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An investigation into teacher's perception of the implementation challenges of inclusive education: an exploratory case study of two public primary schools in Johannesburg South

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FACULTY OF HUMANITIES

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An investigation into teacher's perception of the implementation challenges of inclusive education:

An exploratory case study of two public primary schools in Johannesburg South.

Module Name: EDUC7031A_Research Project

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An investigation into teacher's perception of the implementation challenges of inclusive education:

An exploratory case study of two public primary schools in Johannesburg South.

A mini research report submitted of the fulfilment of the requirement for research model (Master of Education Degree)in the discipline of educational leadership and policy.

FACULTY OF HUMANITIES

University of the Witwatersrand (Education Campus)

Supervisor: Dr B.J. Johnson

By

Chukwuebuka Bright Ifekwe

Declaration

I, **Chukwuebuka Bright Ifekwe (1856084)** declare that "**An investigation into teacher's perception of the implementation challenges of inclusive education: An exploratory case study of two public primary schools in Johannesburg South"** abides by the following rules:

1. The ideas in this project, except where otherwise indicated are my own work.

2. This project does not contain other persons' data, pictures, graphs, or other information, unless specifically acknowledged as being sourced from other persons.

3. This project does not contain other persons writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:

- Their words have been paraphrased, but the general information attribute to them has been referenced with the APA referencing system.
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4. This project does not contain text, graphics or tables copied and pasted from the internet, unless specifically acknowledged and the source being detailed in the project and reference section.

5. I further declare that this has not been submitted for any degree at another university.

Signed: 

Date: 27 July 2021

Chukwuebuka Bright Ifekwe

Statement of Supervisor

This project is submitted with/without my approval.

Signed:



Date: 27 July 2021

Dr B.J. Johnson

Dedication

I dedicate this research project to my mother Alice Ifekwe and my late father Paulinus Ifekwe for all the effort they put to see me through university in my undergraduate years.

Much love

Acknowledgements

I appreciate Dr Johnson, my supervisor, for her guidance, patience, and availability, and feedbacks throughout this process, without her continued support and guidance the project would not have been completed. Also, my family who were supportive, Victor Ifekwe, Chioma Ifekwe, Emeka Ifekwe, Chidimma Ifekwe, Chineme Ifekwe, Chizoba Ifekwe, Chidiebere Ifekwe. My friends who were also there for me throughout my study, Mpho Majoe, Lucy Chambers, Motsatsi Mashatola, Austin Egbumnu, Alex Uwa.

Abstract

This study assisted in broadening the knowledge base around the discourse of inclusive education given the knowledge gap on the challenges teachers face in the classroom during the implementation, specifically in South African schools. Through a case study guided by Elmore's theory of forward and backward mapping, this study looked to develop more information and insight into inclusion in a South African school, which will in turn help in bridging the gap between intended and actual policy outcomes.

Also, the research reviewed the origin of inclusive education, international practice of inclusion, inclusion in a local context and the implementation challenges.

This study was located in an interpretivist paradigm, which used interview to generate data. The data was analysed dividing the analysis into themes.

This study has shown that although there is a clear guideline from the top that stipulates how inclusive education will be implemented, but the challenges faced by the implementers on ground is enormous. These challenges range from the support given to teachers by the district, school, peers and parents. The attitude of teachers and the district towards inclusion, the impact of Covid-19 on education, the impact of the curriculum and language use in schools, the school capacity to implement the policy, the funds available for schools to support teaching and learning activities. Therefore, the formulation and adoption of an education policy is not a challenge rather than its implementation.

Finally this study recommended the prioritization of the barriers faced by the people at the ground during inclusive practises in South African schools.

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ABBREVIATIONS

DOE: Department of Education

SGB: School Governing Body

NNSSF: National Norms and Standard for School funding

DBST: District Based Support Team

SBST: School Based Support Team

CHAPTER 1: BACKGROUND TO THE STUDY

1.1 Introduction to the study

Given the racially divided nature and unequal allocation of resources under apartheid, children who face different barriers to learning, and normal children that are up to school age in the country were excluded from mainstream education (Stofile, 2008). There was great disparity in the education received by the white and black, the blacks had a poor education compared to that of the whites. This resulted in a different funding system for the various education departments. Differences were evident in the funding received by each education province in South Africa. It was a result of unequal funding.

The democratic government of 1994 ushered in an inclusive practice that aims to correct the injustices of the past. With this change in policy that brought inclusion into schools locally, there was a redress in the education system that introduced one education system for all learners (inclusive education) that espoused human right, equity, equality, and social justice. Landsberg et al (2011) explained that the legislation that was in support of inclusive education practices were:

> The South African constitution, the White Paper on Education and Training in a Democratic South Africa adopted at the beginning of the change to a democratic rule in the country, the South African Schools Act of 1996, the White Paper on an Integrated National Disability Strategy, the National Commission on Special Educational Needs and Training, and the National Committee on Education Support Services Report. (p. 18)

According to (Stofile, 2008, p.9), these policies were informed by international agreements such as the "Salamanca' agreement, Dakar World Education Forum (2000), the African Charter on the Rights and Welfare of the Child, the Millennium Development Goal".

This means a lot for inclusion in a local context. Ever since then, the government was keen to increase access to education through her homegrown inclusive education policy which recognizes that children face challenges in school that may be caused by other factors (Stofile, 2008). They may be learner's poor social-economic background, race, gender, sexual orientation and not necessarily physical disability.

1.2 Focus of the study

This study was an investigation into teachers' challenges during inclusion of learners with barriers in two schools around Johannesburg South. This research also explored the conceptualization of inclusive education policy by teachers, teachers' attitudes towards diversity in their classroom, teachers' support by the district, school head, peers, and the parents of learners. This investigation led to more understanding of the kind of challenges faced by implementers at the ground during inclusion of learners with barriers in the classroom.

Thus, this research focused on primary school grade 1 and 2 to know teacher's challenges during inclusion in the classroom, because that is the most important phase for inclusive education. Learners that are left out at this stage might lose out for the rest of their academic career. Probyn et al (2002) are in support of this argument when they assert that Primary School is where critical decisions about education policies are made and where policies are most open to debate and a range of other possibilities.

1.3 Location of the study

Two public primary schools in Johannesburg South, which falls into the city of Johannesburg metropolitan municipality in Gauteng province was chosen as the location for this research. The two schools chosen were former Model C schools that have mostly black learners from South Africa, few white learners and immigrant learners that came from different countries in Africa. Model C schools in new democratic South Africa were former semi-private schools that enrolled only white learners during apartheid. According to Christie and McKinney (2017), the reason Model C schools are referred to as semi-private was because it's a state-aided with its school governing body running the school, through the appointment of staff, fixing the school fee and maintaining of the school building. Model C schools get subsidy from the state to cover the appointment of staff appointed. The subsidy amounts to 80% of school cost, and the school raising the remaining funds through school fee. It was introduced in 1991 by the former apartheid government during in "the dying days of apartheid when the politically dominant National Party took steps to protect white schools—the best resourced in the system—in the face of impending change that would necessarily see the end of racially-based privilege" (Christie & McKinney, 2017, p. 9). The term Model C schools are still mostly used for schools that were attended by only white learners.

The rational for selecting the two schools in this area of Johannesburg South is because even though the area is a white suburb, because of the migration of foreigners and black

South Africans to this area, most of the learners in the chosen school were made up of black South Africans and immigrants. The new set of residence in this area have low income and this has affected their ability to pay school fee for their children which in turn has affected the available resources in the chosen schools that was were former model C schools. These schools depend mostly on school fee to hire extra teachers that will help slow learners. Thus with the low socio-economic status of learners in this former white suburb, it became a basis for selecting this area as a location of the study which helped the researcher to understand the challenges teachers face during the implementation of inclusive education policy.

1.4 Problem statement

There have been different issues that arise from inclusive education. The issues raised from literatures about inclusion the in South Africa came from the top which is at national level and the ground which is the school level. Different scholars, Engelbretch et al, (2005); Stofile, (2008); Afolabi et al (2013);Geldenhuys and Wevers, (2013); Engelbretch et al, (2015) established the issue of parental involvement. Swart et al, (2002); Ntombela, (2009); Murungi, (2015) discussed the issue of poor conceptualization. Muthukrishna, (2002); Gwala, (2006) referred to the issue of poor training support for teachers. Waghid and Engelbretch, (2002); Nel et al, (2011) raised the issue of teachers attitude towards inclusion. Stofile, (2008) reported the issue of capacity for implementation which are poor infrastructure in schools that resulted to an unfavourable condition under which teachers work.

There is a lot already known about the implementation challenges from the above literature cited, but they did not address the teachers challenge in the classroom during the practice of inclusion, even though there is a clear guideline from the top for the implementation. It is very important to address more of teacher's challenges on the implementation in the classroom because the classroom is the least and most important level for inclusion. It is with this gap on the challenges that teachers face from the implementation in the various literature that this research was framed and wants to fill.

1.5 Purpose and rational/Motivation of the study

At a personal level, I developed an interest in this research because of my previous study on inclusive education at an honours level. My findings from the literature were that it was difficult for schools to be inclusive because of some of the problems mentioned above on inclusive education. At a professional level because of the interaction, I had with my colleagues on how students that face various barriers are being left out. With all of the issues about inclusion locally, it became interesting to investigate teacher's understanding of the challenges of inclusion in the classroom.

The purpose of this study was to understand the challenges of inclusion in two junior schools in Gauteng province, to investigate further in the case of two public junior schools the conceptualization of inclusive education by teachers, the level of support given to teachers to teach for diversity, collaboration with parents and their attitude in the classroom.

1.6 Significance of the study

There has been much literature on the implementation challenges of inclusive education in South Africa, the various findings available in literature were the issue of parental involvement (Engelbretch et al, 2005), the issue of poor conceptualization (Murungi, 2015), the issue of capacity for implementation which are poor infrastructure in schools that resulted to an unfavourable condition under which teachers work (Stofile, 2008). These various literatures did not address the challenges that teachers face at the ground during the implementation of inclusive education. Therefore it leaves a knowledge gap without addressing the challenges faced by teachers at the ground.

Also, as this research investigated teacher's understanding of the challenges of inclusion in the classroom, the research findings will fill the knowledge gap from various studies and allow for more understanding of what teachers experience in the classroom when catering for learners that face different barriers to learning.

1.7 Aims

1. Gain a deeper understanding of teacher's perception of the challenges of inclusion.
2. Contribute to how implementation challenges might be addressed from the point of view of teachers' perceptions thereof

1.8 Objectives

1. To give an understanding of how teacher's experience inclusive education at the classroom level.
2. To give an understanding of the challenges teachers face during implementation.
3. To give an understanding of how teachers conceptualize inclusion in a local context.
4. To give an understanding of the kind of support teachers get that enables them to be inclusive in the classroom.

1.9 Research question

The main question for this research is:

What is the main implementation challenge of inclusive education for teachers in the school?

There is some sub question which guides the research, these are:

1. What are teacher's conceptions of inclusive education?
2. How do teachers cater for diversity in the classroom?
3. What kind of support is given to teachers by the district, school head, their peers and parents to teach for diversity and inclusion?

1.10 Clarification of concepts

Inclusive education

Inclusive education means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.

Top-down approach

The top-down approach assumes that policy implementation is a straightforward process that is characterised by hierarchically arranged events that can be controlled from the top.

Bottom-up approach

The bottom-up approach starts by recognising the networks of players in the field of implementation, asking them some pertinent questions about their goal, strategies, activities and contact persons.

Forward mapping

Forward mapping assumes that policymakers influence the implementation of the policy process. Policymakers make clear policy intent and outline the directives and steps to be followed at the different levels of implementation with the desired outcome the policy is to achieve at the ground.

Backward mapping

Backward mapping is closely related to the bottom-up and critical approach to policy implementation. In a backward mapping, the bottom is the last stage of the implementation; backward mapping looks closely at the behaviour of actors in the last stage of policy implementation.

Barriers to learning

A barrier to learning is anything that stands in the way of a child being able to learn effectively. A learner may experience one or more barriers to learning throughout his or her education.

Enablers

Enablers are factors that act as positive drivers of the implementation of inclusive education

Inhibitors

Inhibitors are factors that act as negative drivers of the implementation of inclusive education.

1.11 Delimitation of the study

According to Price and Murnan, (2004, p.2), “a delimitation is a systematic bias intentionally introduced into the study design or instrument by the researcher. In other words, the researcher has control over delimitation”. For example, the researcher may have designed the study for a particular age group, sex, race/ ethnicity, geographically defined region, or some other attribute that would limit to whom the findings are applicable.

Therefore, because of the geographical proximity between the researcher and the schools in Gauteng, the researcher has chosen only two schools because of proximity. The population chosen was essential because they were within the reach of the researcher. As a result, the teachers and Head of Departments were chosen as the research participants. Principals from the two schools and parents were excluded from the research because of the lockdown in the country. The reason for the exclusion of principals from the two schools, and parents was that the principals were not available for an interview because of their busy schedule with administrative work. Parents of learners were mostly in their offices because of the ongoing registration for the year.

1.12 Organisation of the study

This study was organized by firstly reviewing the existing literature on inclusive education. The review of literature was based on how inclusive education was perceived and practiced within and outside South Africa. A comparison of inclusive practices will enable the reader to understand more of the practice of inclusive education in a South African context.

The methodology outlined how the research was conducted and completed. An online interview was used for this research, where teachers and heads of departments were interviewed in order to understand teacher's perception of the implementation challenges of inclusive education.

The data was analysed through the thematic data analysis to ascertain the observation made by teachers and heads of department. The analysis helped to establish recommendation for the implementation of inclusive education.

1.13 Conclusion

Much literature has been written around inclusive education in South Africa, its implementation challenges but nothing has been seen about the challenges teachers face at the ground during the implementation of inclusive education. This study tries to gather data through a qualitative method in order to understand the challenges teachers face during the implementation of inclusive education in the classroom.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter reviewed the existing literature around inclusive education outside and within South Africa. It also reviewed the literatures on the implementation challenges of inclusive education in a South African context. The theoretical framework was framed around Elmore's forward and backward mapping, and the enabling and inhibiting factors of policy implementation.

2.2 Origin of inclusive education

The concept of inclusion and its implementation has been highly contested in education discourse; this is because of the ambiguity with its meaning. This is why different teachers practice inclusion in the way they understand it and policymakers make policy with the way they understand inclusive education. Florian (2014, p.4) is in support of this when she notes: "it is not surprising that reviews of inclusive education conclude that it lacks a clear definition". If there is a clear understanding of the concept it will be easier for teachers to be more inclusive in the classroom rather than believing that inclusion all about putting students with learning barrier in a special classroom.

