of the school, such as the development of policies, language policies, admission policies and the code of conduct that the learners will use". Based on this Act, the SGB of the school must work with the school principal to make inclusive education a reality by developing policies that will assist teachers in meeting the needs of the learners. The SGB of the school consists of parents of children in the schools that work closely with the teachers in the schools and principal to ensure that the education of all children is possible in the classroom environment. This is an important collaboration between teachers, the school principal, and parents to make inclusive education a reality in the schools. This study focused on the SGB members who are parents of children in the schools. This made the SGB members' roles important for this study because

they participated in this research as parents, but also as decision makers in the schools that their children are in. This is supported by Bronfenbrenner's ecosystem perspective. In his theory, Bronfenbrenner (1979) writes that all individuals in the child's school life are needed to offer support to the learner who needs support. It is in this light, therefore, that the beliefs about the value of inclusion of SGB members as leaders of the school and parents of learners in the school are considered in this study.

An earlier study, like this one, by Kern (2020, p. 14) on "parents' views on barriers to learning (BTL)" reveals that "parents in the South African context are supportive of inclusion as a construct" but struggle to make the decisions necessary to make inclusion a reality. This suggests that parents believe in inclusion and the right that all children must access an education but are unable to make it a reality. One of the reasons provided in the study was that parents were not able to think of barriers to learning that children living with disabilities have as systematic problems but thought of them as problems in the learners (Kern, 2020). Thus, even though parents believe in inclusion, they have not detached the medical model of disability from their understanding of inclusion. This suggests that although they believe in inclusion, they believe that it should be practiced in different settings (special schools) thus through a special education system. In the same study, Kern (2020) revealed that parents of children in mainstream schools believe that the inclusion of children with learning barriers will negatively affect the learning of their own children (without learning barriers). They argue that time will be spent unevenly with teachers focusing more on the children that need extra support (Kern, 2020). Thus, while parents support inclusion as a concept, they remain discriminative when it comes to its implementation. Parents would rather have their own children (not living with disabilities) being taught in their own schools while those living with disabilities are catered for in different settings. It was necessary therefore that the beliefs of SGB members as parents of children in the different schools were studied so that it could be seen where and how these beliefs influence the parents as they contribute to the decisions made in the schools regarding inclusion.

I found that there is research evident studying the beliefs of parents in mainstream schools about inclusion and the practicality of inclusive education in the South African context, but I have not yet found enough literature that explains how parents in full-service schools, special schools, and special school as resource centres view inclusion; especially those who are in leadership positions in the

schools.

As such, this study seeks to close the gap between the literature that exists and reveal data that is not included in other studies.

2.7 Theoretical framework

This study seeks to discover how the beliefs about the value of inclusion held by school principals and school governing bodies (SGBs) in a township full-service school, special school and special school as a resource centre influence the implementation of inclusive education in the schools. To do that, it adapted the Theory of Reasoned Action (TRA) and Planned Behaviour (Fishbein & Ajzen, 1975) as its theoretical framework. The theory of reasoned action explains how belief influences behaviour. In the theory, Fishbein and Ajzen (2011, p. 20) argue that "human social behaviour follows reasonably and often spontaneously from information or beliefs people possess about the behaviour under consideration". This means that if people hold negative views towards a behaviour, they are less likely to perform it, and in the same way, when people hold positive views about a particular behaviour, they are more likely to perform it. Therefore, behaviour is a result of intention.

In most studies, the theory of Planned Behaviour (Ajzen, 1988) was used as a continuation and development of the theory of Reasoned Action (Ajzen & Fishbein, 1975). These theories have been used in many studies (Vallerand et al., 1992; Elliott et al., 1995) to understand and predict behaviour. In this study, interest is in the understanding of the beliefs of school principals, SGB members in the schools about the value of inclusion within three township school contexts and how these beliefs influenced behaviour. As such, the theory of Reasoned Action (Ajzen, 1975) and Planned Behaviour (Ajzen & Fishbein, 1988) were used together.

People cannot be separated from their social contexts. These social contexts influence the beliefs that people hold and their experience in the society which in turn influence the behaviour. Here, Ajzen and Fishbein (2011) state that different sources such as personal experiences, education (formal or informal) as well as the interactions that people have with others influence them and the beliefs that they hold towards behaviours. This study focuses on understanding stakeholders (school principals and SGB members) within three different types of school systems' motivation to embrace the

recommendations of inclusion expressed in the policy of inclusive education in South Africa. While it is anticipated that stakeholders in these school contexts will have similar views on inclusion, it was important to find out if the practice of inclusive education existed in the schools. Here, Ajzen and Fishbein (2011) write that the "level of analysis can also help explain why people with similar attitudes, perceived norms, and perceptions of control behave in different ways" (p. 22). Thus, there is a possibility that the school principals and SGB members in these school may not necessarily act in the same ways. The patterns between the beliefs of school principals and SGB members and behaviours were understood better using these theories.

There are different influences on people's behaviours. In the theory, Ajzen and Fishbein (2011, p. 22) categorise these influences as "attitude", "subjective norm", "perceived behavioural control" (Ajzen & Fishbein, 2011, p. 22). The attitude refers to the way that an individual judges the importance of performing the behaviour while the subjective norm is the extent that the society makes the individual feel compelled to perform the behaviour, and perceived behavioural control is the person's belief in the control that they have over performing the behaviour. Here, Ajzen and Fishbein (2011, p. 21) argue that "the more favourable the attitude and perceived norm, and the greater the perceived behavioural control, the stronger should be the person's intention to question the behaviour in question". When the intention to perform a behaviour is strong, the more likely it is that the behaviour will be performed. Thus, the use of these theories helped not only in revealing the influences of the beliefs of the school principals and SGB members, but also revealing how these beliefs influenced the realisation of inclusive education in the schools.

In the present study, these theories were used to identify the three "belief systems" to identify the influence behind the participants' value of inclusion. In the theory, Ajzen and Fishbein (2011, p. 21) categorise these belief systems as "behavioural beliefs", "normative beliefs" and "control beliefs". Here, Ajzen and Fishbein (2011, p. 22) state that the behavioural beliefs influence people's "attitude toward the behaviour" while normative beliefs produce a "perceived norm" where a person's belief depends on how the society views the behaviour and the "perceived behavioural control" where people's beliefs are formed based on the possibility or impossibility of performing the behaviour according to their circumstances. These belief systems within the theories were useful because the behaviour of the school principals and SGB members of the schools involved were understood at a

deeper level. Regarding this nuanced understanding, Ajzen and Fishbein (2011, p. 21) write that "we therefore have to assess not only intentions but also actual behavioural control (i.e., relevant skills and abilities as well as barriers to and facilitators of behavioural performance)". In relation to this study, this theory has helped me to understand the factors that influenced the beliefs that school principals, members of the SGB and parents of children in the schools held about inclusive education and their behaviour towards practicing inclusive education. Figure 2.5 below provides a visual representation of the Theory of Reasoned Action and Planned Behaviour as theories that underpinned this study.

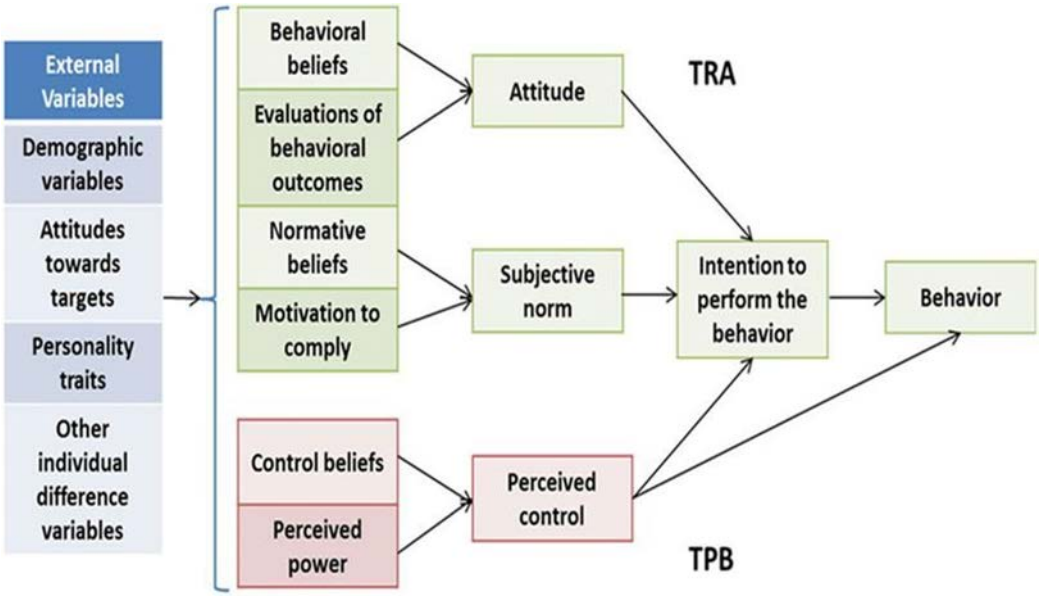


Figure 2.5: The Theoretical Framework of the study adapted from Montaño and Kasprzyk (2008)

