

**THE EXPERIENCES OF INCLUSIVE EDUCATION TEACHERS ON FACTORS
THAT INFLUENCE THEIR WELL-BEING: THE CASE OF FOUR FULL-SERVICE
SCHOOLS IN JOHANNESBURG WEST DISTRICT**

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Work**

by

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DECLARATION

I, Mokgadi Kgapana-Sambo, pronounce that this research report remains my original effort and all the sources I used and cited have been recognized through comprehensive references.

Signed: 

Date: 14 March 2022

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ABSTRACT

The introduction of inclusive schooling in 2001 in South Africa has brought through significant demands that require systemic changes and adaption to accommodate the need for an inclusive education structure. The continuous changes in the educational ideologies have seen teachers bear the brunt of implementation with little or no change to the support structure to augment the needs of teachers as the ground force of the system. These changes have subjected inclusive education teachers to well-being challenges; stress, anxiety and depression which have become endemic, requiring support and extensive organisational interventions. It was the intention of this study to investigate the factors that inclusive education teachers working in full-service schools in Johannesburg West district perceive to influence their well-being and how they experience these factors are influencing their well-being.

This project was embarked on as a qualitative study through a case study design. A sample of 12 inclusive education teachers was drawn using the purposive method of sampling from four full-service schools. An electronic open-ended survey (structured as a written interview) was employed to gather data from the participants with a thematic method employed to examine the data. This research adds to the understanding of the experiences of inclusive education teachers as they adapt to the emerging teaching environment of full-service learning institutions. The results of this undertaking have confirmed that the inclusive education system influences the well-being of inclusive education teachers. Both positive and negative factors were cited by the participants which highlighted the dynamic circumstances of the inclusive approach. The need for access to support from school-based support teams, school managements and a decentralised school-based professional psycho-social service were highlighted as critical to advancing the inclusive education strategy.

KEYWORDS: Full-service schools, Inclusive education, Inclusive education teachers, Well-being, Workplace support programmes

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LIST OF ACRONYMS

BAEd – Bachelor of Arts in Education

BEd – Bachelor of Education

CAPS – Curriculum and Assessment Policy Statement

JDCS – Job Demand, Control, Support Model

JDR – Job Demand- Resources

NCESS – National Committee on Education Support Services

NCS – National Curriculum Statement

NCSNET – National Commission on Special Needs in Education and Training

NPDE – National Postgraduate Diploma in Education

OECD – Organisation for Economic Co-operation and Development

PGCE – Post Graduate Certificate in Education

RNCS – Revised National Curriculum Statement

SBST – School-Based Support Teams

SIAS – National Strategy on Screening, Identification, Assessment and Support

SMT – School Management Teams

BSW – Bachelor of Social Work

TALIS – Teaching and Learning International Survey

UN – United Nations

UNICEF – United Nations Children’s Fund

CHAPTER ONE

GENERAL ORIENTATION AND INTRODUCTION TO THE STUDY

1.1 INTRODUCTION TO THE STUDY

As with others in Africa, South Africa has been on a journey of creating a holistic and significant change to their educational system that would include all children regardless of their disabilities, shaping their education prospects into productive and contributing members of society. As inclusive education is a comparatively new approach in South Africa it is imperative to explore the finer details of its policies, implementation and expected learning outcomes. UNICEF (2021) defines inclusive education as referring to concrete learning opportunities designed for groupings who would have traditionally been excluded in the mainstream education system. In an inclusive education and development system, educational patronage is provided in alignment with the diverse desires of learners as required by learners with disabilities. This translates into different categories of learners who need support; being supported appropriately in conventional schools and others needing reasonable care will obtain this in full-service facilities in addition to the previous education strategy of separate mainstream and special schools (White Paper 6: Department of Education, 2001).

Teachers can be regarded as being at the forefront of implementation although not enough care is given to their well-being in relation to the pressures brought about by the continuous changes in their sector. Understanding inclusive education teachers' subjective experiences is likely to inform programme and policy formulation to address those challenges and support their ability to perform optimally and safeguard their holistic well-being.

This chapter provides context to the study by focusing on the affirmation of the problem and basis of the study, highlighting the research questions, aims and objectives, a brief description of the methodology, limits and delimitations of the study, definition of concepts, the orientation of the research report and conclusion.

