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UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

Teachers' self-efficacy beliefs in teaching learners with learning barriers in one mainstream secondary school in Soweto

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

in the Faculty of Humanities

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OCTOBER 2024

DECLARATION

I, Busisiwe Prudence Twala, hereby declare that the research report titled *"Teachers' self-efficacy beliefs in teaching learners with learning barriers in one mainstream secondary school in Soweto"* for Masters in Education is my original work completed with the help of my supervisors. All the information offered is real. I have supplied the references for every source that was utilized in this research report, along with the appropriate acknowledgements.

B.P TWALA 28th October 2024

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Busisiwe Prudence Twala Date

DEDICATION

This master's research report is dedicated to my mother Sibongile Winfreda Twala, I can hardly envision how different life would have been without you as my mom. Thank you, Ma, for being such an amazing person in every way possible. My heartfelt appreciation goes to father Joseph Twala and Aunt Patricia Maseko for their unwavering prayers and support during my academic journey, thank you. My key to this treasure is, above all, my personal Lord and saviour. I'm filled with gratitude for the solid foundation, hopeful plans, resilience and potential future sculpted by God. It is through his love that I am transformed into a triumph beyond measure.

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- I want to sincerely thank and recognize the following individuals for the unwavering support and invaluable contribution towards the completion of my research. The following people and groups merit acknowledgement for their contributions in enabling the completion of this study:

- Firstly, I would like to wholeheartedly give thanks to God for the gift of life and for carrying me throughout my academics. *I give thanks to the Lord for he is good, and his steadfast love endures forever (Psalms 107:1).*

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ABSRACT

Examining teachers' self-efficacy is crucial in the field of inclusive education. This concept plays a vital role as it directly influences how educators address the unique requirements of learners facing learning challenges. Despite its importance, there are significant gaps in research within the South African context regarding the obstacles teachers encounter when implementing inclusive education, particularly in relation to self-efficacy. The absence of thorough research could be a factor of the ongoing, valid worries in township high schools. Several research conducted globally demonstrate how self-efficacy attitudes regarding inclusive education influence teaching methods and could be advantageous to learners. The primary goal of this study was to find out about teachers' self-efficacy beliefs in accommodating learners with learning difficulties in a mainstream township high school in Soweto. This research employed a qualitative method that worked with the interpretive research paradigm. The study's design was a case study. Using the purposive sampling method, the sample size of eight teachers from grades 8–12 at the chosen school was determined. For the eight participants, a semi-structured individual interview was used as the study tool. Thematic framework analysis was utilized to facilitate the examination of internal data. Additionally, the reliability of the qualitative data was guaranteed.

The research findings revealed varying levels of self-efficacy among teachers in accommodating diverse learners in their classrooms. Educators with high self-efficacy demonstrated superior organizational skills and were more happily effective in teaching learners with learning disabilities despite the contextual challenges. Conversely, those with low self-efficacy perceived inclusive education as challenging due to the psychological and social hurdles faced by both teacher and learners in the school environment. Additionally, the study identified several strategies employed by teachers to support learners with disabilities, including differentiated instruction, scaffolding, and responsive teaching techniques. The study utilized certain strategies with the goal of incorporating students with learning challenges into regular classrooms. The research suggests that educators need to tackle serious hurdles affecting their own efficacy in teaching effectiveness. It further proposes that continuous professional development programs should be organized by the Education Department, focusing on better understanding and implementation of SIAS policy (Screening, Identification, Assessment, Support Provisioning and Monitoring).

Key Words: *Self-efficacy; Learners; Teachers; Mainstream secondary school; Psychological factors; Social factors; Township*.

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LIST OF ACRONYMS & ABBREVIATIONS

DBST:	District Based Support Team
DoE:	Department of Education
IE:	Inclusive Education
SBST:	School based support team
SGB:	School Governing Body
SIAS:	Screening, identification, assessment and support provisioning and monitoring
UNESCO:	United Nations Educational, Scientifical and Cultura Organization
WP6:	White Paper 6

CHAPTER ONE

1.0: OVERALL INTRODUCTION

1.1: Introduction

The primary goal of this study was to unravel and comprehend self-efficacy beliefs that educators possess in teaching learners with learning barriers within a mainstream secondary school located in Soweto, South Africa. This chapter presents the background, problem statement, aim of the study, research questions and operational definition of terms.

1.2: Background of the study

Pioneered by Bandura (1977), self-efficacy is a psychological notion that describes as the belief in one's ability that they can accomplish a task successfully. It is often predicated on a person's ability to achieve outcomes in every task, and it is noteworthy to emphasize that self-efficacy and self-confidence are not twin concepts (Bandura,1977). To elaborate a little, self-confidence, generally mirrors the power of our convictions but it does not exactly hint at what these beliefs encompass. For instance, one can be confidently pessimistic about successful performance in a certain task, an outlook quite separate from self-efficacy which is an idea which is much more tailored and tied to specific situations. In the context of teaching, teacher-self efficacy refers to having a belief in your own ability to support the academic development of your learners. A strong belief in one's inherent abilities can serve as a catalyst for success in any endeavour one undertakes. Teachers can be self-assured persons, but they need strong self-efficacy beliefs in order to succeed in diverse classrooms where every learner must be accommodated for the realization of inclusive education.

The concept of self-efficacy is significant in the context of inclusive education because it directly influences how successfully teachers are able to address the unique needs of learners who are encountering academic challenges. A variety of studies spanning different scenarios point out that there's more than one dimension to a teacher's self-belief in their abilities (Li and Liu 2022). This comprehensive approach, encompassing robust classroom management, goal-defining, instigating drive and adopting superior methods for teaching as well as evaluation can be adopted by teachers with self-assuredness. Additionally, they exhibit a greater readiness to experiment new instructive techniques (Malinen et al., 2013). Educator's self-belief in their abilities, known as teacher self-efficacy, consistently foretells two crucial factors, how content they are with teaching and how well their learners perform academically (Hassan, 2019).

Stronger self-efficacy beliefs are thought to cause teachers to exert more effort, which is thought to improve their performance (Markova, 2021). According to Malinen et al. (2013), this is one of the reasons why ideas about teacher self-efficacy beliefs have become more popular in the education space.

Jackson (2002) aptly explains, self-efficacy as a set of beliefs about one's own capacity to create and carry out a particular plan. Creating and carrying out a plan is the cornerstone of education that teachers should guarantee daily, and these are some of the characteristics that are necessary for an inclusive education, however they typically appear to be more difficult than they seem to be. Although the setting and resources available determine how inclusive education is defined and translated, but there is some creativity, planning and execution that is every teacher's daily responsibility. Teaching 'all' children is the expectation when parents leave their children at school and teachers are in charge of the good effects of inclusion, regardless of how difficult the academic content is and other issues. Therefore, teachers' beliefs must be developed, and they must feel more independent during their pre-service and in-service field work.

Despite a global drive and growing legislative movement toward improved inclusive practices by educational providers, the concept of IE remains complex because of demographic variables such as teaching experience, context and knowledge (Wray et al, 2022). While the primary focus of this study is to explore teachers perceived self-efficacy beliefs and the sources of these beliefs, as well as the challenges teachers might face in the chosen school, the main aim of this research is to explore how the ongoing exploration of teacher's belief could potentially enhance inclusive practices and policies that promote inclusion. In South Africa, the challenge of insufficient access to inclusive settings still persists, such restricted accessibility proves most prominent in mainstream schools where educators face challenges teaching learners with learning difficulties, contributing significantly towards high dropout rates, learner referrals to special schools or endless repetition through grades due their silent exclusion (Sing and Maringe, 2021). Despite children being welcomed into educational settings, thorough understanding continues lacking (Lewin 2009).

South Africa's White Paper 6 by the Department of Education in (2001) outlines a structure for creating an impartial educational system that refrains from discrimination. This document is based on UNESCO's Salamanca statement of 1994, which emphasizes the access, involvement, and inclusion of all learners, regardless of their background expected in all

schools (DoE, 2001). The goal of achieving access and inclusion for all children in schools is a shared objective, both in South Africa and globally. However, insufficient availability of essential resources, inadequate training, and low self-efficacy among teachers, along with a lack of support, have led to noticeable inequalities. This has resulted in discrimination and unintended neglect of certain learners, particularly those with learning barriers. Teachers sometimes neglect their responsibility to ensure the academic progress of all and may be apprehensive about teaching certain learners, as they question the adequacy of their own abilities. Some educators fail to see the strengths of their learners and perceive them as weaknesses. This contradicts Bandura's theory, which emphasizes the importance of the connection between one's thoughts and a specific task in determining success and achievement (Bandura, 1986, 1977). When teachers believe in their own effectiveness for the benefit of inclusive education, it has a profound impact on each child's educational journey (Amarachi, 2024).

In the Constitution, it's clearly stated that each person in South Africa has a guaranteed right to receive basic education, yet there is no explicit definition of what this entails, resulting in a restriction in terms of knowledge acquisition. Contemporary South African regulations and statutes are generally up to date; however, this ambiguous approach in identifying and supporting barriers is impeding improvement. White Paper 6 entails establishing schooling systems that are accessible to all, with the goal of having a curriculum that can accommodate all learners (DOE 2001). The constitution of South Africa is aimed at aligning with global benchmarks, including the Salamanca Declaration and the Universal Declaration of Human Rights. However, applying these principles still proves challenging (Engelbrecht, 2020). Persistent difficulties in the field of inclusive education highlight the necessity of giving teachers more support than merely instructional materials. Teachers need and can develop a belief in their capacity to teach inclusively with more support and training on putting inclusion techniques into practice as well as a clear interpretation of the policies (Woodcock, Sharma, Subban & Hitches, 2022).

A vague policy that was being followed constituted the sole reason for the lack of proper execution, and the established aims of the policies are not being accomplished. The absence of a clear policy defining what constitutes a barrier is a significant issue in South African mainstream schools. This caused difficulties in implementing WP6, leading to a lack of progress and low teacher self-efficacy. Self-efficacy plays a crucial role in enabling inclusive education policies. It forms the vital bridge between policy creation and effective execution of

such inclusivity-focused strategies. Furthermore, studies have found strong positive relations between teachers' comprehension level regarding inclusion initiatives and their belief in self-capabilities. Thus, underlining that robust understanding of existing framework is critical for the successful implementation of transmitting pedagogical approaches (Werner, Gumpel, Koller, Wiesenthal & Weintraub 2021).

The Constitution of South Africa guarantees the right to basic education to all citizens. However, they do not provide clear guidelines on what constitutes basic education. This lack of specificity can create challenges for ensuring equal access to education. Inclusive education in South Africa has made gradual progress, aligned with global efforts to improve educational policies and practices. It was largely driven by the 1994 Education White Paper, which was heavily stimulated by international documents, such as the 1990 World Declaration on Education for All and the 1994 Salamanca Statement on Inclusive Education. “These are global and national legislations that have increased the focus on ideologies on inclusion and inclusive schools” (Mncube & Lebopa, 2019, p.147). The mandate was for schools to be all-inclusive, catering to every learner irrespective of their physical, mental, social-emotional state or any linguistic and other conditions. One approach of inclusion attempts to revise educational systems so that any obstacles that could inhibit learners from enjoying the full educational experience are eliminated (UNESCO, 2013), and teacher self-efficacy is an essential factor that can hinder the advance of inclusive schooling (Whigham, 2024).

The SIAS policy (2014) suggests that educators should receive training to improve tactics for recognizing, pinpointing and lending a helping hand to learners who face hurdles in inclusive education. It is essential for teachers to receive professional development and training that can assist with boosting their teacher self-efficacy, as those who have low self-efficacy may use ineffective instructional strategies and feel unprepared to effectively teach diverse groups of people (Woodcock et al., 2023). A major component of education that emphasizes inclusion is the application of a curriculum with an adaptable approach to teaching methods, evaluation, and speed of instruction (DOE, 2001). There's currently a global educational reform trend emphasizing mainstream schooling for all learners. Governments are now more committed to inclusive education, resulting in an increased number of learners with special educational needs attending regular classrooms (Savolainen et al., 2020). This commitment is causing quite the impact worldwide and particularly in South Africa. However, uncertainties abound as various challenges arise along this progression towards inclusivity. To ensure that inclusion policies take hold positively throughout institutions, it becomes pivotal not just to study but also

reinforce teachers' self-efficacy over time. Addressing research gaps here can help identify exclusive tendencies within school systems which remains crucial if we're hoping for overall improvement.

1.3: **Problem Statement**

Successful inclusive education requires policy, fiscal approaches, frameworks, practices, access, training, and research to be effective (Slee 2011). The SIAS, White Paper 6 and Special Education were created and are still being used as the driving forces behind inclusive education in South Africa (DOE, 2001). The significant legislation, notably WP6, is shaped hugely by domestic and global laws. These are in place to rectify past wrongs and recognize different educational requirements of children within South Africa. Moreover, they aim to shape the perspective of varied education role players who share a mutual objective enabling every child's access to learning. The belief teachers have in their capacity to educate learners with disabilities plays a decisive part in determining support for inclusive schooling, both its presence and mode. As an educator, the researcher has witnessed firsthand the many challenges that come with attempting to create truly diverse classrooms; these include resource distributions, setting up environments that are conducive to all learners, overcoming teachers' self-doubt about their ability to teach mixed-ability classes, and the gloom surrounding WP6 enforcement. One crucial question to ask in the pursuit of this particular study is whether self-efficacy has the power to mediate knowledge of policy, school support, and teacher attitude toward an inclusive education, as posed by Werner et al. (2021) particularly in a South African township school.

Recent research by Woodcock et al., (2022) notes teacher's self-efficacy impacts inclusive practices greatly, interestingly consistent whether they are sticking within familiar territory or embracing change across policies (Tschannen-Moran ot.al., 1998). It seems there is a gradual step away from a medical-centric view towards social standards where every child should have access to regular academic courses irrespective of disability status. A medical-centric view is based on the idea that all learning problems or barriers are the result of some natural disorder or disease that a child is born with (Massoumeh & Leila ,2012). Surprisingly, many educators still feel there are children who simply do not fit into mainstream schools. Every other day, teachers fill in forms to transfer children to “special schools” because they feel that they are not equipped to teach these learners regardless of the material they have which suggest that they must teach all learners who are enrolled in mainstream schools.

> *To improve and enrich educational experiences for all learners, not just those with barriers, this model challenges the traditional understanding of special education, which treats people with barriers as biased or special. Diversity is also encouraged in regular classrooms.* (Liasidou, 2012).

There is acknowledgement that there are learners with learning barriers in conventional South African schools; however, it has been difficult to actualize policies that provide these learners with access to knowledge, and the enactment of inclusive education has been slow (Walton & Rusznyak, 2019). Several factors contribute to the problem of exclusion in South Africa's educational system. Several factors hinder teacher effectiveness in inclusive education. These encompass inadequate resources, limited assistance, packed classrooms and societal views that are often misconstrued due to media influence. on how effective inclusive education mechanisms bolster educators' self-efficacy beliefs, this issue is even more pressing within township school settings where support structures are minimalistic at best. Research on teacher self-efficacy is currently insufficient particularly in South Africa, there are gaps in our knowledge of this crucial component, which is a characteristic important for unpacking IE, which can further help in creating inclusive township classrooms. Even though some teachers may have studied this theory as part of their degree programs, the importance of this theory in their classroom teaching and the possible influence it can have been frequently disregarded, usually due to misunderstandings.

1.4: Rationale of the study

Schools in South African townships are striving to improve inclusivity which is a battle faced with numerous challenges. These challenges cause hindrances for educators and impact the successful implementation of inclusive education protocols. The primary issue appears to be obstacles encountered by teachers that affect their self-efficacy when instructing learners presenting learning barriers an increasingly important concern as more learners enrol into mainstream schools. This research focused its lens on illuminating the pivotal role of teacher self-belief or self-efficacy while handling such learner groups. It emphasized how fundamentally crucial it is in shaping an all-inclusive educational environment and addressing any likely disparities therein. The reason for conducting this study was to explore the impact of teacher self-efficacy in successfully implementing inclusive teaching and give enlightenment on the aspect of self-efficacy as an important characteristic that is often overlooked when trying to unpack issues of that hinder the successful implementation of inclusive education. Currently, IE is still not fully realized in South African township mainstream schools, and difficulties have increased. This is a concern that influenced this

study, to question the practice of excluding learners who struggle in mainstream educational settings while supporting a comprehensive public education as the ideal option to do away with the medical model. This suggests that even in the face of difficult situations, educators who possess a high degree of confidence may promote constructive changes but there is a mental shift that is required to move teachers away from these ideologies that they cannot teach all learners that are placed in mainstream schools due to know efficacy beliefs. However, it is practical to note that relying only on governmental resources for such schools could take substantial time to bear fruit. Hence it becomes essential for educators to first build their belief system which is a theory that can be very beneficial in the education space, for inclusively educating all children, an effort which may ask significant mental investment before they practice these methods inside classrooms (Gregoire, 2003).

Researchers have probed into how enhancing a teacher's sense of efficacy via training can empower them more effectively in guiding learners towards achieving maximum potential growth academically. Moreover, the discoveries hold significance because they provide insights that aid the Department of Education when deciding effective strategies regarding successful mainstream education implementation across various school; so, every learner gets assisted within common classroom environ rather than shunted off toward specialized establishments designed uniquely for special needs' pupils.

Furthermore, the findings also enlighten teachers on gauging their efficiency relating managing learner-hindrances within standard learning spaces regularly encountered by educators nationwide. Research conclusions can provide valuable insights to the Education Department, informing them on how they might better prepare educators for inclusive teaching environments. Furthermore, this data may encourage principals in schools to understand that inclusion encompasses more than just offering guidance, it's about fostering a learning environment where teachers feel equipped and confident in their ability. This could reduce number of referrals of learners to specialized institutions due simply from teachers feeling unprepared. This will foster an atmosphere wherein the education team feels assured regarding its capacity when facing challenges which would diminish self-efficacy without fear or hesitation. So, it crucial when navigating paths towards inclusion within academic settings. Moreover, it is essential for teachers not only be cognizant of emotional factors impacting perceptions concerning abilities but also realizing importance played by our own individual roles ushering progress, paving way towards entirely fresh paradigm thinking. This highlights the vital need for a comprehensive classroom engagement plan, one that effectively manages

requirements across the broader learner population, while also addressing unique needs identified within this overall learning group in township schools.

1.5: Aim of the Study

This study aimed to examine teachers' self-efficacy beliefs in teaching learners with learning barriers, from Grade 8 to 12 in one mainstream township secondary school in Soweto.

1.6: Objectives of the study

The objectives of the study were:

- To examine teachers' self-efficacy beliefs in accommodating learners with learning barriers in classrooms in one township school.
- To explore sources of teacher self-efficacy beliefs in managing learners with learning disabilities
- To investigate the challenges that teachers have when managing learners in inclusive classrooms.

1.7: Main Research Question

The main research question that guided this study was stated as:

What are teachers' self-efficacy beliefs in teaching learners from Grade 8 to 12 with learning barriers in one mainstream secondary school in Soweto?

1.7.1: Research Questions

To tackle this question, the following sub-questions were explored:

(i) How do teachers perceive their own self-efficacy beliefs in accommodating learners with disabilities in township classrooms?