2.8 Conclusion

This chapter examined the concepts and research surrounding inclusion in South Africa. The analysis revealed that inclusion is complex and challenging to implement, particularly in township schools. Inclusion requires creating schools where all students feel welcome and supported. This involves transforming school contexts, values, and attitudes. The current approach to inclusive education is

special schools and special schools as resource centres has limitations, potentially stigmatizing students with disabilities. Full-service schools that cater to diverse learning needs offer a more effective approach to promoting inclusion. Effective teacher training, resource allocation, and community engagement are critical to successful inclusion. Addressing historical inequalities and systemic barriers is essential for building a fair and inclusive society through inclusion. This chapter contributes to a deeper understanding of inclusion, highlighting the need for transformative change. Inclusion is essential for building a fair and just society, where all students can thrive and reach their full potential.

CHAPTER 3
Methodology
3.1 Introduction

The research methodology of this study involved three steps which were: data collection, data selection and data analysis. Data for this study was collected through individual semi-structured interviews for school principals and focus group interviews for the SGB members. The aim of the interviews was to explore the beliefs about the value of inclusion held by school principals and school governing bodies (SGBs) in the township schools. The participants of this study were chosen through purposive sampling. In explaining purposive sampling, Etikan et al. (2016) write that the researcher works out the information that is needed (questions to be answered) and then selects people with the knowledge and experience needed to answer them. With permission from the participants, all interviews were audio recorded and kept in a password locked computer. Relevant data from the audio recordings was selected according to the aims of the study. Thereafter, the data was transcribed to documents and then thematic analysis was used. Thus, this chapter begins by explaining the research paradigm, research approach and the research site of this study. Thereafter, it explains the method of population and sampling as well as data collection and data analysis. In the end, it presents the ethical considerations which were employed in this study.

3.2 Research paradigm

Each research study is influenced by a 'research paradigm'. In relation to paradigms, Guba and Lincoln (1994, p. 105) explain that a paradigm is "a basic system or worldview that guides the investigator". This means that it is a set of ideas that represent ways of thinking about the world and knowledge in general. The research paradigm related to this study is the 'interpretive paradigm'. The researcher plays an important role in this paradigm. This is confirmed by Thahn and Thahn (2015, p. 26) who describe the researcher's role in this paradigm as that it is to "get 'insight' and 'in-depth' information" about what is being studied. This is done as the researcher seeks to get depth and meaning of the actions of the participants through semi-structured interviews which will be discussed in detail below. In this paradigm, the researcher seeks to understand the perceptions of the participants involved. It assumes that individuals have unique realities which need to be studied attentively to be understood. Here, Burrell and Morgan (1979) write that when studied through the interpretivist

paradigm, the reality of individuals is created by the social contexts which the individuals find themselves. This makes the context an important aspect of the research. In agreement with this view, Thanh and Thanh (2015) write that data cannot be interpreted thoroughly without the consideration of the context that the study was conducted in. These factors make the interpretivist paradigm suitable for this study. In terms of this paradigm, Guba and Lincoln (1994; 2005) identify four imperative considerations in relation to this paradigm as ontology, axiology, epistemology and methodology. These considerations are useful in examining the philosophy behind each study. The first consideration evident in this study is the axiological assumption which creates an understanding of the ethical behaviour relating to the study (Killam, 2013). As a researcher in this study, I based this research on ethical considerations, maintaining an ethical practice while conducting this research and remaining empathetic to the participant's experiences. Additionally, while collecting data for this study, I respected and valued different perspectives of the participants. The methodological consideration of this study meant that I acknowledged that methodologically, reality is socially constructed (Killam, 2013). This means that as a researcher in this study, I allowed theory to emerge from the data collected through the semi-structured interviews used in this study. The methodological assumption can sometimes be confused with the epistemological assumption (Killam, 2013). Here, Killam (2013) defines epistemology as "the relationship between knowledge and the researcher between discovery" (p. 8). As a researcher in this study, I interpreted the research through my own lens while acknowledging that the data I was collecting was shaped by the social context. The last consideration is the ontological assumption which acknowledges that "beliefs about the nature of reality" (Killam, 2013). As a researcher in this study, I believe that reality is socially constructed, thus those multiple realities can exist. This present study seeks to understand the beliefs of school principals and SGB members about the value of inclusion in the township schools context, more specifically in the full-service school, special school and special school as a resource centre context. As such, this study was based on the view that a focus on the beliefs of the school principals and SGB members involved would reveal a deeper understanding of how inclusive education is understood and practiced in the schools. The interpretivist paradigm meant that the value of inclusion is subjective as it was influenced by the social contexts that the participants found themselves in as well as their individual beliefs regarding it. This is supported by Scott (2013, p. 36) who writes that two individuals cannot hold the same perceptions, even if they are within the same context. This is the reason that it

was important to interview the participants in the individual contexts to develop an understanding of their beliefs and how their beliefs influenced the practice of inclusive education in the schools.

3.3 Research approach

This research uses a qualitative, interpretive research study. Here, Creswell (2009, p. 4) defines qualitative research as "a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem". This approach was suitable for this study because it allowed me as the researcher to find sufficient information from the participants based on their experiences as they described their belief in the value of inclusion and how this influenced the practice of inclusive education in the schools. Describing qualitative research, McMillan and Schumacher (2014, p. 340) write that it is "interactive, face to face research, which requires relatively extensive amount of time to systematically observe, interview, and record processes as they occur naturally". This present study was face to face and it used semi-structured interviews. This research design, as Cohen et al. (2011, p. 219) write, provided an "in-depth, intricate and detailed understanding of meanings, actions, non-observable as well as observable phenomena, attitudes, intentions and behaviours". As such, it allowed meaning of the beliefs of the participants to be made which further created an understanding of how the approach to inclusive education of the participants in their different school contexts was influenced by their beliefs. This research design corresponds with the theoretical framework used in this study which was discussed earlier wherein it was revealed that the theoretical framework presents a framework for understanding the relationship between belief and behaviour. Overall, this design presents data that is of high quality rather than quantity. Such data reveals an understanding of the actions of the individuals involved. Through the use of this research design, the beliefs of school principals and SGB members about the value of inclusion were understood.

3.4 Research site

This research project was conducted at two schools in Orange Farm and one special school as a resource centre for children living with disabilities also in Orange Farm. Orange Farm is a township located in the South of Johannesburg. Much of the Orange Farm population consists mainly of black working- class families. The children in the area tend to attend schools around the area and most of these schools have poor infrastructure and are under-resourced. Orange Farm was purposefully chosen as the research site because it has a variety of schools (full-service, special, and special school as a resource centres) which have the characteristics that are relevant for the analysis this study seeks to

make. Figure 3.1 below provides a map that shows how far the three schools are from each other. School FS is 4.4km from school SS. School SS is 700m from school SSRC.



Figure 3.1: Map showing the distance between school FS, SS and SSRC

School SS that was used in this study is a full-service school. This school provided useful data that explained the beliefs about the value of inclusion held by school principals and school governing bodies (SGBs) in the township full-service school. It provided a detailed account of the way the school principal and SGB members in the full-service school value inclusion and how they perceive the roles of the school in inclusive education. The principal of the school shared that most of the learners in the schools stay with their parents and that each class has roughly 50 learners and one teacher and no assistant teacher. I observed that the school has accessible wheelchair ramps, but does not have wheelchair friendly toilets.

Similarly, SSC, the special school as a resource centre, provided similar data and allowed an analysis. Most of the learners in the special school stay with their grandparents as the parents either had to look for employment closer to the Johannesburg city centre. Some of these learners have been abandoned by their parents due to either difficulty in accepting their challenges, or the stigma attached to having to raise a child living with a disability in the township context. Most of the learners in this school were

referred by the department due to the severity of their disability. The school has no professional therapist, and the teachers were not trained for a special education approach. Each class has close to 20 learners.

Finally, in SSRC the school principal shared that there are almost 70 learners in total and that each classroom has at least 20 learners. The school has no professional therapist and the 'teachers' are mostly volunteers from the community who received training from the government. The manager of the school is a qualified social worker who assists with issues of referral of these learners to surrounding special schools or full-service schools.