1.2 STATEMENT OF THE PROBLEM AND RATIONALE FOR THE STUDY

Continuous change in the education system has influenced the well-being of inclusive education teachers and their ability to maintain quality curriculum delivery. The competence

to preserve well-being is the culmination of the vigorous relationship amid protective and hazardous elements that threaten to modify adaptive teacher effectiveness (Beltman, et al., 2011).

Subsequently, in 1994, when social equality was realised in South Africa, there has been a fundamental change in regime law from an apartheid regime to equitable provision of amenities to all South Africans. In the post-apartheid era, the education system went through massive transformations to ascertain the equal distribution of educational opportunities to all South Africans and to enhance the standard of education at all levels. South Africa has undergone a massive and essential transformation in education legislation and policy reform (Valero & Skovsmose, 2002; Lam, et al., 2008). This is warranted by the constant transformation in curriculum strategic structures from 1997 when the first system of education existed in South Africa. Curriculum 2005 (C2005) was announced in 1997, Revised National Curriculum Statement (RNCS) in 2002, National Curriculum Statement (NCS) in 2007 and presently Curriculum and Assessment Policy Statements (CAPS) which was presented in 2012. This attests that education policy is re-evaluated following the evolving needs of pupils and society at large.

The delivery of schooling for pupils with disabilities has been an integral portion of the procedure of change and the institutionalisation of an integrated education structure can be found in the nation's guiding paper, the Constitution of the Republic of South Africa, Act No. 108 of 1996 (Republic of South Africa 1996, p. 6) Section 29 (the Bill of Rights) states that "every person has the right to basic education, including basic adult education; and to further education", and the government, using practical channels must gradually make obtainable and reachable (Mckenzie & Kahonde, 2012).

This subsequent introduction of the Education White Paper 6 (Department of Education, 2001, p. 10) outlined the government's efforts in innovative policy regimes aimed at the establishment of a complete educational structure for all pupils, together with those with incapacities, with the aspiration that inclusivity of instruction would make available "...a cornerstone of an integrated and caring society". This White Paper was intended to make over the South African learning institutions by developing a cohesive structure for all learners (i.e. no distinct and mainstream schools); with a syllabus that is easily malleable, appropriate and accommodates the desires and mental capabilities of pupils; instituting district-based support teams to offer

universal care for all teachers who require it; and reinforcing the abilities of teachers to handle more varied classroom needs (Muthukrishna & Schoeman, 2000).

These essential alterations in education policies, laws and teaching programmes have expected special education skills from teachers exposing them to a great amount of scrutiny triggering amplified levels of strain and producing widespread frustration amongst teachers (Badenhorst, et al., 2008). Teachers are under pressure to adapt and be able to manage the demands of successfully executing classroom management and add positively to the learning outcomes of learners with their varying needs and backgrounds. The increasing difficulty is caused by the changes in policies that move to include special needs children as part of the mainstream classroom. The complexities continue to render inclusive education teachers unable to deal with the different learning requirements of individual pupils and variables in school resources to support the new undertakings (Gray, et al., 2017).

Studies have shown that teacher strain is becoming widespread and hugely affects the physical and mental health aspects of teachers' well-being (Olivier & Venter, 2003; Van Wyk, 1998). Kyriacou (2001) sustains that teaching is in the top five of the most stressful occupations, with the continuous and disjointed demands of teaching regularly causing devastating burdens and challenges which ultimately lead to stress (Bowen, 2016). Teacher stress entails unpleasant emotional and psychological experiences such as resentment, frustration, nervousness, unhappiness and strain as a consequence of uncondusive work aspects of their profession as teachers (Moomaw & Pearson, 2005). Even though certain levels of stress are acceptable in any professional work environment, it has become obvious that teachers work under excessively abnormal pressure which is resulting in varying levels of distress, poor teaching outcomes, low self-esteem, low job satisfaction and low morale and commitment to the profession (Champoux, 2000; Grobler, et al, 2002; Schroeder, et al., 2001).