(ii) What sources contribute to teachers' self-efficacy in effectively managing learners with barriers in grades 8 to 12?

(iii) What challenges do teachers face when working with learners who have learning barriers in inclusive classrooms in township schools?

1.8 Definitions of key terms

The following key terms have been defined as used in the study:

Self-efficacy: "self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations" (Bandura, 1995, p5). In the present study self-efficacy is defined as the teacher's belief in their abilities which is essential for the implementation of a successful inclusive education.

Teacher efficacy belief: A teacher's efficacy belief "is a judgment of his or her capabilities to bring about desired outcomes of learner engagement and learning, even among those learners who may be difficult or unmotivated" (Tschannen-Moran & Woolfolk Hoy, 2001, p.783). In the current study, teacher efficacy is defined as a teacher's belief in their capacity to instruct a diverse range of learners and cater to their specific needs.

Inclusive Education: Embracing the spectrum of human differences and recognizing each child's equal worth forms the foundation of inclusive education. It highlights fostering full involvement for everyone within a mainstream educational environment, devoid of discrimination or bias in beliefs, attitudes, and practices (UNESCO 2018). In the current study, inclusive education is defined as a system that acknowledges difference to ensure that all learners are treated fairly and have equal chances regardless of their aptitude.

Township secondary school: A school is in a residential area for African people and is open to learners from grades 8-12. In this study it is defined as a school that primarily admits black children from diverse backgrounds.

Mainstream school: A school that caters to the needs of all learners, including those with special needs. In this study, a mainstream school is defined as a non-specialized institution that welcomes and supports all learners. Its curriculum is designed to address the individual needs of every learner, the school guarantees equal paths towards scholastic progress, triumphs and opportunities.

Learning barriers: Refer to difficulties that arise within the education system which prevent access to learning and developing in different ways.

School Based Support team: Is a team that is supposed to be led by the school principal to ensure adequate educational care and support for all learners in a school context.

1.9 Organization of the research project

The research project is organized as follows:

Chapter One: *Introduction*

Chapter one introduces the whole study including the background, problem statements, significance of the study, the aims of the research and the main research questions.

Chapter Two: *Literature Review and Theoretical Framework*

This chapter examined various significant studies related to the topic. It draws from references across the globe, bringing together ideas on beliefs about one's own abilities or 'self-efficacy', where these self-beliefs originate, and the mental and social challenges faced by both educators and pupils when putting inclusive education (IE) in practice. The second part of this chapter provided an overview of the theoretical underpinnings of this study and critically discussed the three theories appropriate for this study, the Social Cognitive Theory, the Social Model of Disability Theory, and the Socio-Cultural Theory as the theoretical frameworks.

Chapter Three: *Research Design and Methodology*

An outline of the methods used to carry out this investigation is provided in this chapter. This chapter also covers the methods used to choose the participants, the background of the study, the data collection instruments, the reliability of the data analysis, and ethical considerations. Information on sampling techniques, sample size, data collection tools, validity and reliability of research tools, and procedures followed by data analysis is covered in this chapter. The ethical issues surrounding this investigation were covered.

Chapter Four: *Findings of the Study*

Chapter four brings to light the interpretations and discussions derived from this study's findings. The identified themes from the data analysis are discussed as responses to the questions of this research.

Chapter Five: *Summary of findings, Conclusions & Recommendations*

The concluding fifth chapter sums up the outcomes of our research. It delves into a discussion about the findings and point out any limitations encountered during the study. Suggestions for further examination in this field are offered along with potential implications that could draw from our discoveries. For a conclusion that mirrored the primary conclusions of the study, an overview of the study's findings was provided. Finally, suggestions were made about several aspects of the results, the study's shortcomings, and concepts for further investigation.

CHAPTER TWO

2.0: LITERATURE REVIEW AND THEORETICAL FRAMEWORK OF THE STUDY

2.1: Introduction

This chapter dives into appropriate studies and conceptual frameworks tied to this research which will show the relationship between the concepts and variables through empirical observations that are based on the literature reviewed which can be connected to this study. This begins with an evaluation connected to the topic in question, spotlighting elements such as self-efficacy beliefs and how educators utilize these convictions when forming welcoming learning environments for learners facing educational difficulties within conventional education systems. Additionally, it tackles how teachers respond to issues that arise throughout this process. The theoretical framework that will explain the larger lens of self-efficacy beliefs, link theoretical perspective to the data analysis, and offer a framework for data interpretation is also summarized in this part.

2.2: Self-efficacy

Self-efficacy, as described by Bandura (1977), pertains to an individual's perception of their ability to successfully carry out a particular task. Extensive research and studies have been carried out worldwide and regionally about self-efficacy and inclusive education. However, scarce studies have been conducted about the difficulties experienced by teachers around teacher self-efficacy for inclusive education particularly in township schools. Engelbrecht and Walton (2022) study in South Africa highlight challenges of providing inclusive education, which include discrimination, outlooks that are not supportive of inclusion, limited research and evidence, legislation and inadequate financial aid, teachers that are not adequately trained, and difficulties or impossibilities in obtaining educational programs and equipment. Coming to grips with challenges that prevent the effective execution of inclusive education is vital to guarantee its success.

Ensuring that inclusive education is possible requires addressing these deeply ingrained and legitimate challenges that teachers and learners face every day at school. Since these problems have persisted for a long time without showing any signs of improvement, reinvigorating the implementation might necessitate a revaluation of the agents in charge and their belief regarding the possibility of teaching learners with learning barriers in the same classrooms as learners without barriers (Woodcock et al, 2022). According to Engelbrecht and Walton (2022) there are high rates of referrals to special schools in South Africa done in schools by teachers

with lengthy waiting lists for enrolment in special schools. While special schools may not always yield optimal social and academic results for learners, attending special schools are not always favourable, educators are won over by the advantages offered in placing learners in special schools' education system because it seems they do not have the self-efficacy that they can provide inclusive education for all learners. Growing evidence shows that this cannot be ignored. The fact that the teaching profession is characterised by daily emotional interaction, which can be construed from the self-efficacy theory. This self-efficacy significantly alters decision-making for teachers in an educational atmosphere and affects the level of quality and how teaching is conducted. Educators with robust confidence and efficacy continue to endure amid challenges, maintaining their motivation. Conversely, teachers who have low confidence in their abilities may not be able to provide inclusive instruction due to their perception of lacking ability (Tschannen-Morane et al, 2001; Woodcock et al, 2023; Sharma et al., 2012; Whigham, 2024).

The concept of self-efficacy offers a robust theoretical basis for assessing teachers' readiness for inclusive instruction (Alnahdi, 2019). This idea is rooted in Bandura's (1977) social cognitive theory, which stresses the humans' ability to regulate their own progress despite external influences that are decided by luck. Both positive and negative feelings impact a person's faith in themselves. The amount individuals trust in their efficacy decides their capabilities is crucial in education because it has a positive association with inclusive education. There are four main sources of self-efficacy which include mastery of experiences, vicarious experiences, social persuasion, and physical and emotional states (Bandura, 1977). Teachers can use the knowledge of these sources to help support their learners and cater their instruction to their different responses and the social learning theory is a useful framework to investigate teachers' confidence in their ability to teach in an inclusive setting (Woodcock, 2023). Bandura argued that one's development and learning arise due to a multitude of connections between a person's behaviour (like including educational techniques), their character traits (like self-confidence), and their environment (like school and classroom). Rather than being constrained by external conditions or personal tendencies, the dynamic connection among individual components, behaviour, and the surrounding setting form a mutual triangular connection that impacts how people act (Woodcock et al, 2023).

2.3: Teachers' self-efficacy beliefs in accommodating learners with barriers in classrooms

There's an array of research regarding teacher self-efficacy in accommodating learners with learning obstacles within classroom environments, and the findings vary widely across different contexts. Cheung (2008) observed a significant correlation between learner confidence about their abilities and achievements, and teachers' faith in their own skills to teach effectively, this suggests that a teacher's self-efficacy can positively impact learners' performance. When the educator shows strong self-assurance, this boosts learners' faith in their abilities and reinforces how crucial what they are studying is to them. Woodcock, Sharma, Subban and Hitches (2022) set out to inspect self-efficacy levels among a group of 41 primary school educators across New South Wales in Australia. Their research was aimed at understanding how teachers adapt their teaching methods for inclusive education. After gathering the data they needed, these experts came upon some fascinating discoveries. The results of the research indicated that whether teachers have higher or lower self-efficacy beliefs, they shared a similar theoretical understanding about inclusive education. However, these groups diverged when it came to implementing those concepts in their teaching methods. Merely educating teachers on the concept of inclusive education might not significantly alter how they incorporate inclusivity into actual classroom practices. The importance of teacher self-efficacy in tackling certain challenges cannot be overstated. This element is key when examining the adoption of inclusive education practices. Teachers need to possess not only adequate skills and knowledge but also receive sufficient support, so that they can cater effectively to diverse learners within their classroom; an essential aspect for successful inclusion (Hussain & Khan, 2022).

Cherry (2020) found that teachers with a solid belief in their teaching capabilities demonstrated higher dedication and commitment towards fulfilling their educational responsibilities. This sense of efficacy opens the door for them to be mindful of any changes in child-oriented techniques and strategies, as well as being able to take control of instruction in the classroom. Consequently, a great deal of teaching success can be attributed to the self-efficacy of the teacher (Hussain & Khan, 2022). Queensland based research revealed a noteworthy correlation between teacher self-efficacy and their beliefs in inclusive education (Woodcock et al, 2023). In this study, cues were taken from practicing mainstream teachers who endorsed the learning benefits of an all-embracing educational approach. These teachers majored on boosting learner engagement through nurturance of curiosity, even among those learners who usually lack an

interest, fostering faith in personal abilities within learners, collaborating with parents to ensure academic triumphs for children through oriented pedagogical practices (Woodcock, 2023).

In a longitudinal cross-lagged analysis, Savolainen et al., (2020) gathered empirical data on the causal relationship between efficacy and attitude and how it affects inclusive education. With Finland already having a rather complex position to inclusive education, an online survey of 1326 Finnish teachers, including novice and experienced educators. The study made some interesting discoveries about teachers from all types of schools public and private. Teacher attitudes towards inclusive education, particularly their worries surrounding its execution in classrooms were closely tied to how confident they felt in their own abilities, a characteristic known as self-efficacy. The research indicated that this sense of confidence played an important role in shaping the educators' outlook on inclusive schooling methods. According to the study, educators who had higher levels of self-efficacy were more inclined to encourage and support learners who had learning barriers to attend regular classrooms.

Similarly, teacher self-confidence has been seen to be correlated with the quality of teaching in this study as well, including administration skills and the welcoming atmosphere of the classroom which implies that teacher self-efficacy has implications for educational inclusion Woodcock et.al, (2022) conducted comparative research in 208 of Australia's primary and secondary schools. They sought to draw connections between teachers' perspectives on inclusive education, their individual confidence levels as educators, termed as self-efficacy, along with the potential influences like length of career experience, age bracket they fell into, or diverse educational backgrounds. Unsurprisingly it surfaced that those who championed for an all-encompassing teaching environment carried noticeably higher degrees of professional assurances compared to advocates against inclusion. In a related study from Saudi Arabia, Alnahdi (2019) gathered information from approximately 185 teachers across eight schools. The results highlighted the need for enhanced skill development and strategy training beyond theoretical knowledge. Teachers reported feeling less competent in managing class behaviour or fostering collaboration than they did about offering inclusive education.

Aligning with these findings is Elvey's work (2020), suggesting that when educators focus on understanding effective instructional strategies meant for quality teaching, methods like responsiveness, inclusivity and learner-centred learning often become their go-to techniques inside regular classrooms. Assisting and endorsing teamwork among educators can yield desired outcomes, just as seen in research conducted in South Wales Australia (Woodcock et

al., 2022). The study found that teachers with levels of self-efficacy held theoretical knowledge related to inclusive education. However, the way they incorporated this comprehension into their teaching technique varied greatly. This hints at providing more guidance potentially being beneficial to convince educators about applying all-inclusive learning effectively while boosting their belief in themselves for achieving so.

Research conducted in the chosen African context shows conflicting findings about teachers' self-efficacy in running inclusive classrooms (McPhee, 2024). In this case, Singogo and Muzata (2023) conducted a semi-interview with 15 ECE teachers and two educational officers to learn more about the efficacy of inclusive teaching and the teachers' perceptions of how they could implement inclusive early childhood education (ECE) programs in accordance with the inclusive education policy. The key findings revealed how teachers view their capacity to run inclusive ECE programs. Their abilities were impacted by a variety of circumstances, including their knowledge, exposure, and training. It was also emphasized how important it is to prepare teachers so they can change or adopt new educational policies. The study particularly emphasizes how teachers' self-efficacy affected their motivation and efficiency in implementing inclusive education. The study recommends that critical knowledge about self-efficacy if incorporated into teacher education training can alter preservice teachers' views.

A different study by Dabone, Ntoaduro, and Ntim (2023) found that teachers in Ghana found it challenging to teach in inclusive classrooms, using a sample of 390 teachers out of a pool of 3090 teachers. The teachers also displayed lowered levels of self-efficacy. The study concluded that there was a negative relationship between the challenges teachers face in inclusive classrooms and their degrees of self-efficacy. One qualitative study from Lesotho, conducted by Tseeke (2021), included interviews with six teachers. Results indicated that extensive experience in instructing learners who are visually impaired within an inclusive environment often instilled feelings of heightened self-efficacy among the participating educators. However, lower levels of efficacy were also reported due to factors like insufficient knowledge and resources as well as missed trainings or support systems. Therefore, enhancing teacher's belief in their own abilities is a critical step towards making inclusive education more successful for learners with visual impairments; but it requires significantly increased investments.

Exploring the scenario within South Africa's milieu, Mamabolo et al. (2021) study conducted in Limpopo province findings suggested that elevating primary school teachers’ morale and confidence, valuing inclusive education and instruction, and developing positive views on

learners who require additional aid instead of seeing them as a burden, could potentially enrich the lack of success in inclusive education. A more recent study by Yeboah et al., (2023) conducted a study in South Africa where they established that many teachers exhibited diminished self-efficacy. This was evident through their uncertainty concerning their capability to successfully apply inclusive education measures within classroom settings.

Based on the literature reviewed above, it seems that these studies were able to discover that teachers have different self-efficacy levels. Inclusive education may not be completely realized because some teachers have low self-efficacy while others have strong self-efficacy. However, the influence of social and psychological contextual elements was not thoroughly examined, and school culture, leadership, and resources were not thoroughly examined on a local and international scale. Additionally, the studies did not thoroughly examine the ways in which teacher self-efficacy affects learning outcomes, primarily among learners who are enrolled in mainstream schools but have learning barriers. Therefore, the current study would emphasize the necessity for researcher to close gaps in the literature and carry out research that offers direction by focusing on the circumstances of mainstream township schools' situations.

2.4: Sources of teachers' self-efficacy in managing learners with barriers

One's self-efficacy is significantly impacted by experiences which shape one's perception of a particular situation. These experiences originate from four major sources which include obtaining mastery through personal success or failure experiences as well as experiences observed in others, being encouraged by family or friends, and emotional and physiological responses to any given situation (Bandura, 1977). The sources identified by Bandura (1977) include the capacity to influence decision-making, the self-belief to carry out educational activities, the self-assurance to enforce discipline, the capacity to mobilize community involvement, the proficiency to select curricula, the aptitude to use assessment approaches, and the understanding to plan instruction. A recent study has found that there are certain limits in the area of research that look into the foundations of teaching self-efficacy (Gale et al., 2021). Lawrent's research in 2022 found that social persuasion stands out as one of the key elements contributing to social self-efficacy. His findings also spotlight how mastery experience evolves into a dominant source for fostering self-efficacy and delve deeper into what triggers teachers' negative emotional responses beyond their school environment. This study found that social persuasion stands out as one of the key elements contributing to social self-efficacy. His findings also spotlight how mastery experience evolves into a dominant source for fostering

self-efficacy and delve deeper into what triggers teachers' negative emotional responses beyond their school environment Lawrent's (2022).

In another piece of research conducted simultaneously in Finland and Japan by Yada et al. (2019), they disclosed an intriguing insight: The impact each 'source' has on boosting teacher's confidence changes dramatically based on sociocultural surroundings—in fact, certain sources could wield substantial influence specifically within Japanese society. While in Brazil, a study by Martins and Chacon, (2021) that involved 36 teachers' participants show how teacher training, which relies on second-hand experiences and social encouragement, can boost teachers' self-efficacy to effectively engage in inclusive education. The research conducted by Martins and Chacon (2021) discovered that copying successful inclusive educational scenarios provides second-hand experiences which effectively boost self-efficacy through skill acquisition via observation. A systematic review led by Wray, Sharma, and Subban (2022) in the year following found teaching experience as well as context to be powerful influencers of self-efficacy.

Additionally, being informed about inclusive policies went beyond just understanding, it nurtured confidence among educators. Further underscoring this is another study from Zhang et al., (2023) pointing out how teachers' belief within their skills has significant implications for learner success; not only does such positivity peer over into professional development opportunities but also directly impacts pupil learning rates & accomplishments at school. In the field of inclusive education, facets like first-hand experiences with individuals facing obstacles and professional development have been found to greatly influence teaching self-efficacy. An American study featuring 35 teachers specifically educating learners affected by autism pinpointed mastery achievements, verbal encouragement from peers, as well as personal psychological/emotional states being key contributors defining a teacher's conviction in their abilities (Ruble, Usher & McGrew, 2011). Intriguingly though results tied an individual's emotional state directly to his or her sense of efficacy, other sources failed to show similar connections. Many educators readily agree on the critical importance of inclusive practices, motivated by principles for social justice. However, when it comes to actual implementation and real-world support for these learners, they often find their self-belief wavering (Cook & Ogden, 2022).

Through distinct quantitative research conducted over in Kenya, Wang'eri and Otanga (2014) concluded effective communication techniques coupled with proficient execution(know-how) mattered most, formulating a subjective perspective relating educator competence.

Additionally, the utilization innovative educational strategies were noticeably influenced positively bolstering experienced expertise alongside confidence. Notably this association between efficient initiation-through-discourse skills along combined dexterity was relevant while adhering traditional pedagogical methods but seemed irrelevant concerning innovation. Research conducted by Chessman (2022) took place at a small, independent school in South Africa. This study involved five educators from the institution who provided feedback on various points such as overall teacher health, interpersonal relationships among colleagues, task requirements and duration management strategies. They also shared thoughts about provisions for teachers alongside resilience measures that were considered impactful to their well-being. These interactions led to the revelation of five significant traits acting favourably towards enhancing teacher wellness. A vital aspect found was cultivating beliefs associated with self-efficacy tethered closely amongst four crucial influences. These strategies include activities aimed at nurturing teacher resilience and adaptability; cultivating a setting that promotes comprehensive educator wellbeing; encouraging constructive interactions among academic peers, effective task handling with proportional time requirements, making all these aspects to significantly hold positive perspectives about personal competence or "self-efficacy" (Chessman 2022).