All of the schools in this study are no fee-paying school and according to the Department of Education (2019) belong to quantile 2. I observed that the learners in school FS have mild intellectual disabilities whereas the learners in school SS have intellectual and physical disabilities that range from mild to severe and some who have been diagnosed with autism disorder. Finally, most of the learners in school SSRC have severe intellectual disabilities.

3.5 Population and sampling

Sampling is an important component of the methodology of research. Here, Cohen et al. (2007) and Marshall (1996) as cited in Shah and Al-Bargi (2013, p. 259) suggest that there are three techniques to sampling qualitative research which are "convenience, purposive or theoretical but the most important sampling technique is purposive sampling, which helps in obtaining thorough information". This study used purposive sampling. Here, Etikan et al. (2016) state that the researcher works out the information that is needed (questions to be answered) and then selects a range of people who are willing to answer them based on knowledge and experience. For this research, school principals and members of the SGB are selected as part of the participants. This is because, according to Abawi and Carter (2018) they are the sole people responsible for the management of schools and implementation of inclusive education in the schools. Therefore, their belief in the value of inclusion and interpretation of the role that the schools they are in play in inclusive education was important for this study. This made school principals and SGB members the suitable sample of the population for this study. The members of the SGB who were involved from the schools included parents only. The whole study interviewed the school principal of each of the three schools. Thereafter, it held semi-structured focus

group interviews with two members of the SGB from each of the three schools. As such, the whole study involved 9 participants.

3.6 Methods of data collection

To respond to the research questions in this study, the researcher conducted interviews. This was done as a means to collect data that would be used to address the purpose of this study. In this present study the researcher served as the main research instrument. Regarding this, Merriam (2009) noted that some of the advantages of being the main research instrument include that the researcher has the chance to ask clarifying questions during the interviews, ask participants whether the responses were interpreted correctly, and analyse responses in more depth. As such, the researcher was able to make meaning of the responses of the participants. There were three individual semi-structured interviews which were conducted and three focus group semi-structured interviews in this study.

This study used individual semi-structured interviews for school principals. Here, Merriam and Tisdell (2015) notes that semi-structured interviews are beneficial since they allow the participants to share their opinions and experiences. As a researcher in this study, I was able to get insight into the participants' perceptions. As stated earlier, the school principals were interviewed through individual semi-structured interviews. This allowed me to get detailed responses from them as I had the freedom to ask questions in a manner that I thought the principals would understand, and that would allow me to get rich data. The questions that were asked were not limited to the ones in the interview guide (see appendix A). Regarding this, McMillan (2012) notes that semi- structured interviews are open-ended but allow the participant to give individual responses. I was able to probe further and follow-up on the responses given. The school principals were interviewed separately from the SGB members, this was done in an attempt to avoid discomfort in the part of the SGB members since they are in a lower leadership position compared to the school principals.

The SGB members were interviewed through focus group semi-structured focus group interviews. During these interviews, the group participants were able to interact as they responded to the questions. This was beneficial since as Lichtman (2012, p. 129) notes, group interactions in focus group interviews "may trigger thoughts and ideas among participants that do not emerge during an individual interview". I observed this in the focus interviews as the participants agreed with each other and sometimes disagreed with each other. More, importantly, they added to each other's responses

showing how things differ in their personal situations. For me as a researcher, this meant that I was able to get rich data through the audio recordings which I transcribed, printed and later analysed. Authors such as Cohen et al. (2007) and Creswell (2012) note that audio recording the interview was beneficial to me as a researcher since I would not have the ability to listen to write fast enough as the participants responded. As such I would have missed important information which would have affected the validity of my data.

3.7 Data analysis

Data collected from interviews (both the individual and focus-group semi-structured interviews was analysed. Here, John and Parsons (2006) write that data collected in the interviews should be analysed, noting similarities and differences between the experiences and the responses of people to build common themes. This study used "thematic content analysis" as a method of data analysis. In this method, Van Zyl (2011) notes that thematic content analysis can be used on interview transcripts and the responses to open-ended questions on questionnaires that the participants will be answering.

Using the thematic content analysis I started with open coding where I read the transcripts I had created from the audio recordings. During this stage, I read while making comments. The comments helped me to summarise the main ideas and important words I noted from the response given. I then used these words and main ideas to create codes. To make it easier for myself to see the trends, I used colours to highlight similar ideas and form groups. Thereafter, I compared the codes that I discovered then put them into categories to create themes This was part of axial coding. This method was beneficial to me because it allowed me to understand and present the data that was collected in simple and clear ways.

3.8 Ethical considerations

The ethical considerations involved in this study involved getting permission from the Gauteng Department of Education (GDE) to use the public schools for the purposes of this research. It also involved getting permission from the Non-Medical Human Research Ethics Committee within the University of the Witwatersrand to proceed with this study, as well as maintaining anonymity and confidentiality throughout the study. The protocol number that I was given is 2022ECE051M. It was important that confidentiality and anonymity were maintained during and after the study as they ensure that the research is conducted in an ethical manner (Heath et al., 2009). I informed the participants that their responses would be kept confidential. In addition, I kept the participants anonymous by

giving them codes which were used throughout the collection of the data and the creation of this project. The audio recordings of the interviews were kept in a password locked computer that only I could access.

3.9 Conclusion

This chapter explained the research methods used in this study. The study used a qualitative, interpretive approach to understand the beliefs and practices of school principals and School Governing Body (SGB) members about inclusion. The data was collected through semi-structured interviews and focus group discussions. This helped to capture detailed insights into the participants' experiences. The data was analysed using thematic content analysis. The findings of the study will help policymakers, educators, and researchers better understand inclusive education. The next chapter will present the findings of the study, highlighting key themes and patterns from the data analysis. This will provide valuable insights into inclusive education in South African township schools.

CHAPTER 4
Data analysis
4.1 Introduction

This section of the study presents findings from the data collected. The study focused on the beliefs related to the value of inclusion held by school principals and SGB members in three township schools. This study takes the view that beliefs about the value of inclusion has an influence in the way that they are practiced or allow the implementation of inclusive education within the schools they are in. Overall, part of this study seeks to find out what the practice of inclusive education looks like in schools. First, this chapter will present the demographic characteristics of the participants from the three township schools involved, which includes a full-service school, a special school, and a special school as a resource centre in the table form. Second, it will present and analyse the key findings of the study in four broad themes which are: the conceptualisation of inclusion, the belief in the value of inclusion, the practicality of inclusive education within the township schools and the limitations of inclusive education within the township schools. Finally, it highlighted the key findings of the study. To keep up with the ethical considerations in the process of analysing the findings from the interviews, the codes below are used to refer to the SGB members and the principals of theschools.

Full-service school SGB Member 1- FSM1

Full-service school SGB Member 2- FSM2

Special school SGB Member 1- SSM1

Special school SGB Member 2- SSM2

Special school as a resource centre SGB Member 1- SSRCM1

Special school as a resource centre SGB Member 2- SSRCM2

Full- service school principal- FSP

Special School as a resource centre principal- SSRCP

Special school principal- SSP

Table 4.1.1 summary of the demographic information of the SGB members who participated in the study.

Participants	Gender	Number of years in the school	Number of children in the school
Full-service school			
FSM1	Female	2	1
FSM2	Female	3	1
Special school			
SSM1	Female	5	1
SSM2	Female	4	1
Special school as a resource centre			
SSRCM1	Female	1	1
SSRCM2	Female	10	1

There were six female SGB members who participated in the study. All of them had one child in the schools that they were SGB members in. All the SGB members involved in this study have received some form of training from the Department of Education for the SGB position they hold, except for the SGB members at the special school as a resource centre who revealed that they became SGB members after they attended the campaign at the centre for the inclusion of children living with disabilities in the community. One of these members stated that:

"I had to quit my job because I couldn't find someone who would look after my child, I couldn't find anyone else I could trust with my child, so I came to the centre to learn about my child's disability" (SSRCM1).

Table 4.1.2 shows a summary of the demographic information of the school principals who participated in the study.

Participant	Gender	Experience in the school	Experience in other similar schools
Full-service school			
FSP	Female	1 years	5 years
Special school			
SSP	Male	5 years	18 years
Special school as a resource centre			
SSRCP	Female	5 years	No experience

There were three principals in this study, two of which were female and a single male. Their experience as principals ranged between five and eighteen years. They each have different experiences with working in the schools they are in, or schools that are like the ones they are in. The principal of the special school revealed that:

> *"I have a previous experience of 18 years from another special school. I experienced a culture shock because of the lack of resources here compared to the school I was in" (SSP).*

4.2. Findings

The data analysis of this study began with an open coding stage followed by an axial coding stage.