The meticulous undertaking of this extensive and multifaceted range of duties has the potential to cause very demanding working conditions, especially in a profession that is pierced with uncertainties and misperception and is characterised by work overburden, discriminating treatment, low remunerations and job uncertainty (Bowen, 2016). Research conducted in a number of regions has discovered that in the teaching profession there have been many

sufferers of mental well-being challenges; stress, anxiety, and depression (Ryan et al., 2017; Von der Embse et al., 2019). Adding to these array of issues influencing the well-being and stress of teachers was the COVID-19 pandemic which brought with it expectations beyond the teachers' abilities and comprehension. A study conducted in the Arab region indicates that this crisis has amounted to teachers suffering problems that are often related to a pandemic situation, such as anxiety, depression, domestic violence, and divorce, all of which restrict their ability to teach properly with the new pedagogy requirements (Al Lily et al., 2020; Hamman, 2021). In another writing produced in Spain at the start of the pandemic has shown that teachers also accounted having excessive workloads, psychosomatic problems, and fatigue (Prado-Gascó et al., 2020).

The expectation is that teachers will be able to become positive role models and instil socially acceptable behaviours in learners through the development of support structures, yet it was found that teachers themselves need more support as they experience exponential amounts of stressors and anxiety that render them disabled and unable to cope independently (Gordon & Turner, 2001; Jennings & Greenberg, 2009). Kamper and Steyn (2006) suggest that in South African schooling facilities, innovations and policy amendments to move to inclusive education, additional methods of teaching, huge learner to teacher ratios, limited time pressures, unsatisfactory salaries and new curriculum are growing concerns of pressures experienced by teachers and inevitably causing stress and affecting their mental well-being.

The excessive external demand of administrative inadequacies and unremitting systemic changes have explicitly been emphasized as encounters in the work setting that prevent teachers from accomplishing their professional obligations successfully (Chireshe & Chireshe, 2010). Nel et al. (2016) espouses that studies in South Africa have revealed that teachers experience the execution of inclusive practices in their classes as stressful and they convey that effectiveness in inclusive environments can be difficult if there are no inadequate and inept support structures in place (Donohue & Borman, 2014; Dreyer, 2011; Nel et al., 2013).

Inclusive education has brought about extreme levels of discomfort and uncertainties as the expectations on the performance of teachers in this emerging field have left a lot to be desired (Donohue & Borman, 2014, Majoko & Phasha, 2018). It is obligatory to appreciate the fundamental challenges faced by teachers in response to dealing with the everyday demands of

their work. Teachers account facing an array of troubles in response to the needs of all children in inclusive situations including less time granted for the rest of the class, perplexing behaviour (e.g., interruptions, physical assaults), accountability for the educational performance of pupils with varied learning needs, and an augmented workload (Forlin & Chambers, 2011).

Despite the policy providing a platform for proper institutionalisation of inclusive structures in South Africa, the progress is seen as being rather sluggish and only fractional introduction of the policy has been done (Wildeman & Nomdo, 2007). Makaleng (2019) found her research that the enactment of inclusive education was hindered by several factors, such as that teachers required supportive systems and leadership in order for inclusion to be prosperous and a lack of support regarding teachers' increased negative factors associated with inclusive education (Petriwskyj, 2010; Calero & Benasco, 2015). Chaula (2014) measured challenges of implementation of the inclusive education system as being related to the alarming number of children with disabilities, the lack of reciprocal relationships between teachers and parents, inadequate support from government authorities compounded by the constantly changes policies and directives. Several other factors noted to be hindering this progress; support structures in the schooling communities, socioeconomic challenges i.e. poverty and lack of adequate infrastructure and the contributing role of special schools in the education system (Stofile & Green, 2006).

Bornman and Rose (2010) attest that a wide-ranging shortage of care and resources, coupled with the dominant-negative outlooks to a disability, all add broadly to the incomprehension in South African institutes to inclusion. Research by Avramidis and Norwich (2002) has highlighted that although teachers mostly approve of the notion of inclusive education, they also maintain that certain special needs pupils can be better accommodated and given proper attention in separate classrooms. Campbell, et al. (2003) emphasise this point by saying that especially those pupils with bigger special needs and more austere disabilities would benefit from separation in terms of classrooms for better learning outcomes.