The discourse of inclusive education took a post-modern turn that recognizes fragmentation and diversity as a result of history. "Post-modernity is a period where many aspects of the human condition are recognized, societies became inclusive as the social divides were challenged and claims to equal rights were established that resonates with the discourse on democracy and social transformation" (Ladbrook, 2009 p.33). The meaning implicit in this is that post-modernity came to challenge the inequalities that perpetuated the society because of the social structures created by capitalism as the result of modernism. Inclusive education origin is "rooted in special education research" that investigated the efficiency of putting learners with barriers in a separate class in the 1960s (Florian, 2014). The most concern at this time was because of the segregated education that occurred in handling learners with barrier. Osgood (2005, as cited in Florian, 2014) explained this clearly when he posits:

> By the early 1970s, many prominent educators both within and outside the field of special education were in open revolt against what had become an entrenched and mostly segregated system of special education. Such critiques helped shape the 1970s and beyond as a period of intense self-reflection and calls for fundamental change in the structures and practices in the field. (p. 3)

Ever since this period, there has been different advancement in the definition of inclusive education and efforts for a fundamental change of the practice of inclusive education all over the world. Therefore, different ideas on inclusion developed throughout the western world and developing countries. They were different but somehow complementary to each other.

The various practices of inclusive education show that the meaning is based on the context it is practised, it can take different forms depending on where it is practised. But despite the context it is practised, in the discourse of inclusive education, the most important question is what should be seen as evidence of good practice. Inclusive education should be an approach that gives teachers the necessary support that will allow them to cater for differences between learners without marginalization when some students will be given a different treatment in the classroom (Florian, 2014). Giving the necessary support to teachers will improve the conditions in which they practice. This means the availability of infrastructure, materials needed for good practice, quality training, quality leadership support and collaboration from teachers and parents.

2.3 Inclusive education internationally

Different countries adopted the practice of inclusive education because of the international agreement like the Salamanca statement (1994) that was signed by different countries. This agreement resulted in inclusive practices all over the world (Stofile, 2008). Though many countries around the world adopted inclusion as part of their education policy, there is still no coherent approach that has been collectively adopted by these countries.

In Canada, inclusive practice advocated the individual centered approach to inclusion that sees the differences in children as an important resource rather than a barrier. This means that in Canada the practise of inclusive education values diversity and also making sure that disabled children are seen as important and needed by the community (Udisky, 1993 as cited in Florian, 2014).

In the United Kingdom, inclusive education was seen as related to the notion of school improvement because it is believed that focusing on special education should be shifted from difference in learners towards changing practices that will bring about school improvement. This means opening the doors on ordinary schools so that diverse children can be included in the school (Mel Ainscow, 1990, as cited in Florian, 2014).

In the United States, the understanding of inclusive education follows the least restrictive environment (LRE), the notion that a disabled child is supposed to learn in a place where he is supposed to learn if he/she was not disabled. This kind of inclusion emphasized the environment that inclusion is supposed to occur, this means rendering service to the disabled child. In the United States, special education was extended to the mainstream because of the individualized learning and learning support assistance (Stainback & Stainback, 1990, as cited in Florian, 2014).

In Australia, inclusive education practice means that every child will have access and be part of learning with their age groups, the teaching and learning method are adjusted to meet the learner individual needs, inclusive education covers all aspect of life and its support through the school culture, practices, programmes and school policies(Doe, 2020).

In Spain, inclusive education practice is derived from the right given to learners with special need to enrol in any school that is near them. Special schools are still in place for the high level of integration in Spain. Inclusive education policy is contained in the General Regulation Law for the Educational System (Stofile, 2008).

In India, inclusive education is practised by providing equal opportunity for all disabled learners in the country. Inclusive education in India is contained in two policy documents which are: “Project Integrated Education for the Disabled” (PIED), and the Multi-Site Action Research Project. The practice of inclusion with these policies implies that inclusion is an ideal opportunity for learners with disability (Stofile, 2008)

Namibia supports the practice of inclusive education. It has committed to equity in education and free access. This has been seen in their educational reform. According to Stofile, (2008), the practice of inclusive education in Namibia is clearly outlined in the Namibian National Policy on Disability.

In Lesotho, inclusive education practice emanate from the Education of learners with disabilities in a right rather than a charity. The focus is the integration of all learners with

disabilities into primary schools. Inclusive education in Lesotho is implemented by a special unit on special education (Stofile, 2008).

2.4 Inclusive education in South Africa

In the new democratic South Africa, schools were reformed to an inclusive one which coincides with the initiation of inclusion as contained in international agreements such as the "Salamanca Statement (1994) which espoused equity and equal access for all learner in the world to quality education, Dakar World Education Forum (2000), the African Charter on the Rights and Welfare of the Child, and the commitments associated with the Millennium Development Goals" (Stofile, 2008, P 7), the millennium development goal stipulates that by the year 2020 all out of school kids would have access to quality education and it was also shaped locally by the "South African constitution which states that everyone has the right to basic education, including adult basic education and to further education, which the state through reasonable measures must make progressively available and accessible" (Makoelle, 2012 p.2). This statement made explicit the inclusiveness of the education system which was visible in the following legislations as Stofile (2008) outlined:

> The White Paper on Education and Training in a Democratic South Africa, adopted at the beginning of the change to a democratic rule in the country which upheld the right education for all. The White Paper on an Integrated National Disability Strategy which recommends specific action that will ensure that people with disability can access the same rights as any other citizen in South Africa. The National Commission on Special Educational Needs and Training and the National Committee on Education Support Services Report that diagnosed barrier that did not allow the system to cater for different learners. (p. 7)

These legislations were central to inclusion. While the rest legislations are frame word for support of the practice of inclusive education which is, the South African constitution. The South African Schools Act of 1996 directed all schools in the country to enrol learners that want to attend such school and also any parent has the right to take a disabled child to a regular school so that he can learn with his/her peers. The reason for this is to increase access to poor and disabled learners. With all these, South African schools can be all-inclusive to accommodate poor and disabled learners.

After 1994, the separated system of education was replaced by a unified system of education, Mitchel (2005, as cited in Makoelle, 2012) describe this period as:

> A period of paradigm shift from special and ordinary categories of schooling to a unified single system. The reason for such shift is because attention were paid to the other causes of barriers to learning which was not of the learners making but was caused by the oppression of the past. (p. 22)

I will refer to this as a slight paradigm shift from the notion of medical learning barrier to socio-economic learning barrier. The socio-economic learning barriers were because of the countries past education inequality that excluded black learners and made them disadvantaged. These causes of learning barrier that is not of the learner making were things like lack of access to basic services, race, gender, sexual orientation, poverty and underdevelopment, HIV and AIDS pandemic, curriculum, communication and language factors. Sayed and Carrim, (1998); Naiker (2005, as cited in Makoelle, 2012, p.3) argued for this slight paradigm shift when they explained that the "countries approach to inclusion could be understood regarding the society that has not only tried to think beyond the integration of learners with learning barriers to mainstream schools, but also to increase parameters of inclusion to issues of equality, human right and freedom". In trying to clarify the difference between mainstreaming of the apartheid education policy and the inclusive education policy of the new democratic government, Makoelle (2012, p.3) explained further that "mainstreaming gets learners to fit into a particular kind of system or integrating them into this existing system. While Inclusion is about recognizing and respecting the differences among all learners and building on the similarities they have".

This model of inclusive education that match the South African context is laudable for its great achievement towards making an education policy that truly serves the educational needs of the people. This is because it was a slight shift in paradigm from the practice of inclusion which was based on the learner physical disability to the practice that suits the past educational disparity in the country (Makoelle, 2012). But this paradigm shift affected teachers because their conception of inclusion was still framed by the apartheid practice of inclusive education which was based on learner physical disability.

There is another shift in context for inclusion because of the COVID 19 pandemic. Therefore it is a new context now for inclusion because of the negative impact of COVID 19 on

teaching and learning. Most students face learning barriers because of the problem they face at home like malnutrition, poverty, child abuse, gender-based violence, and the limited time they spend in school. All these were a result of the COVID 19 pandemic.

2.5 Implementation challenges of inclusive education in South Africa

The implementation of inclusive education in the country starts from the national to the school level, the national Department of Education provides funding to all the provinces and makes an education policy that is geared toward an inclusive approach for teaching and learning in the classroom, the provincial department of education provides the capacity and management of the implementation in the different districts across the provinces, there is the DBST that is set up by the district and given the responsibility to monitor and evaluate what is needed in the district according to the national standard of inclusion. There is the SBST that is appointed by the district that is made up of the district-based support team, special needs teacher, students, parents and community members that looks into the support needed by the school to be inclusive.

Despite the international agreement and some national legislation that stipulates inclusion in schools, there is still some problem with the implementation in the country.

There is a problem of conceptualization, a clear conceptualization of the policy by education practitioners at school will help in the implementation at the school level. Ntombela (2009 p. 4) asserts that “transforming the system to an inclusive one would only be possible if teachers develop an understanding of inclusive education and its implementation for teaching and learning”.

Murungi (2015) did a meta-analysis of the issues in the conceptualization of inclusion, the issues raised was the lack of clear conceptualization by practitioners. Teachers still hold on to the practice of inclusive education inherent in the apartheid era without taking cognizance of a paradigm shift in the conceptualization of inclusive education that serves the context that it is practised. Swart et al (2002) were in support of this when they said that the misinterpretation and misconception of inclusive education frustrate its implementation because many educators still perceive inclusive education as putting learners with barrier in a special school. There is a need for clear communication between the government and

practitioners on the kind of inclusion that the government wants in South African schools, which are redress on inequality, race, gender, sexual orientation and learner's individual differences. It will enable practitioners to adapt and change their practice in order to be all-inclusive in the classroom. This is in line with what McLaughlin (1990) explained that understanding a policy implementation is a guide towards its effective practice, and that teacher's perception of a policy serve as informants and guides to the implementation of a policy.

Also, capacity is an important factor and it serves as a challenge to inclusion. It is the condition on which teachers work like class size, infrastructure, and the facilities put in place in the classroom that enables teachers to cater for diversity.

Stofile (2008) did a study on inclusive education in the Eastern Cape. Her findings were that overcrowded classroom, poor resources, lack of teaching materials undermined the use of appropriate teaching strategies and had bad effect on addressing individual differences of students. She also found out that the school building in most rural areas in the Eastern Cape was in bad condition. The windows, toilets were broken; this caused truancy from students during the winter season. Lack of funding was another reason for the delay of the implementation because it affected physical upgrading, purchase of materials, stationeries and equipment.

Moreover, there is the challenge of poor training support for teachers to be inclusive in the classroom. Adequate training is necessary for inclusion at the ground. This training ranges from the pre-service training provided by higher education institutions for student teachers and in-service training provided by the districts for teachers who are currently practising.

Gwala (2006) did research on inclusion; her findings were that there was no inclusion in the schools. Lack of poor training was a challenge towards inclusion, this made teacher's find inclusion in the classroom very stressful.

Ntombela (2011) did a study on inclusion in South Africa; she found out that the cascade model used by the district in Kwazulu-Natal to train teachers in order to be more inclusive in the classroom did not work well. The district continued using such a cascade model because they lacked human resources and had no alternative.

Language used in disseminating knowledge in the classroom is a challenge to inclusion. Since competency in English are the main markers of being educated in South Africa. As a result, former Model C schools adopt a language policy that fosters the use of English in learning and teaching. This language policy is made without taking cognizance that education in a foreign language within which a learner isn't skilful removes the foremost valuable resources a learner brings to the school. (Christie & McKinney, 2017). According to Soudien (2005), the use of English as a medium of teaching was an exclusionary measure because the way schools manoeuvred the use of language in the curriculum go against the intentions of the new democratic government of South Africa, because learners who are not competent in the use of English were either excluded or demoted to a low class.

Makoelle (2011) did research on the state of inclusive pedagogy in South African schools, he found out that even though South Africa has diverse languages, but most teachers find themselves in a position where they use the English language as the medium of instruction in the classroom. The aforementioned poses a challenge of communication to both the teacher and learner which results to exclusion of learners in the classroom.

Soudien (2005) did a case study on decentralisation and the construction of inclusive education policy in South Africa, he found out that most learners in the schools investigated did not have the English language as their first language and most of the schools did not make efforts to use the learners' home language to teach them. English was widely used in all the schools. As a result, a learner competence was invariably judged by their competence in written and spoken English. Drawing from this or partly, as a result, led to many African learners struggling and excluded.

School funding has been a challenge to the implementation of inclusive education policy in South Africa. Most of the schools in South Africa that cater for black learners lack the funds to employ substitute teachers that will help learners with the learning barrier. The lack of extra funds is because SGB don't have extra money through school fees. Most of the learners are poor thereby making the school to be designated as a no fee-paying school in terms of the quintile ranking. Also, the low funds that former model C schools receive affect inclusion. This is partly because the quintile ranking of schools was not accurate. As a result of migration, most of the learners that attend former Model C schools have low social status

and can't afford to pay fees. This in turn makes it difficult for these schools to cater for learners as they rely partly on learner's school fee to cater for other expenses, like paying substitute teachers that will help learners with learning barrier.

Donohue and Bornman (2014) reviewed inclusive practices in schools. Their finding was that the Department of Education has limited funding for schools, while these schools cannot cater for diverse students in a class.

Ladbrook (2009) did a study on inclusive education primary schools in South Africa. She finds out that a poor funding causes a barrier to inclusion in schools. The Norms and Standard for Funding guidelines is not done properly. This leads to a lack of improvement to the infrastructure of the schools to accommodate learners with a learning barrier.

Also, teacher's attitude is a major challenge towards the realization of inclusive education in South Africa, teachers are supposed to be the agent of change in the classroom, without a positive attitude from teachers in the classroom towards inclusive education, it will be difficult to achieve an all-inclusive school.

Nel et al (2011) did a review on comparing inclusive practice in South Africa and Sweden. They found that South African teacher's indecisiveness regarding inclusive education can be "ascribed to the fact that the notion of inclusion in the classrooms is relatively new to them. Teachers in South Africa had a negative attitude towards inclusive education policy". (p.34)

Engelbtrecht et al (2015) reviewed the practice of inclusion in the classroom in a complex context, their findings were that teacher's regard the inclusion of learners as teachers right. This is a good attitude towards the practice of inclusion.

In addition, leadership is very vital to inclusion in schools. It is the leadership in a school that makes the environment more conducive for teachers and learners, if teachers are given adequate time by the school head through timetabling of activities, there will be time for collaboration among teachers and also they will have time in the classroom that will help teachers cater for learners that face learning barriers. This can work well in a school where the leader is highly devoted to the professional growth of the teacher in the school, with such growth there will be improved practice by teachers on being inclusive in the classroom. McLaughlin and Talbert (2001, as cited in Louis et al, 2006) sum this up when they explained

that “for better or worse principals set the condition for teacher community by the ways in which they manage school resources, relate to teachers and students, support or inhibit social interaction, respond to the broader policy context and bring in resources”. Borrowing from the conceptualization of inclusion in the UK that links inclusive education with school improvement, the school leader can achieve this if he provides an encouraging environment for teachers to be more inclusive in the classroom.