Table 4.2 The Development of Themes

Schools	Representative phrase	Open coding	Axial coding
Full-service	"It's a policy that says that everyone has the right to education regardless of the disability they have including ADHD, dyslexia or dysgraphia" (FSP).	It is an issue of human rights	Theme 1: Conceptualisation of inclusion
Special school	"If inclusion was working properly, we would not have special school" (SSP).	Holistic development of all children	
Special school as a resource centre	"We wanted and still want our children to be treated the same" (SSRCP).	Equal treatment	
Schools	Representative phrase	Open coding	Axial coding
Full-service	"It pushes the learners who are struggling to do better" (FSM1).	Support	Theme 2: Beliefs about the value of inclusion
Special school	"It helps the children not to see themselves as people who have conditions" (SSP).	Counter labelling	
Special school as a resource centre	"People will help each other include people with	Community involvement	

	disabilities even in the communities" (SSRCP1)		
Schools	Representative phrase	Open coding	Axial coding
Full-service	"...we send the learners to the LSE who will diagnose the learner and teach the learner using ILSP which will group learners according to needs" (FSP).	Integrated system	Theme 3: The practicality of inclusive education in township schools
Special school	"Special schools should be for children with severe intellectual disabilities" (SSP).	Medical deficit model	
Special school as a resource centre	"We want children in the community to learn to mix with children living with disabilities" (SSRCP).	• Medical deficit model • Social model	
Schools	Representative phrase	Open coding	Axial coding
Full-service	"...they should have started with the teachers. Make them understand the implementation of the policy of inclusion from the beginning" (FSP).	• Poor teacher training • Poor understanding of the policy of inclusion	Theme 4: Limitations with inclusive education in township schools
Special school	"I don't understand how my child is put in the SID class, there was no diagnosis, how did they know he belonged in the class?" (SSM1).	Lack of understanding of LSEN diagnosis	
Special school as a resource centre	"…some parents did not want their children to mix with other children" (SSRCP).	Resentment from parents	

Thus, the data collected from this study revealed four themes:

1. Conceptualisation of inclusion
2. Beliefs about the value of inclusion
3. The approach to inclusive education in township schools
4. Limitations with inclusive education in township schools

4.2.1 Conceptualisation of inclusion

One of the objectives of this study was to find out the conceptualisation of inclusion of school principals and SGB members of the township full-service school, special school, and special school as a resource centre. As expected, the participants in this study each provided different conceptualisations of inclusion. Even so, there is a pattern of the participants interpreting inclusion as belonging, involvement or being a part of something even beyond the learning environment. While the conceptualisations of inclusion within the three school settings are expressed in different ways they concur with each other and with the policies of inclusive education in South Africa and at international levels.

In the context of a full-service school, inclusion was viewed as a *human rights issue* which emphasised the fact that all children had a right to an education. A view of inclusive education as a human rights issue aligns with the stipulation of the Constitution of the Republic of South Africa (1996). Here, the constitution states that: “Everyone has the right to a basic education, including adult basic education and to further education, which the state through reasonable measures must make progressively available and accessible” (Republic of South Africa, 1996). Based on this, it is clear that all children should have access to school, and it remains the responsibility of the state to ensure that schools are accessible to all learners. This stipulation of the Constitution of the Republic of South Africa aligns with the international stipulations of inclusive education, mainly the international policy through which inclusive education was developed, the Universal Declaration of Human Rights (United Nations, 1948). In short, the Universal Declaration of Human Rights (United Nations, 1948, p. 54) states that education shall be “… made accessible to all”. This means that all learners must be given the opportunity to attend school despite their abilities. Thus, the findings of this study show that in the full-service school, the school principal and the SGB members agree about what constitutes inclusion.

This concurs with the literature discussed earlier where it was revealed that there is a greater possibility for the staff in the school to adapt an inclusive culture when the leader of the school values the culture (Carrington et al., 2012; Abawi & Carter, 2018). In this instance, the principal's value of inclusion is relayed among members of the SGB of the school. Further, inclusion is defined according to context (Makoelle, 2012) as literature had revealed earlier, since members of this school hold similar conceptualisations about what counts as inclusion.

On the other hand, participants from the special school, below, expressed that inclusion is about *the holistic development of the children*. Here, the conceptualisation of inclusion implies that all children must be included in one school setting.

Clearly expressing uncertainty with regard to the necessity of special schools, the school principal of the special school specifically argued that:

> *"If inclusion was working properly, we would not have special schools. Majority of children just have physical disabilities, if they can be remediated in time they can survive in mainstream schools" (SSP).*

It was intriguing to discover that participants in a context where policymakers have a medical deficit perspective of inclusion define inclusion as the holistic development of the child. The foundation of the holistic development of the child is the social model approach. For a special school, the White Paper 6: Special Needs Education policy (Department of Education, 2001) suggests a need for a special environment for the development of the child which is rooted in the medical model. This compels an analysis of the degree to which policy provisions impact people's opinions within certain settings. If looked at closely, this corresponds to the "attitude" and "subjective norm" mentioned in the Theory of Reasoned Action and Planned Behaviour (Ajzen & Fishbein, 1988) that underpins this study. Once again, the Theory of Reasoned Action and Planned Behaviour (Ajzen & Fishbein, 2011) states that attitude refers to the way that an individual judges the importance of performing the behaviour while the subjective norm is the extent that the society makes the individual feel compelled to perform the behaviour. The requirements of South Africa's inclusive education policy to stakeholders in South African schools serve as the subjective norm in this case, and the principal and members of the SGB's belief is the attitude. This indicates that the policy's requirements (a subjective norm) had no effect on people's ideas about what action was appropriate (attitude). Rather, the

personal values of each person shaped their attitudes. An analysis of how the subjective norm impacts the school's inclusive education practices will be carried out in the study's upcoming developing themes.

In responding to the same question of how they conceptualise inclusion, participants in the special school as a resource centre conceptualise inclusion as *equal treatment*. Upon explaining this conceptualisation, the special school as a resource centre principal narrated that:

> *"When we started working here, the people here did not care much about disability, they did not support our unit. They believed that we wanted our children to be treated special and what we wanted, and still want is for our children to be treated the same" (SSRCP).*

Here, *sameness* refers to children with disabilities being accepted not only at school level but also in the community and being treated equally in that sense. This causes one to question the extent that the practice in the South African township special school as a resource centre enforces the equal treatment of children living with disabilities. Regarding this, Connell (1993) makes an important argument that in most cases the school system creates social inequalities. The reason is that children are taught some values through the school system. Therefore, if schools do not value inclusion, it is less likely that the children who understand inclusion will be produced by the schools. Upon studying how children understand inclusive education, Engelbrecht (2011) discovered that children not living with disabilities view children living with disabilities as the 'other'. Thus, a 'deficit conception' of the learner who is living with a disability affects all the members of the school, including teachers, learners living with disabilities and learners not living with disabilities. This means that there will be fewer members of the community who value inclusion. More importantly, it means that children living with disabilities will continue to be excluded, marginalised and not treated equally - which is the concern of the participant.

This concurs with the literature discussed earlier where it was revealed that there is a greater possibility for the staff in the school to adapt an inclusive culture when the leader of the school values the culture (Carrington et al., 2012; Abawi & Carter, 2018). In this instance, it is clear that the principal's value of inclusion is relayed among members of the SGB of the school. Further, it is clear that inclusion is defined according to context (Makoelle, 2012) as literature had revealed earlier, since members of this school hold similar conceptualisations about what counts as inclusion. Their conceptualisations of

inclusion are rooted in the social model approach where the school context is meant to be accessible and meet the needs of the learner.

4.2.2 Beliefs about the value of inclusion

Findings from this study revealed that participants from the three schools value inclusion. Like their conceptualisation of inclusion, their beliefs in the value of inclusion differ but were all positive. In one way or the other, the values expressed relate back to the fact that inclusion helps the child living with the disability find a place to 'belong', in the classroom and in the community. This belonging is made possible through *support*, *countering labelling* and *community involvement* which were all values that the participants stated.