This study looked for evidence of self-efficacy sources in the previously examined literature, although they were not focused on inclusive education environments because there are limited studies on the subject. The studies investigated key sources of self-efficacy that teachers draw from which contribute to enhancing teacher self-efficacy. However, sources that develop self-efficacy overtime, personality and cognitive levels of teachers that could influence self-efficacy where not fully explored. In order to close this research gap, the current study will compare active teachers in a township inclusive school environment, also known as mainstream school and look into where teachers draw their self-efficacy beliefs in teaching specifically learners with learning barriers and also compare data collected from novice teachers and those that experienced. It will further look at how novice teachers can be supported through strategies, team teaching (as an intervention) to enhance their self-efficacy to be more inclusive.

2.5: Challenges that teachers experience while striving to cater to the diverse needs of learners in inclusive classrooms

Mainstreaming results in inclusive classrooms, and it aims to make learners fit into a certain system or to integrate them into one that already exists so that they blend in (Makoelle, 2012). That involves numerous circumstances that are not of the learners' choosing, such as societal

issues, curriculum issues, or school-related issues that in turn are challenges to the teachers. Despite the overall positive attitude towards inclusion and inclusive structure, inclusion is a complex idea (Aas, 2022; Engelbrecht, 2020). Many learners facing academic struggles often blend into the crowd, their challenges unnoticeable to educators. This invisibility is fuelled by an enduring void between ambitious policies promoting inclusive education and actual practice, a vacuum largely created due to inadequate technological and human resources in schools. To bridge this divide, secure funding remains a critical component for ensuring that strategies geared towards inclusiveness are sustainably implemented over time. Policymakers play an essential role by not only outlining clear objectives but also define explicitly how much financial support will be required meet these aims (Engelbrecht, 2020).

In a study conducted in India by Ahammed (2021), the goal was to identify obstacles teachers encounter while instructing learners with disabilities in inclusive classrooms. Information gathered from 10 educators indicated that they face various challenges such as determining suitable teaching materials and managing curriculum structure, dealing with behavioural problems, time constraints, parental expectations and concerns along with learners' motivation levels and emotional wellbeing. Similarly, Jury, Laurence, Cèbe and Desombre (2023) orchestrated an associative research project involving 508 French teachers. The findings drawn showed distinctive patterns regarding numerous teacher apprehensions. Findings showed that teachers are worried about a wide range of issues, with resources and workload coming in at the top of their list. Unsurprisingly, a lack of resources is teachers' main issue when it comes to implementing inclusive education for learners with learning barriers and they recommended more special education teachers (because they felt they were not well equipped), smaller class sizes, and improved teacher training. There have been strides made in introducing inclusive education within major Indonesian cities. Although, research by Sari, Sarofah and Fadli (2022) uncovers a different situation in smaller vicinities where the expertise of educators towards special needs is limited. Additionally, perspectives on inclusivity vary widely as do levels of support for such initiatives.

Research carried out in Tanzania by Ngonyani (2019) showed that not all factors significantly impact a teacher's sense of self-efficacy. There are numerous stressors and challenges teachers face specifically within inclusive classrooms, many of which remain outside their sphere of control. One important finding, though, is that attitudes toward situations involving learners who have behavioral, cognitive, or physical challenges are the best indicator of whether or not teachers wish to accommodate them or not. This essentially boils down to the mentality of each

teacher. Looking at South Africa as an example, the same traits are also noted; there, too, which implies that implementing inclusivity seems difficult. While there's been substantial success in securing school accessibility rights and widespread participation in education, leading to an overall surge of learners accessing general academic programs across South Africa, the progress is mainly quantitative. This comes especially noticeable with a hike seen regarding primary schooling availability for all learners (Department of Basic Education 2015; Engelbrecht, 2020). Consequently, mainstream schools are admitting more pupils confronting learning obstacles. But when it comes to the practical execution harmonizing policy directives, it remains less convincing on efficiency grounds. As pointed out by Makoelle (2012), classrooms across Africa continue reflecting marginal changes despite embracing practices designed around inclusion.

Research conducted by Yeboah, Aloka and Charamba (2023) in South Africa also demonstrates the significant obstacles to applying an inclusive education policy. These challenges hinge primarily on teacher buoyancy issues, deficient self-efficacy among educators, negative attitudes held by teachers themselves towards this initiative, plus a shortage of appropriate training for handling such educational inclusiveness programs. Such setbacks certainly play major roles in undermining educator confidence or reducing their perceived self-efficacy beliefs, all affecting implementation effectiveness negatively. Donohue and Bornman (2014) highlight the existing confusion around how to effectively implement inclusive education due to its somewhat vague nature. Adding a local perspective, Mpu and Adu's (2021) study in South Africa sheds light on some critical issues that educators face while managing diverse learners' populations within such classrooms with insufficient facilities, high teacher-learner ratios, along with a limited understanding or skillset for adapting curriculum content according to varying learner needs.

This lack of adaptive resources often discourages learners facing learning barriers from attending regular classes since their specific educational requisites are not aptly addressed. Attending learners needs becomes difficult as there is limited time to cover all aspects of the curriculum when the allocated instruction time is limited. Qualitative research by Van Staden-Payne and Nel in (2023) highlighted a common trend among participants from South Africa. They discovered that numerous individuals felt insecure about their aptitude to educate within an all-inclusive learning environment. This sentiment was especially evident through various participant-created collages which reflected negative perceptions of inclusive education - such

as limited understanding on inclusivity in teaching, difficulties with planning lessons suitable for everyone's needs, feelings of burnout and diminished self-belief or confidence.

From the reviewed literature above, some of the studies were quantitative in nature, thus, they provided results which could be generalized to other contexts. This research gap in the literature will be filled by the current study, which used a method that is qualitative in nature. The studies also identified inclusive education policies as one of the primary issues that are examined in these various contexts; however, they did not thoroughly examine issues of curriculum policy which works together with inclusive policies on how teachers can be assisted by offering mitigation strategies to guarantee a clearer understanding of the policies and strategies for their implementation in the face of these issues. This is a component that is affected by the social and psychological challenges that teachers and learners face, that this study seeks to uncover.

2.6 Theoretical Framework of the Study

This study was informed by the Social Cognitive Theory and the Social Model of disability theory, and they are discussed as follows:

2.6.1 Social cognitive Theory

In the 1960s, Bandura rose to fame with the neo-behaviourist perspective, which held that an individual's interior components play a substantial role in explaining behaviour. This theory is a key tool in clinical, educational, social, developmental, health, and personality psychology (Bandura 1986). It has been used in a variety of contexts, evaluating academic success, emotional disorders, physical and mental health, professional choice, and sociopolitical change. In a society where teachers, peers and parents are crucial role models, the social cognitive theory by Bandura (1986) elaborates on personal learning, growth strategies for acquiring knowledge as well as independent competency development tactics. This approach acknowledged the importance of attitudes, behaviours, and emotional responses in the learning process. Bandura (1977) asserts that people learn through social processes of imitation, modelling, and observation of other behaviours can have an effect in feelings, attitudes, and behaviours.

Social Cognitive Theory (SCT) paints a vivid picture of the interplay between our inner mental processes including attention, memory and drive and exterior influences such as rewards or consequences. This suggests that SCT finds itself at the intersection of cognitive learning

theories and behavioural approaches. It is important to note that humans are inert objects, and like characters in a dynamic story, people are impacted by a variety of external factors. Therefore, using SCT can serve as an insightful lens through which one might understand factors contributing toward decisions people make. According to STC, individuals are dynamic agents who may both affect and be affected by their surroundings. Bandura (1977) analysed human behaviour in terms of a continuous, reciprocal interaction between behavioural, cognitive, and environmental elements using the Social Cognitive theory. According to Bandura's (1986, 1997) theory, the environmental factors, personal factors, and behavioural factors are reciprocal, which means that as they interact, they also influence or cause the other. Bandura (1977) cleared the way for research on the skills needed to motivate effort, perseverance, outcomes, and achievement. These skills are necessary in teaching all types of learners regardless of challenges to achieve a more inclusive education.

The key components of the Social Cognitive Theory include observational learning (learning by observing others), modelling (observing and imitation of behaviours), reinforcement (rewards or consequences influencing behaviour), reciprocal Determinism (interaction between person, environment, and behaviours), and self-efficacy. Even though attention, memory, and motivation are the main components of observational learning, Bandura began to build on his work on modelling by examining the cognitive concept of self-efficacy beliefs as they relate to enhancing our understanding of human behaviour (Lyons et al, 2012), which is the main idea in this research. Self-efficacy, or people's conviction in their capacity to undertake an activity, is central to social cognition theory and is a crucial topic in this study (Bandura, 1977). Self-efficacy can originate from four different sources of influences, being the person's personal mastering experiences; (2) the vicarious experience of seeing others execute tasks; (3) social persuasions; and (4) psychological and physiological conditions. The strongest and most significant of these four sources varies, with personal mastery emerging as the top provider of self-efficacy (Bandura, 1997). Self-efficacy has an impact on people's preparedness for behaviour since self-related ideas are important for motivation and because self-efficacy can either boost or lower motivation (Bandura, 1997). While obstacles and difficulties in human endeavours can instruct us that success often requires tenacious efforts, a robust belief in one's abilities necessitates experiences of conquering challenges through unwavering determination (Bandura, 1986). Self-motivation and behaviour are influenced by efficacy beliefs, which also have an impact on capacities, goals, aspirations, and other environmental factors (Bandura, 1977). These elements are referred to as facilitators and

barriers (Bandura, 1989). It is said that task-specific self-efficacy allows people to feel confident in their capacity to complete one task but not another. The environment, politics, and the economy are the opportunities and barriers associated with the structure of the society which have a huge impact in education.

2.6.2 Social model of disability

The social model of disability is a conceptual framework that makes a distinction between disability and impairment, with the latter being seen as a socially constructed disadvantage that requires reform. The social model of disability is focused on a radical inclusive education that is focused removing barriers, for full participation in the society at large which prohibits individuals with barriers to obtaining knowledge and other resources (Greenstein, 2016; Allan, 2007). It supports a wider range of learners that may face exclusion to fully take part in mainstream schooling regardless of their condition. Barrier is not solely an individual issue, but rather it is a product of societal and environmental factors that can be changed to promote accessibility and promoting diversity to foster a positive learning environment. This method of teaching maintains that even those with disabilities experience the same realities as those without, and it also makes it possible to identify the elements that could lead to a learner's exclusion as well as the instructional strategies that teachers can use to better meet the needs of the learner. The introduction of the social model of disability marked a fundamental theoretical paradigm change from the individualistic medical approach, which placed a high emphasis on evaluation, therapy, and diagnosis and rehabilitation, to a more accommodating social justice system (Leshota, 2013).

The barrier approach, which emphasizes that every learner, whether disabled or not, should participate in mainstream education, is the primary source of inspiration for the social model. It makes the case that all people ought to be respected and accorded equal treatment (Lewin, 2009). An inclusive education is necessary for learners with barriers to learning to feel included and to achieve, and it relies upon teachers to ensure that their learners' needs are met. Learners with difficulties with learning perform better in mainstream classrooms than in schools that are segregated (Kramer et al., 2021). This requires then that teachers move away from the medical model and enhance their self-efficacy beliefs so that they can welcome and cater for all learners in their mainstream classroom to ensure inclusive education.

Following philosophies of the Social Model, influential laws and policies were enacted. Noteworthy examples include South Africa's Schools Act No. 84 (1996), White Paper 6 on

Special Needs Education (2001) aimed at constructing an inclusive education & training system along with White Paper 6 targeting transformations in the educational housing itself. All those legal precautions share a deep-seated commitment to assuring learners facing disabilities are endowed with equal access while fostering fairness across board participation within their scholastic systems. Secondly it is also informed by the school reform approach which places focus on the school itself, arguing that change needs to happen within schools which extends to the attitude and operation of the management, teachers and learners towards people living with barriers. According to Walton (2015) the way in which teachers respond to inclusive education creates "a pedagogical discourse that creates and reflects certain ways of talking about learner difference" (p. 86); and teacher beliefs in being able to accommodate for the learners' different demands (Mabasa-Manganyi et al, 2022). With the advent of standards and the growing accountability placed on schools, teachers and districts for the participation of learners with disabilities and barriers, both the disability and barrier phenomenon has remained too complicated to manage partly because they are no long-term functional systems, and IE is still seen as an ambiguous concept.

The location of the school acts as an agent of discrimination and marginalisation. Thirdly it's the critical approach which emphasizes that not only does the school act as an agent of discrimination and marginalisation but external factors such as the curriculum, policies, race, gender, social class are all factors that inform the design of the education system and help maintain the status quo (Slee, 2011). The transformative or emancipatory approach which is more action based argues that the efforts of changing the inclusive education discourse should be focused on action and not just an analysis of theories and debates that surround the discourse of inclusive education. According to Slee and Allan (2001), current processes must be destroyed to be replaced with an understanding of barrier that may shape hypotheses that runs through social model thinking rather than special education to build inclusive schools and communities (Slee, 2011). A Childs' education cannot be centred around their what the society sees as disabilities.

2.7 Justification of the theoretical framework of the study

This study draws influence from Bandura's social cognitive theory, as it advocates for inclusive education using psychological elements like self-efficacy. These constructs are pivotal in making an implementation of Inclusive Education successful. Furthermore, the study explores additional facets of psychological performance, such as emotional reactions and attitudes that

greatly affect an individual's actions, thoughts, and responses. The belief system established by this theoretical model impacts how one perceives their world through its cognitive dynamics, guiding adaptive behaviour towards desired achievements within inclusive education. Self-efficacy, which suggests that a person should act on the potential that they already have, is a transforming contributor to adaptive self-regulation, which is the lead way in the Social Cognitive theory. This is significant because, despite having knowledge, skills, and training, teachers (as the main subjects of this study) still have doubts about their ability to self-regulate in constructing inclusive classrooms and think they cannot accommodate all learners, including those with learning difficulties.

The social model of disability informed this study because the concept of mainstreaming was created to promote the participation of learners with disabilities if they were regarded competent of learning within the frame of general education (Armstrong et al., 2011). However, it seems that placing learners with disabilities in mainstream schools has not addressed the problem of discrimination; rather, it has reinforced the problems already associated with special education and teacher's self-efficacy beliefs. Additionally, the social model of disability clarified why it is critical for educators to modify their beliefs and values, which is essential for the effective execution of inclusive education. If they understand that being knowledgeable about appropriate teaching techniques and acknowledging their personal responsibility and well-being in addressing different learning challenges that can potentially enhance the self-efficacy in teaching learners with learning disabilities in mainstream schools. Teachers are an integral part in inclusive education and that requires them get trained in the pedagogy of care, self-reflection and professional agency which can be realised through self-efficacy. Self - efficacy can enable teachers to have the belief and the right attitude to be aligned with the social model and develop the confidence to teach all learners by understanding that barriers to learning are by products of the kind of environment that teachers create in their classrooms or schools and not a deficiency that is inherent to the learner.

2.8 Conclusion of the Chapter

This chapter gave an overview of the literature and the theories that piloted the research project. This chapter initially reviews the literature relevant to the study's research questions. The research gaps revealed by the assessed papers were identified, and relevant empirical material was included in the review. Two major theoretical structures consulted were the Social

Cognitive Theory (SCT) and Social Model of Disability Theory. The subsequent section will present details concerning research design as well as its methodology.

CHAPTER THREE

3.0: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research design and method employed in the study. The research paradigm and philosophical presumptions were presented first, followed by the research site, sampling technique description, and sample. Next, the tools for data collecting and the data collection procedures were discussed. Second, data analysis techniques were covered. Lastly, since ethical conduct permeates every component of a study, the ethical aspects of this research were introduced.

3.2 Research paradigm

According to Okesina (2020), a paradigm refers to "sets the intent, motivation, and expectations for research" (p. 58). Thus, research paradigms direct researchers through the process of defining the research question, choosing the data gathering methodologies, analysing the data, and reporting the results. From an educational research context, a paradigm is a worldview that is based on a philosophical perspective which determines the importance of study and examines what constitutes knowledge, action, and meaning (Guba & Lincoln 1994; Treagust & Won, 2023). Guba and Lincoln (1994) summarise that a paradigm is a set of assumptions that addresses ontological, epistemological, and methodological issues.

In the present study, the interpretivist research paradigm was adopted. The interpretivist research paradigm adapts the relativist ontology and interpretive researchers “see social truth as embedded of their social surroundings and it's far not possible to summary from it due to the fact they "explain" truth through a method of "understanding" in place of a hypothesis trying out method with the aid of using and integrating the participants’ subjective experiences, notions and beliefs of their respective social and cultural context” (Pervin & Mokhtar, 2022, p.421). The interpretivist research paradigm was relevant in this study because it provides a strong emphasis on the cultures, languages, content- and context-related decisions made by teachers, learner interactions, and lived experiences (Treagust & Won, 2023). Thus, the interpretivist research paradigm enabled me to comprehend the participants' interpretations of self-efficacy for teaching and learning while getting immersed to their individual understandings to obtain a detailed description of how it is perceived and whether teachers are aware of self-efficacy.

3.3 Research Methodology

In qualitative research, the researcher serves as the main instrument for data collection and analysis with an emphasis on process, understanding, and meaning (McMullin, 2023). A study methodology includes a description of the procedures for collecting data and analysing it, looking also into the potential resources used to solve a problem. This study adopted a qualitative methodology which captures the everyday experiences of the research participants in a naturalistic setting rather than an experimental one (Treagust & Won, 2023; Noor, 2008). In the qualitative research methodology, the participant's view is understood and reflected in its true nature and within a particular context. Moreover, qualitative research methodology is more useful in understanding and interpreting the socially constructed world (Bryman, 2016). The qualitative research procedure was suitable for this study because its approaches allowed the researcher to gather a detailed account of teachers' individual experiences concerning their teacher efficacy in relation to the implementation of inclusive education.

In the discipline of qualitative studies, there are certain weaknesses to consider. One crucial aspect of any study is the ability to produce consistent results when utilizing the same approaches and operating under related cases. However, replication can be particularly challenging in qualitative research since individuals have diverse feelings, experiences, and backgrounds. As a result, it may not always be feasible to obtain similar results in every case. Furthermore, qualitative researchers often employ different data collection methods depending on the specific circumstances (Mwita,2022). This disparity complicates replication and can lead to varying findings and conclusion. Therefore, this study was mindful of these factors by considering using a tool that will accommodate the needs of each objective of the research to enhance the validity and reliability of the research study.

3.4 Research design

Leddy (1997) asserts that a research methodology is a study design that offers the overarching framework for data collection and informs us about "how the research is set up, what happens to the subject, and what data collection methods are used" (McMillan & Schumacher, 2014, p.28). In this current study, the case study research design was implemented. Yin (2014) states that a case study "is an empirical method that investigates a contemporary phenomenon in depth and within its real-world context" (p.45). Case studies explore current events in their real-world context, extending participants' viewpoints by considering different perspectives that are constructed in an interesting manner and display appropriate evidence. The case study

design method remained important for this research since it offered specific information that answered the research questions that are not predictable and probed thoroughly into the complex issue of inclusive education and uncover varied details on teacher self-efficacy its importance in the employment of a successful inclusive education.