The Department of Education (2005) outlines that full service schools are as such designed to appropriately provide adequate and substantial human resources and professional staff training and development to empower them to accommodate and address the diverse learning requirements, disabilities and backgrounds. The White paper 6 (2001) provides that the

expectation in full-service schools is that special focus will embrace orientation to and training in new roles focusing on multi-level classroom education, co-operative learning, problem solving and the advancement of learners' strengths and capabilities rather than concentrating on their inadequacies only (Mokala, 2017). The target populations thereof are learners in need of moderate levels of support in accordance with their disability (Adewumi & Mosito, 2019). This is a supplement to mainstream education, which prioritises multi-level classroom instruction so that teachers can prepare main lessons with responsive to individual learner needs; curriculum improvement; and dealing with learners with behavioural difficulties. Special schools in this system function as resource centres focusing mainly on services within district support services of support to neighbourhood schools, and providing new avenues to solving problems to develop learners' strengths and competencies rather than focusing on their disabilities or backgrounds only (DoE, 2001).

As such teachers in full service schools will need to advance their skills and knowledge, and acquire new specialised abilities in order to cope and respond to the diverse needs of the learners in those classrooms, developing customised approaches to deliver instruction according to the extended demands of their new roles and environments (DoE, 2001; Adewumi & Mosito, 2019).

The uniquely South African context with its structural, cultural, political and economic challenges does not offer the same opportunities for special needs children compared to other developing and developed countries that have adopted the inclusive education statutes and policies. South African schools with limited resources for mainstream education have an added disadvantage to accommodate children with special needs in an already overcrowded and vulnerable system. Lack of support at times in the school structures and the expectations of the system and parents on teachers to render quality services to these children are likely to result in problems of burnout, fatigue and ultimately serious ill-health conditions.

Understanding these challenges by inclusive education teachers will pave the way towards discussions and facilitation of the development of policies that support the implementation of school-based support systems for teachers to support their efforts as they navigate their way through the evolving challenges in education. Currently, the Department of Education can only

offer psychosocial support services through District offices which makes the turn-around time-delayed and not responsive to emergencies that may be prevalent in schools. Taking a special focus on educators in full-service schools will allow for a better understanding of the highly complex challenges teachers are experiencing in South African full-service schools. The fundamental issues related to teachers' well-being generally change and evolve as legislation are amended to meet the demands of the changing world. As the world evolves and the need to care for children emerges to include those previously excluded in mainstream education due to disability of any classification or severity, so does the need to continuously appreciate the needs and encounters of the teachers entrusted with the care of these children.

This study added to the knowledge base about the experiences of inclusive education teachers when they adapt to the emerging teaching environment of full-service schools. Further understanding and promotion of excellent mental well-being practices can be part of human resource management policies, and occupational health care services can play a substantial part in the timeous detection and discovery of mental welfare challenges in the educational environment. In practice, a variety of efforts to tackle mental well-being struggles in the educational environment includes teacher education and training about health support and disease prevention; management training; and employee wellness programmes as well as information managing and amalgamation of corporate health linked services (Gabriel & Liimatainen, 2000). The latest change in educational explorations to further investigate influences that add to the well-being of teachers confronted by the same challenges as those who succumb to major stress highlights the multidimensional nature of teacher psychological well-being and the need for further understanding on the subject (Gray, et al., 2017).

1.3 RESEARCH QUESTIONS

The primary questions for this study were:

- 1.3.1 What factors do inclusive education teachers in full-service schools perceive to influence their well-being?
- 1.3.2 How do these factors influence the well-being of inclusive education teachers in full-service schools?

1.4 RESEARCH AIM AND SECONDARY OBJECTIVES

The study aim was to explore the factors that inclusive education teachers working in full-service schools in Johannesburg West district perceive to influence their well-being and how they experience these factors are influencing their well-being.

The secondary objectives of the study were:

- 1.4.1 To establish the perceptions of inclusive education teachers in full-service schools about the factors influencing their well-being.
- 1.4.2 To explore the experiences of inclusive education teachers in full-service schools on how their well-being is influenced.
- 1.4.3 To explore inclusive education teachers' perceptions on existing school-based support structures available for them to enhance their well-being.
- 1.4.4 To elicit inclusive education teachers' views on the role of the employee wellness programme and social workers in addressing factors influencing their well-being.