Also, parental involvements have been recognized worldwide as important for inclusion. It is very important because parental role belief is a strong variable that supports or negates teachers towards being inclusive in the classroom (Afolabi et al, 2013). This is because parents know more of the learning barriers the child face before they enrol in school. With parental involvement in the inclusion of their child, there will be collaboration between the parent and teachers because parents will give teachers the necessary information about the child. This will serve as high support for the teacher in the classroom. Therefore parent’s socio-economic background and level of education determine their collaborative belief, and educated parents know that they have the right to enrol their kids in any school that they wish; they know what to do when they are turned down by any school but it’s a direct opposite for poor parents with little education. The importance of parental involvement can be seen in this present global pandemic that had an adverse effect on the system. As schools closed during the intense lockdown, it is only a parent that is involved in a child’s education that can be able to help them through this global pandemic.

Geldenhuys and Wevers (2013) did a study inclusive education in the Eastern Cape, what they found was that Parents sometimes have negative attitude towards their kids. Instead of helping their kids, they make comments that will reduce the child self esteem. Also the lifestyle of parents also has a negative influence on children. Engelbtratch et al (2005) did a study on parent’s in inclusive practice, they found that “most of the parents in South Africa see the inclusion of their children in school as a privilege, so it is difficult to enrol their children in schools and collaborate with the teachers”(p.11)

Afolabi et al (2013) did a study on linking parents role with inclusion, their findings suggest that positive attitude of parental role belief on inclusion foster their decision to be involved

in inclusion. They also found out that some variables can determine the level of parental involvement such as age, gender, economic status, and qualification.

Moreover, “the curriculum is a major challenge towards the implementation of inclusive education policy. The Education White Paper 6 policy limits the meaning of curriculum to what is learned, how it is delivered, what resources are used, the pace of teaching and the time frame for the completion of the curriculum and assessment” (stofile, 2008 p.94). The figure below illustrates all the aspects of a curriculum.

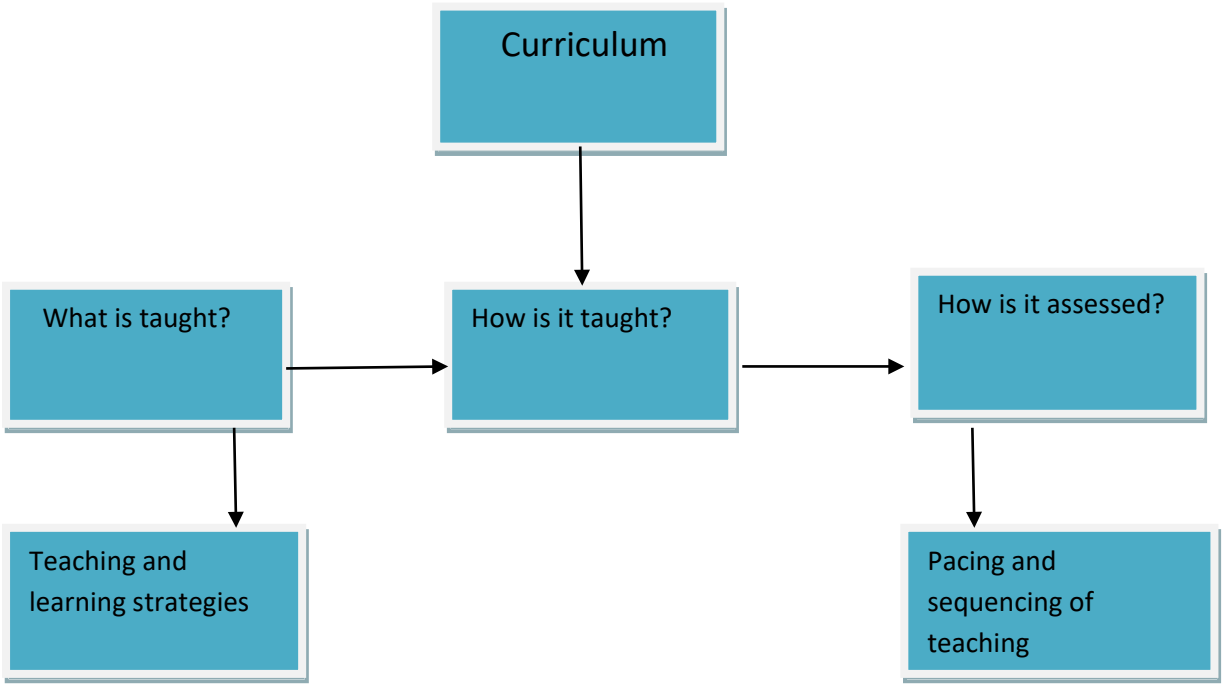

Figure 2.1 Aspects of the curriculum

The curriculum is a barrier to inclusion, because with the policy of inclusive education, teachers have to forge a new teaching method in presenting special teaching in the classroom. This means that educators have to adapt and modify the curriculum to be inclusive in the classroom.

Gwala (2006), did a study on the challenges facing, her findings was that meeting all the aspects of the curriculum by teachers is a challenge to inclusion.

Engelbrecht et al (2016) did a case study on inclusive practices in South African schools. They found out that educators feeling of negative emotion on inclusion increased because they were concerned about the fast pacing of the curriculum, rather than trying different method that will meet up with different learners need.

2.6 Conceptual framework

A conceptual framework in a policy implementation study is a lens or the perspective through which the analyst sees the policy and its implementation; it drives the way for the researcher because it provides theoretical underpinnings. In the 1970s, "there was the emergence of a new conceptualization of the relationship between policy formulation and policy implementation. At this time, policy formulation and implementation are conceptualized as two distinct and separate activities studied in their own right" (De Clercq, 1997, p.129). Thus, discourse on policy argued that two approaches have developed over the years on the study of the implementation of policy. The top-down and bottom-up are the schools of thought that are believed to have provided the most effective method to study and describe policy implementation (stofile, 2008).

The top-down approach "assumes that policy implementation is a straightforward process that is characterised by hierarchically arranged events that can be controlled from the top" (Stofile, 2008, p.34). Policy implementation seen as a top-down approach is "regarded as the rational administrative activity of a politically neutral bureaucracy, whose actions are directed at the achievements of the policy objectives or directives of the politicians" (De Clercq, 1997, p.129). The criticism against this approach is that policy implementation is seen as a purely administrative process by ignoring the political aspect of policy implementation.

Still, the "bottom-up approach" starts by recognising the networks of players in the field of implementation, asking them some pertinent questions about their goal, strategies, activities and contact persons. This approach is believed to be an important starter for recognising actors in the policy arena (Stofile, 2008). Criticism has been levelled against this

approach for not recognising the role of administrative bureaucrats and policy objectives because policy control should be exercised by bureaucrats who is aims to realize policy objectives or objectives of the politicians.

However, Colebatch (2002, p. 24) provided a model of policy implementation that combined "top-down and bottom-up approaches. He proposed that a policy implementation process should be perceived as a product of two intersecting dimensions: vertical which is top-down and horizontal which is the bottom-up set of activities". He went further to explain the intersection of both dimensions when he writes:

> The vertical dimension sees policy as a rule: it is concerned with the transmission downwards of authorised decisions. The horizontal dimension sees policy in terms of structure and of action. It is concerned with relationships among policy participants in the different organisation. The policy implementation process involves both dimensions simultaneously, in a complex and unpredictable mix. (p.24)

The intersection of both dimensions is diagrammatically explained in figure 2.2

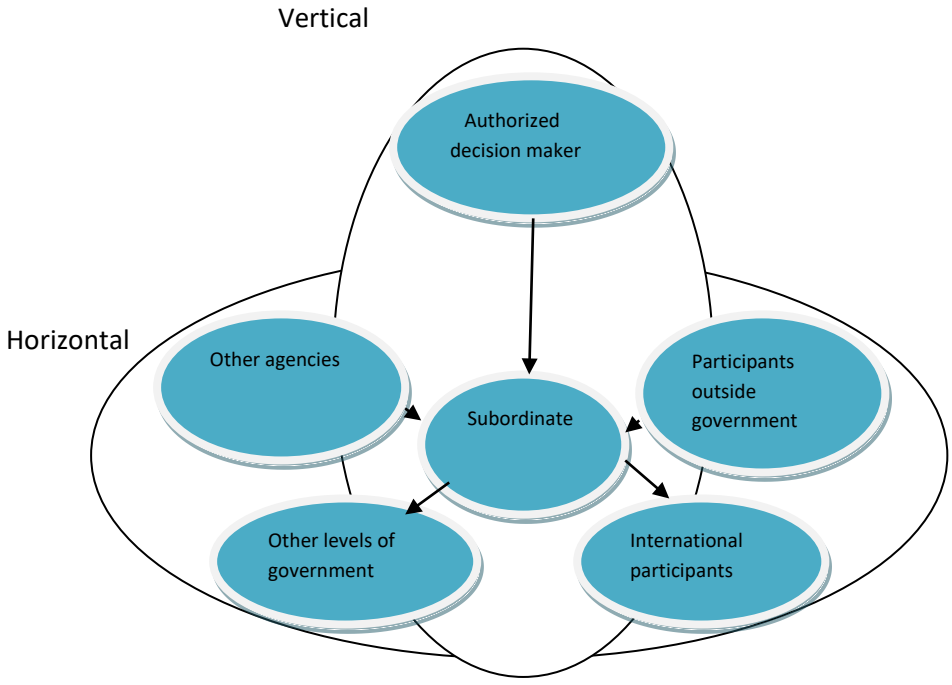

Figure 2.2 Colebatch (2002) mixes of vertical and horizontal dimensions

In the study of policymaking and policy implementation is the concept of enablers and inhibitors which is also of much importance to this study. Enablers are factors that act as

positive drivers of inclusion, while inhibitors are factors that act as negative drivers of inclusion.

Therefore it will be helpful for policymakers to think of enablers and inhibitors as potential drivers of inclusion. This is required of policymakers during the planning/design and implementation of inclusive education policy (Gibson et al, 2015). Thinking about enablers and inhibitors during policy-making and implementation will foster and sustain the implementation for continuous improvement on inclusion.

The understanding of the underpinnings of policy implementation helped provide information for policy implementation through the investigation of teacher's perception of the challenges of inclusion. Therefore this research is an analysis for policy implementation rather than an analysis of policy' implementation. Gordon et al (1977, p.5) gave a variation of policy analysis when he explained that the "most obvious distinction in varieties of policy analysis is in terms of explicit purpose. That is separating analysis for policy from analysis of policy". In an analysis for policy, the researcher takes the burden of providing information and advice on a particular policy. On the other hand, analysis of policy is monitoring and evaluating an existing policy, and the analysis of the policy content (Gordon et al, 1977).

As a result, the perspective that framed this analysis for policy implementation is Elmore (1979/80) "Forward and Backward mapping". Forward mapping assumes that policymakers influence the implementation of the policy process, in a forward mapping policy implementation analysis starts from the top. Policymakers make clear policy intent and outline the directives and steps to be followed at the different levels of implementation with the desired outcome the policy is to achieve at the ground. The outcome will be evaluated according to the policy intent of the policymaker. In a forward mapping, only organizational and administrative arrangements are mapped. Forward mapping is the same as the top-down and rational approach to policy implementation. The problem of forward mapping is that the policymaker controls the organizational, political and technological process that affect implementation. They do not take cognizance of the agency during the implementation process.

However, backward mapping analysis starts from the bottom of the implementation process; backward mapping is closely related to the bottom-up and critical approach to

policy implementation. In a backward mapping, the bottom is the last stage of the implementation; backward mapping looks closely at the behaviour of actors in the last stage of policy implementation. This will enable the policymaker to know the problem that these actors face, with this there will be a precise target. Therefore, the analyst or policymaker will move upward to the different structures of implementing agencies. In South Africa, the backward mapping will involve looking at the level that has more impact on teacher's inclusive practice, and employ more resources to that level so that the desired outcome of the policy can be achieved.

Consequently, backward mapping takes cognizance of the policymaker's intent during policy-making and implementation but they believe that such intent is not only what influence the behaviour of people in the implementation process. But also the challenges and experiences of actors in the lowest level of implementation where such challenges and experiences start. Therefore, the use of backward mapping in this study means that considering the voice of teachers, it will inform how implementation might be improved. This is because the classroom is the least level of implementation where some of the challenges and experiences with inclusive education policy emanate. Elmore (1979/80) agitated for the use of backward mapping in policy implementation analysis instead of forward mapping because the implementation of a policy will yield a positive result with the use of backward mapping that identifies the problem that starts at the lowest level of policy implementation. The aforementioned are reasons why the conceptual framework of analysis will be based on the backward mapping. Forward and backward in policy implementation is diagrammatically illustrated in the diagram below.

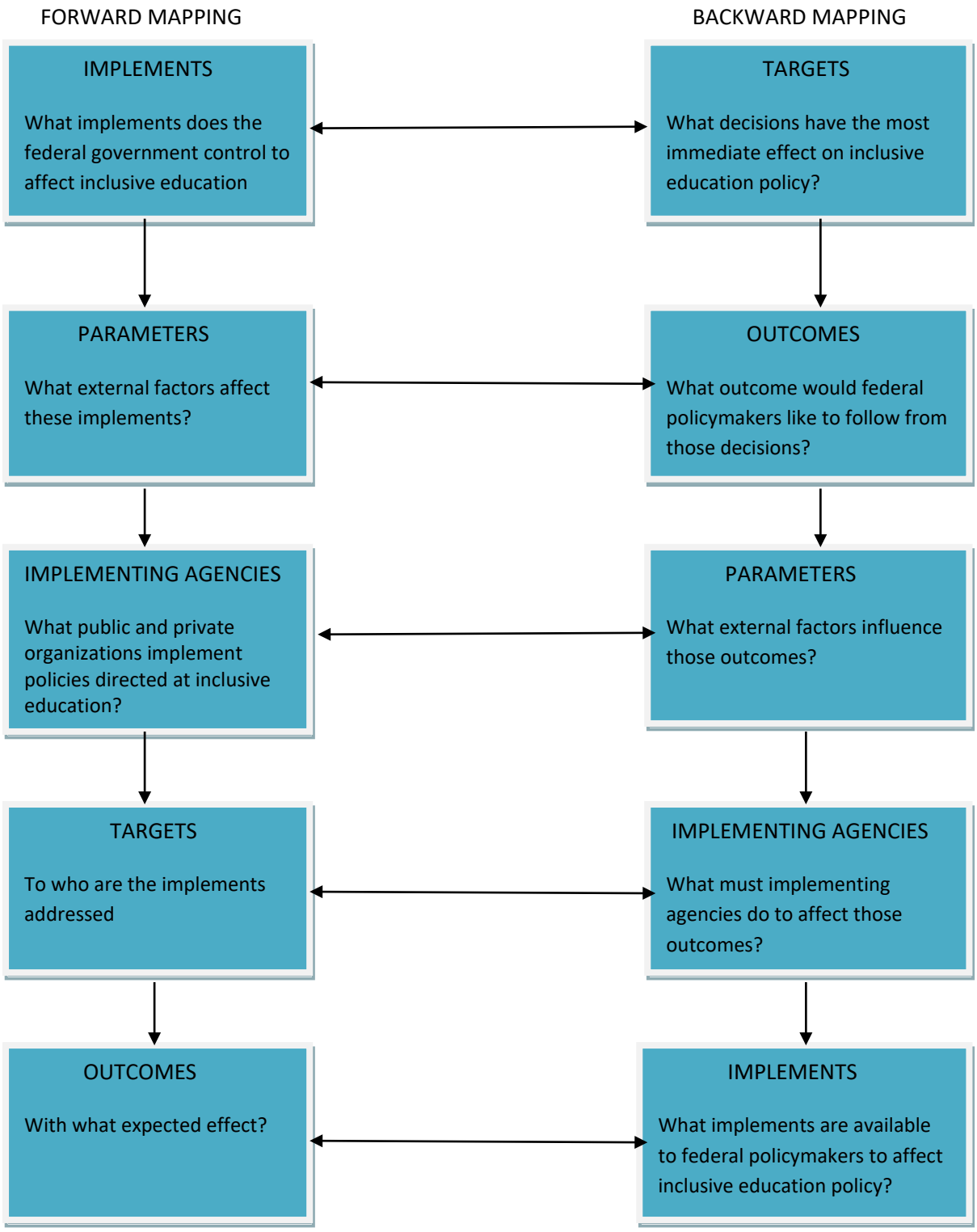

Figure 2.3 Forward and Backward mapping on inclusive education policy.