3.5 Research site

In this study, the single entity that was used is a public high school located in one of South Africa's most prominent townships, Soweto in Diepkloof, Johannesburg North district. It is a quantile Q2 school categorised as a mainstream school. The school is surrounded by a few primary and high schools and has been the top performing public school in terms of their matric results in the surrounding township. The school does have some access to technology such as a few smartboards, WIFI as extra teaching and learning resources. However, the school does not have facilities for sport as well as any additional resources that could be helpful in the implementation of inclusive research. The school has 1302 learners and 38 teachers, ranging from grades 8 to 12.

This school was selected as the research site for the current study because teachers experience lots of challenges in fully implementing inclusive education. Moreover, teachers in this school always make recommendations for some learners to be transferred to special schools, with the purpose of encouraging inclusive education. It will be fascinating to investigate the self-efficacy beliefs of the teachers who work in the same community and school, in both lower grades and matric, as well as the difficulties they face and how they overcome them while attempting to implement IE policies.

3.6 Research Sampling

Sampling is crucial because it gives guidance for how data is acquired and involves judgements regarding the setting, events, and social processes in addition to who to observe and/or interview (Huberman et al, 2014). In qualitative research, sampling is purposeful rather than random because the goal is to improve practice rather and get accurate date than to generalize. As a result, the goal is to work with a group of small but committed participants to make sure the research is effective in revealing meaning. According to McMillan and Schumacher (2014), experts in the topic being investigated are used to choose participants who offer the greatest data to accomplish the aim of the research. The study intentionally gathered a sample size of 8 teachers, equally divided between matric level educators and those instructing in grades 8 to11.

The purposive sampling method was chosen because it allowed the researcher to pick participants based on a specified criterion, allowing the researcher to provide in-depth information much more quickly and making the most of a small group. This sample size of 8 was considered adequate for this research as suggested by Mason (2010) that, samples in qualitative are smaller because the research is focused with meaning, which can be challenging if a big sample is utilized, making data analysis and uncovering crucial perceptions impractical due to time restrictions.

3.7 Data Collection method

A case study utilises qualitative data collection methodology to investigate the problems using methods such as interviews, open-ended surveys, observations, and document analysis are also dependent on the research topics (MacMillan & Schumacher, 2014). A data gathering instrument requires the researcher to maintain a detached position, which must reflect the researcher's role (MacMillan & Schumacher, 2014). An individual semi-structured interview allows for the use of both closed- and open-ended questions with the potential for follow-up inquiries (Adams, 2015). Semi-structured interviews are frequently thought of as a simple way to gather data, but the researcher should take into account a number of factors when creating an interview guide and a central question with in-depth information that needs to be gathered (Wengraf, 2001) to make sure that the information is collected in a way that will help the researcher gain a deep understanding of the information required for the study. Individual semi-structured interviews are regarded appropriate in this study because they do not limit the questions and, at its core, provide a practice-based instrument that can help the researcher collect reliable data. This also make it possible for the participants' viewpoints to be fully stated, understood, and given the chance to elaborate on ideas or responses to the questions. Each interview took approximately between 45 minutes to 1 hour, and the data was transcribed in readiness for analysis.

3.8 Data analysis

In empirical studies, the processes of data collection, analysis, and report writing are frequently interrelated and occur simultaneously throughout the study process (Connelly, 2016). In this research report, thematic analysis framework was utilized to evaluate semi-interview data to cross-reference data and find patterns that may emerge. It is critical to recognise that patterns developed during the data gathering process are exclusively derived from data that tries to answer the questions. Thematic analysis was feasible for this research because was it easy to

work with as it accommodates big and small groups which also helped the researcher to be able to comprehend the interpretations of educators of inclusive education and self-efficacy. Thematic analysis entails a six-step process which requires the researcher to familiarize themselves with the data, generating initial codes which is the raw data that may be evaluated in a meaningful way, looking for themes, assessing the themes to ensure that they are correct and relevant, developing and labelling themes, and eventually preparing the report and writing (Kiger & Varpio, 2020).

The first step entailed the researcher reading to become acquainted with the information all the notes, listening to audios and transcribing and engaging with the data fully. The second step entailed generating codes which can help the researcher to be able to organise material systematically after they have ideas about what is in the data and what is interesting in the data. This stage involves the generation of codes from the data. According to Savage (2000) cited in Nowell at al. (2016) coding "is a process of reflection and a way of interacting with and thinking about data" (p.5In step three, the researcher reviewed the coded data so they can identify themes that are related to the research and discover "thematic networks that took me deeper into the meaning of texts" (Nowell, at al., 2016, p.6). Step four entailed reviewing themes to ensure that the themes formed are correct and relevant and can be interpreted correctly. This is where inadequacies in the coding and themes were revealed if any and changes can be affected (Nowell, et al., 2016). Step five included defining and naming themes. This is the stage at which the researcher considers how each theme fits into the broader report of the full data set in construction of the research questions. The sixth step, which is the last step was the report production, in which the researcher is ready to begin analysing and creating a clear and coherent report.

3.9 Trustworthiness of qualitative data

Validity in research refers to the dependability of the research results. Collected data brings valuable knowledge that is going to contribute to and be shared therefore it is important to ensure that it is valid to judge the integrity and worth of the research (MacMillan & Schumacher, 2014). Conelly (2016) describes trustworthiness as the degree of faith placed in data sets, interpretation approaches and research methodologies. This factor measures how effectively protocols are designed to uphold quality standards within a study. Guba and Lincoln (1985) define trustworthiness of rigor of a study as the researcher's ability to persuade all stakeholders that their research is worthy of recognition. Guba and Lincoln (1985) identified

four often used qualitative research criteria: credibility, transferability, dependability, and confirmability, which are outlined below.

3.9.1 Credibility

Credibility is the decisive aspect of a research study (Connelly, 2006). It scrutinizes both the authenticity of those participating in the study as well as the readers (Huberman et al., 2014). Methods to boost reliability include extended interactions with participants, continuous meticulous observation when suitable for investigation, peer-assessment discussions, review by members involved and careful documentation are some techniques that solidify credibility (Connelly, 2016). Researchers should leave an audit trail to build credibility for a qualitative study, according to Guba and Lincoln (1985), so that another researcher may verify the decision-making process used in the data analysis. They initially proposed five strategies to guarantee the production of findings with credibility. In this research, the credibility of semi-structured interview data was ascertained by member checking, which enables the researcher to examine participant reactions to the conclusions and interpretations. Moreover, due to the participants' full disclosure of the findings, this ensured credibility and ensure that they check to see if what they have provided has been understood as intended.

3.9.2 Dependability

Huberman et al., (2014) argues that dependability refers to the stability and consistency of the data or study across time when issues of integrity and quality are being addressed. A study of a situation that a teacher encounters occasionally may be very similar (Connelly, 2016). The researcher made sure that the procedure used was reasonable and well-documented for the readers to understand it and form opinions. In this research, dependability of interview data was confirmed by inquiry audit assist, which would enable the auditor, using the identical research data, to be able to draw the same conclusions as the researcher. In addition, before it is made available to others, the school administrator reviewed the data collected for this project.

3.9.3 Transferability

The degree to which discoveries are applicable to people in other circumstances is the nature of transferability. Without claiming that this is everyone's story, qualitative researchers concentrate on the Participants and their narratives (Connelly, 2016). According to Nowell et al. (2017), transferability has to do with the ability to replicate an investigation. It's worth noting, however, that to determine whether a study can be applied to other environments, the researcher must have comprehensive knowledge of the study's circumstances. The most

important question in transferability is, whether the research's results are reliable and can be applied in another context. To this study the researcher ensured transferability of interview data by offering detailed explanations so that people who want to apply the findings to their own situation can make an informed judgment.

3.9.4 Confirmability

According to Guba and Lincoln (1985), confirmability is a follow up on the audit trail, where there needs to be an establishment to ensure that the results drawn from the study stem from the information collected, therefore the researcher must indicate how these conclusions were formed. It is focused with ensuring that the researchers' interpretations and findings are clearly drawn from data, and the researcher must demonstrate how conclusions and interpretations were reached (Conelly, 2016). In this study, the researcher ensured confirmability by providing reasons for methodology, research design, and data technique choices to allow readers to be able to understand the direction that was taken during data collection.

3.10 Ethical Considerations

Ethical concerns can influence the outcome of studies and research needs to be in the best interest of participants, so they can be able to give information for the research. All researchers need to be guided by a principle of humane conduct, to do no harm (Huberman et al 2014). There are ethical considerations that need to be considered by researchers to do right by their participants and everyone involved in their study. The permission process also requires attention, thus ethical considerations was considered, and the proper protocol was followed and observed in this study. This study was ethically cleared by the Wits School of Education Ethics Research Committee, as well as approved by the principal of the chosen school and the Gauteng Department of Education. Each participant also received full transparency about the goal of the research and how data was gathered.

The respondents were informed of the principle of voluntary participation, as well as their right to withdraw from the research at any time. To guarantee voluntary involvement, the teacher participants were issued with permission forms, in which they signed for having accepted to participate in the interview process. If participants did not feel at ease during an interview, they had the right to terminate the interview and not have to respond any questions that they were hesitant in answering. To maintain confidentiality, participants were reassured that all data obtained would be stored safe and password encrypted, with only the researcher and the supervisor having permission to use it. To further safeguard the school and participants,

anonymity was prioritized, and no identities was divulged at any point during the study. When preparing a report on the data, letters were sent to each participant to encourage them to be more real in their comments without fear of punishments. The only people who knew the participants' identity were the researcher and the supervisor.

3.11 Conclusion of Chapter

The research design and methods used for this study were covered in this chapter. The research design for this study was a case study, with a qualitative methodology. The next chapter presents the study's analysis and findings.

CHAPTER FOUR

4.0: FINDINGS OF THE STUDY

4.1 Introduction

This chapter presents the findings of the research. The findings are organized into themes and sub-themes that emerged through the process of data analysis. This study aimed to take a closer look at how confident teachers are when it comes to teaching learners with learning disabilities in one inclusive high school located in Soweto. The compelling conclusions from this journey presented as themes and related ideas or sub-themes:

4.2: Teacher self-efficacy beliefs in teaching learners with learning disabilities

The study examined the teachers' self-efficacy beliefs in teaching learners with learning barriers in one mainstream secondary school in Soweto. Thematic method of analysis was used to examine the transcribed information from interviews with teachers. The study results showed that teacher's self-efficacy beliefs had three main themes namely, high teacher self-efficacy, low teacher self-efficacy and above average teachers' self-efficacy. The themes and respective sub-themes are discussed as follows:

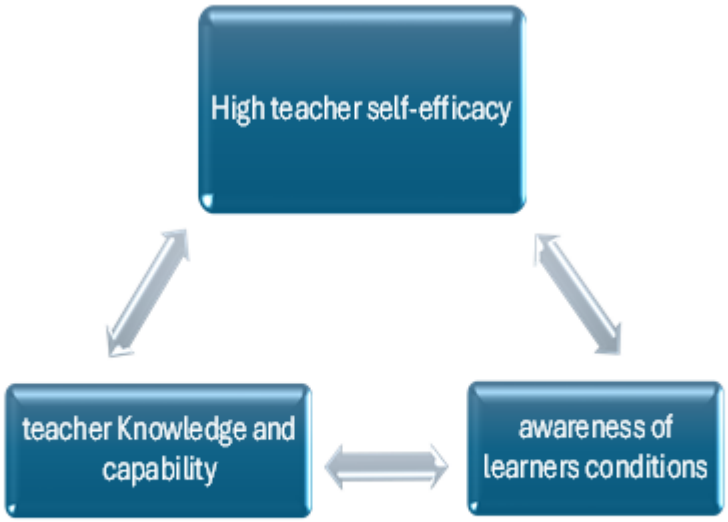


Figure 1: Main theme with subthemes that explain the reason teachers have high self-efficacy (Source: Research data, 2024)

4.2.1 Theme 1: *High teacher self-efficacy*

Teachers' self-efficacy for inclusive education is critical in ensuring the proper implementation of the curriculum in an education for all environment, and it has demonstrated to influence a range of educational outcomes. Mojavezi and Tamiz (2012) found that teachers with high self-efficacy were better organized, have better instructional skills, ask questions, explain, and provide feedback to struggling learners, and keep learners on topic. Self-efficacy plays a key and progressive role in encouraging teachers to perceive themselves as proficient of welcoming difficult tasks, viewing tough situations with a lens of triumph, and seeing themselves as capable of overcoming all those problems. The findings from four out of seven teachers in the study (Participants,5,6 and 7) gives an indication that these teachers have high self-efficacy because they see themselves as capable of accommodating every learner in their classrooms including those with learning barriers. Teachers with high self-efficacy have a heightened feeling of commitment and recover quickly from setbacks. Furthermore, participants 7 and reported: "*Yes, I am capable because I'm able to use different teaching strategies and methods to accommodate different learners*." Teachers who possess high self-efficacy are also capable of meeting the individual needs, interests, and experiences of each learner in the classroom by employing a variety of teaching approaches (Conner, 2020). Additional interview excerpts from participants when questioned about their abilities are listed below:

> *"Yes, I am capable in accommodating all learners because as a teacher you need to understand that these learners are different, the way they think, and process information is also different. So, you must be able to accommodate them".* (participant 1)

> *"I am capable; I try by all means to accommodate all the learners in my class, and I make sure that they understand everything that we are doing in class, even though they do it at a much slower pace".* (Participant 6)

According to the responses above, while there are challenges in incorporating learners with learning disabilities into mainstream schools, teachers have a strong sense of self-efficacy in their ability to teach all learners, particularly those with learning disabilities who appear to be silently excluded in our South African township schools. The ideals that the teachers express show a high sense of self-efficacy because out of the 7 teachers, most of them seem prepared to try by drawing on different strategies because they have an understanding individual do not learn in the same way, and they need to accommodate all of them. The two sub-themes which emerged on high teacher self-efficacy are teacher knowledge and capabilities and awareness of learners' condition, and they are discussed below.

Subtheme 4.2.1.1: *Teacher knowledge and capabilities*

While there are some significant elements of the CAPS curriculum, criticisms claim that it overlooks the challenges of developing strategies for learners with a range of special learning needs. Teacher knowledge and capabilities can be positively associated with high self-efficacy because it directly correlates with the skills that teachers have and how they engage with learners in the classroom using their teacher agency. Walter (2015) highlights the importance of teaching skills such as subject matter mastery, understanding of the learner's knowledge, and development for successful field work. Knowledgeable teachers deliver high-quality learning by planning inclusive classes and managing misbehaviours skilfully, especially in tough situations. Evident when participant 3 reported that, *"I am able to notice learners with learning disabilities, various learning disabilities because of the way they behave. Usually especially in high school, teenagers have areas that are informative in the way they behave".* Moreover, the findings show that participants 3, 4, and 7 regard themselves as knowledgeable and capable teachers because of the various approaches and teaching methods that they use, which is undoubtedly influenced by their understanding that the classroom has different types of learners that they encounter and the strategies and methods that they can implement to ensure that all learners learn.

> *"I am able to assist those with learning barriers and I understand as a teacher that I need to pay more attention to them. I need isolated time with them to be able to assist, and you know with these learners one needs to blend various approaches, it's not a blanket approach".* (Participant 4)

Even though it may be difficult to determine exactly what kind of learning problem a learner may have, the aforementioned data demonstrate that teachers possess the knowledge and experience necessary to recognize learners who have learning disabilities. The different strategies they reported on employing in their classrooms, is evidence that they strive to make sure they addressed all learner's distinctive demands are another reason why they are putting inclusive education into practice.

Subtheme 4.2.1.2: *Awareness of learners' condition*

Learners with learning disabilities must frequently be identified in order to be accommodated, and a teacher must have the skills and knowledge to recognize the signs and symptoms of a specific learning barrier. Teachers need to be aware and account for individual differences so that they are able to put diagnostic systems in place for their lessons that aim to accommodate

all learners and providing all learners with equal opportunities to succeed. Participant 3 reported that "*I am aware of the different learning disabilities in my classes, and I am also able to know if a person is leaning towards it".* If a teacher is aware of a learner's difficulties, they can provide a secure and supportive environment that encourages open communication. This is critical for inclusive education because teachers frequently overlook the importance of learning styles, and for the purpose of this paper, different learning barriers, which will also be included because they continue to teach in one major method without varying the instructional methods and approaches. Furthermore, a blanket approach will never address various learning barriers, rather it leads to issues that result in less learning and greater misbehaviour (Yotta, 2023).

Findings indicate that some teachers do accommodate learner differences because they are aware of the conditions of learners but other still feel that they are not well equipped to be able to teach learner with barriers. Participant 2 reported that "*I may have dealt with a case or two of learners who have severe impairments but that did not give me 100% capabilities to be able to work with learning barriers".* The fact that teachers are willing to help is encouraging. This suggests a widespread assumption that individuals can identify and addressing the various obstacles to learning that they might encounter. The participant interviews also reveal that teachers still require assistance and training in order to ensure that learners receive the best education possible because they are not fully capable of implementing some policies.

Theme 2: *Low teachers' self-efficacy*

Self-efficacy indicators are best predictive of behavioural results when they are associated with a specific outcome, according to Bandura (1986). Teachers that have poor self-efficacy avoid tough tasks and perceive inclusive education as challenging, which makes them more prone to experiencing job stress. Teacher self-efficacy is crucial for helping teachers meet the diverse needs of the learners they teach, even with all the skills they may possess. As indicated by research data presented below, educators often contend with low self-belief due to perceived deficiency in knowledge or because they are fairly inexperience, factors that make it challenging for them to work effectively with learners experiencing academic obstacles. The interview excerpts that follow show how low teacher efficacy prevents inclusive education from being implemented:

> *"I am aware of different learning disabilities, and able to know that if a person is leaning towards is it. Problem is it numbers. Is it language that superior? So, I'm able to know that and I think twice it next then I won't say fully because I'm still a novice,*

but I'm able to accommodate them because I'm able to notice their disabilities". (Participant 3)

"And I think sometimes it becomes a challenge as a teacher because there is so much potential in there, you see the potential in the child but can't get through to them. That is where your self-efficacy gets lowered. These children they actually need to be saved, but in the environment, we are in, also the classrooms, the number of children, you cannot leave your whole class 45 of them and go chasing after one child". (Participant 5)

The results above showed that while some participants remark that they were not completely educated for dealing with certain situations of learner impairment, they believe that other cases are too severe for them to handle, which does contribute to their poor self-efficacy. Some participants believe that having some experience is necessary to cope with learners who have learning challenges in a mainstream school since, to a new teacher, it seems unattainable. While the participants noted many factors that lead to low teacher self-efficacy, one that is concerning is that new teachers, who identify as "novice" teachers, feel insufficiently prepared to implement inclusive education right out of universities and demand that university curricula be reviewed. Since they must complete four years of training before, they can legally teach in South Africa, teachers must be qualified and feel fully equipped to carry out policies and procedures in the classroom, which suggests that universities need to zoom into their curriculum.

Theme 3: *Above average teachers' self-efficacy*

Having self-efficacy that is above average as a teacher makes a teacher to develop a deeper interest and encourages commitment in the activities that they engage in, that are aimed towards an inclusive education. The findings in this study demonstrate that although inclusive education is expected to be implemented, there are teachers who feel they are not fully equipped to implement it to its full capacity. Participant 2 shared *that "with all the experience that I've got, "I would actually say only 70% capable OK and there isn't behind That would be that I may have done inclusive education while I was in Varsity and may be dealt with a case or two of learners who have severe impairments but that did not necessarily give me 100% capabilities".* Although the teachers' self-efficacy is above average it is not enough to address and cater for all the learners that may be found in mainstream schools. This means that they are still learners who are excluded implying that inclusive education has not been fully realised.