1.5 BRIEF DESCRIPTION OF METHODOLOGY

The research study was embarked on and a qualitative method with a case study strategy was adopted as it entails reviewing numerous cases concurrently or consecutively to develop a wider understanding of a particular issue. The sample consisting of 12 participants was selected using the purposive sampling method of inclusive education teachers that were eager to contribute to the study and met the inclusion criteria set. An electronic open-ended survey (structured as a written interview) was employed to collect the data and thematic analysis technique to analyse the findings of the study.

1.6 LIMITATIONS AND DELIMITATIONS

The following factors were presented as limitations to this study, alternative plans were prearranged to eliminate these shortcomings.

LIMITATIONS	DELIMITATIONS

Covid-19 pandemic restricting close contact or direct engagement with the school and participants	Use of electronic open-ended survey to limit any direct contact with participants
The use of surveys may limit the researcher's ability to probe	The survey was structured as a written interview with open-ended and unrestrictive questions to allow participants to express themselves and deliberate fully and without limitations

1.7 DEFINITION OF CONCEPTS

Key concepts utilised in this study are defined as follows:

Full-service schools

Department of Education (2005), refers to full-service schools as conventional education institutions that deliver excellent training to all learners by providing the complete array of knowledge needs in an impartial way.

For this exploration full-service schools are defined as institutions that have broadened their mandate and scope to provide a quality equitable education to all pupils including those with distinct needs in a safe and accommodating educational environment.

Inclusive education

Alliance for Inclusive Education (2021) denotes inclusive education as a structure that includes everyone with incapacitated and non-disabled pupils in the same schoolroom. This is supported by a definition by UNICEF (2021) which further states that inclusive education means actual learning prospects for groupings who have traditionally been excluded.

For this investigation, inclusive education is demarcated as a model of training that makes provisions for all children irrespective of their distinctive needs and backgrounds to acquire knowledge and develop with their peers in the same classrooms and schools in their localities.

Inclusive education teachers

According to Section 3 of the National Qualifications Framework Act 67 of 2008: Policy on the Minimum Requirements for Teacher Education Qualifications, inclusive education teachers must have the skills and understanding of learners, curriculum and overall instructional and assessment approaches; and specialised pedagogic content knowledge. This includes understanding how to outline concepts, techniques and guidelines of a discipline and knowledge of the varied learning situations, contexts and environments so as to generate appropriate learning prospects for diverse learners with complex backgrounds and needs. Schoeman (2012) supports that inclusive education teachers are teachers that know how to recognize obstacles to education and the know-how to resolve them by distinguishing the syllabus, the procedures of assessment been used, as well as the classroom practices taking into account the varied needs and backgrounds of every learner to create a learning atmosphere where all learners have equal access to learn.

For this investigation, inclusive education teachers are defined as educators who have been trained and continuously receive on-job development on special skills and knowledge to create learning opportunities for all learners disabled (intellectual and physical) and non-disabled in a conducive environment.

Well-being

According to Drevitch (2019), well-being can be referred to as the experience of healthiness, contentment, and success. Centre for Disease Control and Prevention (2018) have added to say that well-being entails the existence of positive feelings and dispositions, gratification with life, fulfilment and a positive outlook.

For this study well-being is coined as a state of existence whereby a person feels comfortable in their existence, are happy, have good health and experiences a sense of purpose and satisfaction.

Workplace support programmes

Workplace Support Services are aimed at enhancing the efficiency, communication and structural functioning of an institution while reducing inefficiencies linked to stress, conflict and other issues influencing employee wellbeing and performance in the workplace (Relationships Australia, 2021).

This study refers to initiatives and practices in the workplace designed by the employer to support employees through any psychosocial and work-related challenges that may have an influence on the performance of their functions and hamper their well-being.

1.8 ORIENTATION OF THE RESEARCH REPORT

This research report contains five chapters organised as follows:

Chapter 1: General Orientation and Introduction to the study

This chapter offers a general overview of the fundamental principles of the study as it offers material on the account of the problem statement and rationalisation of the study, highlighting the study questions, aims and objectives, a brief description of methodologies used, limitations and delimitations, the definition of concepts, orientation of the research report and conclusion.

Chapter 2: Theoretical Frameworks and Literature Review

This chapter discusses in detail the theoretical frameworks supporting the study and literature on inclusive education teachers and the inclusive education and training system in its totality.