Participants from the full-service school expressed their belief in the value of inclusion as that it allows the *support* of children living with disabilities within the full-service school, and more specifically *peer support*. This is in line with the provision of the White Paper 6: Special Needs Education policy (Department of Education, 2001) and White Paper 6 (Department of Education, 2010) which provide that children living with disabilities must be supported within the full-service school. Regarding this, the White Paper 6 (Department of Education, 2010, p. 7) states that full- service schools must have "the capacity to respond to diversity by providing appropriate education for the individual needs of learners, irrespective of disability or differences in learning style or pace, or social difficulties experienced…". This means that it is the responsibility of the school to ensure that all children learn. While the policy White Paper 6 (Department of Education, 2010) shows the importance of support as being the responsibility of the stakeholders of the school, the SGB members and the school principal of this full-service school expressed confidence in the value of inclusion as being the culture of the school that included even the children that are not living with disabilities. Regarding this view, one member of the SGB explained that:

> *"For inclusion to succeed the children must be treated equally so the normal children will also be able to support children living with disabilities" (FSM2).*

Attesting to the same matter of peer support as a value for inclusion, another member of the SGB of the full-service school referred to allowing children to create their own culture of dealing with difference. The SGB member narrated that:

"Sometimes children with special needs are pitied for instead of being encouraged to do better. Sometimes it's the culture that children copy from adults but if we allow children to create their own culture, we can be surprised to find out that children enjoy being around each other and enjoy assisting each other despite the differences so that's why inclusion is important to me" (FSM1).

The above quote clearly shows that the participants in this school express confidence in learners not living with disabilities to have a positive impact on children who are living with disabilities and vice versa. Further, they express the belief that children living with disabilities can, in turn, be influenced positively by children not living with disabilities. This shows that as parents of children living with disabilities, they are not content with the special school system. For me, the separate school system for children with disabilities raises questions about its benefits, such as epistemological access and the community involvement of the child living with the disability. Data from the interviews conducted in the special school revealed that principals and SGB members of the special school saw value in inclusion because it helps against the labelling and promotes acceptance of children living with disabilities. This is not something that can be easily achieved in a special school system which their children are in. The principal of the special school specifically expressed that:

"…labelling causes the children in our school to feel ashamed, they do not want to be transported with the special school buses because of the stigma attached to it so it's better for every child to be included" (SSP).

Based on the quote above, it is implied that children in the special schools are affected by the fragmented approach which includes the social model approach and medical model approach in South Africa's inclusive education. There is an ideological battlefield which causes confusion because while full-service schools are advocated for through the social model approach, special schools still remain an integral part of South African inclusive education, and their foundation is the medical model. This concurs with literature discussed in the literature review that having two school systems that are separated according to abilities and levels of support causes challenges for the children in need of additional support than it benefits them.

In this present study, it is revealed that the challenges include children being stigmatised, labelled and excluded. This shows that while the medical model of disability that holds special education intends to provide quality education for the child living with the disability, it actually leads to the child being

marginalised within the community context they live in. Children living with disabilities may benefit in terms of epistemological access when they are in special schools.

However, the challenge begins when they finish school and have to live in a society that they were not a part of with individuals who are not used to them, and therefore have not accepted them. This takes away their sense of belonging in the community.

Similarly, although not in the same words, participants in the special school as resource centres expressed the value of inclusion as that it increases the chances of community involvement. This value was particularly important to the experience of parents of children living with disabilities of living with their children within the community. One parent narrated that:

"I have had a good experience with inclusion. My community has always accepted my child. My child plays with other children. I was helped by the inclusion campaign here in (names school). The campaign helped in raising awareness about my child's disability, so people understand my child" (SSRCP2).

The school has a great influence on the community which it is found. In this section of the study, it is revealed that the school inclusion campaign influenced the community. This concurs with the international society where the United Nations (1948) provides that the education system in any country must create a society where all people are accepted and respected despite their differences. This is a good example of the link between school and community. The development of the arguments presented above suggest that inclusion is conceptualised and understood as a value. This is not limited to the school context, but also involves the community at large. Literature discussed earlier shows that involvement by members of the community is an essential part of inclusion. Regarding this view, Engelbrecht (2020) writes that inclusive education is an education system that supports and values all children. Thus, involvement in this essence implies that no child should be left behind. Therefore, for inclusion to be successful, inclusion must be valued in the school context. The three schools involved in this study show that the participants hold similar beliefs in the value of inclusion.

4.2.3 The approach to inclusive education in township schools

The two themes above showed that the participants of this study have different conceptualisations and beliefs about the value of inclusion in the three schools involved. Still, the conceptualisations and

beliefs about the value of inclusion expressed all relate to the main policy of inclusive education in South Africa, the White Paper 6: Special Needs Education policy (Department of Education, 2001). Using the theoretical framework of this study, this theme sought to show how the participants' beliefs about inclusion affect the practicality of inclusive education in the schools. In other words, it sought to show how beliefs of the school principal and SGB members as part of the school leadership influence the implementation of inclusive education in the schools. Findings revealed that the approach of inclusive education differs with each school. None of the schools revealed inclusive education as stipulated in the policy of inclusive education, the White Paper 6: Special Needs Education policy (Department of Education, 2001). Instead, each school embraced a unique section of the policy in their practice of inclusive education. To include children living with disabilities, the full-service school used the integrated education system, the special school used the medical deficit model, and the special school as a resource centre used the medical deficit model and social model approach simultaneously.

In the full-service school, the inclusion of children living with disabilities means that they need to be supported within the mainstream classroom and when the teacher's strategies fail to meet the learners' needs the integrated system is adopted. As explained earlier (in the literature review), this is the same approach that most countries of the South use (Singal, 2008; Mosia, 2014). In explaining this, the principal of the full-service school said:

> "*We also have those classrooms, the setting for the integrated system. The teacher identifies the challenges of the learner and if they fail to support the learner, they speak to the HOD who is a 'case manager' in the SBST committee who will come up with strategies to support the child. If that fails, we send the learners to the LSE who will diagnose the learner and teach the learner using the ILSP which will group the learners according to their need" (FSP).*

It was interesting to find that the school principal and SGB members of this school value inclusion to the point of school access but opt for an excluding approach in the practice of inclusion in the school. Looking at this through the theory of Reasoned Action and Planned Behavior (Ajzen & Fishbein, 2011), it appears that there is a disconnect in the beliefs about the value of inclusion and the practice of the SGB members and school principal in this school. This is because, while they believe in the value of inclusion, this belief does not cause them to employ an inclusive agenda in the approach to

teaching and learning in the school especially as people in leadership positions in the school. The theory of Reasoned Action and Planned Behavior (Ajzen & Fishbein, 2011) highlights the fact that there are many sources that influence people's behaviour. These sources include the education that people have, and the interactions that they have with other people or with each other. The theme of this study will help explain what the influence behind the motivation to embrace the recommendations of inclusion expressed in the policy of inclusive education in South Africa is.

In the special school, findings revealed that the practicality of inclusive education means that the school principals must employ the medical deficit model where they must separate children according to diagnosis. The principal of the special school explained how this model works within the school and said:

"*We are three schools in one, an autistic section then the severely intellectually disabled and the mildly intellectually disabled" (SSP).*

These sections within the school mean that the school has a variety of differences that it deals with. This causes challenges since according to the White Paper 6: Special Needs Education policy (Department of Education, 2001) each section in the school requires a 'specially trained' professional who will work with the learners in that section. Given that this is a township context, the availability of resources and fully trained teachers remains a hindering factor to the effective practice of inclusive education (Spaull, 2013). Even so, the principal explained that there is no other solution for inclusive education for children with special needs because they do not receive epistemological access in the other schools (full-service schools and mainstream schools). The principal clearly explained that:

"It's for giving the children with special educational needs a chance of experiencing success in their own camps. When you take them into schools where remedial classes will be opened for them you are not solving the problem. There's a problem between remediation and special education. In a remedial class it means that child has a minor problem, maybe mixing numbers, you remove the child from the class once you have remediated the problem. But teachers take these children with special educational needs and put them in the remedial classes as the 'black sheep' of the school because the teachers are not trained to teach these learners. Special schools allow teachers to go to those areas that teachers in the mainstream schools cannot reach" (SSP).

This statement from the school principal shows that he understands the ideological battlefield in the policy of inclusive education and is aware of the impact that the special education approach to inclusion could have on the child living with a disability.

For the most part, the practicality of inclusive education in the special school as a resource centre is like the one in the special school. However, the findings revealed that in addition to the medical deficit model, the special school as a resource centre also uses the social model approach. The purpose of this dual approach is because the centre has a limited capacity of children living with disabilities that it is able to accommodate due to resources. While the centre prioritises children with disabilities. Members of the SGB in the special school as a resource centre revealed that:

"…the centre can only take a certain percentage of children with disabilities. The centre is only looking for a certain percentage of learners. There is inclusion but it's slow based on the capacity" (SSRCM2).

Thus, in the special school as a resource centre, the social model approach is used only at the ECD level but once children reach school going age, the medical model approach is employed, and the children are referred to suitable schools. In addition to the limitations with the capacity that the special school as a resource centre is able to cater for, the availability of fully trained stuff remains an issue in this school.