2.7 Conclusion

Drawing from the literatures that were reviewed on the practice and implementation of inclusive education in South Africa, it is evident that the practice of inclusion and its

challenges during implementation are contextual. Furthermore, it can be concluded that taking cognizance of the challenges faced by implementers at the ground through backward mapping can improve the implementation of inclusive education.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter gave insights into the research methodology for this research. This involved an explanation of the broad methodological orientation of this research as well as its various data generation methods that were used in this research. The chapter concludes with an explanation of some ethical considerations that were made during the collection of data.

3.2 Research paradigm

A paradigm in a research is a perspective chosen by the researcher to answer the research question posed in a research. It is a method of gathering data, a research paradigm must be selected in order to suit the kind of research being conducted (Johnson &Onwuegbuzie, 2004). Research paradigms are also belief that guides the action of a researcher. These beliefs are a researcher's epistemological (knowledge) and ontological (worldview) which serves to determine social phenomena that will be investigated (Graenewald, 2004).

There are different paradigms that can influence a research, which is the positivist, interpretivist and critical paradigm.

Consequently, the "positivist research paradigm sees only the relationship between causes and effects; they are objective in their enquiry because they believe in what can be proved with science, they go with what can be experienced with the five senses" (Scot & Usher, 1996, p. 34).

However, the interpretivist research paradigm is concerned with interpreting the meaning made by research participants. They seek to understand social members as knowledge is socially constructed. They try to make meaning by interpreting events.

Nevertheless, "the critical research paradigm challenges the positivist and the interpretivist research paradigm, the critical research paradigm is against any belief that limits human freedom, justice and democracy" (Scot & Usher, 1996, p. 34). It tends to question the existing social relations and social structures inherent in the society.

Thus, because this research intends to investigate the challenges teachers face during the implementation of inclusive education, the interpretivist paradigm was chosen as the best

paradigm to use. This is because it will be useful to understanding the different lived experiences that teachers have during the implementation of inclusive education in the classroom. The epistemological and ontological assumption of the interpretivist paradigm is that the researcher's knowledge and worldview of inclusive education is not sufficient in reaching a conclusion on the implementation challenges of inclusive education. This means that the participant's knowledge and worldview are crucial for the researcher to generate a finding (Flick, 2015). This means that this study considered the epistemological and ontological relationship between what the researcher knows about the inclusive education and the voices of teachers on their experiences of the implementation of inclusive education.

Finally, this research will use the interpretivist research paradigm which is based on an online interview to interpret the meaning made by the participants as a result of their lived experiences and challenges on inclusive practices in the classroom.

3.3 Research design

A design in a research is an outline of how a researcher conducts research. The kind of research determines how the researcher will conduct the research. In choosing a design for research, the researcher will have to make some decisions about the research which is the purpose of the research.

Therefore, the exploratory case study was a research design chosen because of the nature of the question posed in the research, as a "case study research is a valuable tool for answering complex and real-world questions" (Tetnowski, 2015 p.1). Also, it was chosen because the focus of the research is on contemporary phenomena within a real life context. Wilson (2009, as cited in Nkosi 2014) gave a better explanation when he note:

> A case study is an experimental enquiry that explores a contemporary phenomenon within its real-life context; when boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence is used. In a case study, a particular individual program or event is studied in-depth for a defined period of time. (p.14)

Therefore, the aim of this research was to explore the phenomenon (case) of inclusive education through exploring the participant's experiences and voices on the challenges of inclusion at the classroom level which is the last phase of any policy implementation.
A case study has advantage and disadvantages. According to Yin (2009), the advantage of a case study is its ability to make good use of variety of evidences like interviews, participant and non participant observation, documents. While the disadvantage is that it is appropriate only during the exploratory stage of a study, therefore the case study can't describe or test proposition.

3.4 Research methodology

This study used a qualitative approach for gathering and analysing data. Qualitative study focuses on the meaning-making of participants in the research because of the explanations and thick descriptions involved in the research. As Johnson and Onwuegbuzie (2004, p.14) note: "qualitative approaches are characterized by a detailed, rich and thick (emphatic) description". This research used a qualitative approach as it allowed the researcher to investigate more teachers' perception on the challenges of inclusion.

3.5 Sampling and selection of participants

Scott and Morrison (2005) gave a clear and better explanation of sampling when they posit that:

> Sampling refers to the activities involved in selecting persons or things from a larger population, this is also known as a sampling frame, method used to select the sample will determine the nature and validity of the findings that are generated from the study of that sample. Different approaches yield different kinds of data and therefore, different construction of knowledge. (p. 219)

Therefore, this research adopted a purposive sampling method to select a participant for the research; purposive sampling is selecting participants from the population that fits into the research question and problem, it's about deciding whom and what to include in the sample. Purposive sampling was used in this research because it is the most commonly used method in a content data analysis. Also it was employed because the researcher needed informants who have knowledge concerning the research topic which is teacher's perception of the implementation challenges of inclusive education.

The disadvantage of purposive sampling in a qualitative research is that the reader will find it hard to judge the trustworthiness of the sampling if full details are not provided (Elo, et al, 2014).

Nevertheless, two schools were chosen by the researcher because of convenience. The principal was excluded from the sample because of their busy schedule with administrative work. They had the commitment with parents visit as they were coming for registration of learners for the academic year. HOD's and teachers from grade 1and 2 were selected from the two schools because of their availability for an online interview. The online interview was used to reduce physical contact during the research, due to the lockdown that was caused by the global pandemic. The online interview helped the researcher to collect rich information on the implementation challenges of inclusive education as it is hoped that their responses to the interview will help the researcher to get knowledge about teachers' perception on the challenges of inclusion.

Sample school profile

In the school, most of the learners are black South Africans, Whites, and Foreigners. The learners are mandated to pay school fee; the school governing body fixes the price to be paid by learners on a monthly or yearly basis. The current school fee is ZAR450; the teacher-learner ratio is 1-50. Even though the school is a fee-paying school, they still depend on the district for support on inclusion because most of the learners are relatively poor and can't meet up with the monthly subscription for education delivery.

School two is also a former model C school in the southern part of Johannesburg; most of the learners are black South Africans and foreigners. The school has one class set aside to help learners with the learning barrier; the students are transferred to the class if they have been diagnosed by the school psychologist. The learners are also mandated to pay fee; the school governing body also fixes the price to be paid by learners on a monthly or yearly basis. The current school fee is ZAR300; the teacher-learner ratio is 1-55. In terms of the monthly payment by students, school one is better off because most of the students in school two do not pay school fee, they depend on their poor parents who are not working. As a result, in this study, ten participants were chosen. School one had six participants, HOD and teachers from grade 1 and 2. School two had four participants, HOD and teachers from grade 1 and 2. Below is a graphical representation of the participants.

Participants	Position	Age	School	Qualification	Years as teacher and Head of Department	Years of inclusive education policy
H1	Head of Department	47	S1	Advance Certificate in Education	17 years	23 years
H2	Head of Department	49	S1	Diploma in Foundation Phase	2 years	21 years
H3	Head of Department	35	S2	Higher Diploma in Education	10 years	16 years
T1	Grade 1 Teacher	29	S1	Masters in Curriculum	5 years	5 years
T2	Grade 1 Teacher	42	S1	B.ed Foundation Phase	4 years	4 years
T3	Grade 1 Teacher	25	S1	B.ed Foundation Phase	3 years	3 years
T4	Grade 2 Teacher	47	S1	Honours in Inclusive Education	18 years	18 years
T5	Grade 2 Teacher	52	S2	Advance Certificate in Education	18 years	18 years
T6	Grade 2 Teacher	39	S2	B.ed	8 years	8 years
T7	Grade 1 Teacher with special Needs Learners.	51	S2	Honours Degree	7 years	17 years

3.6 Data collection method

The qualitative approach in this research relies on semi-structured interview. Efforts were made by the researcher to use other methods for data collection. Particularly document analysis, but it was not possible because the researcher couldn't access the document on the school and also on the school website that speaks about inclusion. The interview enabled the researcher to investigate the participants: (i) the key challenges during the implementation of inclusive education policy (ii) understanding of inclusive education (iii) attitudes towards diversity and inclusion in the classroom (iv) support given to teachers by the district, school head, peers and parents.

3.6.1 Interview

Interview in qualitative research are questions that can be answered orally, the answer to the questions are given through a direct interaction between the interviewer and respondents (McMillan &Schumacker, 2010). The interview in qualitative research can be done face to face or through virtual means (online interview). This can be through telephone, email, and other social media.

Besides, the interview process involves five steps and was guided by the work of Gall et (2010), these stages include "defining the purpose of the interview, selection of sample size, designing the interview format, developing questions and conducting the interview" (p.23)

1. the defining reason of the interview

Defining the reason of the interview will "determine the nature of the interview because different purposes require the different structure of interviews. The divergent interests and orientation of researchers gave rise to many kinds of interview". (p.23)

2. selection of participants

Selection of participants is the process of selecting the number of participants that will take part in the interview. This is done using sampling techniques that will suit the type of interview to select the participants for the interview.

3. designing the interview format

The nature of the research determines the interview format that will be employed. The researcher can design the interview in a structured format, semi-structured format, or an open-ended format.

4. developing questions

This involves considering the questions to be asked by the researcher, the sequence for the question to be asked, the guideline of what the interviewer will say at the beginning and end of the interview.

5. conducting the interview

This is the stage where the interviewer tries to gain access to the interviewees of the research. In this stage, the researcher puts some consideration as to how they present themselves, how they put their request for participation and how they also respond to potential initial questions from the interviewee.

Therefore, the advantage of the use of interview as a data generation technique is its flexibility and adaptability because the researcher can explain the question that was asked to the respondents. Interviews results in a higher response rate compared to other methods like a questionnaire. The disadvantage of the interview as a technique for generation is that response from the respondents are highly subjective and can be biased based on their lived experiences. It consumes a lot of time because of the thorough discussion between the interviewer and respondents. Time consumption was evident during the interview because the 40 minutes that was supposed to be used for the interview ended up lasting for an hour because of so much information that was shared by the research participants.

Moreover, the interview was conducted by the researcher through virtual means (online interview). The online interview was different from telephone interview because the researcher and the research participants were able to see each other on video camera during the interview process. The advantage of the online interview is that it gave the research participants freedom to express thoughts during the interview. The disadvantage is that it was not easy for the researcher to cope with the network that fluctuate sometime during the interview, this made the researcher to repeat some words that was not clearly understood by the research participants. During the online interview, the HOD from two schools and teachers for grade 1 and 2 from two schools were interviewed. A pseudonym was allocated to the schools and various participants to ensure anonymity. For example, S stands for Schools, H stands for Head of Department, T stands for Teachers. The reason for this interview was to give answers to the questions posed in the research. The virtual means was chosen because of the negative impact of the pandemic on this research. The negative impact of the pandemic on data collection was because restrictions were placed on school

visits, it was hectic for the researcher to arrange the time that will be convenient for the participants after school hour, and it was also time-consuming. The virtual interview helped the researcher to avoid any physical contact with the participants because of the restrictions on school visits and the rule of social distancing.

Also, the audio recording was used by the researcher as a data-gathering technique during the interview to get an accurate response from the respondent's. There are some pros and cons of audio recording. The advantage of audio recording is that it helped the researcher to select data without bias. The audio recording helped the researcher to get a complete verbal record to study the data collected thoroughly because it was a virtual interview, as it was not easy to take so many notes of the response by the participants in a virtual interview (Gall et al, 2010). Furthermore, if the interview is recorded, two or more individuals who are trained in the data analysis procedures can listen to the recording and code it independently.

The "main disadvantage of recording an interview is that the presence of the recorder changed the interview situation to some extent" because during the interview the research participants were not confident enough to say some things as a result of the audio record even though there were assured of their anonymity. It can also be "time-consuming without the appropriate tool for transcribing or assessing the information that has been recorded" (Gall et al, 2010, p. 24).

Nevertheless, because this study is a qualitative type, the online interview and audio taping allowed the researcher to study the participant's feelings and perception about the implementation challenges of inclusive education. To get this in-depth information about the participant's perceptions, the audio taping will be transcribed (written down) for a closer study.

3.7 Data analysis

The research was a qualitative exploratory case study that made use of inductive reasoning and thematic data analysis. The purpose of the use of these methods was to make sense of the data that have been collected and to divide the data to be analysed into themes for easier analysis. According to Vaismoradi, et al (2013, p.12), "thematic analysis is a qualitative approach to research that employs a method of identifying, analysing and

reporting patterns (themes) within data. Furthermore, they see the thematic analysis as a very reliable qualitative approach to analysis".

Also, the thematic data analysis process involves six stages and was guided by the work of Braun and Klarke (1996), these stages include:

> "Transcribing data, reading and rereading the data, coding the most striking features of the data across the whole set, putting together data most important to each code. Sorting out the data to form segments, the segments are parts of data that can stand alone, putting together codes in a thematic way, checking if the themes work concerning the coded extracts and the entire data set, the analysis for refining the specifics of each theme and the selection of vivid, compelling extract examples". (402)

The above mentioned stages in a data analysis were thoroughly followed by the researcher to ensure that the data was analysed in a proper manner.

3.8 Credibility/Reliability and Trustworthiness

When doing a qualitative research, it is important that the researcher looks at the issue of credibility and trustworthiness. There is need for these concepts to be adequately and explicitly addressed by the researcher.

Credibility deals with the focus of the research and refers to how the data collected addresses to intended focus of the study, therefore the researcher should put a lot of effort into collecting the most important data that will help answer the research question (Elo et al, 2014). Also, according to Maxwell, (1996, P. 87), "credibility refers to the correctness of a description, conclusion, explanation, interpretation or another sort of account". For a qualitative research to be credible and reliable, it must also be dependable.