Figure 2: *Interrelated Subthemes that report on how teachers accommodate learners with learning barriers in their classrooms.* (Source: Research data, 2024*)*

Sub-Theme 3.1: *Responsive teaching methods*

According to Jaber, Herbster & Truett (2019), responsive teaching is an instructional approach centered at listening closely to learners' ideas, interests and build on the productive beginnings in their learners' thinking. Teachers with a high self-efficacy use various methods to ensure that learners with methods that require a focus on individual achievement and progress of each learner that needs specific and directed instruction to inspire learning. The goal of responsive teaching is to integrate academic and social-emotional skills (Donohue-Keegan, Villegas-Reimers & Cressey (2019). Responses from the interview below show how teachers apply responsive teaching methods at this school:

> *"It all starts with communication. The way you communicate with these kids, you need to understand as a teacher that whatever you say to them is processed in different ways. So, you need to be able to give them time to express themselves".* (Participant 1).

> *"…Learners have different abilities and that affects how they learn. That requires you to plan lessons in a way that is going to accommodate each learner in your classroom. And also, how much time are you going to need to cover what you have planned, to allow learners to learn at their own different paces according to their disabilities".* (Participant 5)

> *"What I do now, I have resorted to using social media, TikTok videos because these children love social media. So, there's a teacher that I followed on TikTok who is very good at summarising the content into songs. Rap songs even dance songs. I'm using*

> *that, currently I'm applying that in my class because most of my learners have those learning barriers. They can't really capture information and store it in their brains for longer. So, you teach them something now and after 5 minutes they have forgotten. So, when I use those videos, those songs, those dances it works for us".* (Participant 7)

The findings above show that these three participants, despite being unaware, practice culturally responsive teaching because they fit the characteristics into their township school setting and are aware of the dynamics, economic, and cultural demographics, which are important in planning, teaching and learning.

Sub-Theme 3.2: *Scaffolding*

Scaffolding is a heavily mediated instruction, particularly for learners with learning disabilities. Vygotsky (1978a) defines scaffolding as the social support provided to the learner during the completion of a learning task to solve a problem or achieve goal. Scaffolding is intended to support learners based on their current level. According to the interview findings, the majority of teachers use scaffolding in their classes to support learners with learning difficulties, which is an essential component of inclusive education. The following interview extract from another teacher depicts teachers who scaffold to adopt inclusive education.

> *"I try by all means to explain the concepts in a much easier way and unpack different concepts for different topics to them in different ways. Give them one on one sessions at times just to make sure that they understand fully what is expected from them, so that they also try and deliver what I want them to deliver. At times if it takes going through a paper, maybe a project with every question step by step and explaining it, make them write their own foot notes also in a way that they will understand it and remember it when I'm not there, it also helps."* (Participant 6)

> *"I do try to break down words, difficult words, the terminology, especially when it comes to the subject that I teach which is social science. The discourses can be confusing to the learners, so breaking down words for them is a method that I use. Also giving them additional time and doing extra lessons with them also helps"*. (Participant 4).

From the interview excerpts above, it is evident that learners with learning barriers often struggle to remember all the steps they have to follow, so scaffold learning is one of the best scaffolding strategies that inclusive teachers use. The responses above reflect elements of self-efficacy, that show that teachers do interact with their learners and provide guidance because they are able to break the work down so that it is easier for the learners, which suggests that there are teachers who incorporate scaffolding as a responsive teaching practice aimed at IE.

Sub-theme 3.3: *Differentiated instruction*

It has long been known that adapting instruction to each learner's unique cognitive level is the cogent and equitable approach to meet their educational needs. The specific needs of learners who face learning barriers are taken into consideration through differentiated instruction. According to Ramli and Nurahimah (2020), differentiated instruction is a framework for teaching that considers diversity among learners and strives to provide learning opportunities for all. Since teacher self-efficacy affects differentiated instruction practices, one of the study's main goals was to determine whether teachers had the self-efficacy to implement differentiated instruction including assessment that is used. Assessment is an integral part of the learning process therefore it is important in building or breaking a learner. This shows that even as other challenges teachers have in their attempts to successfully implement an inclusive education lower their self-efficacy, customized instruction and evaluation are implemented in the classroom. The following extracts from interviews illustrate the prevalence of uneven assessment.

> *"The moment you stand in front there and you teach these kids you need to be able to use different methods. You give them your visuals. You need to understand what some of them cannot write. They cannot relay the information to you through writing. Some of them are better at speaking. So, you must be able to accommodate them"*. (participant 1)

> *"You need different approaches and sometimes it's not just one barrier. We're looking at different kinds, for me as a language teacher speech and writing are at the centre. I need to first find out how can I best develop a Childs speech and how can I best develop their writing".* (Participant 6)

According to the results above, participants both use and create differentiated teaching, which suggests that they have a high level of self-efficacy. It is crucial for educators to plan, organize, and create assessments in a way that will support learning mediation for learners who face obstacles to learning.

4.3: Sources of teacher self-efficacy beliefs in managing learners with learning disabilities

The study also examined the sources of teacher self-efficacy beliefs in managing learners with learning disabilities. Information, experience, and interaction all have an impact on teacher self-efficacy which can be advocated for through performance and behaviour. Bandura (1997) proposed four variables that can be used to influence teacher effectiveness. The formation of

self-efficacy beliefs occurs by combining information from mastery experiences, vicarious experiences, verbal persuasions, and physiological and emotional states (Hussain & Khan, 2022). These four sources of efficacy interact continuously and reciprocally to influence performance judgments, which in turn affect human performance. In order to handle the diversity of learners and meet their individual requirements, many teachers lack the necessary resources, such as training in remedial techniques. The study's participants also stated that, while working with learners who have learning difficulties comes with a lot of challenges, their colleagues' inclusive classroom practices have a major impact on their sense of self-efficacy, which in turn has an effect on their own performances in their classrooms. They further elaborated that mastery experience is also another key source that has impacted on their inclusive practices through experiences of trial and error.



Figure 3: *Themes and results exerted through behaviour and performance.* (Source: Research data, 2024)

4.3.1: Theme1: *Mastery Experiences*

Experiencing mastery is considered the most impactful way to boost one's self-efficacy, as it pertains directly to experiences gained from personal victories or disappointments after completing a task (Hussain and Khan, 2022). While certain educators believe they could benefit from additional teaching time in assisting learners with learning disabilities, many maintain that hands-on experience remains the most effective teacher. They argue it is through direct interaction and engagement with such learners where meaningful understanding truly blossoms. While gathering data, participants mentioned that it is via their experiments and own knowledge that they learned in training and what they are constantly reading. These interview

excerpts further describe how teachers use their mastery expertise to handle learners with learning impairments.

> *"There is this course that they were teaching us, on how to manage our classes and how to manage our learners and the way they behave and everything. Or I can say experience is a great teacher and time also, because the more you deal with these kids, you learn, you find more material, materials that are going to teach you about managing classrooms, different learners".* (Participant 1).

> *"I made sure that I have psychology as my major. Like educational psychology, I tried to understand the psychology because we are working with the minds here more than anything. So, I read and that is where I learned about the different disabilities, identifying them, dealing with them. Another one, of course is the experience you get from the context. Environmentally it is not going to be textbook clean, as you get it from university, so it's always best to go to other teachers who have good practises."* (Participant 3).

> *"I feel like with my experience in Varsity, although I did do my honours in inclusive education what is in the book and the experience lived out, is not the same. So, when I came in as a teacher, I had the feeling that, you know, I have got this, Yeah, but some of them are not as applicable to the South African context and in the kind of classes that we have. So, I think the best teacher for me has been experience, trial, and error when I try something, and I have seen that it's not working, and I imply something else to see if it's going to work out or not".* (Participant 4)

The findings presented above showed that teachers rely heavily on their experiences working with learners who have learning barriers; while they may have learned and gained insight through their studies, what is more important are the experiences that they gain when taking on challenges when encountering different learners in different classes each year. Context is extremely important, especially in South Africa, when teaching educational theories and how they might be implemented; textbooks are never flawless as they are presented in reality.

4.3.2: Theme 2: *Vicarious learning*

Vicarious learning from witnessing others can also have a significant impact on self-efficacy because educators frequently hesitate and refuse to work with learners who are deemed "difficult to teach" in traditional classrooms. People generally can make judgments about their own skills by witnessing others like themselves complete tasks, which can be useful for modelling successful inclusive educational environments. According to the study's findings, participants 3, 4, 5 and 6 monitor other colleagues to generate unique ideas on how to implement inclusive education and cope with classroom issues. The excerpts from the

interview below demonstrate how teachers observe their colleagues to increase their own self-efficacy.

> *"So always going to other teachers, asking for assistance from other teachers always works. Trial and error also work, try something new it might help that child. Reality is that it will not always be the same approach that is straightforward. So, you always adjust your strategies, it can never one strategy always".* (Participant, 3).

> *"I think it's you know from colleagues because we talk, and we ask each other for advice. How are you coping with this learner? What strategies did you implement in your class? How are you coping? Those conversations with colleagues help because the best teacher is experience".* (Participant 4)

> *"The other thing is I work hand in hand with schools that have differentiated curriculum like special schools. They always share with me knowledge on how to deal with different learning disabilities. So, sharing knowledge with them has been helping me when I come back to my normal or mainstream public-school situation. I do network with other provinces also to find out how they work, because each province has their own ways of dealing with a learning disability."* (Participant 5).

> *"In most cases I get ideas and ways of controlling or rather helping these learners from my own colleagues, especially the ones who are in school based support team because we come up with different ways of helping them".* (Participant 6)

The responses above depict that vicarious experiences can positively affect self-efficacy. The responses from these teachers showed that they were persistent in teaching and improving in assisting learners with learning disabilities. Observing other colleagues successfully managing through persistence and hard work, working under the same conditions, with the same learners doing the same tasks, it boosts their self-efficacy.

4.3.3: Theme 3: *Verbal Persuasions*

According to Hussain and Khan (2022), verbal persuasion is a significant factor in the development of self-efficacy since people also acquire self-efficacy from the persuasive messages they get from others. The comments made by facilitators and the feedback that participants receive from other teachers, have a big influence on their teachers' self-efficacy. They claimed that giving teachers who teach learners with barriers to learning formal feedback can have an effect on how confident they feel in the execution of inclusive practices. The manuscripts below are an excerpt from interviews where participants express how verbal

persuasions have had an impact on their self-efficacy in managing learners with learning barriers:

> *"And then that's when you must start exploring. So, when you go out to people, especially professionals, who deal with these behaviours all the time, you get good tips so that you actually know what you're doing in the classroom for these learners and also being told that you are doing well, really pushes you to do more".* (Participant 2)

The evidence above suggests that teachers really value support and are trying even with the limited resources and knowledge to implement inclusive practices. They even, amongst each other try and give each other encouragement and build each other's self-efficacy through the challenges that they face in their classrooms and that gives strength to their efficacy.

4.3.4: Theme 4: *Physiological/Emotional States*

Self-efficacy beliefs can be influenced by physiological and emotional conditions which include stress and worry. Teaching is amongst the most difficult professions and its standard procedures can be very stressful. According to Usher and Pajares (2008), strong emotional responses to give an indication to a teacher on whether success or failure is anticipated when executing a particular task. Elevated levels of worry might erode self-efficacy. When learners feel anxious about a certain topic, they usually see it as a sign that they are not proficient in that subject. According to Bandura (1997), people typically perform at their best when their emotional stimulation is at the right level. Which then implies that physiological arousal and self-efficacy work together. Meaning that if a teachers emotional and physical health is good, that lowers their negative emotional states and boosts their sense of self-efficacy. As participant 4 pointed out, feeling exhausted from exerting all of your energy and not seeing the desired outcomes is a sign of poor emotional states. The following excerpt from the interview illustrates the emotional states of educators in the context of implementing inclusive education and how that has affected their sense of self-efficacy.

> *"I can tell you right now, everywhere and anywhere, I can gain access. One thing and at the top of the list would be Prayer, I am prayerful person. So, I pray about my job as well. I pray about these learners who are my clients. Secondly, I do speak to my therapist about my job to keep afloat emotionally and then I do speak and share practices with some of my colleagues who are also my seniors. So, wherever I can draw, I do. I think that also helps you to be able to manage learner's disabilities because it's not easy to work alone"* (participant 2)

The results above demonstrate that even though educators work hard to provide inclusive education, there are occasions when their emotional states prevent them from exhibiting high self-efficacy due to the difficulties they face at work, which leads to stress and worry and low self-efficacy. However, the results above showed that this teacher holds firm beliefs about their self-efficacy and resilience because of the kind of support they have created for themselves and how they interpret their experiences.

4.4: Challenges that teachers face when working with learners who have learning barriers in inclusive classrooms in township schools

The study also examined the challenges that teachers face when working with learners who have learning barriers in inclusive classrooms in township schools. The findings from teacher participants reported on two main themes, the psychological and social challenges that they face when working with learners who have learning barriers in inclusive classrooms in township schools which are discussed below.

4.4.1: Psychological challenges experienced by teachers while implementing inclusive education

Among the primary psychological factors influencing how educators perceive and carry out inclusive education are quality, self-efficacy, beliefs, and emotions. According to Chew and Cerbin (2020), psychological problems are cognitive difficulties with features or aspects of mental processing that may influence whether inclusive education is successful or unsuccessful. Certain psychological factors have an impact on certain teachers, which may contribute to the teaching process' failure. Maintaining adequate control over their classrooms might be challenging for teachers due to their emotional and psychological states (Arifin, 2017). Although inclusive education is seen as a lofty objective, psychological challenges can undermine teachers' self-efficacy and make it challenging for them to work with learners who have learning challenges (Makahane, 2023. The themes on psychological challenges that were reported in this study include, Teacher psychological challenges (sub-themes-*low teacher self-efficacy, teachers' emotional exhaustion, increased teacher anxiety, and negative teacher attitude*), and Learner psychological challenges (sub-themes-*Learners' psychological problems, learners' lack of interests, learner stigmatisation, and learner low self-esteem*). The themes and sub-themes are presented in the figure below:

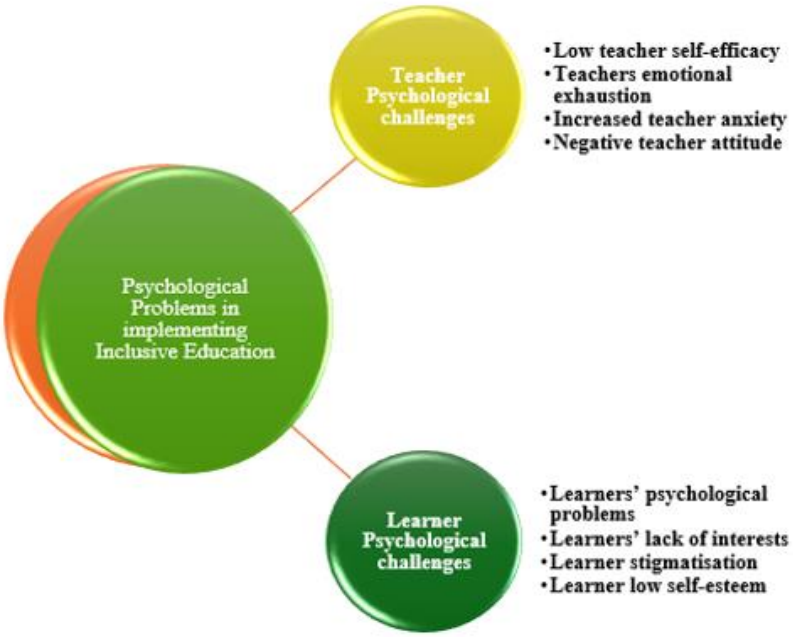


Figure 4: *Themes and subthemes on psychological challenges experienced by teachers while implementing inclusive education* (Source-research data 2024)

4.4.1.1: Sub-Theme 1*: Low teacher self-efficacy*

Teacher self-efficacy is an important attribute of this study, which has an important role to play in the implementation of a successful inclusive education which is dependent on their efficacy. Low teacher self-efficacy correlates negatively with teachers' emotions, self-esteem, and overall mood. Teachers with poor self-efficacy avoid difficult activities and situations, which they perceive negatively, causing them to lose confidence in their abilities. Teacher participants in this study claimed that they were unable to affirm their ability to deliver inclusive education due to the nature of the obstacles they faced in their township school, as well as those of a faulty education system in general. Below are some responses that depicts the low self-efficacy of teachers:

> "*.... you feel defeated. You feel like you cannot be the teacher that you always envisioned. So, you can you lose your energy, but you still need to get back up. So psychologically teaching these learners is never going to be a happy day every day. Sometimes you go home, and you are just not in the mood to even speak to anyone".* (Participant 3)

> *"And I think sometimes it becomes a challenge as a teacher because there is so much potential in there, you see the potential in the child but can't get through to them. That is where your self-efficacy gets lowered"* (Participant 4).

These results above indicate that there are teachers who find it extremely challenging implementing inclusive education practices and having learners who have learning barriers in their classrooms. It appears that low teacher efficacy in this mainstream township school is due to pressures from different social ills, behavioural difficulties, and a lack of resources, all of which may lead to teachers' emotional exhaustion which also leads to stress.

*4.4.1.2: **Sub-Theme 2:** Teachers Emotional exhaustion*

Teacher emotions can be viewed as "socially constructed, and personally enacted ways of being that emerge from conscious and or unconscious judgments regarding perceived successes at attaining goals or maintaining standards or beliefs during transactions as part of social-historical contexts" (Schutz et al, 2006, p. 344). Because teachers have their origins in the classroom, they spend most of their days at school, their emotions are part of a system that have the power to support or discourage inclusive education's success or failure. Teachers' self-efficacy can be influenced and shaped by this particular phenomenon. These are some of the extracts from interviews:

> *"Emotionally It is very strenuous. Sometimes, almost over time it can put you in a position where you feel like helping, physically helping the child, you know, to get them where they want to get. Because some of these children, they have genuine struggles. They try to reach the peak of the academics, but to find that those struggles do not allow them to get there. So, as a teacher you observe this, and you can see that the child is trying but cannot get where they need to get. That is when it gets you emotional, to say I wish I could help beyond time constraints of the school year".* (Participant 2)

> *"I also feel very drained, because I feel like I'm putting all the effort, but I'm not getting the results that I would like. And on the learner side, I feel like they get very frustrated, which also lead to them having a lot of behavioural problems, where now the child is acting out and misbehaving. It is frustrating not being able to write. It is frustrating that you can't translate what you're seeing on the board to your paper or your book".* (Participant 4)

Above excerpts from the interviews showed that teachers go through a great deal of emotional strain when attempting to implement inclusive education because of particular issues that arise in schools and leave them feeling frustrated. This could be an additional factor slowing down the effective implementation of inclusive education in mainstream schools, as teacher's emotions an integral component that contributes to teacher burnout that affects their professional lives. Among other things, they become ill, miss work, arrive to class unprepared, and a host of other problems which is a contributing factor to the lack of efficacy beliefs.

