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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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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.