What this mean is that, even if the research and findings can't be generalized but it will be useful to other researchers in the same field.

Trustworthiness, on the other hand, is the extent to which the research findings can be depended on to be accurate, even if it can be on a repeated trial. Since the demonstration of the trustworthiness of data collected, is one aspect that supports a researcher argument concerning the trustworthiness of a study. The strategy to demonstrate and ensure trustworthiness in a study is by selecting the most appropriate data generation method that will answer the research questions posed in the research (Elo et al, 2014).

Consequently, the main threat to these aforementioned concepts is in the sense of worthy, reliable description and interpretation of data collected during the interview. Describing what you saw during the collection of data can make the data to be inaccurate. The researcher can impose meaning rather than understanding the meaning the participants attach to their words or action (Maxwell, 1996).

Also, the question about credibilty and trustworthiness is how people will know that the conclusion of their research is credible and trustworthy. Since achieving these concepts in research is a goal rather than a product because the conclusion can't be generalised, the researcher employed audio recording, transcription and triangulation to ensure that the conclusion of this research is credible and trustworthy.

Therefore, audio recording and transcription eliminated the inaccuracy of the interview because, after audio recording, the researcher asked the participants what they truly mean by their statements before they can be transcribed. Also with audio taping, the researcher listened to the interview more than once to verify the statement and ensure the accuracy of the data. Moreover, to ensure credibility and trustworthiness, interview recordings were examined carefully to critically assess the researcher's action during the data collection process. Such careful examination is making sure the researcher didn't manipulate or lead the research participants during the data collection process.

Also, triangulation is the gathering of data from different people and settings, using different techniques to collect data. Triangulation was used by the researcher because different teachers in a different school that serve different settings were used in the study. Although the researcher fully believes that the use of triangulation increase credibility and trustworthiness but not without figuring out the source of errors and biases that can occur from different settings and methods employed. Because even with triangulation, the different set of people and different methods (interview) employed can have some bias and also contain some incredible findings

As a result, what the researcher did was to figure out the source of error or bias that can occur from the interview, and look for a specific way to deal with it. Rather than relying solely on employing different methods (interview) and collecting information from a different set of people. The ways to deal with errors and biases were through audio recording and transcription which has been fully explained above.

3.10 Ethical issues

Qualitative research poses complex challenges to an ethical conduct of research and therefore requires a thorough scrutiny during the research. Therefore, ethical consideration is very important in research and must be adhered to by the researcher. According to Halai (2006, P.5), "sound research is a moral and ethical endeavour and should be concerned with ensuring that the interests of those participating in a study are not harmed as a result of research being done". There is always laid down procedures and guidelines for conducting a research in an ethically appropriate manner. This guidelines and procedures require the researcher to get the approval of university ethics committee and gatekeepers before a research can be carried out. Therefore, some ethical considerations were made by the researcher before and during the gathering of data. Before the data collection, there was a letter from the researcher to the provincial Department of Education requesting access to research the chosen schools. The provincial Department of Education responded with a letter that gave the researcher access to research the chosen schools. The letter from the Department of Education also enabled me to gain ethical clearance from my university. Moreover, to ensure that the research meets the maximum ethical standard, the following resolution was reached during the interview. The researcher made sure that he gained the informed consent of the interviewees for their participation. The researcher made sure that the consent gained from the participants was informed because the researcher enlightened them about the research and its importance to the researcher and policy implementers. The researcher made sure that the confidentiality and anonymity of the research participants were guaranteed. In terms of the confidentiality, it was ensured that unless the participant requested otherwise, that it was only the researcher and the participant that will be speaking during the interview process. Additionally, it was ensured that the audiotapes taken during the online interview can only be accessed by me, to ensure the confidentiality of my selected research participants. Also, the researcher made sure that the questions in the interview were rightly framed to guide what the researcher ask, how it is asked, and what the researcher allows the participant to tell him.

In relation to the anonymity of the research participants, the researcher made sure that that the identity of the participants and the location where the research was conducted was

safeguarded. This was done by not disclosing the name of the participants and the names of the school the participants were chosen.

3.11 Limitation of the study

In a research, it is quite apt for the researcher to acknowledge some systematic problem that occurred in the research, this problem encountered during the research can also cause bias. Most of these systematic problems is beyond the control of the researcher. According to Price and Murnan (2004, p.1), “a limitation of a design or instrument is the systematic bias that the researcher did not or could not control and which could inappropriately affect the findings of the research.

Therefore, with this research using a qualitative research approach and the interpretive research paradigm, the findings are not generalized because the research participants consist of a small number of teachers and school head of department. The answers from the research participants in the interview can be based on the bias because their answers are based on the meaning they make about the challenges of inclusive education as a result of their lived experiences. Besides, to this limitation of the research, the research is not verifiable, quantifiable or measurable because this research is based on social constructivism.

3.12 Conclusion

From the outline of this methodology chapter, it is clearly evident that the pandemic affected this qualitative case study research on the implementation challenges of inclusive education. This made the researcher to improvise for the online interview and reduce the sample size. But despite the effect of the pandemic on the research, the necessary steps were taken to follow the due process in ensuring that the interests of those participating in the study were not harmed as a result of research being done. This was achieved by getting approval from the gatekeepers and getting ethical clearance from my university, getting the informed consent of the participant, ensuring the confidentiality of the data collected and the anonymity of the participants.

CHAPTER 4: DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents and analyzes data that was gathered in this study which investigates teacher's perception of the implementation challenges of the inclusive education policy. The data generated from the interviews are presented and analyzed in the following themes: understanding of inclusive education policy, teacher's attitude towards inclusion, challenge during implementation and support to resolve the challenges.

Each of the themes will present and analyse the data that was collected from the interview. The themes will make meaning of the data generated by linking the data with the literature review, and the conceptual framework that was used as a lens for this research. This will enable the researcher to discuss some aspects of this data presented that links with enablers and inhibitors, forward and backward mapping.

4.2 Understandings of inclusive education

From the data generated on the respondents understanding of inclusion, most of the participants had an understanding of the policy and were positive about the policy because of the strength of the policy that included all learners that are enrolled in every school. H1 and T2 gave a better response that supported the understanding of inclusive education by the participants as including all learners when they explained.

H1: The policy makes every child feel special in the classroom. Inclusive education is a policy that helps to boost the confidence of learners in the classroom, because when they are treated like they belong to the classroom, it increases their confidence level.

T2: The policy makes it impossible for schools to reach conclusion on a child, they have to admit the child first and then take it from there. No learner is treated differently when they are admitted, whether they are a strong or weak learner, they are treated the same with others once they are in the school.

McLaughlin (1990) explained that understanding a policy is a guide towards its effective practice, and that teacher's perception of a policy serve as informants and guide to the implementation of a policy. Ntombela (2009 p. 4) also asserts that "transforming the system to an inclusive one would only be possible if teachers develop an understanding of inclusive education and its implementation for teaching and learning. Their understanding of the policy resonates with the goal of the inclusive education policy and what is available in the literature. This striking similarity between their understanding of the policy and literature around inclusive education is on the paradigm shift for the practice of inclusive education because of the context it is practised. The paradigm shift is a sharp move away from the conception of inclusive education from the perspective of the medical learning barriers to the socio-economic learning barrier. There is an inclusion of learners rather than exclusion learners with learning barriers that may be caused by other socio-economic factors.

Therefore, with this understanding of inclusion and the participants thinking of it as a good policy, it will enable practitioners to adapt and change their practice to be all inclusive in the classroom.

Murungi (2015) did a study on issues in the conceptualization and implementation of inclusive education, the methodology used in the study was a critical survey. The issue raised in his argument was the lack of clear conceptualization by practitioners. He argued further that teacher's still hold on to the practice of inclusive education inherent in the apartheid era without taking cognizance of a paradigm shift in the conceptualization of inclusive education that serves the context that is practised. Makoelle, (2012) did a meta-analysis on the practice of inclusion. He asserts that there is a shift from an inclusion that was solely based on learner's physical disability to the practice that suits the past educational disparity in the country. He believed that this paradigm shift affected teachers because their conception of inclusion was still framed by the practice of inclusive education which was based on learner physical disability.

The respondents (T1 and T3) brought in a slightly different focus to the understanding of inclusive education from the teachers and parents point of view. Their understanding of the policy was one that is beneficial to the parents of learners. This is because with the inclusive education policy, schools and teachers see children with learning barriers as normal without

labeling them in the classroom, as labelling can lead to poor collaboration and lack of involvement from parents of learners. As T1 and T3 explained:

T1: The policy helps to fight against the labelling of learners with barriers in the classroom. This acts as a check on teachers, also it is helpful to parents because they won't be scared to enroll their child.

T3: The inclusive education policy is a policy that benefits learners and parents because the policy makes it easy for parents to bring their kids to any school that they like without the school labeling their kids.

From the response of the participants, it is important to think about the inclusive education policy from the side of parents; their kids should be treated like any other kid in the school without been labelled, even when they face any learning barrier. This will increase parent's sense of ownership for the education of their children, and give them more voice in the education of their children. Research supports the response from the participants, as Afolabi et al (2012) asserts that parents have rights to their children education, therefore their children should be admitted without being labelled. Consequently, having an understanding of inclusive education from the point of view of parents as having the rights and privilege on their children that face learning barrier will develop a better implementation of inclusive education by the teachers. According to Schoeman and Schoeman (2002), in the discourse of the implementation of inclusion, there is lack of understanding from the perspective of parent's voice. This is because there are many parents whose voices are silent because of the understanding that teachers have on inclusive education. These parents are not only parents of disabled children; they are parents of learners who face different learning barriers within their environment and in the school which they attend.

Therefore, it is quite apt for schools and teachers to link parental rights and privilege to the understanding they have of inclusive education policy. With such understanding, parents will be given the full right to enroll their children in any school of their choice without being scared of their children labelled in school by teachers in the classroom.

4.3 Teacher's attitude towards inclusion

Teacher's attitude is a major challenge towards the implementation of inclusive education in South African schools. Teachers are supposed to be the agent of change in the classroom, without a positive attitude from teachers on students that face learning barriers, it will be difficult to achieve the policy goal of an all-inclusive school.

In trying to investigate whether the participants have a positive or negative attitude towards the learners that face learning barriers, the researcher asked the participants how they manage different learners in their classroom that face different learning barrier.

The responses from the participants (T4 and T7) show that they have a positive attitude towards learners that face learning barriers in their classroom. Their responses were:

T4: There is no discrimination in my classroom. I try to formalize teaching even when children come with different barriers at home, we teach them as they are.

T7: I treat every learner as an individual, if a learner that face barriers to learning are brought to my class, I do a baseline assessment first so that I can find out what is the problem of a learner. I have to check if a learner can cope with a grade 1 curriculum, if they can't cope with it, I will design a curriculum that will serve the need of the learner.

When a teacher is dedicated and committed to carrying students with learning barriers along in their classroom, it shows that he/she has a positive attitude towards inclusion. The teaching of learners with learning barriers requires such dedication, responsibility, and displaying a positive attitude in the classroom to these learners that face different learning barriers. Gwala (2006, p.10) is in support of the importance of a positive attitude from teachers when she note that "it is reported that the most important element for successful inclusion is the positive attitude of teachers, teachers should not hold opinions and values, which serves as motives for particular attitudes towards learners".

Therefore, a teacher's negative attitude towards learners that face a learning barrier can hinder the successful implementation of the inclusive education policy in the classroom. This is because when a teacher put a negative attitude towards learners with the barrier, they label learners and give them names like "slow learners, weak learners, mentally retarded disabled or they treat learners according to their level of achievement" (Afolabi et al, 2012, p.4). A placement is then made on these learners that have been labelled without

assessing the learner to know their needs and also give them time to improve. This labelling of learners also creates a learning barrier on its own because these learners feel dejected in the classroom.

The response from the participants is inconsonant with the findings of Engelbtrecht et al (2015) when they did research on inclusive classroom practices of South African teachers. They found out that teachers see inclusive practice and the recognition of learner's differences as their right. This is a positive attitude towards inclusion. Also, other respondent (H2 and H3) brought in a link of how a positive attitude from the district affects the attitude of teachers towards inclusion. Their responses to the question posed were:

H2: I have a good attitude to help learners with learning barriers and I also accept the challenges they face as normal because every child won't have the same ability in the classroom. But positive attitude is not easy when I don't have the support from the district.

H3: At the SBST meeting, I bring up the issue and we proffer a solution based on the need of the child. I'm passionate about helping learners that face different barriers in the classroom because of the SBST that is set up by the district.

The implication of this statement for inclusive practice is that there will be positive attitude from teachers only when there is also a positive attitude from the district towards inclusion. This positive attitude relates to their level of seriousness for the support of inclusion, their attitude towards inclusion can be measured by the level of support they give to schools and teachers that enable them to practice full inclusion in the classroom.

4.4 Challenges during implementation

Within this theme, the response from the participants during the interview coincides with Elmore (1979/80) theory of backward mapping in policy implementation, specifically concerning taking cognizance of the voice of the people in the least phase of implementation on the challenges they face during the implementation. Considering these voices will inform how implementation might be improved.

During the interview, participants were asked about challenges experienced during inclusion in the classroom. Some factors emerged from the interview as a challenge to the

implementation of the inclusive education policy in the classroom. Participants HI, T5 and T6 shared their challenges of the implementation concerning the delivery of the curriculum because of its fast pacing and sequencing. As the participants (H1, T5, and T6) explained:

H1: The delivery of the curriculum is a problem; delivery of the curriculum to meet different level of ability in the classroom is difficult. There is no time for reinforcement in the classroom because there is a rush because of the pacing and sequencing.

T5: the curriculum is a serious problem because there is a lot of paperwork and this requires attention from teachers. And the pacing and sequencing do not give the teachers enough time to concentrate on the weaker students.

T6: The curriculum is a challenge, because of the fast pacing and sequencing. When you give too much concentration on the student that is facing a barrier, this makes the better students to be bored in the classroom.

The delivery of the curriculum by teachers is an important aspect of the discourse of inclusive education. Shulman, (1986, p.7) note "the curriculum and its associated materials are the materiamedica of pedagogy, the pharmacopeia from which the teacher draws those tools of teaching that presents or exemplify the particular content and remediate or evaluate the adequacy of learner accomplishment".

However, the response from the participants shows that fast pacing and sequencing of the curriculum denies them the opportunity to meet up with diversity. Namulundah (1998) was in support of the effect of fast pacing and sequencing for inclusion when she explains that teachers and students must take time to get to know each other. Knowing each other will allow the teacher and students to hear each other's voice. Hearing each person's voice will allow the teacher to understand the various learning barriers that learners face in the classroom. With the limited time in the curriculum as a result of fast pacing and sequencing, teachers can't achieve the aforementioned in the classroom, which in turn will lead to leaving some vulnerable learners alone.