*4.4.1.3: **Sub-Theme 3:** Increased teacher anxiety*

The Social Cognitive Theory by Bandura (1968) states that anxiety has a negative relationship with self-efficacy which suggests that if a teacher's anxiety their self-efficacy also decrease. Teachers who experience anxiety may get stressed out, which may affect how well they prepare, manage their time, and set up the classroom, all of which are critical for the effective implementation of inclusive education. The following interview excerpts also allude that teachers who experience increase anxiety struggle to implement inclusive education fully and further creates other challenges.

> *"The escape from my side, sometimes you become anxious, especially if your approach did not work, and this is your 5th approach in trying to help a learner, you become very frustrated. You become very anxious because now you see that you're not getting through this learner. Also, the lesson might get lost because of some behaviours so psychologically, sometimes you find yourself having anxiety. I think to a certain extent. That is why as a teacher you must go back and draw your energy because you feel defeated".* (Participant 3)

> *"Sometimes you become anxious, especially if your approach did not work, and this is your 5th approach in trying to help a learner, you become very frustrated. You become very anxious because now you see that you're not getting through this learner. Also, the lesson might get lost because of some behaviours so psychologically, sometimes you find yourself having anxiety".* (Participant 5)

The above results showed that teachers go through a great deal of emotional stress when trying to teach learners who are having difficulties learning. Because the learners themselves are also going through personal struggles that lead to behavioural problems which create an intense, excessive and persistent worry and fear about the everyday situations that they have to face in their classrooms.

*4.4.1.4: **Sub- Theme 4:** Negative teacher attitude*

Teachers' attitudes toward inclusion, as well as their own self-efficacy beliefs, are necessary for the successful implementation of inclusive education. According to Timo (2019) self-efficacy is an important attitudinal characteristic. Teachers are policy implementers and if they exude a negative attitude its successful implementation might be far-fetched. This negative attitude stems from limited knowledge about inclusive education and how it can be implemented. The findings of this study revealed that some teachers have very limited knowledge on how to cater for learners with learning barriers; and those who do find it difficult

to implement inclusive practices. Below are extract from participants expression from the interview:

> *"Also, as a teacher this thing is a damaging to you because when you deal with these learners and you see how they feel, trying to explain the same thing repeatedly with no understanding, you feel like you are failing them. Also, as teachers I feel we are not trained enough to deal with these kinds of learners*". (Participant 1)

> *"Honestly speaking, it is very mentally strenuous psychologically for a teacher in mainstream school, especially where you find yourself surrounded by colleagues, as a head of department who are not knowledgeable on how to deal with learners who have these barriers. The challenge is when they go to the next teacher, the struggle is to keep the momentum because the teacher is unable to handle them all or accommodate them. They in turn become so frustrated and they end up feeling unaccommodated or welcomed or included in the teaching and learning".* (Participant 5).

The results above demonstrate that teachers do not have high expectations for their learners and that they do not receive the training that would enable them to meet the requirements of their learners. Additionally, they believe that certain learners have special requirements and require professionals. Moreover, material must be made available to teachers in order to improve their attitudes toward inclusive education, and prioritizing in-service training, especially for inclusive education in township schools, is necessary to ensure its successful implementation. The training of teachers, clear and practical policy implementation statements will equip teachers with both knowledge and ability to teach learners.

4.4.2: Learner Psychological Challenges

Individual traits that either strengthen or weaken a person's capacity for reasoning and thought are known as psychological factors (Baglama & Uzunboylu, 2017). These traits may lead to psychological problems in learners, which could affect how they learn. Self-efficacy is one psychological idea that influences how someone perceives themselves (Bandura, 1977). Integrating learners' intellectual, emotional, and social development is essential to inclusive education to ensure that each learners gets an opportunity to develop and learn. Psychological problems are prevalent among learners across all kinds of learning environments. Most learning-related psychological issues include pressure to perform well in school, learning barriers, difficulties integrating systems, and social barriers are typically issues that affect learners and have an effect on their self-efficacy beliefs (Kapur ,2019). The results of this study showed that there are a number of psychological difficulties that learners face. Under this

primary theme, there are sub-themes that include learners' psychological problems, learners' lack of interests, learner stigmatisation, and learner low self-esteem. The sub-themes are discussed.

4.4.2.1: Sub-Theme 1*:* *Learners' psychological problems*

Learners who experience psychological problems, struggle to execute any activity in school because they are either not in the right state of mind or they miss school. The excerpts from the interview below show that learners who struggle with low self-efficacy could be because of psychological problems:

> *"….in a Township school. Learners come with a lot of baggage, and you have to deal with it as a teacher. For example, today I had a learner who alerted me that he's not coming to school tomorrow because he has to ChildLine, he needs to go attend counselling sessions. So, they have a lot of personal problems, especially from home".* (Participant 7)

The finding above suggests that when a learner experiences psychological problems, the teacher also gets affected. It means that in order to create the inclusive schools anticipated for township schools, it is necessary to assist teachers and learners and give them the resources they need. To completely realize and successfully administer inclusive education, the department of education should make educational psychologists a mandatory component for every school that will help with the psychosocial challenges to enhance self-efficacy.

4.4.2.2: Sub-Theme 2: *Learners' lack of interests*

A generic concern that surfaced from most teachers is that although teachers really try to implement some inclusive practices in their teaching learners seem to have no interest, motivation and there is also a lack of participation. Learners do not believe that their efforts will improve their learning and as a result they struggle to attend extra classes to make the necessary adaptation. According to Adewumi (2019) positive attitudes are indispensable for success particularly for learners with special needs who are placed into mainstream classrooms because already they feel inadequate, and they feel like they are in competition because they are seen as different.

> *"Some of them have repeated the grade more than once, therefore, already they are damaged mentally and emotionally. They feel like they are not capable of doing whatever that you are telling them to do".* (Participant 1)

The results above demonstrate that low self-efficacy, low self-esteem, and other obstacles cause learners to lose interest in education, which negatively affects teachers' belief in their

ability to help these learners. It is crucial to emphasize that this is not the learners' fault. Crucially, Usher and Pajares (2008) note that a pessimistic perspective reduces people's self-efficacy by leading them to mistake their mistakes for proof of incapacity and that is when a learner with a learning barrier loses interest. Therefore, it is important that to rebuild he confidence in learners to enhance their self-efficacy belief so that they can grow an interest in the classrooms.

4.4.2.3: Sub-Theme 3: *Learner stigmatisation*

For learners who suffer from learning barriers, there aren't many programs that address the stigma and labels associated with them. Because inclusive education is linked to and seen as inferior, learners reject it. Stigma is one issue that consistently surfaces as the largest barrier for people with learning disabilities and the findings from the study reiterated by the participants 5,7 and 6 indicate that labelling is the primary source of stigmatization of learners with learning barriers in schools because teachers lose them when they withdraw from the class because they are mistreated or discriminated against. *participant 7* also mentioned that *"the fact that they are labelled as incapable, stupid, it may also affect them.* The excerpts below further show how learner stigmatisation is a challenge and how it also affects learners with learning barriers.

> *"…because these learners, tend to withdraw from others or in class do not want to participate because of the stigma and how other learners look at them if they give a wrong answer, it's like maybe it's because of his or her barrier. So, when they are mistreated or discriminated it also affects me because I know that these letters are capable, it's only that they cannot learn in the same way as others. Most of them to have a low self-esteem, they lose confidence in their academic work because they think they are not capable. So, you find that they do not perform as expected because of the low self-esteem".* (Participant 5).

> *"Also, us teaching in a community where children with learning barriers are Classified as stupid, there is a stigma around them. There are very bad ideas around them because of lack of knowledge from the people who are surrounding them. The very same people who should be supporting them, are the same people who call them names. So, you end up having a child who is absent or bunking classes all the time because they know that whether I'm there or not, it's the same".* (Participant 6)

The findings from interviews above showed that teachers do not feel well prepared to meet the social and emotional needs of learners with learning barriers. Learner stigmatisation and

labelling is one of the challenges that still make it impossible for learners to be confident. In this sense, school is also thought to have an impact on learners' human functioning, especially in mainstream schools where they may be silently excluded or viewed as different. A frequently disregarded aspect of inclusion that could potentially mitigate the stigma is equitable participation and a feeling of acceptance for learners with learning disabilities with reduced labelling, which could greatly benefit these learners.

4.4.2.4 Sub-Theme 4: *Learner Low self-esteem*

According to Kriel and Livingston (2019), a person's identity—which includes moral characteristics and social acceptance—as well as their aptitudes, skills, and talents all influence how confident they feel about themselves. Emotional barriers frequently afflict learners who encounter barriers to learning. They frequently have self-doubt about their capacity for learning, success, and participation in class. This has to do with how well they execute and the outcomes they achieve when completing a task and also the culture of competitiveness that can be seen in schools. These obstacles to their learning have heightened a sense of otherness within them. Consequently, their self-worth is weakened, and they grapple with significantly low confidence levels. The extracts from the interviews below demonstrate the reasons that cause learners with learning barriers to have a low self-esteem.

> *"Most of them to have a low self-esteem, they lose confidence in their academic work because they think they are not capable. So, you find that they do not perform as expected because of the low self-esteem. Also, retention is a problem. No learner should be retained based on learning barrier".* (Participant 5)

Drawing from the findings presented above, one may contend that the primary factor influencing a learner's low self-esteem is having them retained in the grade due to inadequate support for their learning due to learning barriers. Despite the child having challenges, retaining a child who is silently excluded and not catered for is another contributing factor to learners having a low self-esteem.

4.4.3: Social challenges that teachers face when working with learners who have learning barriers in inclusive classrooms in township schools

The study also reported that there are several social challenges that teachers face when working with learners who have learning barriers in inclusive classrooms in township schools. Urbanization, a phenomenon characterized by an increase in the population living in cities, especially townships, is the primary cause of social issues, claim Maemeko, Mukwambo, and

Nkengbeza (2021). Drug use, teenage pregnancy, gangsterism, robberies, physical assaults, verbal abuse towards educators, child-headed homes, orphans and vulnerable learners, visual and auditory difficulties, robberies, and physical attacks are examples of some of the social challenges that are experienced in township schools in South Africa. If a child has learning barriers as well, these challenges may worsen, demanding social assistance. One of the factors that is thought to enhance each child's learning process as well as help attain desired goals and objectives is social support. The main themes on social challenges that came about in the study are learner social challenges (sub-themes-learner delinquency and learner anti-social behaviour), Home social challenges (sub-theme-lack of parental support, poverty and school surrounding community), and school social challenges (sub-themes-curriculum time constraints, support on extra remedial lessons, lack of support from Department, overcrowded classrooms. The themes and sub-themes on social challenges that teachers face when working with learners who have learning barriers in inclusive classrooms in township schools are presented in the figure below:



Figure 5: *Themes and subthemes on learner social challenges that teachers face when working with learners who have learning barriers in inclusive classrooms in township schools*. (Source-Research data-2024)

In order to provide high-quality education for everyone while honouring diversity, inclusive education is a continuous endeavour, according to UNESCO (2008). The development of social skills and improved social interaction among learners is a requirement of inclusive education (Parveen & Qounsar, 2018). The data gathered indicates that inclusive education is hampered by school obstacles such as a lack of resources, parental denial, curricular limits, the large number of learners in classrooms and resources are extremely limited. The results show that societal issues might have a detrimental impact on learners, and it is completely the teacher's responsibility to support them which they find to be a burden. The themes and sub-themes are discussed below:

4.4.3.1: Theme 1: *Learner social challenges*

According to Engelbrecht (2006) South African learners are exposed to social challenges that are an addition to personal and environmental stresses that increase their vulnerability to emotional, behavioural, and academic challenges. Among the common risks are drug or substance abuse, violence, adolescent pregnancy, lack of parental support and other things. In this study, the findings reported that there are learner social challenges that teachers face when working with learners who have learning barriers in inclusive classrooms in township schools. In this regard, two sub-themes were reported namely, learner delinquency and learner anti-social behaviour, and they are discussed below:

4.4.3.1.1: *Sub-theme 1**: Learner Delinquency***

Children's antisocial behaviour and delinquency are recognized as one of the most significant difficulties for teachers today in township schools and throughout South Africa. Learners with barriers tend to disrupt the classroom with behavioral issues because in some of the classes there are no programs that are put in place to ensure that they are included during teaching and learning. Behavior does not qualify a child for special education, but participants expressed how learners who have learning barriers are usually the ones with behavioral issues and amongst the most difficult learners to teach which then makes the teaching and learning process not to become effective. Most mainstream schools have packed classes, making it difficult for teachers to give every child individualized attention (Pretorius, 2023). The absence of tailored assistance may be the cause of disturbed and aggressive learners and Participant 3 mentioned that: "*learner's aggressive behaviour as one of their problems*". The results above demonstrate that there is still more work to be done in the areas of learner behaviour in particular which is still a huge problem in township schools in South Africa. It can be argued that when learners

are not given attention, and not supported they start to seek it in ways that can make them develop behavioural issues. This could be an important factor to look into to implement a successful inclusive education.

4.4.3.1.2: ***Sub-Theme 2:*** *Learner anti-social behavior*

Concerns about managing the conduct of learners that interferes with school operations and disturbs the teaching and learning process have long been raised by teachers (Anuradha & Pushkala, 2020). Such originates from classrooms that have a direct bearing on how learners interact and behave in the classroom, where things like silent exclusion are prevalent. According to the findings of the study, participants reported that part of the reasons that learners have anti-social behaviour are because of some of the challenges that exist within the schooling system. The interview excerpts from participants are reported below:

> *"In the social environment where they have to interact with other learners, they exude extremely antisocial behaviour. They find pride in fighting, especially if a child is being retained for three years in one grade and then he is someone who is the same age as his or her younger sister in the same class, they are going to bully them, so that they can feel better about themselves".* (Participant 3)

> *"OH, some of these learners, they struggle to socialize with other learners. They do not and some of them they do not even understand the concept of working with others, just being collaborative, you know. Peer tasks help learners who are struggling and shy to open up to me as a teacher"* (Participant 4)

Learner participation is one tactic for handling disruptive learner behaviour, as Simovska (2008) noted. According to the excerpt above, learners who exhibit antisocial behaviour and poor social skills are frequently the ones who are silently excluded or given work that they find difficult to tackle because their teachers believe they are unable to teach them, so they find things to do in the school, which is why they are required to repeat classes. Moreover, the inadequate execution of inclusive education policies in mainstream schools may provide difficulties for educators when they come across learners exhibiting difficult behavioural issues that they believe they lack the necessary training to handle.

4.4.4 Theme 2: *Home social challenges*

In South Africa, a large number of children suffer with persistent trauma from their homes that they bring to school and have limited access to treatments that can help them. The social challenges face in their homes can pose a threat to their academic performance because they

might permeate the educational system. Teachers and school management team are not exempt from the home social issues learners bring to the classroom because learners do not leave them at the game, they carry them into the classrooms. Muribwatho (2015) argues that most learners have experienced extreme trauma from social challenges such as bullying, violent relationships, divorce, domestic violence, and abuse, that stem from their homes and they clearly require a lot of support and help, to help them cope with school (Muribwathoho, 2015). In the present study, the findings indicated that the home social challenges include lack of parental support, poverty and school surrounding community, and they are discussed as follows:

4.4.4.1 ***Sub-Theme 1:*** *Lack of parental support*

Parents who strive to effectively integrate their children (those who know about the learning barriers and those who do not) into mainstream school's struggle to provide the necessary support. Teachers say that integrating a child into mainstream education is a difficult and dynamic process that begins with the parents' decision to place their child in a mainstream setting without understanding that they would not learn the same way as other learners because, according to Schoeman (2012), teachers must be able to detect and overcome learning difficulties by diversifying the curriculum, assessment forms, and classroom techniques. Parents are not equipped to facilitate their children's education.

> *"Lack of parental involvement. There are parents who are still also struggling just make me to accept that their children have learning barriers and frustration of the learner because they also get too frustrated and then their behaviour starts changing. So now you have to try and work on their behaviour and other barriers that they are experiencing it a bit of a challenge".* (Participant 4)

> *"But the biggest challenge is lack of parental involvement because they think there is something wrong with the child not understanding that the child will learn, just not the same way as other learners. And there is something that is good about all children, you need to unfold it and see what is it that they are really good at, and you work with that".* (Participant6)

> *"Socially its denial by the guardians or parents. OK, we are professionals, yes, we've been trained to teach. We may not have been trained to diagnose these learners, but we have certainly been trained to sight certain signs in them, like learning barriers. And then once you sight those signs as a teacher, you call in the guardian and you tell the guardian, this is what I have observed on your child, you will get the biggest resistance of your life. Parents will tell you; my child is not like that; you are telling me that my child is slow".* (Participant 2)

> *"They do not have enough support from parents and as you know, in public school particularly some of them, they end up resorting to bad behaviour, end up using drugs, trying to cope".* (Participant 1).

The stigma, misconceptions, and denial that surround learning barriers make it difficult to include learners with them. The behaviour and self-confidence of the child are also impacted by the parents' failure to embrace and encourage their children who face learning barriers, which is also impacted by parent stigmatisation. And sometimes the lack of parent involvement is due to a lack of knowledge. Parents need to be looped into understanding what exactly inclusive education is and how it is of benefit to their children and be provided with tools on how they can assist their children.

4.4.4.2: ***Sub-theme:*** *Poverty*

Specialized programs are unavailable in township schools, therefore learners from lower socioeconomic backgrounds are particularly disadvantaged and lack the financial means to seek remedial support for their learning difficulties outside of school. Even apart from that children from poor backgrounds are not motivated towards their schoolwork and it becomes an even bigger challenge if a child has learning barriers.

You get learners who come to school hungry, undermotivated with learning struggles. I just feel like all these things contribute to their behaviour and it makes the learning barriers even worse because they are often silently excluded by the curriculum also. (Participant 4)

The findings above suggest that poverty can be conceptualized as a barrier to learning. Poverty plays a role in the underperformance of schools in township schools and the silent exclusion of learners with learning barriers. Learners from high poverty communities bring these challenges into the classroom (Cantor, Smolover & Stamler, 2010). They do not leave them at the school gate. They have an even tougher time getting the kind of support and guidance they need to strengthen their self-efficacy beliefs in their educational process because mainstream township schools are severely resource poor.

4.4.4.3: ***Sub-theme 3:*** *School surrounding community*

Every school in a particular community is a complicated institution that is shaped by its own environment, some of which can have an impact on the learning process. It is uncommon to find mainstream township schools that are not impacted by their community surrounding. Participants brought up the issue of how schools have turned into drug-circulating

environments and how learners with learning disabilities are frequently singled out for special attention since they consistently miss class. One participant reported that: "…*looking at surrounding area where our school is located, have a lot of we have drug issues, that are accompanied by social economic issues where learners are coming from which affects in just being in the school system"*. (Participant 4).

The findings above showed that schools exist and are part of the broader society. The school's immediate milieu has an impact on the educational activities that are carried out at school, because the participants of these activities come from the same society, and they do not leave their home environment when they come to school, which is a challenge.