4.2.4 Limitations with inclusive education in township schools

Findings in this study revealed that there are limitations with realising inclusive education within the township schools. Through the lens of the Theory of Reasoned Action and Planned Behaviour (Ajzen & Fishbein, 1975), this section of the study looks at how the limitations with realising inclusive education in these schools are influenced by the beliefs that the school principal and SGB members of the schools hold about the value of inclusion. The limitations revealed in this study included *poor teacher training, a lack of understanding of inclusive education policies, a lack of understanding of LSEN diagnosis* and *resentment from parents*.

In the full-service school, *poor teacher training* and a *lack of understanding of inclusive education policies* were identified as the main challenges hindering inclusive education practices. These limitations make it difficult for inclusive education to be made practical within the school because

teachers are not able to deal with the challenges of the learners. This finding is in congruence with literature conducted earlier in the South African context by Makoelle (2012), Engelbrecht et al. (2016), Walton and Rusznyak (2019). These studies revealed that teachers are not trained thoroughly to implement inclusive practices and strategies, which results in the denial of epistemological access in the children. In relation to this study, it was interesting to discover where the school principal and SGB members of the full-service school locate the problem of poor teacher training. The principal of the full-service school narrated the challenge of teacher training and said:

"Our little training was just theory, theory, theory, and no practice…Inclusion fails because there is no rehabilitation at the department. Teachers are not well trained for inclusive teaching" (FSP).

This is the same challenge that was revealed by Donohue and Bornman (2014), whose study focused on the challenges to inclusive education in South Africa. Briefly, Donohue and Bornman (2014) revealed that the White Paper 6: Special Needs Education policy (Department of Education, 2001) does not provide adequate information on how teachers would be trained to apply the policy of inclusive education in their classroom practice. This affects the extent that inclusive education can be made a reality in the South African school system. When asked about the usefulness of inclusive education policies, the principal explained that the policies are not useful because the teachers do not know how to use them. She alluded to the fact that the department prints the policies for the teachers each year, but does not train them to use them. She said:

"Yes, the policies are very useful to me because of my postgraduate qualification, but teachers in my school did not specialise in inclusive education so they are lazy to read them and do not understand the inclusive practice that is required of them" (FSP).

Based on the above, it is clear that the practice of inclusive education in this full-service school is influenced by the beliefs of the teachers in their readiness to bring about an inclusive education agenda. Further, it is clear that the level of education does have an influence on people's beliefs. In relation to the theory of Reasoned Action and Planned Behaviour, Ajzen and Fishbein (1975) state that different sources such as personal experiences, education (formal or informal) as well as the interactions that people have with others impacts them and the beliefs that they hold towards behaviours. In this school, we find that the school principal's level of education has an influence in the way she views the challenges with inclusive education in the school. It was interesting to discover through analysis that

although the school principal and the teachers of the school are in the same school context, they view and define the challenges with inclusive education differently.

Based on the school principal's statement, it is clear that she values inclusive education. Literature discussed earlier revealed that the school principal, as the leader and manager of the school has an important role to play in the value of inclusion in the school (Mitchell, 2015). Therefore, it was important to find out the extent that the principal of this full-service school was in control of making her value of inclusion a practice in the school she is leading. In terms of the theory that underpins this study this is to find out the influence of the principal's beliefs in their own behaviour and the behaviour of the people around them (in this case, the teachers). The theory of Reasoned Action and Planned Behaviour (Ajzen & Fishbein, 2011) helps us understand the 'behavioural control' that the school principal has over making inclusive education a reality in the school. This behavioural control includes the "relevant skills and abilities as well as barriers to and facilitators of behavioural performance" (Ajzen & Fishbein, 2011, p. 21). In my view, the principal has the skill and ability of practicing inclusive education based on her level of qualification. However, the poor training in the teachers she is leading becomes a barrier to realising inclusive education the school which in the end affects the practice of inclusive education. Therefore, her overall ability to make inclusive education a reality in the school is challenged.

On the other hand, members of the SGB in the special school revealed that when their children were sent to the special school, their diagnosis was not explained to them as parents. Thus, the challenge they explained with inclusive education is the *lack of understanding of diagnosis*. In describing the challenge with not understanding their child's diagnosis, a member of the SGB explained that:

> *"My child doesn't take medication for being hyper, he just drinks medication for his forgetfulness. I don't understand how my child is put in the SID class, there was no diagnosis" (SSM1).*

Diagnosis understanding is important so that the learners' specific needs or challenges can be addressed. The purpose of the diagnosis is not to isolate the learner, instead it is for the teacher to find ways to support the learner. As discussed earlier in the literature review, the policy that is used to identify the learner's level of support and ways for the teacher to support the learner is the Department of Education (2014). Still, studies like Matolo and Rambuda (2021) revealed the challenges that became apparent as a lack of understanding and incorrect application of the SIAS (Department of

Education, 2014) policy. In explaining the challenges with the application of the SIAS policy, Matolo and Rambuda (2021, p. 208) explain that "educators are expected to play the vital role of screening, identifying, and assessing barriers to learning in their daily teaching and then render support to any learner who may be experiencing barriers to learning". However, it was discovered that teachers often diagnose the learners for the purpose of referring them to special schools. Similarly, the findings of this study reveal that school principals and SGB members in this context often want to understand the diagnosis of the learners to refer them to special schools instead of finding ways to support the learner. Thus, as Slee (2011) writes, schools create a version of the leaner that they want, one who is ideal and keep them. Most schools do not challenge the structures to make the school environment conducive for the learner to learn.

For one participant, the challenge of unclear diagnosis of their child does not only affect them as the parent but also the teachers who are expected to teach their child. The SGB member explained that:

> *"…it's like the teachers do not even know our children. They just complain that our kids are incompetent. The teachers threaten that the children are unteachable so they will stop teaching them" (SSM1).*

In the special school as a resource centre, the limitation with inclusive education was because many parents were resentful towards inclusion. Many parents do not support the inclusion that the centre is trying to promote. The special school as a resource centre principal explained that:

> *"…some parents did not want their children to mix with other children" (SSRCP).*

Remarkably, this resistance is not only expressed by parents who do not have children living with disabilities. One member of the SGB who also attends the workshop on inclusion at the centre expressed that:

> *"…inclusion is right and is needed but my child would not be able to cope in a normal school because he can't concentrate. He has the right to education but cannot be included with other children" (SSRCM1).*

This challenge revealed that parents are reluctant to mix their children living with disabilities with other children. In the same way, the study reveals that parents of children not living with disabilities are reluctant to mix their children living with disabilities which causes a challenge for realising inclusive education in the school. This finding mirrors the findings of Kern (2020) that highlighted parents' resistance towards inclusive education. In the study, Kern (2020) found that parents believed time will be spent unequally by teachers which will affect the learning of the children. It seems that parents believe that when children living with disabilities and children not living with disabilities are in the same class, the teacher may not be able to share his or her attention between the learners. While this may be true, a school with an inclusive agenda uses a differentiated method of teaching where learners are given tasks according to their development level and abilities. This means that although learners learn in different ways, all their learning will be facilitated during the teaching and learning time in class. It was interesting to find that parents who earlier expressed confidence in inclusion in that it counters labelling and brings about community involvement are reluctant to include their children who are living with disabilities with those who are not living with disabilities. Through the theory of Reasoned Action and Planned Behavior (Ajzen & Fishbein, 1988) this shows that the beliefs of the parents in this case, do not match their behaviour.

4.3. Conclusion

This chapter analysed data on the findings of the study on the conceptualisation, beliefs, and limitations of inclusion in township schools. The data revealed that school principals and SGB members across three school settings (a full-service school, special school, and special school as a resource centre) conceptualise inclusion as belonging, involvement, or being part of something beyond the learning environment. Despite differences in conceptualization, participants generally value inclusion for its potential to promote social inclusion, counter labelling, and increase community involvement. However, the study also highlighted significant limitations to realising inclusive education in these schools. These limitations include poor teacher training, lack of understanding of inclusive education policies, lack of understanding of LSEN diagnosis, and parental resentment towards inclusion. The findings suggest that these limitations are influenced by the beliefs and values of school principals, SGB members, and teachers. The study's findings are consistent with the literature on inclusive education, highlighting the need for teacher training, policy support, and community engagement to promote inclusion. The Theory of Reasoned Action and Planned Behaviour

(Fishbein & Ajzen, 1975) was a useful framework for understanding how the beliefs and values of school leaders and stakeholders influence their behaviour and decision-making. Overall, this chapter contributed to the understanding of the complexities of inclusion in township schools and highlights the need for targeted interventions to address the limitations and challenges identified. The findings have implications for policy, practice, and future research on inclusive education.