Consequently, "the curriculum creates the most important barrier to learning and exclusion for most learners, whether they are in a special school or mainstream school" (Muthukrishna, 2002, p. 7). This exclusion of learners by the curriculum is apparent in the

sociology of curriculum which is regarded as structuralist (Muller & Gamble, 2010) and also from the work of Bernstein (2003) on 'social class and pedagogical practice' it is believed that the curriculum has been manipulated implicitly to exclude some form of learners through pedagogical practice. However, De Clercq (2020) who is more of a post-structuralist, believes in individual or collective agencies within the constraining unequal structures that can impact educational outcomes. These agencies can undermine those implicit structures.

As a result, teachers are strong agents of inclusion through their pedagogical practice in the classroom only when they possess the necessary skills to manoeuvre the fast pacing and sequencing inherent in the curriculum. According to De Clercq and Shalem (2014), the reason why teachers struggle with the curriculum in the classroom is that they lack the necessary pedagogical content knowledge. They went further to distinguish two forms of PCK. PCK1 is ‘knowledge of sequencing and pacing the content required to be covered using a coherent lesson structure and establishing a routine of work’. PCK2 is more of specialized knowledge, about how the teacher enables the learner to learn.

Therefore, there is a need to combine both PCK's by teacher to carry diverse learners along in the classroom even when the fast pacing and sequencing does not allow them to do so. The argument I'm trying to raise here is the importance of teachers PCK in the presence of a curriculum that tries to exclude learners because of its fast pacing and sequencing.

The findings on the challenge of curriculum are closely related to the finding of Gwala (2006), when she did a study on inclusive practices in schools. Her findings were that meeting all the aspects of the curriculum by teachers is a barrier to inclusion.

Moreover, capacity was also a factor that emerged from the interview on the challenges during implementation. It was believed to be an issue during inclusion. Respondents (H1, T3 and T4) brought in a focus on infrastructure concerning the capacity challenge they face during implementation as they explained.

H1: The school and class are very small, this building is very small, some children might be good in sport but there is no space for sporting activity, there is a challenge of the teacher-learner ratio because of the school and class size.

T3: There is a big issue in the implementation of inclusive education which is big classes of 45 to 50 learners in a classroom is too much. 20 to 25 students can be possible if there are enough classrooms in the school.

T4: The school is not well equipped for the implementation of inclusive education the building is not big enough. We have a low capacity for the implementation of the policy.

Infrastructure as a school level Capacity is important for schools to be highly inclusive. There is individual and school capacity. According to Stofile (2008), she differentiated individual capacity from school capacity when she posit:

> Individual capacity is when educators possess skills or expertise to identify barriers to learning; to support learners in the classroom; to collaborate with other support providers; to determine the levels of support needed by learners. School capacity would then mean the availability of appropriate infrastructure for the implementation of inclusive education. (p.26)

The main focus in this analysis is on school capacity because an individuals' capacity to implement a policy can be undermined if the school as a collective didn't implement such policy. Therefore, in terms of school-level capacity, infrastructural development is very necessary, the school building matters in terms of the quality of service a school renders to its learners. Physical infrastructure can affect the practice of inclusion in the classroom. According to Van der Nest (as cited in Nkosi, 2014), he explained that:

> There is need for sufficient classrooms to alleviate the overcrowding of learners. The availability of laboratories in schools is important because experiments need to be conducted. There is also a need for a library in a school to offer learners and educators a wide range of reading materials. (p.29)

Some respondents (H1, H3 and T1) brought in a slightly different focus to the challenge of capacity. Their concern was learner material available for inclusion in the classroom. As they explained:

H1: There is not enough learner material to cater for learning barriers, teachers use their discretion to meet the needs of students, and they use manipulative aids for them to be included in the classroom.

H3: There is limited learning material available to teachers and students; this is also a big challenge towards the implementation.

T1: There are few learning materials to help the children who face learning barriers in the classroom.

Learning material is an important component when quantifying the amount of capacity available for inclusion. This is because it enables a teacher to make teaching more effective. Effective teaching allows learners that face various barriers to learning to grasp some complex concepts in the classroom. Nkosi (2014, p.29) note that “Learning materials are, for example, technologies, curricular documents, and textbooks that may be incorporated into the teaching and learning process. They appear to be lacking or underutilised in many South African classrooms".

The view of the respondents on capacity corresponds with the findings of Stofile (2008) on the capacity of schools in the Eastern Cape. Her findings were that overcrowded classroom, poor resources, lack of teaching materials undermined the use of appropriate teaching strategies harmed addressing individual differences of learners. She also found out that the schools building in most rural areas in the Eastern Cape were in bad condition. The windows, toilets were broken; this caused truancy from students during the winter season. Lack of funding was another reason for the delay of the implementation because it affected physical upgrading, purchase of materials, stationeries and equipment.

Another factor that came up as a challenge of the implementation of inclusive education was the learner's home language as matched with the language of instruction in the classroom. Respondents (T1 and T7) shared their view on the challenges of the language barrier when they explained:

T1: There is a language challenge towards inclusion because English is not most of our learner’s home language. So this makes learning in the classroom to be difficult. Most of the children don't understand English at all, so it is difficult for us to carry them along.

T7: The challenge I faced is language barrier, most of the students used African languages as their home language it is difficult for them to catch up in the classroom because they don't understand English.

SASA of 1996 gave power and responsibilities to School Governing bodies to choose the language of instruction that will be used in the school. Probyn et al (2002) put this right when they explained that:

> The power and responsibility for putting the Language in Education Policy into practice have been devolved to School Governing Bodies (SGBs). The South African Schools Act, 1996 requires an SGB to announce the school's language policy and to state how it will promote multilingualism through a variety of measures. (P.3)

School Governing Bodies in former model C schools in South Africa mostly adopt English as their medium of instruction, even though the act stipulates that learners have the right to choose from any of the eleven languages. This has posed a serious challenge to teaching and learning as majority of students uses various African languages as their home language. This makes it difficult for them to understand concepts when they are taught with the English language in the classroom thereby excluding them. This exclusion because of language barrier flaws the recommendation given in the act that schools should adopt a language policy that supports learner's growth.

The insight given by the participants above clearly shows that Language used in the classroom is important, as effective teaching is the only variable that enables learners with learning barrier to be included or excluded in the classroom. Therefore, if the language of instruction is strange, it will be difficult for the learner to be included in the classroom. Manyike and Lemmer (2014) threw more light on the negative effect of language use on student learning when they note:

> The wide choice of English as a medium of instruction in the multilingual education system like South Africa and its often-deleterious impact on the academic achievement of English second language (ESL) learners in linguistically diverse schools in the country emphasises the crucial importance of research in the language in education. (P.251)

This finding is not different from the assertion of Makoelle (2012) when he did a research on the state of inclusive pedagogy in South African schools. He found out that South Africa has diverse languages, but many teachers use the English language during teaching and learning. This poses a challenge of interaction to both the teacher and learner. Also, few teachers were trained to use brail and sign language for teaching in the classroom. Furthermore, former model C schools always choose the English language as their medium of instruction thus making it difficult for learners who use African languages at home to understand fully the concept taught in the classroom.

A factor that was a challenge on the implementation from the response of the participants was that the policy implementation was a top-down approach. The participant believe that the formulation and implementation of inclusive education policy was a top-down approach because it was just made by people on top and rolled out to schools to be implemented without any contribution from teachers towards its formulation. As H3 demonstrates:

H3: The problem with this policy is that some of the things in the policy was designed by people who are not on the ground at the school, they just showed teachers the policy to go and implement in the classroom without asking them to come so that they can contribute to the design of a policy that will allow inclusion in our schools.

The response from this participant shows that forward mapping was used during the policy formulation and implementation because the participants understanding agrees to the premise that the experience of educators that are at the ground of policy implementation was not considered during the formulation and the implementation of the policy.

Govender (2008 as cited in Nkosi, 2014) is in support of this finding when he contends that policymaking in the South African education sector has become only the jurisdiction of government policymakers and policy experts, while the implementation of the policy that has been formulated is seen as the sole responsibility of teachers. Nunalall (2012) argues further that teachers‟ experiences are marginalized in the policymaking and implementation arena. Christie (2008) explained this more when she notes:

> It will be hard to find evidence of backward mapping in the development and implementation of education policies in South Africa. A backward mapping for example would start with the experience of teachers in schools, this will allow

> policymakers to know the existing conditions in schools and work out how to change them. (P.155)

Consequently, the policy maker's intent during policy-making and implementation matters because they formulate the policy and give guidelines on the implementation. But their intent is not only what matters nor influence the behaviour of people on the least phase of implementation. The experience of people in the least phase of implementation for any education policy needs to be considered (backward mapping).

Some respondents raised the issue of school funding as a challenge of implementation. They believe that the low funds they receive as a former model C affect the implementation of the inclusive education policy in the school. Thus, they believe that the school been allocated among quintiles 4 and 5 in the quintile ranking of the school is not accurate, this is because of social status of learners in the area the school is situated. The perception of participant H3 on the issue of school funding is as follow:

H3: The *problem we have in this school is the lack of funds available to us for employing substitute teachers, funds to purchase learner materials, funds to bring in private trainers to train the teachers on inclusive education. The quintile system is not properly done, it is flawed, and it needs to be revisited because this school is a former model c school but the majority of its learners can't even afford school fee or daily meal.*

The response from the participant shows that schools face the challenge of funding. This is because where the school is placed in the quintile ranking poses a barrier to inclusion. The motive of the quintile ranking by the NNSSF was to fight against past injustices inherent in the education system that will allow for inclusion in schools. The motive of inclusion is evident in the funding pattern of the NNSSF, it ranked schools according to the area it is located, schools in the poorer area received more funding than schools that are in wealthy area. But because of the inaccuracy in allocating schools in the quintile ranking, it resulted in another form of exclusion for poor learners. Mestry (2014) in his critical analysis of the National Norms and Standard for School Funding suggested the abandonment of ranking of schools. His reasons were:

> The criterion for ranking schools into quintiles is flawed. For example, even though (a school) is situated in an affluent area, it may cater to over 90% of

> learners from outside its feeder area. The school is ranked as quintile 5 and receives the lowest funding on the scale; yet cater for the middle class and poor learners. (P.863)

The view of the participant corresponds with what is in the literature. Donohue and Bornman (2014) did a reviewed the challenges of realizing inclusive education in South Africa. Their finding was that the Department of Education has limited funding for schools, while these schools can't cater for diverse learners in a single class. Ladbrook (2009) did a study on the challenges of inclusion in schools. Her finding was that "poor funding causes a challenge with the implementation of the inclusive education policy. There are no proper Norms and Standard for funding guidelines, making it difficult for the strategic campaign or integration strategy for inclusive education" (p.5). This leads to a lack of improvement to the infrastructure of the schools to cater for learners with a learning barrier.

The Covid-19 pandemic was seen as a strong variable for inclusion. The views of the participants on the impact of the pandemic were both positive and negative. Some respondents were negative on the impact of covid-19 as they saw it as a challenge towards the implementation of the policy, the challenge it posed was related to the time frame for teaching and learning. As the participants (H1, H3 and T1) explained:

H1: The Covid-19 is a great challenge towards the implementation of inclusive education, it has created more educational gap because of the short space of time for learning. There is no time for repetition.

H3: The Covid-19 pandemic is a challenge in the school, firstly we lost a teacher as a result of the pandemic, secondly the learners have limited to available to them for learning.

T1: The covid-19 pandemic is a serious challenge on inclusion because learners are seldom at school; this means that there is a limited time to teach the learners.

The outbreak of the covid-19 pandemic has affected every aspect of our daily life and may forever change the normal way we do things. It is now seen by everybody as the New Normal. The educational sector particularly at the primary level has been greatly affected. This effect means a change in teaching and learning. It therefore, requires a better pragmatic approach to resolve the footprints it has left in the education system for schools

to be inclusive. There is limited literature for now on the impact of covid-19 on the implementation of inclusive education. Hedding, Greve, Breetzke, Nel, Van Vureen (2020) did a review of covid-19 and schooling and schooling in South Africa, they were in support of schools adopting a pragmatic approach towards teaching and learning when they explained that the "South African government has pledged billions of rand to kick-start the economy during and after covid-19, this may have severe implications of how much funding will be channelled into the education sector" (p.3). The implication of this is that the pandemic has made us understand that schools must be creative in the way they facilitate learning.

The insight given by the respondents clearly shows that the time allocated for teaching and learning matters because with a limited time, teachers won't have the opportunity to meet the needs of learners with learning barrier. This is because they have to be preoccupied with a possible way to deliver the curriculum.

Participant T4 brought in another focus from her view about how the rule of social distancing has impacted negatively the implementation of inclusive education. In her response, she notes that:

T4: The *covid-19 is a challenge to its smooth implementation. There is less understanding of the pandemic, both on the rules to be followed to avoid the spread. Supervising students is difficult because of social distancing.*

Grouping learners according to their ability has been seen as an effective way of teaching because the weak learners improve with interaction from their peers. With such interaction in the classroom, the learners with learning barriers are carried along by their peers and by the teacher who monitors the work done by the group. With the social distancing rule in the classroom, it will be difficult to apply the group method of learning in the classroom which will make the learners with learning barrier to be left out.

Participant T6 brought in a focus of covid-19 on the assessment of learners. In her response, she assert that:

T6: There is no proper assessment of learner with this covid-19 pandemic. Most of the learners don't come to school every day, they do most of the work at home and doing work at home is not a true reflection of learner ability. This is because their parents help them in

doing the assignment, even if they get the complete mark, they have not yet mastered the concept. But when they do work in class, we can assess their ability.

Assessing learners to know the kind of barrier they face in the classroom is the first step towards inclusion in the classroom, with the lack of proper assessment of learners that was caused by the pandemic, it will be difficult to know a learners ability and the kind of barrier they face which will, in turn, make it difficult for teachers to remedy the situation if a learner is showing any sign of learning difficulty.

Participants T2 and T3 showed a surprisingly positive emotion towards the covid-19 pandemic on inclusion. They explained that:

T2: For the covid-19, there is no more challenge now because we have fewer learners at school. It is easy to manage if you have few learners, but before the pandemic, it was very difficult for us teachers when learners were up to 50 in the classroom.

T3: The covid-19 pandemic has brought positivity on inclusion. The positive impact is that it has brought a smaller class because we allocate a different day for learners to come to school, and they are few now.

Such positive emotion by these participants on the covid-19 pandemic towards the implementation of inclusive education clearly shows the importance of class size when it comes to being inclusive in the classroom. Teachers need a few learners in the classroom to be able to carry all of the learners along during teaching and learning.

Moreover, we may not fully yet know the effects and implications of the Covid-19 on the implementation of inclusive education, but new arrangements and thinking might be needed to think through what might be required at policy and in practice as a consequence of a pandemic like the Covid-19

4.5 Support to resolve the challenges

This theme looks at the views of the participants on the support available to them for the implementation of inclusion with a focus on the training support from the district, management support, peer support, and support from parents of learners.