4.4.5: Theme 3: *School social challenges*

The study findings also indicated that themes on school social challenges reported by teachers include curriculum time constraints, support on extra remedial lessons, lack of support from Department, and overcrowded classrooms. The themes are presented and discussed as follows:

4.4.5.1: ***Sub-theme 1****: Curriculum time constraints*

Most teachers stated that there was insufficient time in the annual teaching plan to provide support while covering the content required for that specific subject. Furthermore, there is no time in the curriculum to consolidate ideas and apply instructional approaches such as differentiated instruction, scaffolding, and others that are specifically aimed at helping learners with learning disabilities. The comment below from the interviews conducted for this study shows how the implementation of inclusive education policy is still a barrier because of the time constraints in the curriculum.

> *"We need to chase the curriculum, there is no time, I'm expected to be at a certain topic. Today's week 7, I have to have covered that much content. They do not want to know that there is a learner in your class who is struggling. You know there is also a bad connotation to those learners with learning barriers and honestly there are those who actually need to be in special schools like we cannot keep them here".* (Participant 4)

Participants pointed out that while the policy recommends a certain amount of time for teaching and learning, the time allotted for these learning outcomes does not correspond with the amount of content or skills. They added that because there are fewer learning chances, these have a detrimental effect on learner proficiency. Teachers make a concerted effort to carefully limit the time allotted for teaching and learning, but this makes learning difficult for learners who have learning disabilities or who move slowly. The prescribed curriculum seems to be a

constraint to inclusive teaching in schools, which could be reason why learners get silently excluded. Allocated time to prepare them for inclusive teaching.

4.4.5.2: ***Sub-theme 5:*** *Support on extra remedial lessons*

Low perceived self-efficacy, particularly with regard to how they view themselves as learners, is a characteristic of low-achieving learners (Cheng, 2014). With enough assistance and support, learners in township schools might be able to avoid facing more learning obstacles or repeating grades. Remedial lessons are created to fulfil the needs of learners who find it difficult to meet academic standards in various topics during contact time. This may be because they have gaps in their knowledge or because they are not well-suited to the traditional educational structure and have learning barriers. Teachers usually have to give learners with learning barriers more, yet there are times when certain contextual constraints make it impossible for them to meet the individual needs of every learner. It becomes essential for teachers to support pupils who are facing learning problems since they need more support.

> *"In dealing with these kids, I give them extra classes. In those extra classes I make sure that I give them more activities based on level 1 questions so that I can see their progress. Because remember, these kids, they lose interest if you give them difficult concepts".* (Participant 1)

The findings above, indicate that although there are challenges in schools and time constraints, teachers try to provide extra time for classes to assist learners who have learning barriers. This is an important aspect in the implementation of inclusive education and its full realisation according to the White paper 6.

4.4.5.3: ***Sub-theme 3:*** *Lack of support from Department*

Both emotional and cognitive learning obstacles seem to be the most common challenges to learning in the classroom, according to this study. Teachers stated that formalized consistent procedures and support were necessary for the successful implementation of inclusive education; yet, in practice, many educators find that departmental assistance is either non-existent or very little. *Participant 5* expressed that dealing with learners who have learning barriers particularly in high school with no information on any foundation or remedial programmes is a challenge and further stated that this problem stems from the department because there's no handing over or continuity from primary school when the learner gets to high school. Learners are coming with these learning barriers that were never supported or identified from primary school when they arrived in high school. This implies that high schools have a lot on their plate in addition to the numerous difficulties they already face, which may

be a role in the inability to execute inclusive programs that could benefit learners in township schools. Therefore, the department need to put in place techniques for remedial education and strengthen the referral process in order to identify solutions for socioeconomic and psychosocial issues that learners with learning barriers may be experiencing as a supporting mechanism for the teachers who have the zeal and also provide support to those who are struggling.

4.4.5.4: Sub-theme 7: *Overcrowded classrooms*

School problems are common, especially in the implementation of inclusive education, which has a significant impact on conventional township schools and alters parts of teacher self-efficacy due to stressful worries. Lack of consistency and subpar administration contributes to overcrowding in schools. Tenorio (2011) states that having overcrowded classrooms makes it difficult for teachers to respond to individual queries and worries from learners. Because there isn't enough room to work with each learner individually. Teachers struggle to conduct planned one-on-one sessions with every learner. Participants shared similar sentiments by saying that a packed classrooms can be a difficult place to work, with problems like poor health and safety, disruptive behaviour, a lack of learner-teacher contact, which is critical for learners with learning disabilities and other unpleasant aspects. Below are more extracts on overcrowding from the interviews:

> *"Like number of learners, we have in our classrooms do not make sense. We have a minimum of 30 and maximum of 50 plus which is close to 60. A lack of resources as well. You do not have a lot that you can use in our school to be able to teach these learners to the best of our abilities".* (Participant 7).

The participant interviews also brought to light about poor management which means that the school management teams need to have a structure that develops creative problem-solving initiatives directed into ensuring that all policies that are put in place for the education system in South Africa, like the white paper 6 are implemented with progressive monitoring and supporting tools. According to West and Meier (2020), the South African education system is marked by a teacher shortage, poor school facilities, and overcrowded classrooms. According to the study's findings, participants believed that mainstream township schools in South Africa were linked to low academic achievement and the silent exclusion of learners who faced learning barriers because it was difficult to identify them and to meet their specific needs. The

following excerpt from the conversation highlights some of the difficulties that participants face due to overcrowding in mainstream township schools.

> *"Going back to the overcrowding in mainstream schools these learners use it as a hiding opportunity because teachers are unable to identify individual learners who might have learning barriers. Those are some of the challenges that we are facing this school"*. (Participant 5)

According to the study's findings, the environment in which teachers operate has an impact on their resilience. Another issue that affects teachers' self-efficacy and prevents inclusive education from being fully realized is overcrowding in the classroom. According to the findings of the study, learners who have learning barriers require a little bit more time, effort and attention than learners who are perceived to be "normal" learners. Even though some of the participants had high levels of self-efficacy, their common sentiments point to a lack of and inadequate application of inclusive practices as a result of the overcrowding in township schools.

4.5: Conclusion of the chapter

This chapter presents the study's findings and interpretations based on the data gathered, in accordance with the research questions that highlight the relationship between teachers' perceptions of their own efficacy and their drive to work with difficult-to-teach learners as a primary area of focus. The next chapter presents the summary of findings, discussion, conclusion and recommendations of the study.

CHAPTER FIVE

5.0: SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides an overall summary of the study's findings, discussions, conclusions and recommendations for future study. The aim of the study was to investigate teachers' self-efficacy beliefs in teaching learners with learning barriers in one mainstream secondary school in Soweto with data gathered through individual interviews which reflected firsthand information based on the participants day to day experiences, opinions, perceptions and knowledge of issues under discussions. From the collected data, themes and sub-themes emerged and they are presented below.

5.2: Summary of Findings

5.2.1: Teacher self-efficacy beliefs in accommodating learners with disabilities in classrooms at a selected mainstream high school

The study explored teachers' self-efficacy beliefs in managing learners with learning barriers to ensure the successful implementation of inclusive education. From the findings of the study, themes emanated and showed that there are teachers with high, average, and low levels of self-efficacy based on the evidence of how each teacher is able to accommodate the learners in their classrooms. The findings highlight that teachers with a high self-efficacy tend to be more organised and can deliver better instruction because they have the skills to accommodate learners with barriers. However, those with a low self-efficacy they perceived inclusive education as challenging and struggle to develop strategies for those learners with a low self-efficacy. Most educators are aware that every learner in the class has different learning needs, and that these needs must be met. Despite this awareness, some educators continue to believe that they are unable to provide instruction to learners who have specific learning barriers. The findings also indicated that teachers accommodate learners with learning difficulties in classrooms, and that they adopted methods such as, responsive teaching methods, scaffolding and differentiated instruction.

5.2.2: Sources that contribute to teacher's self-efficacy in effectively managing learners with learning barriers

This research also examined what sources contribute to an educator's belief in their own abilities when it comes to teaching learners with learning disabilities. The findings indicated that the sources of teacher self-efficacy include verbal persuasions, active mastery experiences, vicarious experiences, and physiological and affective states. The study's results showed that teachers leaned heavily on mastery experiences, considered the most robust source of self-efficacy. They held firm to the idea derived from their own experience, because they felt that experience is the best teacher and also the education attained. Their self-efficacy beliefs were also further influenced by vicarious experiences which they gained by looking at other teachers who work in the same environment, under the same working conditions managed their diverse classrooms also contributed positively to their self-efficacy. Persuasive messages that teachers got from other teachers, colleagues and facilitators even on the tougher days has effectively contributed to their self-efficacy. The findings also indicated that teachers experience emotional turmoil, exhaustion and job stress at their quest of implementing successful inclusive education, has an impact on their physiological and emotional states as it can increase their negative emotions and negatively impact on their self-efficacy.

5.2.3: Challenges that teachers face when working with learners who have learning barriers in inclusive classrooms in a township school

The study also examined the challenges that teachers face when working with learners who have learning barriers particularly in their township schools. Findings reported on two main themes which indicate that teachers are experiencing psychological and social challenges in their classroom that make it challenging for them to be able to implement a successful inclusive education. Within each theme, there are sub-themes that are presented and discussed as follows:

5.2.3.1 Psychological Challenges

The findings indicated that both teachers and learners experience psychological challenges like low-teacher self-efficacy, teachers' emotional exhaustion, increased teacher anxiety and negative teacher attitudes impede successful implementation. On the other hand, learners experience psychological challenges which were derived from the themes which are, learners' lack of interest, learner stigmatization and learner low self-esteem.

5.2.3.2 Social Challenges

The findings further discovered that social challenges also affect teachers' beliefs of their own efficacy, partly because of the social issues that both teachers and learners face in mainstream classroom settings. These challenges include those related to learning, such as learner delinquency and antisocial behaviour; home social challenges, such as inadequate parental support; school social challenges, such as poverty and school surroundings; school surrounding community social challenges; curriculum time constraints; departmental lack of support; and overcrowded classrooms which all contribute to the poor implementation of IE and its full realisation.

5.3 Discussion of findings

5.3.1: Teacher's self-efficacy beliefs in accommodating learners with disabilities in classrooms in one township school

The study aimed to examine teacher's self-efficacy beliefs in accommodating learners with disabilities in classrooms in one township school. Based on the study's findings, teacher perceptions of their own efficacy in teaching learners with learning difficulties can be categorized as high, average, or low. While the majority of educators are aware of what IE is and what is expected of them, others feel that some learners should be referred to special schools because they are incapable of being taught by them. This may affect the way in which the teachers manage learners within their classrooms. The high rate of special school referrals in South Africa, where in-service teachers have long waiting lists, is due to teachers' varying beliefs in their own abilities to provide inclusive education for all learners which has subsequently had an impact in the number of children with learning disabilities that have dropped out or at home because of being placed in the waiting lists (Engelbrecht &Walton, 2022; Dlamini, 2022).

Researchers have found that teachers who have a high level of self-efficacy will persist in the face of difficulty and remain motivated. On the other hand, teachers with low levels of self-efficacy could feel incapable of offering inclusive education because they perceive it as a tough task (Tschannen-Moran, 2004; Woodcock et al, 2023; Sharma et al, 2012). According to the study's findings, teachers feel that some learning barriers are too severe for them to address in mainstream schools because, as inexperienced new teachers, the university curriculum did not sufficiently explore the range of options available to them for addressing learning barriers or exploring the different learning barriers they might encounter. This finding also agrees with

Woodcock, Sharma, Subban, and Hitches (2022) study which reported that teachers with high and low self-efficacy beliefs have distinct teaching strategies even when they have identical conceptual understandings of inclusive education.

However, the study's results also showed that educators with high levels of self-efficacy are more inclined to go above and beyond in support of their learners because they feel that every learner should have an equal opportunity to learn and receive assistance. Teachers possess the ability to create plans, recognize learners who face obstacles in their learning, and create plans to help them overcome those barriers through various interventions. This finding is consistent with Woodcock (2023) study which found that educators who supported inclusive education had higher levels of teacher self-efficacy than those who did not. In addition, teachers engaged and captured the interest of the disinterested learner and involve parents were necessary, scaffold and provide responsive teaching methods that are differentiated and suitable to the unique needs of the learner. This finding further suggests that teacher self-efficacy beliefs influence their attitude towards inclusive education which can has an impact on the implementation of IE. This finding agrees with Savolainen (2020) study which showed the causal relationship between efficacy and attitude and how it affects inclusive education. Evident in the findings of the study, teachers who seemed to be less interested in IE appeared to have a negative attitude towards its implementation.

The findings also indicated that low-self-efficacy is attributed to teacher knowledge. Thus, knowledgeable teachers deliver high-quality learning by planning inclusive classes and managing misbehaviours skilfully, especially in tough situations. The results of this study showed that, in contrast to teachers with average and low self-efficacy, those with high self-efficacy are knowledgeable and aware of the situations of their learners; as a result, they are able to come up with appropriate ways to meet the demands of the learners. This finding is consistent with Tseeke (2021) study that reported that teachers who had low self-efficacy lacked support, knowledge, and training. Additional findings revealed that some teachers had average efficacy beliefs because they believed they lacked the necessary resources, which may indicate a knowledge gap regarding how to support learners who face learning obstacles. This finding agrees with Alnahdi (2019) study which reported that, some teachers expressed feeling that they lacked the experience and training necessary to handle the demands of inclusive education. The study's findings showed that more training in skills and strategies is needed than theoretical foundations, as the teachers felt that their efficacy in managing behaviour or collaboration was greater than that of providing inclusive education. The implication of this

finding is that the Department of Education should develop in-service training on inclusive education practices for teachers, since this would enhance their self-efficacy.

5.3.2: Sources that contribute to teacher's self-efficacy in effectively managing learners with learning barriers

The study also explored sources of teachers' self-efficacy in effectively managing learners with learning barriers. The findings reported that mastery experiences are a big contributing factor to a teacher's self-efficacy beliefs. Most teachers in the study relied on it because of their training, continued self-improvement, and years of experience working with children who have varied learning issues in a mainstream school. This finding agrees with Wray, Sharma, and Subban (2022) study which found that self-efficacy was influenced by both the teaching situation and experience, which is why the majority of inexperienced teachers appear to have significant difficulties in managing learners with learning barriers. In addition, the finding concurs with Wang'eri and Otanga (2014) study which showed that verbal persuasions and mastery experiences were predictive of teachers' development of self-efficacy. Generally speaking, unsuccessful experiences diminish self-efficacy beliefs, whereas successful experiences, which can also be reinforced verbally through persuasion, raise them.

The findings indicated that teachers' confidence in their abilities can also be bolstered by vicarious experiences, such as watching classmates successfully overcome obstacles to learning. When other teachers exhibit successful strategies for teaching relevant subjects or abilities, teachers can feel more secure in their own abilities and have role models. The results of the study show that teachers' self-efficacy in their own classrooms increased when they saw how other teachers handle learners who had learning barriers. In addition, the novice educators believed that by watching the more seasoned educators in action, they might pick up a lot of inclusive teaching techniques and receive more advice. This finding agrees with Mokone and Setlaentoa (2023) study which indicated that raising self-efficacy views in line with requires keeping an eye on colleagues to come up with original ideas for implementing inclusive education and handling challenges in the classroom. Inclusive educational environments that are modeled effectively present simulated experiences. These have demonstrated advantages for self-efficacy through the development of abilities from observational learning (Martins & Chacon, 2021).

In addition, the findings also agree with Bandura (1997) theoretical assertion that, people typically perform at their best when their emotional stimulation is at the right level. One's

perception of self-efficacy can be impacted by stress as well as other physical and psychological issues. Teachers need to look after their physical and mental health in order to maintain a positive outlook and a sense of self-efficacy. The findings did not reflect any positive relationship that physiological/emotional states have with their self-efficacy instead it showed that teachers work under a lot of stress. Sometimes there is minimal assistance provided in the classroom, which causes learners, particularly those who struggle with learning barriers, to become used to these challenges of being excluded or not catered for. In agreement with the findings, Gale, Alemdar, Cappelli and Morris (2021) found that teachers most frequently talked about unpleasant emotional or physical states in relation to attempting to deal with challenging learners, coworkers, or supervisors. Teachers in the study identified stress from administrators and principals' expectations as the main thing that undermined their confidence. In line with Martins and Chacon's (2021) research, it appears that the construction of prosperous environments for inclusive education creates indirect experiences. These scenarios contribute to self-efficacy primarily by offering opportunities to gain abilities through observation.

Furthermore, the findings of the study that within the framework of implementing inclusive education, educators have admitted to feeling exhausted from exerting themselves to the fullest and not seeing the desired outcomes when teaching children with learning challenges in an environment they characterized as unsuitable for all pupils. Teachers who are emotionally worn out find it difficult to create learning environments that work and maintaining adequate control over their classrooms might be challenging for teachers due to their emotional and psychological states (Arifin, 2017). In agreement to the findings, Ruble, Usher, and McGrew (2011) study revealed that the sources of self-efficacy include, sense of mastery, social persuasions, and physiological/affective states. Finally, the findings of the study also agree with Woodcock (2023) and Ugochukwu (2024) studies which reported that teachers can use the knowledge of these sources to help support their learners and cater their instruction to their different responses and be able to teach in an inclusive setting. The implication of this finding is that the principals should develop and enhance the physical and social environments in schools to boost the self-efficacy of teachers in managing learners with disabilities.

5.3.3: Challenges that teachers face when working with learners who have learning barriers in inclusive classrooms in a township school

The study also examined the challenges that both teachers and learners experience which impede the implementation of IE that start of as issues but turn into challenges for both teachers and learners. These issues amongst others include psychological challenges, societal issues that

are beyond teacher's and learners, curriculum issues, home related issues and school related issues.

5.3.3.1 Psychological challenges

Based on the study's findings, teachers face major challenges that affect their self-efficacy beliefs. These challenges can lead to stress, worry, and emotional tiredness for teachers, as well as behavioural challenges among learners particularly when implementing IE. A negative relationship has been shown between anxiety and self-efficacy, as per the social cognitive theory. This implies that their mental and physical health are in serious threat. Findings in the present study indicate that teachers are unable to affirm their ability to successful implement IE because of these challenges which in turn makes them to develop a negative attitude resulting in teachers being ill, missing work and unprepared to meet the demands of the White paper 6 and SIAS Policy. The preceding literature highlights some of the challenges that are experienced in providing inclusive education which agrees with the findings of this study. This finding agrees with Engelbrecht and Walton (2022) study which reported that there are challenges such as discrimination, inadequate financial aid, teachers that are not adequately trained that create impossibilities that prevent the effective implementation of inclusive education.

Similarly, the finding concurs with Woodcock, et al., (2022) study which reported that these challenges have been ongoing for years without any visible changes to make it possible for the learners with learning barriers to be taught in the class with those without barriers some of which correlate with the discoveries made by this study. In agreement with the findings of this study, Ahammed (2021) reported that, teachers experienced challenges in implanting IE because of how curriculum is structured, behavioral issues, lack of time, parental expectation, children's lack of motivation and emotional issues. Similarly, the findings agree with that of Ngonyani (2019) study which reported that some of these challenges that teachers experience in inclusive education are beyond their control and they in fact might not be related to their self-efficacy beliefs in teaching learners with learning barriers. The implication of this finding is that universities and teacher training colleges should infuse inclusive education modules into the teacher training curriculum to boost trainees' knowledge on the implementation of inclusive education.