CHAPTER 5
Discussion

5.1 Introduction

The purpose of this study was to understand the value of inclusion held by school principals and SGB members in a township full-service school, special school, and a special school as a resource centre. To do this, the study paid attention to the conceptualisations of inclusion held by school principals and SGB members in the schools; understanding the beliefs about the value of inclusion of school principals and SGB members; and determining the approach to inclusive education in township schools and the limitations with inclusive education in township schools.

5.2 Key findings

The summary of the findings is given below in table 5.2.1 below.

Table 5.2 Summary of Findings

Key Themes	Summary of Findings
Conceptualisation of inclusion held by the school principal and SGB members in a township full-service school, special school, and special school as a resource centre.	• Inclusion is understood as a human right issue. • Inclusion is understood as the holistic development of all children. • Inclusion is understood as the equal treatment of all children
Beliefs about the value of inclusion held by the school principal and SGB members in a full-service school, special school, and special school as a resource centre.	• Inclusion is believed to be important because it increases support. • Inclusion is believed to be important because it counters labelling. • Inclusion is believed to be important because increases community involvement.

The approach to inclusive education in a township full-service school, special school, and special school as a resource centre.	• Inclusive education is approached through the integrated system. • Inclusive education is approached through the medical deficit model. • Inclusive education is approached through the medical deficit model and social model.
Limitations with inclusive education in the township full-service school, special school, and special school as a resource centre.	• Poor teacher training results in the denial of epistemological access in thechildren. • The policy of inclusive education is misunderstood by the stakeholders of the school. • The lack of understanding of LSEN diagnosis limits the implementation of inclusive education in the schools. • Parents are reluctant to mix their children living with disabilities with other children or vice versa.

This chapter used these findings and the literature discussed earlier to respond to the aims of this study. The theoretical framework was used as a guideline to analyse the findings of the study. In the end, it presents the limitations of this study and makes recommendations for future research. The Theory of Reasoned Action and Planned Behaviour (Ajzen & Fishbein, 1975) was useful in analysing the beliefs of school principals and SGB members as well as understanding how these beliefs influence the school principals and SGB members and their actions in their leadership positions. The theory allowed me to understand the "behavioural beliefs", "normative beliefs" and "control beliefs" (Ajzen & Fishbein, 2011, p. 22) linked to the school principals and SGB members in the township context which includes a full-service school, special school, and special school as a resource centre. There was a need to explain inclusion within the specific context and how the explanation was in line with the whole policy of inclusive education in South Africa. The findings revealed that participants in the township schools involved held similar conceptualisations of inclusion and similar beliefs in the values of inclusion. Although the findings contradicted each other, they were all in line with the White Paper 6: Special Needs Education policy (Department of Education, 2001). Consequently, this proves that there is an ideological battlefield that arises from the fragmented approach to inclusive education that South Africa uses since while some people would value inclusion as defined through the medical model of disability, some people value it as defined through the social model of disability. Thus, while there are differences in conceptualisations and beliefs for individual people due to the policy, the White Paper 6: Special Needs Education policy (Department of Education, 2001) policy still stands as the policy of inclusive education in South Africa. Regarding the practicality of inclusion, the findings revealed that the schools faced different limitations and the beliefs of the stakeholders (including school principals, SGB members and teachers) were not the only limiting factor to inclusive education in the schools. In schools where the principal was promoting inclusion, most teachers were resistant to the idea and did not support it and in some schools, lack of clarity and understanding of educational needs meant that it was hard for some parents and teachers to understand how to assist their children and it was hard for some parents accept children living with disabilities. For the most part, the resistance from the teacher's side came from the fact that they were not trained enough for inclusive education. As such, while there may be a belief in the value of inclusion in a school, the practicality of inclusive education in the school depends on the actual behavioural control. Thus, the availability of resources and preparedness of teachers and staff in the school context. With this complexity

highlighted, it is clear that beliefs about the value of inclusion cannot be studied in isolation with the contextual factors of the school.

5.3 Limitations of the study

The main limitation of the study was that the main participants of the study besides the school principal were the SGB members. These members all have children in the schools. I believe there was a level of discomfort in their presentation of their views which may have led to biasness. Because they had children in the schools, it may have been uncomfortable for them to share their views openly in the semi structured focus group interviews due to the fear of being labelled as discriminative by other members in the interviews. As such, it was challenging to get SGB members to share their beliefs in the value of inclusion, especially the parents of children living with disabilities in each of the schools. In addition, working with SGB members as part of the leadership of the schools was challenging because they had quiet limited knowledge on their role. Leading to the fact that, when they spoke, they spoke as parents of children in the schools and very rarely did they speak as the leadership of the school which was an element aspect that this study sought to understand.

5.4 Recommendations for future research

Based on the findings of this study, effective school leadership plays a vital role in promoting inclusive environments, yet SGB members' limited understanding of their role and contextual challenges hindered implementation. Therefore, future research should investigate how school principals and SGB members can be equipped to fulfil their roles in implementing inclusive education. The study also highlighted the ideological battlefield surrounding inclusive education in South Africa, with medical and social models of disability shaping stakeholders' perspectives. To address this fragmentation, research should clarify policy and legislation surrounding special schools, special schools as resource centres, and un-resourced full-service schools within the inclusive education agenda. Additionally, findings indicated limited teacher training and resources constrain inclusive education, and teacher resistance and lack of training hinder implementation. Future research should examine the extent to which the South African higher education curriculum prepares teachers for inclusive practices during teaching.

5.5 Conclusion

The Theory of Reasoned Action and Planned Behaviour (1975) provided a valuable framework for examining the complex relationships between school principals' and School Governing Body (SGB) members' beliefs and actions regarding inclusion in township schools. This analysis revealed a nuanced interplay between three key belief systems: behavioural, normative, and control beliefs.

Stakeholders recognised the intrinsic value of inclusion in fostering social connections and community engagement, aligning with their behavioural beliefs. Notably, despite individual differences, participants shared a unified understanding of inclusion, consistent with South Africa's White Paper 6 Special Needs Education Policy (Department of Education, 2001), reflecting their normative beliefs. However, control beliefs, influenced by resource availability, teacher preparedness, and parental acceptance, significantly impacted the feasibility of inclusive education.

This study exposed the complex ideological landscape surrounding inclusive education in South Africa, where medical and social models of disability shape stakeholders' perspectives. Although policy supports inclusion, contextual challenges, including teacher resistance and inadequate training, hinder effective implementation. In the township school context, limited teacher training and resources constrain inclusive education, parental acceptance and understanding of disabilities vary significantly, and effective school leadership plays a vital role in promoting inclusive environments. By understanding these complex dynamics, the challenges and opportunities surrounding inclusive education in township schools can be better understood, ultimately informing strategies to promote inclusive and supportive learning environments.

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APPENDIX A: PROPOSAL APPROVAL LETTER

UNIVERSITY OF THE JOHANNESBURG | FACULTY OF HUMANITIES

21 November 2022

Dr. Dominic Griffiths
Wits University
Wits School of Education
Parktown
2193

Dear Dr Griffiths

Student Name: Mandisa Zulu
Student Number: 1430226

The Education Graduate Studies Committee of the Faculty of Humanities, acting on behalf of the Senate recommended that the proposal can pass.

The title of the research is ***"School principals' and governing bodies' beliefs on the value of inclusion in township schools"***

Kind regards

Faith Herbert

Faith Herbert
Senior Faculty Officer
Faculty of Humanities Education
Tel: +27 11 717 3018
Email: Faith.Herbert@wits.ac.za

APPENDIX B: SEMI-STRUCTURED INDIVIDUAL INTERVIEW GUIDE FOR SCHOOL PRINCIPALS

Section One: Biographical Questions (Getting to know the participant).

How long have you been employed as a principal in this school?

How has your experience as a principal in this school been?

Section Two: Meaning of 'inclusion' and 'inclusive education'

What do you understand 'inclusion' to be?

What do you understand by the policy of inclusive education in South Africa?

What aspects of inclusive education do you think are the most valuable?

What do you understand to have been some of the challenges and opportunities of inclusive education in South Africa so far?

Section Three: Getting To Know Participants' Understanding Of Inclusive Education In Relation To The School

Do you regard this school as a full-service inclusive school? If so, please explain what you understand by 'full-service'.

Do you think that the school is fulfilling its role in inclusive education? If so, please explain why. If not, please explain what the challenges with doing so are.

Which members of the school do you think are the most responsible for ensuring that the school is successful in fulfilling its role? Please explain.

Section Four: Understanding The Practices of the School In Relation To Inclusive Education Policies

How does the school cope with the diverse learning needs of the learners? Please respond in terms of both class arrangement and curriculum.