In trying to investigate the kind of training support from the district, the participants were asked about training support from the district to implement the inclusive education policy. The participants were negative about training support from the district. They believe that there has never been a real training but only workshop and meetings that were not on a regular basis. As participants H2 and H3 explained:

H2: I had training at college which was less practical, the district organize training for teachers but there is less time for the training as it only lasts for two hours, I will say it is a workshop, not training. There is a need for enough training, not workshop.

H3: The only training I got was from the university. What they organize in the district is meeting, not training.

White paper 6 stipulates that the DBST evaluates and build capacity in schools. They also support the teaching and learning process by identifying and addressing learners, educator and institution need through the establishment of the institutional level support team (SBST). These various needs can be met through regular training and retraining of educators which will support them in the area of the delivery of curriculum, effective use of learning to support material, accurate assessment in the classroom, and teacher's professional growth (Ladbrook, 2009).

Therefore, providing in-service training that truly meets the demands of the practice of inclusion in the classroom is important, “even the white paper 6 acknowledges that different learning needs may arise because of inadequately and inappropriately trained managers and educators” (DoE 2001, p.7). Luneta (2012 as cited by Bjorklund 2015, p.18) was also in support of this when she notes: "for teacher development to be successful, training given to teachers should be relevant to the teacher's classroom situations, participants should be able to take part actively through knowledge exchange and link applicable theory and practice". This is why the district has to make the training of teachers on inclusive education a top priority so that they can improve their practice of inclusion in the physical space of the classroom and other spaces that may need more consideration like the virtual space given changed and changing contexts of teaching and learning.

The response from the participants is closely related to what is available in the literature on the training support from the district. Ladbrook (2009) undertook research on the challenges experienced by educators in the implementation of inclusive education in primary schools in South Africa. He found out that there was a problem of professionalism and competency in the training conducted by the district. Most of the trainers don't have teaching experience, even when they come to the training, they are always late. Some facilitators don't make it to training; most educators were sent home because their facilitators didn't come to the training. Stofile (2008) did a research on factors affecting the implementation of inclusive education in the Eastern Cape, she found out that there was no District-Based Support Team that existed to train teachers and provide advice to the School Based-Support Team with effective teaching and learning methods to address the needs of learners who face different barriers to learning. This resulted in the School Based-Support Team not functioning optimally. Engelbrecht et al (2016) did a case study on the implementation of inclusive education in South Africa. They found out that most of the teachers at the school didn't have sufficient training from the district as promised in the inclusive education policy and implementation guidelines.

To know the kind of support the respondents received from their various superior and school head, they were asked about the kind of support they receive from their school head and HOD for the implementation of inclusive education in the classroom. The quality of leadership in a school determines the level of success of inclusion. This success will come as a result of the support that is available to teachers that will allow them to practice full inclusion in the classroom. The participants had different view on management support, as all the participants had two different school leaders. Participants H1 and T4 who had one school head were positive about the kind of support they get from management as they contend:

H1: Management is trying their best to make teachers carry all learners along. They support us in every way. I will say the management is very committed to the implementation of the inclusive education policy.

T4: There is support from management and the Head of Department. If they can't do much, they will refer us to the school psychologist. Management is really in support of inclusive education in this school.

They think the expertise of the school head has helped them in the implementation of inclusive education policy. Such expertise also allows the various Heads of Department to support the teacher to be inclusive in the classroom. Because teachers report some issue to the Head of Department.

Participants T5 and T7 that are part of school two, and had the same school head were negative about the kind of support they get from the school leader because of the lack of follow up from the school head on students that were admitted into the school. As they explained:

T5: There is no support from management. There is no follow up with the teachers on the learners brought to their class. The school head just throws the child to the teacher without making any diagnosis, all they want is just a positive result without any support from the school head and Head of Department.

T7: There is a lack of support from management. I don't think they can support teachers to be inclusive in the classroom.

The response from the various participants shows that management support for the implementation of inclusive is contextual and depends on the expertise of the school leader. Such expertise relates to the kind of environment a school leader creates for teachers that helps them meet the needs of different learners that face learning barriers. Creating a conducive environment that fosters inclusivity in the classroom is about providing adequate time by the school head through timetabling of activities, checking how teachers are coping in the classroom, bringing in resources from private donors, and also managing the resources that are available to the school. With these, there will be an enabling environment for teachers in the classroom that will help them to meet the needs of learners that face learning barriers. These can work well in a school where the leader exhibits great managerial dexterity and is highly devoted to the practice and growth of inclusion in the school. McLaughlin and Talbert (2001, as cited in Louis et al, 2006) sum this up when they

explained that "for better or worse principals set the condition for teacher community by how they manage school resources, relate to teachers and students, support or inhibit social interaction in the school, respond to the broader policy context and bring in resources".

In trying to investigate the level of peer support the participants get that allows them to cater for diverse learners in the classroom. The researcher asked the participants what kind of peer support they get from other teachers in the school that help them to practice inclusion in the classroom. Most of the participants that were interviewed were positive about the level of support they get from their peers.

Participants T3, T6 and T7 gave a better insight into the level of support they get from their peers, which allows them to be inclusive in the classroom. Their response to the level of support they get from their peers was a feeling of positive emotion. They brought in a focus that positive peer support was one that is mutually beneficial. As they explained:

T3: There is good peer support in the school; there is a conversation from the various teachers because there is always a group meeting specifically on the issue of inclusive education. We also go to each other when we need support and advice.

T6: There is peer support, we discuss our experiences and some teachers try to help us proffer a solution to the problems we face in the classroom. I sometimes go to other teachers and they give me a directive on what I need to try out. they can sometimes go to other teachers too.

T7: There is a good rapport with the teachers, they share their experiences. Some teachers come to me for advice and I help them in the best way I can because I deal more with learners with special need. Sometimes I also go to them for advice on things I don't know.

Peer support is necessary for inclusion. With adequate support given to new teachers who have little experience in teaching, it will be easy for them to make informed choices in the classroom that will enable them to improve on their practice. The support, ranging from support on teaching concepts to learners that face different learning barrier, support on the method of handling diverse learners in the classroom in terms of race, gender, and sexual orientation. This will in turn allow them to know the best method that can be employed in the classroom when there is an urgency to cater for diversity. Hargreaves et al (2018, p 84)

helps to explain the importance of peer support when they note: "with peer support, educators can exercise their best decisional capital to determine their appropriateness for learners in a given classroom".

This kind of peer support that is mutually beneficial to teachers that allows them to be inclusive in the classroom is what Hargreaves et al (2018) called "collaborative professionalism" they explained that "collaborative professionalism" is a kind of peer support that allows for a pedagogical practice that fosters learning for all. As it is the highest level a professional learning community can develop. They help describe it's components as they note:

> It involves everyone. It incorporates professional learning and development through regular quality feedback related to improvement. It addresses the learning needs of each individual, strengthens the professional community and explicitly contributes to the improvement of the learner and the wider society. (p.82)

The response from the participants on peer support is following the assertion of Donohue and Bornman (2014, p.5) when they explained that "peer support is a necessary component of successful inclusive education practices, as the needs of learners with learning barriers are beyond the basic services available in typical general education classes".

In trying to know the level of support given to teachers by parents for them to resolve the challenges they face in the classroom. The researcher asked the participants what kind of collaboration they get from parents that help them cater for their children with learning barrier. Most of the participants had the opinion that parental support was very low in their school. For some of the participants, their negative view on the support from parents was with the level of education of the parents of learners. As participants T5 and T6 explained:

T5: There is no support from the parents because of the community they come from; 90% of them are not supportive at all. Most of them lack the necessary education to support the teachers to be inclusive in the classroom.

T6: There is no positive collaboration from parents. They don't even know some terms used in the classroom to describe learners with learning barrier like slow development, a learner with special need.

According to Afolabi et al (2013), of most important to educating learners with learning barrier is involving parents in the education of their children. This makes parents to have a shared ownership in their children education. Afolabi et al (2013) also note that Parental involvements have been recognized worldwide as important. Its importance is because parental role belief is a strong variable that supports or negates teachers towards being inclusive in the classroom.

The view of the participants shows that the level of education of parents also determine their level of support to schools and teachers on their children learning, when a parent is not educated, it is difficult for them to help their children with their homework. An uneducated parent can see a teacher as an opponent rather than a collaborator who is there to help their children that face a learning barrier.

In addition, their views align with the findings of Afolabi et al (2013) when they did a study on linking parent's role belief with inclusion. In trying to investigate if the education of parent's matters in their level of involvement, "their finding was that parent's educational status significantly influenced their belief in involvement in inclusive education. Parents with a university education were actively involved in their children education than parents with secondary education". (p.35)

Participant T2 brought in a different focus to parental support given to teachers to cater for their children with learning barrier. Their negative view of parental support was concerning the parent's traditional belief. As T2 posits:

T2: Parents don't accept the challenges their children face. This denial is because of their traditional belief. When you tell them that their child is facing some barriers to learning, they will tell you it is someone from their village that is responsible for them. They will tell you that will go to the "sangoma" for help.

The belief of parents matters when it comes to giving adequate support to teachers for them to be inclusive in the classroom. Teachers need their support because they know their

children better than the teachers. But the support will be low when their religious belief doesn't see the learning barrier as a normal occurrence. Since the classroom is the last phase of inclusive policy implementation, and parental support is very important for the realization of inclusivity in the classroom. It is quite apt for a sensitisation workshop for parents on inclusive education so that they can also know what it means for children to face different learning barriers, and the importance of their support to schools and teachers.

From the discussion of themes in this data analysis, there is evidence of enablers and inhibitors of inclusion. The enablers are a better understanding of the policy, a positive attitude of teachers towards inclusion, the peer support teachers receive to allow them practice inclusion in the classroom, strong leadership support from the school on inclusion. The inhibitors are low capacity, poor parental collaboration, the fast pacing of the curriculum, poor training from the district, and poor funding as a result of the flawed quintile ranking, the challenge of the language of instruction towards inclusion.

Enablers and inhibitors of inclusive education policy can't be fixed. They are "rather variable concepts capable of moving along a continuum from an enabler to an inhibitor and vice versa" (Gibson et al, 2015, p.9). The meaning implicit in this argument is that what acts as an enabler of inclusive education practice can become a barrier for its implementation. It can occur if those enablers which are strong drivers of inclusive practices are not sustained through looking at the experiences of teachers at the lowest level of implementation (Backward mapping). Nevertheless, those variables that act as inhibitors can become a strong variable that drives the practice of inclusion in the classroom. This can be possible if policymakers do not think of enabler variables as the only factor that fosters inclusion, but rather see inhibitors as a variable that can drive the implementation of inclusive education to help in the continuity of improvement during implementation. For example, funding arrangements such as what the NNSSF stipulates negates the implementation of inclusive education in schools. But a review of such funding arrangements that will take cognizance of the change in demographics will foster inclusive practices in schools, thereby turning an inhibitor to an enabler.

4.6 Conclusion

The data analysed in this study was an interview that explored deeply teacher's perception of the implementation challenges of inclusive education. The data analysis shows that the policy actors on ground understand the policy and have a positive attitude towards the implementation. But their positive attitudes depend greatly on the attitude of the district and parents.

Moreover, the participants agreed that there are many challenges during the implementation of inclusive education in the classroom which are the top-down approach of the policy formulation and implementation, curriculum, language of learning and teaching, the recent pandemic, funding available for the school, capacity of the school to implement inclusive education.

CHAPTER 5: STUDY SUMMARY, CONCLUSION, RECOMMENDATION AND IMPLICATION FOR FUTURE RESEARCH

5.1 Introduction

This chapter gives an overall summary of this qualitative case study research, it gives a conclusion about the findings of the research, it gave recommendation on how the implementation of inclusive education policy can be improved, it also outlined the usefulness of this research findings for future research.

5.2 Study summary

This study was a qualitative research, which adopted social constructivism as a research paradigm to contribute towards the inclusion of learners in the classroom. The study used semi-structured interviews to gather data. The research investigated teacher's perception of challenges of inclusion in South Africa to gain more knowledge into their understanding of the inclusive education policy, how they cater for diversity in the classroom, the support given to teachers by the district, school head, their peers and parents to teach for diversity and inclusion.

This study has identified some challenges with the inclusive education policy. It reviewed some literature in the field. It outlined the method to be used in data collection. It also presented and analysed the data that was gathered in this research, the research used thematic analysis on presentation and the discussion of data.

5.3 Conclusions

This study helped develop insights into the implications for education policy, through the exploration of teacher's perception of the challenge of inclusion. Therefore, this research did an analysis for policy implementation.

This research was conducted with the assumption that the goal of inclusion is equitable access for all normal learners and learners that face learning barriers in the classroom. Thus, to realise these inclusive education goals it is quite apt for the people on top to consider the voices and experiences of role players at the ground because it is not only policy maker's

intent that matter in policy implementation, rather the voice and experiences of the people in the lowest level of implementation.

With the various literature reviewed in this study on inclusion, government introduced the inclusive education policy through the influence of some international legislation and agreement which speaks highly of equitable access to education. As a result, the new democratic government of South Africa introduced some legislation that stipulated guidelines for realising an all-inclusive education for learners in the country. Thus the legislations influenced inclusive education locally as it changed the conception and practice. This is because it speaks on redressing past educational inequalities that the country inherited during and after apartheid. Even though there was a clear outline in the various legislations on inclusive education of how the policy will be implemented from the top, the dream of an all-inclusive education system has not yet been fully realised.

5.3 Recommendations

The participants in this research which are teachers and Head of departments considered their own experiences and narratives on the challenge they face in the classroom. Therefore the experiences and narratives supplied the researcher with a number of suggestions about what can improve inclusive practices in Schools

RECOMMENDATION 1

The research found out that the support from the district in the aspect of training that teachers receive was not training rather than a meeting or workshop that doesn't cover any aspect of inclusive education. Therefore, it’s apt for local districts and the DoE to organize real training that meets the needs of teachers in the classroom. This will allow them to be all-inclusive in the classroom with the promotion of learning and teaching in diversity.

RECOMMENDATION 2

Funding was a challenge because of the quintile ranking that placed the school among schools in an affluent area while most of the learners are poor. The research found out that the quintile ranking is flawed as it is not a true reflection of the kind of learners that enrol into the school. To adopt a milder approach to the funding of public schools so that they can be inclusive, it is quite apt to know how schools cope with the funding arrangement made for public schools in the country; this is because they know better if the funds allocated to them can cater for all the learning needs of the school. Adequate financing will help schools

to enrol children who are not in school, cater for learners who face learning barriers, employ teachers and substitute teachers to help learners who faced learning barriers, “make the needed infrastructure changes to accommodate a diverse body of learners, and hire specialists who will provide specialised systemic support to teachers and schools that need assistance” (Wildeman & Nomdo, 2007, p. 15).

RECOMMENDATION 3

The research found out that there was negative support from parents of learners towards the inclusion of their children. This is because of their level of education and traditional belief. Parents of learners are mostly in denial when their children face any form of barrier to learning in the classroom. This denial is because of the lack of awareness by the government on inclusive education. Thus, there is suppose to be training for parents on inclusive education so that they will see teachers as a team when it comes to catering for their children with learning barriers. Also, training and awareness will enable parents to know what it means for a child to face a learning barriers, this will increase the level of participation of parents and the level of collaboration with schools and teachers. It will also reduce the denial from parents when their child is facing any learning barrier.