5.3.3.2 Social challenges

Some of the societal challenges that persist in permeating our classrooms are contributing factors to the incomplete fulfilment of inclusive education. According to the study's findings, social challenges like learners' delinquency, learner anti-social behaviour, lack of parental support, poverty, school surrounding community, curriculum and time constraints, overcrowded classrooms appeared to the leading challenges that were mentioned by most teachers which they believed are reasons they resort to referring some learners to special education so that some of these issues can be addressed. Similarly, the finding agrees with those of Ahammed (2021) study which pointed to similar challenges experienced by teachers in inclusive classroom to include teaching material and curriculum structure, number of learners in a class, behavioural issues, lack to time, parental expectation, children's lack of motivation and emotional issues. Similarly, the findings agree with Jury et al. (2023) and Ugochukwu (2024) studies which showed similar, clear patterns in terms of worries that were put across by teachers. Findings showed that teachers are worried about a wide range of issues, with resources and workload coming in at the top of their list.

Unsurprisingly, the findings also indicated that issues around the curriculum, class sizes and learner behaviour seem prevalent in these contexts, which suggest that some of these issues could be beyond the teachers. This finding is in agreement with that of Ngonyani's (2019) study which demonstrated that not all these challenges were related to teacher-self-efficacy, some of the stressors and challenges are beyond the teachers' control and also had an impact on their physiological and emotional states. The findings of the study made mention of the school surrounding that is affected by drugs, crime, poverty amongst other things which learners also come with in the classroom environment that negatively impacts the school environment. Similarly, the finding agrees with Yeboah, Aloka and Charamba (2023) study which reported that low teacher self-efficacy, teacher negative attitude and a lack of training on inclusive education as a major barrier to the implementation of the inclusive education policy.

The findings also indicated that school context matters when aiming to enhance teacher self-efficacy beliefs. In agreement, Yada, et al., (2019) study reported that the effects of four sources that elicit a teacher's self-efficacy depend strongly on sociocultural context and may exert a powerful influence in a conducive environment. Some of the conditions in township schools are not favorable for IE even when teachers have a high self-efficacy and are willing to go beyond to ensure it successful implementation. To a certain extent these social issues make it

difficult for parents to want to take their children to mainstream schools because they do not trust that they will get the kind of education necessary for their needs. In addition, the findings also concur with those of Mpu and Adu (2021) study which found some of the challenges that teachers experience in managing learners in inclusive classrooms is a lack of adequate infrastructure, overcrowding and educators' lack of knowledge and expertise to modify the curriculum to fit various learning needs. According to Haug (2016), there is a need to understand IE from ideals and reality in order to implement strategies that will see inclusive education go beyond placing learners with learning barriers in mainstream schools and instead see it as meeting the social and academic needs of all learners, as well as providing the support necessary for having effective and healthy teachers who play a significant role in fostering an environment where all learners can learn and receive the support they need, which Amarachi (2024) also concurs with. The implication of this finding is that School Governing Bodies should develop adequate infrastructure to accommodate all learners with diverse needs.

5.4: Conclusion of the study

The study concludes that a spectrum of self-belief levels amongst mainstream township school-teachers, ranges from low to high. Factors like inadequate information accessibility, limited experience and attitudes towards inclusive education substantially influence these beliefs about their own capabilities. The study further discovered that teaching methods are closely tied to teacher competency, those with higher belief in their abilities utilized more flexible strategies such as scaffolding and differentiated instruction. Conversely, educators who possessed less self-efficacy viewed inclusive education (IE) as daunting, favoring referral for learners encountering challenges over personal intervention due to feelings of inadequacy surrounding impartation.

The study also concludes that teachers' opinions about their own abilities are primarily derived from mastery experiences, which they view as a strong source of self-efficacy because of their educational background and experiences. Another source that ranked highly are vicarious experiences. Educators have indicated that observing their peers or colleagues implementing inclusive practices and working with learners who have learning difficulties in the classroom, is another factor that strengthens their perceptions about their own abilities. Their self-efficacy beliefs were also found to be influenced by the verbal encouragement they receive from facilitators and coworkers on their efforts. An additional source that seemed to function as a regulator of the teachers' emotions was their physiological and emotional states. Their self-

efficacy views enhance when they succeed in applying IE, as opposed to when they encounter difficulties.

The study also concludes that even though some educators exhibit an admirable level of resilience and self-efficacy beliefs, many psychological problems plague them daily and have an impact on their life both inside and outside of the classroom. According to the study's conclusion, teachers experience worry, anxiety, and stress. These are serious risks to their mental health affects both their emotional and physical wellness. Additionally, the study also found that learners who have learning barriers in mainstream school also experience psychological challenges like, lack of interest in schooling activities, low self-esteem due to stigmatisation and a lack of support in their schooling. According to the study's findings, social difficulties in school can sometimes have domestic roots. The study went on to say that these problems also give rise to learner delinquency and anti-social behaviours, which are then exacerbated by the rejection that learners facing learning barriers encounter at school due to crowded classrooms, time constraints on the curriculum, and teachers who do not receive adequate support from the department in providing the tools and systems necessary to instruct these learners. These difficulties have a detrimental effect on the successful application of IE, which frustrates teachers with high and low self-efficacy similarly.

5.5: Recommendations

While studies highlight the importance of teacher self-efficacy in the successful implementation of IE, its successful implementation is dependent on addressing certain challenges. To eliminate challenges that impede teachers' self-efficacy beliefs certain changes need to be made and these are the recommendations:

- The Department of Education should allocate resources towards ongoing teacher training, particularly focusing on the SIAS policy. Such a move will serve as an effective knowledge booster for educators with regards to inclusive education policies; they would no longer view such measures as vague but rather feasible and achievable in reality. This is because the findings indicated that some of the study's teachers had low or average self-efficacy because they believed they lacked adequate knowledge and were not adequately trained about the various learning barriers and how to address these needs by implementing various inclusive practices that guarantee a shift toward inclusive education in accordance with the White Paper's guidelines.

• The district support team should also have a process and structure that identifies learners who have learning barriers from mainstream primary schools. This would help to minimize low teacher self-efficacy in accommodating these learners, which increases potential dropout rates, Additionally, each learner should have a portfolio detailing the support they have received throughout their elementary school years. This is to ensure that the SIAS policy's goal of enhancing learners' access to high-quality education who face learning barriers is met. This is to make sure that teachers have a solid foundation to work from when learners get to high school and are able to create individualized plans based on the needs of every learner, which appeared to be a challenge according to the findings of the study. Teachers found it difficult to diagnose each and every learner because of high enrolment and overcrowding in their classrooms.

• School principals and the Department of Education should consider grouping group children from various mainstream primary schools based on the various barriers to learning they face. And assign them to different mainstream high schools based on their unique barriers to learning so that teachers at the schools can address a specific learning barrier, which would be much more effective because, as the study found, teachers' self-efficacy is sometimes lowered by not knowing how to address one specific learning obstacle but not another. This is because there may be uncertainty about the application of some policies, particularly in light of the challenges faced by mainstream township schools.

• The Department of Education should develop digital platforms in schools to improve implementation of inclusive education for learners. Despite being in the middle of the fourth industrial revolution, our understanding is fairly nascent about technology's potential to strengthen teachers' self-efficacy and aid them, so they can navigate the challenges they face within conventional school environments. Given the growing reliance on digital tools in education, using more of these resources to support learners who have learning barriers, help them receive individualized attention, work through the curriculum at their own pace, moreover teachers could collaborate with other teachers from across South Africa through the creation of digital platforms, through establishing formalised online communities that would allow them to share ideas and approaches that could improve their self-efficacy beliefs about working with learners who have learning disabilities.

- The study further recommends that universities and teacher training colleges should infuse inclusive education modules into the teacher training curriculum to boost

trainees' knowledge on the implementation of inclusive education, since the findings in the study indicate that novice teachers particularly feel that they are insufficiently prepared to meet the needs of the learners with barriers suggests that there is a knowledge gap that needs to be filled for the implementation of IE.

5.6 Limitation of the study

In this study, time was a major limitation because teachers have very few hours available in a day due to administrative work, intervention classes, sports, and other commitments. Despite the time constraints with the interviews, teachers' insights were thorough and informative. However, the researcher addressed the time limitation by making appointments with teachers at their convenient time for interviews.

5.7 Suggestions for future research

Based on the study's findings, conclusion and recommendations, the following suggestions are presented for further research:

- Investigation on how mainstream primary and secondary school teachers manage learners who have learning barriers
- The state of the Department of Education funding to support teachers' professional development in inclusive education, to increase teachers' self-efficacy beliefs.
- The management and database of learners from primary schools who have learning barriers with collaborative technological practices for teachers in both private and public schools**.**
- What are some of the culturally responsive teaching methods that fit characteristics of a township school**.**
- Perform research that can create and evaluate teacher interventions that use behavioural observations to test ways in which teacher self-efficacy can be enhanced.

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APPENDIX I: SEMI-STRUCTURED INTERVIEW SCHEDULE

Please fill the table with the appropriate information

BIOGRAPHIC INFORMATION

Gender	***Age***	***Teaching experience***	***Grades teaching***	***Level of education***

SEMI-STRUCTURED INTERVIEW SCHEDULE INSTRUCTIONS:

(I) Kindly respond to all questions

(II) The interview schedule consists of 3 sections.

(III) All information gathered will be kept confidential.

SECTION 1: EXPLORING SELF EFFICACY BELIEFS IN TEACHING LEARNERS WITH LEARNING DISABILITIES

1.1 How capable do you see yourself as a teacher in accommodating learners with disabilities in your classroom?

_____

_____

_____

_____

_____

_____

1.2 How do you accommodate learners with disabilities in your classroom?

_____

_____

_____

_____

_____

_____

_____

1.3 What are some of the practices you employ to get through the learners that are genuinely struggling?

_____

_____

_____

_____

SECTION 2: EXPLORING SOURCES OF SELF-EFFICACY IN TEACHING LEARNERS WITH LEARNING DISABILITIES

2.1 From where do you draw your capabilities of managing learners with learning disabilities in your class?

(Is it from seeing other colleagues, the knowledge you have, what you have read? Please elaborate)

_____

_____

_____

_____

_____

_____

_____

SECTION 3: EXPLORING CHALLENGES THAT TEACHERS EXPERIENCE IN TEACHING LEARNERS WITH LEARNING DISABILITIES

3.1 What are some psychological challenges, if any, that you experience in teaching learners with learning disabilities?

_____

_____

_____

_____

3.2 What are the social challenges that you experience in teaching learners with learning disabilities?

SECTION 4: EXPLORING SUCCESSES THAT TEACHERS EXPERIENCE IN TEACHING LEARNERS WITH LEARNING DISABILITIES

4.1 What coping mechanisms have you adopted?

(If none have been, what are some of the practices would you like to implement?)

4.2 Is there any support and feedback that you get from the school management, district facilitators, parents on any support that you provide for the learners with learning disabilities?

APPENDIX II: PERMISSION LETTER

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

Title of Study: "Teachers' self-efficacy beliefs in teaching learners with learning disabilities in one mainstream secondary school in Soweto".

Institution: University of Witwatersrand, School of Education.
27 St Andrews Rd, Parktown, Johannesburg, 2193.

October 2023

Dear Madam,

Re: Permission to conduct research at Madibane High School

My name is Busisiwe Twala. I am studying at Education Campus at the University of the Witwatersrand. I am seeking permission to do research at Madibane High school.

I am conducting research on the self-efficacy beliefs of teachers, of teaching learners with learning disabilities which we find in our mainstream schools. The study aims to examine teachers understanding of inclusive education and to examine whether they conscious of their self-efficacy beliefs in teaching learners with learning disabilities and some of the challenges their encounter.

The research will entail collecting data from 8 teachers, specifically grade 8-12 teachers (1 in each grade and 2 in grade 12). I will invite individuals from your organization to participate in this study through semi-structured interview. Participants will be asked to be as open as possible and share their opinions in relation to the topic. Their responses will be treated

confidentially, and identities (their names and the name of the organization) will be anonymous unless otherwise expressly indicated. Individual privacy will be maintained in all published and written data resulting from the study.

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

All research data will be stored on a password protected computer.

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

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

Yours sincerely,

Busisiwe Twala (565964)
0769061921
565964@wits.ac.za

Supervisor:
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APPENDIX III: PARTICIPANTS INFORMATION SHEET

Dear Sir / Madam

RE: *Information Letter (Participation in research study)*

My name is Busisiwe Prudence Twala. I am a Masters learner in Education at the University of the Witwatersrand, Johannesburg. My supervisor is Dr Peter Aloka. I am conducting a research study that seeks to engage with Educators on their self-efficacy beliefs in implementing inclusive education. The study title is Teachers' self-efficacy beliefs in teaching learners with learning disabilities in one mainstream secondary school in Soweto. The research seeks to engage with teachers on their self-efficacy beliefs in teaching learners with learning disabilities in mainstream schools. The primary goal of this study is to gain an understanding of whether teachers, are aware that their self-efficacy beliefs have a role in the in implementing inclusive education practices in the classroom.

Inclusive education policies often prioritize learners with special educational needs, which can sometimes cause teachers with low self-efficacy to divert their attention solely to these learners. As a result, their focus on creating an inclusive environment for all learners in a mainstream school may suffer. Some teachers may even doubt their ability to effectively teach learners with learning barriers. While inclusive education is commendable for its learner-centric approach, it is crucial to acknowledge and tackle the challenges that teachers may encounter when implementing inclusive teaching practices.

The aim of this research is to demonstrate the importance of self-efficacy in the educational success of teachers, particularly those facing learning barriers. This study aims to redefine the necessity of inclusive education by utilizing the concept of self-efficacy, rather than relying on special education and segregated learning environments. To gain a thorough understanding of teachers' experiences, the researcher will conduct in-person interviews with 8 teachers from Madibane High School in Diepkloof Soweto. Each interview will last between 20-30 minutes and will focus on exploring the role of self-efficacy in inclusive education implementation and practices at their school.

The interview will be kept confidential and anonymous. When sharing the results of the study, the researcher won't include your name or any information that could identify you, pseudonyms will be used. Other researchers may use the data from this study with your permission, but your name and personal information will not be used or shared. If you decide to participate, it should be because you want to volunteer. You are not obligated to take part, and you can leave the

study at any time. You also do not have to answer any questions that you feel uncomfortable to answer.

Participating in this research does not come with direct rewards, and declining to join will not result in any loss of services or benefits. There is no cost associated with taking part in this study, and there will be no financial compensation for your involvement. The findings of this research will be presented in a research report, which will be accessible on the university library's website. If you would like a summary of this report, I would be happy to provide it to you.

If you have any questions about the study, both during or after your participation, please feel free to reach out to me or my supervisor using the contact information provided below. If you have any concerns or complaints about the ethical procedures of this research study, you are welcome to contact the University Human Research Ethics Committee (Non-Medical), telephone +27(0) 11 717 1408.

Yours sincerely,
Busisiwe Prudence Twala

Contact Details

Name of Learner:	Busisiwe Prudence Twala
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Telephone number:	+27 769061921
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Name of co-supervisor:	Dr Oluwakemi Ajayi
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Telephone number:	+27 11 717 3089

APPENDIX IV: CONSENT FORM FOR TEACHERS' INTERVIEW

CONSENT FORM (TEACHERS)

UNIVERSITY OF THE
WITWATERSRAND,
JOHANNESBURG

Title of project: "Teachers' self-efficacy beliefs in teaching learners with learning disabilities in one mainstream secondary school in Soweto".

Name of researcher: Busisiwe Prudence Twala

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 voluntarily agree to participate in this study.	YES	NO
I agree that the interview may be audio recorded.	YES	NO
I agree that direct quotations from my interview may be used by the researcher in their research report.	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
I agree that other researchers may use the information I provide in my interview (depending on their own ethics clearance being obtained) but my name and any personal information will not be used or passed on.	YES	NO

If you have any concerns regarding the ethical procedures of this study, you can contact the University of WITS Human Research Ethics Committee (Non-medical) on +27(0)11 717 1408, email: hrecnon-medical@wits.ac.za.

…… (signature)

…… (name of participant)

…… (date)

…… (signature)

Busisiwe Twala…….... (name of researcher/person seeking consent)

…… (date)

APPENDIX V: LETTER OF APPROVAL FROM THE SELECTED SCHOOL

MADIBANE COMPREHENSIVE HIGH SCHOOL

No. 3855, Ramose Street, Diepkloof, and 1864 *Tel*: (011) 528 1934 / *Fax*: (011) 528

emailto:madibane@mweb.co.za

P.O. Box 131 Orland 1864

All communications to be addressed to the Principal

20 October 2023

Busisiwe Prudence Twala

Dear Busisiwe

Permission to Conduct Research at Madibane High School

This letter confirms that you are permitted to conduct research at Madibane High School for the following study:

"Teachers self-efficacy beliefs in teaching learners with learning disabilities in one mainstream Secondary School in Soweto".

The conditions referring to permission by the teachers and confidentiality of responses must be adhered to.

Please confirm the dates of your research at the school.

Kind Regards

M.G Mokumo

Principal

GAUTENG DEPARTMENT OF EDUCATION
MADIBANE HIGH SCHOOL
Johannesburg North District
2023 -10- 20
Tel : 011 528 1934
Email : 7001408756@gdeschools.co.za
3855 Ramose Street, Zone 3 Diepkloof 1864

APPENDIX VI: LETTER OF APPROVAL FROM GDE

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	**06 November 2023**
Validity of Research Approval:	**08 February 2024– 30 September 2024** **2023/488**
Name of Researcher:	**Twala B. P**
Address of Researcher:	**24 Schoeman Street**
	Florida / Roodepoort
Telephone Number:	**0769061921**
Email address:	**565964@students.wits.ac.za**
Research Topic:	**"Teachers' self-efficacy beliefs in teaching learners with learning disabilities in one mainstream secondary school in Soweto".**
Name of University:	**Wits**
Type of qualification	**Masters**
Number and type of schools:	**1 Secondary School**
District/s/HO	**Johannesburg North**

Re: Approval in Respect of Request to Conduct Research

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

06/11/2023

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

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

APPENDIX VII: CLEARANCE CERTIFICATE

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

SCHOOL OF EDUCATION ETHICS COMMITTEE

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

CLEARANCE CERTIFICATE	**PROTOCOL NUMBER: 2023ECE075M**
PROJECT TITLE	Teachers' self-efficacy beliefs in teaching learners with learning disabilities in one mainstream secondary school in Soweto
INVESTIGATOR	**BUSISIWE PRUDENCE TWALA**
SCHOOL/DEPARTMENT OF INVESTIGATOR	WSoE
DATE CONSIDERED	06 November 2023
DECISION OF THE COMMITTEE	Approved unconditionally
RISK LEVEL	Minimal Risk
EXPIRY DATE	Date of submission of the Research Report
ISSUE DATE OF CERTIFICATE	20 November 2023
CHAIRPERSON	Dr. Batseba Mofolo-Mbokane

cc: Dr Peter Aloka

DECLARATION OF INVESTIGATOR

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

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

_____ **Signature**

_____/_____/_____ **Date**