Are there instances in the school where you find that the school 'cannot' meet a learner's learning needs? What do you do in such a case?

Do you think children living with disabilities benefit more from mainstream schools, full-service schools, special schools or special school as a resource centres? Please give reasons for your answer.

Do you think that inclusive education policies such as Education White Paper 6 and the SIAS policy are useful in helping you deal with the challenges of inclusive education? Please give an example of how and when you use them.

Do you think that your beliefs about inclusive education have an influence on you as you create the school's policies? If so, how? If not, why?

What do you think can be done to address the challenges of school access faced by children living with disabilities and special educational needs in South Africa?

APPENDIX C: SEMI-STRUCTURED INTERVIEW GUIDES FOR SGB MEMBERS

Section One: Biographical Questions (Getting to know the participant).

How long have you been appointed as an SGB member in this school?

How has your experience as an SGB member in this school been like?

Section Two: Meaning of 'inclusion' and 'inclusive education'

What do you understand 'inclusion' to be?

What do you understand by the policy of inclusive education in South Africa?

What aspects of inclusive education do you think are the most valuable?

What do you understand to have been some of the challenges and opportunities of inclusive education in South Africa so far?

Section Three: Getting To Know Participants' Understanding Of Inclusive Education In Relation To The School

Do you regard this school as a full-service inclusive school? If so, please explain what you understand by 'full-service'.

Do you think that the school is fulfilling its role in inclusive education? If so, please explain why. If not, please explain what the challenges with doing so are.

Which members of the school do you think are the most responsible for ensuring that the school is successful in fulfilling its role? Please explain.

Section Four: Understanding The Practices of the School In Relation To Inclusive Education Policies

How does the school cope with the diverse learning needs of the learners? Please respond in terms of both class arrangement and curriculum.

Are there instances in the school where you find that the school 'cannot' meet a learner's learning needs? What do you do in such a case?

Do you think children living with disabilities benefit more from mainstream schools, full-service schools, special schools or special school as a resource centres? Please give reasons for your answer.

Do you think that inclusive education policies such as Education White Paper 6 and the SIAS policy are useful in helping you deal with the challenges of inclusive education? Please give an example of how and when you use them.

Do you think that your beliefs about inclusive education have an influence on you as you create the school's policies? If so, how? If not, why?

What do you think can be done to address the challenges of school access faced by children living with disabilities and special educational needs in South Africa?

APPENDIX D: PRINCIPALS AND SGB MEMBERS' INFORMATION SHEET

Dear Sir / Madam

My name is Mandisa Zulu, and I am a master's student in Inclusive Education at the University of the Witwatersrand, Johannesburg. I am conducting a research study about the beliefs about the value of inclusion held by school principals and school governing bodies (SGBs) in township full-service schools, special schools and special school as a resource centres. The purpose of the study is to explore the ways in which the beliefsabout the value of inclusion held by school principals and school governing bodies (SGBs) in township full-service schools, special schools and special school as a resource centres influence the implementation of inclusive education in the schools.

As part of my research, I would like to invite you to take part in an individual semi-structured interview session or a semi-structured focus group interview. This activity will involve you answering questions about your beliefs and conceptualisations of inclusion and the extent to which these beliefs influence the implementation of inclusive education in the school. The interview will be 30 minutes long and will take place on the school premises. With your permission, I would like to record the interview using an audio-recorder.

The interview will be confidential and anonymous. When I share the results of the research study, I will not include your name or anything else that could identify you. I will be using a pseudonym (false name) to represent your participation in my final research report, academic journal papers, and book chapter.

If you decide to take part in the research study, it should be because you want to volunteer. You do not have to take part. You can stop being in the study at any time. You do not have to answer any questions if you do not want to. You will not get any direct benefits if you choose to join the research study. You will not lose any services, benefits, or rights you would normally have if you choose not to participate. The risks for this research study are no more than what happens in everyday life. If you experience any distress or discomfort at any point in this process, we can stop the interview or resume another time.

If you have any questions during or afterwards about this research study, feel free to contact me or my supervisor on the details listed below. This research study will be written up as a research report. If you would like to receive a summary of this report, I will be happy to send it to you. The data collected from this research project will be stored in a password-locked computer owned by me and will be kept for 5 years. If you have any concerns or complaints about the ethical procedures of this research study, you are welcome to contact the University Human Research Ethics Committee (Non-Medical), telephone +27(0) 11 717 1408, email hrecnon-medical@wits.ac.za.

Yours sincerely,

Mandisa Zulu
Researcher:
1430226@students.wits.ac.za, 0793609169

Supervisor:
Dr Dominic Griffiths, dominic.griffiths@wits.ac.za, 0117173045

APPENDIX E: PRINCIPAL & SGBs' CONSENT FORM

Title: The beliefs about the value of inclusion held by school principals and school governing bodies (SGBs) in a township full-service school, special school and special school as a resource centre.

Name of researcher: Mandisa Zulu

Please fill in this form to give consent to participate in my study with the title above.
I, ..., agree to participate in this research project.
I agree to the following:

(Please circle the relevant options below)

The research study was explained to me. I understand what this study is about.	YES	NO
I understand that I can volunteer to take part in the study	YES	NO
I know that I can stop at any point in the study and do not have to answer all questions asked	YES	NO
I agree that the interview may be audio recorded	YES	NO
I agree that direct quotations from my interview may be used by the researcher in their research report	YES	NO
I agree that my participation will remain anonymous (my name will not be used by the researcher in their research report)	YES	NO

…… (signature)

…… (name of participant)

…… (date)

APPENDIX F: PERMISSION LETTER



Wits School of Education,
University of the Witwatersrand,
Johannesburg 2193
1430226@students.wits.ac.za
0793609169

School Principal
011-850-1033
Zonkizizwe Primary School
1510 Extension 1
Orange Farm
Johannesburg
1841

24 October 2022

Dear Sir/Madam,

Re: Permission to Conduct Research

My name is Mandisa Zulu. I am studying for a Master of Education degree in the School of Education at the University of the Witwatersrand. I am conducting research which seeks to explore the beliefs about the value of inclusion held by school principals and school governing bodies (SGBs) in township full-service schools, special schools and special school as a resource centres.

I would like your school to be a part of this research. Your school, as a township school, will provide useful data that will explain the beliefs about the value of inclusion of children living with disabilities into township schools. It will provide a detailed account of the ways in which the beliefs about the value of inclusion held by school principals and school governing bodies (SGBs) in township full-service schools influence the implementation of inclusive education in the schools.

The research will entail collecting data from staff members. I will invite individuals from your organisation to participate in this study, particularly, you as the school principal and members of the school governing body (SGB) as the managers and leaders of the school. The members of the school governing body (SGB) I am interested in working with include but are not limited to the parents and members of the support stuff.

If the members of the SGB agree, they will be asked to participate in a 30-minute focus group interview which will be conducted at the school after school while you as the principal will be asked to participate in an individual interview. With consent, all participant's responses will be audio recorded.

The research participants will be asked to give their written or verbal consent before the research begins. Their responses will be treated confidentially, and identities (their names and the name of the school) will be anonymous unless otherwise expressly indicated. Individual privacy will be maintained in all published and written data resulting from the study.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for this study. All research data will be destroyed between 3-5 years after the completion of the project.

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

Yours sincerely,
Mandisa Zulu
0793609169
1430226@students.wits.ac.za

Under the supervision of
Dr Dominic Griffiths
0117173045
dominic.griffiths@wits.ac.za

APPENDIX G: GDE APPROVAL LETTER



GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

R/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	**23 August 2022**
Validity of Research Approval:	**08 February 2022– 30 September 2022** **2022/384**
Name of Researcher:	**Zulu MB**
Address of Researcher:	**3412 Palm Springs**
	Venderbijlpark
Telephone Number:	**079 3609169**
Email address:	**1430226@students.wits.ac.za**
Research Topic:	**In what ways do admission policies used full – service schools special schools an centres for children living with disabilitie ideas of inclusion**
Type of qualification	**Masters**
Number and type of schools:	**2 Primary Schools and 1 LSEN School**
District/s/HO	**Johannesburg South**

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the abov researcher to proceed with research in respect of the study indicated above. Th with the researcher to negotiate appropriate and relevant time schedules with and/or offices involved to conduct the research. A separate copy of this let presented to both the School (both Principal and SGB) and the District/Head C Manager confirming that permission has been granted for the research to be cond

23/08/2022

The following conditions apply to GDE research. The researcher may proce above study subject to the conditions listed below are met. Approv withdrawn should any of the conditions listed below be flouted:

Making education a societal priority