RECOMMENDATION 4

The study found out that people in the lowest level policy implementation was not consulted before the policy was made. It was just a policy made from the top with an outline for its implementation without the people on the ground being part of its formulation. As a result, there is a need to consult the people on the ground during a review that will be made to the various legislations that speaks directly to inclusion in South Africa. This is because the people on the ground know more about the challenges at the lowest level of policy implementation. Thus, policymakers should not use "forward mapping" when setting guidelines for the implementation, they should employ "backward mapping" that will consider the experiences of teachers in the least phase of implementation.

RECOMMENDATION 5

It seems that teachers have adequate knowledge of the policy because they were able to refer to some of the documents that speak about inclusion. However, there is a need for more courses on inclusive education in the university for students. Also, awareness has to be created by the district and department of education on inclusive education so that teachers can understand their role as drivers of change in the classroom that will foster

inclusive practices in the classroom. Their deeper understanding of inclusive education through the training they receive in the university and the awareness they have from the districts and Department of Education will help maintain the principles that guide inclusion in the classroom.

RECOMMENDATION 6

The study found out that teachers had a positive attitude towards inclusion because they try to carry all the learners in their class along. It also found out that attitude from teachers is a direct reflection of the attitude from the district, as the level of readiness by the district determines their level of inclusive practice in the classroom. Consequently, in using backward mapping as a strategy to improve the positive attitude of teachers and schools towards inclusion, the Department of Education and districts would support teachers and schools with a positive attitude towards inclusion. This support would be to liaise with the teachers on how they can have a positive attitude towards learners that face different barriers in the classroom. This will enable them to be more inclusive in the classroom. Liaising with teachers and schools can be done through training, symposium, seminar, workshops, coaching, and mentorship. These programs can be organised by the DoE and local education districts.

RECOMMENDATION 7

The curriculum appeared to be a major hurdle for the implementation of the policy. This is because of the demands of the curriculum as it gives limited time for teachers to meet different of learners. Therefore, The Department of Education and districts should ask questions about how teachers cope with the delivery of the curriculum and if they have a strong PCK that will enable the effective delivery of the curriculum. This will be a pertinent question that seeks to know what happens at the lowest level of implementation.

RECOMMENDATION 8

Covid-19 became brought a major setback on inclusive practice. The study found out that there was limited time available to learners as a result of the lockdown. Most learners are grouped according to the days they will have to be in school. It also found out that the corona has helped to reduce class size as the number of learners in a class was one of the major problems for teachers. We may not fully know yet the effects and implications of Covid-19 on schools. Therefore, new arrangements and thinking might be needed to think through what might be required at policy and in practice as a consequence of a pandemic

like Covid-19. Also, there is a need for a review and change in the implementation of inclusive education policy in the wake of such a pandemic in order to ensure continuity in inclusion. Moreover, the potential role of technology should be looked into as one method to sustain inclusivity. There is also a need for the recognition and refinement of different kinds of challenges faced by learners in this pandemic. All these will allow for inclusion to take place under this new context of covid-19 and potentially in the future climate impacts like the fire in Cape Town, and its impact on school infrastructure.

RECOMMENDATION 9

Language of instruction was a challenge of the implementation as most of the learners use African languages at home. It is difficult for them to grasp concepts in the classroom with the language of instruction being English. Therefore, schools should not adopt a language policy based on their reputation as former Model C schools; they should be able to know the language of instruction that best help the learners to master concepts during learning and teaching in the classroom.

RECOMMENDATION 10

Capacity came up as a challenge because of the lack of infrastructure (small class size), physical facilities, learning and teaching material put in place for inclusion. It is recommended that the level of school capacity should be looked into when mapping out strategies for implementation because the capacity a school have determines their level of readiness for the practice of inclusion.

RECOMMENDATION 11

Most of the research on inclusive education and this research have limited itself around the school and the possible challenges that people face around the school without investigating the experiences of people outside the school environment. It is quite apt to research to investigate more of parent's perception of the challenge of inclusion of their children, so that their experiences can also be considered by policymakers during implementation. This is because parents are also important stakeholders in the school.

Finally, these recommendations are necessary for the implementation for continuous improvement because they reflect teacher’s experiences in the classroom, as the classroom is the lowest and most important level for inclusive education. Thus, using their experiences as a starter for inclusive practices will help to improve the outcome of the implementation. Therefore, addressing the challenges of teachers who are the main drivers of inclusion

because they are at the lowest level of implementation, may limit the negative impact of others in particular those who may be potentially more difficult to influence.

5.1 Implications for future research

This study has developed insights into teacher's experience on the implementation challenges of inclusive education policy in South Africa. Therefore, some implications for inclusive education policy implementation have been determined. Since the scope and depth of this research have some limitations, as a result, the findings from this study can't be generalised because of the difference in the context of implementation. However, this research is seen as a starter for exploring the challenges of the implementation of inclusive education in South African schools.

Most international and national legislation has provided a comprehensive guideline for the implementation of inclusive education policy in South Africa, yet this study has found out that policy intentions and actual practice is not an easy process rather it requires commitment from all the role players involved in the implementation of the policy. According to Bourke (2010), writing a policy on inclusion education and reaalising inclusive practice in schools is a complex process involving many governments and school agents. As a result, since the implementation of the inclusive education policy remains compounded, it is important for policymakers to provide the enabling means for practitioners and school community agents on the ground to look closely on the assumptions about differences in the classroom and inclusion as a continual process of reflection as it is being implemented.

Therefore, there is a need for a review of the inclusive practices in South Africa through more research with practitioners at the ground on their attitudes, their influence on the inclusion of all the learners within the school environment.

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Appendix A: Ethics clearance certificate from the university

WITS SCHOOL OF EDUCATION

UNIVERSITY OF THE WITWATERSRAND JOHANNESBURG

SCHOOL OF EDUCATION ETHICS COMMITTEE

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

CLEARANCE CERTIFICATE	**PROTOCOL NUMBER: 2020ECE164M**
PROJECT TITLE	Teacher's perception of the implementation challenges of inclusive education policy: A case study of two junior schools in Gauteng province
INVESTIGATOR	**CHUKWUEBUKA IFEKWE**
SCHOOL/DEPARTMENT OF INVESTIGATOR	WITS SCHOOL OF EDUCATION
DATE CONSIDERED	12 April 2020
DECISION OF THE COMMITTEE	Approved unconditionally
EXPIRY DATE	Date of submission of the project report

ISSUE DATE OF CERTIFICATE 19 April 2020 **CHAIRPERSON** _____ (Dr Paul Goldschagg)

cc: Supervisor: Dr Bernadette Johnson

DECLARATION OF INVESTIGATOR

To be completed in duplicate and **ONE COPY** emailed to the Ethics Office: Matsie.Mabeta@wits.ac.za .

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

_____

Signature **Date**

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES

APPENDIX B: TURNITIN REPORT

Turnitin Originality Report

- Processed on: 29-Apr-2021 3:11 AM SAST
- ID: 1572878395
- Word Count: 24387
- Submitted: 1

1856084:RESEARCH_REPORT_(Repaired).docx By Chukwuebuka Ifekwe

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8%

Appendix C: Letter to the principal

LETTER TO THE PRINCIPAL DATE:

Dear Principal

My name is Ifekwe Chukwuebuka Bright and I am a Master's student in the School of Education at the University of the Witwatersrand.

I am doing a research project for this Master's degree on Teacher's perception of the implementation challenges of inclusive education policy: A case study of two junior schools in Gauteng province

I am requesting the opportunity to conduct my research in your school. The reason I have chosen your school is partly because of convenience and because I believe that your HOD and teachers knowledge on the implementation challenges of inclusive education in the classroom can assist me with information I am seeking to answer in my research topic in a public junior school

I plan to conduct this empirical research over the months of 5TH April, 2021. I will interview the HOD and teachers at a time most convenient to them about the inclusive education policy in South Africa. I will ask them for permission with a consent form that they will be asked to sign. The interviews will be approximately 45 minutes and will be conducted on the school premise outside of school hours. The interview will be audio recorded.

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.

The names of the research participants and identity of the school will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

All research data will be deleted or shredded five years after completion of the project.

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

Yours sincerely,

SIGNATURE

IfekweChukwuebuka Bright

133 Hight Street, Rossenteville, Johannesburg, 2190

1856084@students.wits.ac.za

0787086300

Appendix D: Information sheet and consent form

INFORMATION SHEET FOR HOD DATE:

Dear HOD

My name is Ifekwe Chukwuebuka Bright and I am a Master's student in the School of Education at the University of the Witwatersrand.

I am doing a research project for this Master's degree on Teacher's perception of the implementation challenges of inclusive education policy: A case study of two junior schools in Gauteng province

I am inviting you to participate in my study. The reason I have chosen your school is partly because of convenience and because I believe that your knowledge on implementation challenges of inclusive education in the classroom can assist me with information I am seeking to answer in my research topic in a public junior school

I plan to conduct this empirical research over the months of 5TH April 2021. I will interview you the HOD at a time most convenient to you about the inclusive education policy in South Africa. I will ask you for permission with a consent form that you will be asked to sign. The interviews will be approximately 45 minutes and will be conducted on the school premise outside of school hours. The interview will be audio recorded

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.

The names of the research participants and identity of the school will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

All research data will be deleted or shredded five years after completion of the project.

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

Yours sincerely,

SIGNATURE

IfekweChukwuebuka Bright

133 Hight Street, Rossenteville, Johannesburg, 2190

1856084@students.wits.ac.za

0787086300

CONSENT FORM FOR THE HOD

Please fill in the reply slip below if you agree to participate in my study called:

I am doing a research project for this Master's degree on Teacher's perception of the implementation challenges of inclusive education policy: A case study of two public junior schools in Gauteng province

I, _____give my consent for the following: Please put your initial not your full name for anonymity

Permission to be interviewed

I would like to be interviewed for this study. YES/NO

I know that I can stop the interview at any time and don't have to

answer all the questions asked

Permission to be audiotaped

I agree to be audiotaped during the interview or observation lesson YES/NO

I know that the audiotapes will be used for this project only YES/NO

Informed Consent

I understand that:

- my name and information will be kept confidential and safe and that my name and the name of my school will not be revealed.
- I do not have to answer every question and can withdraw from the study at any time.
- all the data collected during this study will be destroyed within five years after completion of my project.
- Sign_____ Date_____

INFORMATION SHEET FOR TEACHERS

DATE:

Dear Teacher

My name is IFEKWE CHUKWUEBUKA BRIGHT and I am Master's student in the School of Education at the University of the Witwatersrand.

I am doing a research project for this Master's degree on Teacher's perception of the implementation challenges of inclusive education policy: A case study of two junior schools in Gauteng province

The purpose of the research is to identify the challenges of the implementation of inclusive education, and the support teachers get to surmount these challenges

I invite you to participate in my study. The reason I have chosen your school is partly because of convenience and because I believe that your knowledge on the implementation challenges of inclusive education in yours classroom can assist me with information I am seeking to answer in my research topic in public junior school

I plan to conduct this empirical research over the months of 5TH April, 2021. I will interview you at a time most convenient to you. The interview will be approximately 45 minutes and will be conducted on the school premise outside of the hours. I will ask you for permission with a consent form that you will be asked to. The interview will be audio recorded

Your name and identity will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

All research data will be destroyed between five years after completion of the project.

You will not be advantaged or disadvantaged in any way. Your participation is voluntary, so you can withdraw your permission at any time during this project without any penalty. There are no foreseeable risks in participating and you will not be paid for this study.

Please let me know if you require any further information.

Thank you very much for your help.

Yours sincerely,

SIGNATURE

IfekweChukwuebuka Bright

133 Hight Street, Rossenteville, Johannesburg, 2190

1856084@students.wits.ac.za

0787086300

Teacher Consent Form

Please fill in and return the reply slip below indicating your willingness to be a participant in my voluntary research project called:

I am doing a research project for this Master's degree on Teacher's perception of the implementation challenges of inclusive education policy: A case study of two public junior schools in Gauteng province

I, _____ give my consent for the following: Please put your initial not your full name for anonymity.

Permission to be interviewed

I would like to be interviewed for this study. YES/NO

I know that I can stop the interview at any time and don't have to

answer all the questions asked.

Permission to be audiotaped

I agree to be audiotaped during the interview or observation of lesson YES/NO

I know that the audiotapes will be used for this project only YES/NO

YES/NO

Informed Consent

I understand that:

- my name and information will be kept confidential and safe and that my name and the name of my school will not be revealed.
- I do not have to answer every question and can withdraw from the study at any time.
- I can ask not to be audiotaped, photographed and/or videotape
- all the data collected during this study will be destroyed within five years after completion of my project.

Sign_____ Date_____

Appendix E: INTERVIEW FOR PARTICIPANTS

UNDERSTANDING OF INCLUSION POLICY

How do you manage different learners?

What do you think about the inclusive education policy?

What has not improved?

What might be the challenges for it's implementation?

What might be problematic about the implementation of the policy?

What kind of challenge has the Covid 19 pandemic brought on implementation

INCLUSIVE EDUCATION CHALLENGES

What are the challenges that other foundation phase teachers face in teaching for diversity in the classroom? Elaborate

Things to improve inclusive education policy?
In relatedness to management support
In relatedness to peer support
In relatedness to parental involvement

SUPPORT TO RESOLVE SOME OF THE CHALLENGES

What kind of pre-service training did you and some of the foundation phase teachers receive that engages with the inclusive education policy?

How have you experienced inclusive education training in your district?

What kind of learning material does your school provide in the classroom to cater for learners that face learning barrier?

What kind of in-service training and external support were given to you and your foundation phase teachers to implement the inclusive education policy?

What kind of support do you receive from your school head and HOD for the implementation of inclusive education in the classroom?

What kind of collaboration do you get from the parents that help you cater for their children with learning barrier?

INTERVIEW SCHEDULE FOR HOD

UNDERSTANDING OF INCLUSION POLICY

What do you think about the inclusive education policy?

What has not improved?

What might be the challenges for it's implementation?

What might be problematic about the implementation of the policy?

What kind of challenge has the Covid 19 pandemic brought on implementation

INCLUSIVE EDUCATION CHALLENGES

Three main challenges face by your foundation phase in teaching for diversity in the classroom

Things to improve inclusive education policy
In relatedness to management support
In relatedness to peer support
In relatedness to parental involvement

SUPPORT TO RESOLVE SOME OF THE CHALLENGES

What kind of pre-service training did the foundation phase teachers receive that engages with the inclusive education policy?

What kind of learning material does your school provide in the classroom to cater for learners that face learning barrier?

What kind of in-service training and external support were given to your foundation phase teachers to implement the inclusive education policy?

What capacity does your school have?

What kind of support do you give to your teachers as a head in the department to implement inclusive education?