Chapter 3: Research Methodology

This chapter gives attention to the research methodology adopted in this undertaking. The research question and aims and objectives, the population, sample and sampling procedures, research paradigm, research approach and design, research instrument, the technique of data collection, method of information analysis, the trustworthiness of the study and ethical considerations.

Chapter 4: Presentation and Discussion of findings

In this chapter, the researcher presents and deliberates the findings is furnished. Utilising the thematic method of analysis, themes and sub-themes are outlined in respect of the data collected from the participants.

Chapter 5: Findings, Conclusions and Recommendations

This chapter offers a summary of the findings, conclusion as well as recommendations.

1.9 CONCLUSION

This chapter gave a context and a general idea of the study by focusing on the problem statement and basis of the study, highlighting the study questions, aims and objectives, a brief description of the methodology, limitations and delimitations, definition of concepts, outlining the orientation of the research report. The next chapter deliberates on the theoretical frameworks underpinning the study and the empirical review.

CHAPTER TWO

THEORETICAL FRAMEWORKS AND LITERATURE REVIEW

2.1 INTRODUCTION

This chapter is intended to provide an empirical view and background to the theoretical frameworks in support of an appreciation of the lived involvements of inclusive education teachers and the literature review focused on the general overview of the South African education structure, the emergence of inclusive education on a global, regional and national scale as well as a look at the legislative framework that guides the enactment of inclusive schooling in South Africa. Of significant importance is enlightenment centred on factors in the educational environment challenging the well-being of inclusive education teachers and the support programmes available to assist them in addressing those challenges.

2.2 THEORETICAL FRAMEWORKS UNDERPINNING THE STUDY

The theoretical frameworks relevant for this study are the Person-Environment Fit approach (Su et al., 2014) and the Job Demand, Control, Support Model (JDCS) (Fila, 2016). These approaches were used to explain and provide context to the challenges experienced by inclusive education teachers.

2.2.1 Person-Environment Fit Approach

Person-Environment Fit Approach is the degree to which an individual and their environment have matching and interacting characteristics (Su et al., 2014). This approach highlights understanding an individual and their behaviour in terms of their environmental influences and impact. It denotes that an individual's surrounding has a direct effect on their ability to function, a reciprocal association between an individual and their surroundings can determine the extent to which a person can meet their needs against the challenges and opportunities presented by the environment.

Johnson and Yanca, (2001); Kondrat, (2002) have supported this view, maintaining that the individual and their immediate surroundings form a network, comprising of the individual, all the ecosystems and elements of existence with which the person has mutual relations, the broader society within which the individual exists, with all the associated interrelations that the person has with numerous subsystems. Within this environment, people are impacted and as well affect their surroundings through their behaviour. This approach explains the challenges

experienced by inclusive education teachers appropriately as it espouses the notion of the environmental influence on the capability of educators to deal with the emerging demand of inclusive teaching. Their inability to adapt results in challenges beyond their coping ability thus causing negative outcomes in the educational environments. Their interaction with the environment in terms of expectations and congruence can determine their response and ability to achieve the desired outcomes.

The relevant capabilities are referred to as aptitudes, education, experience, skills, intelligence and general mental well-being. The equivalent environmental factors are educational environmental climate, workload, and task achievement skills. Factors of the employment setting can be viewed as a stressor by looking closely at the person and their responses. The singular judgement will consider several demand and capabilities elements including character, situational demands, survival skills and any other pressure factors experienced (Prem et al., 2017).

Understanding how individual teacher personalities interrelate with environmental elements to stimulate or constrain optimum occupational experiences can offer insight into settings that promote school-based well-being (Fox et al., 2020). As articulated by Okeke and Dlamini (2013), teachers often struggle with personal and professional challenges but may endeavour to adapt to circumstances for the benefit of pupils. Consequently, it could be presumed that there is a more predisposition for instability, conflict, frustration and intensified pressure amongst teachers of pupils with distinct needs and unpleasant teacher-learner interactions when a negative Person-Environment fit occurs in the school setting (Adigun et al., 2021). The attention needs to be on teachers as their well-being is influenced by the workspace and the flow-on impact of their well-being on work function and productivity (Armitage & Nassor Amar, 2021).

2.2.2 The Job Demands–Control–Support Model

The Job Demands-Control-Support Model is a theory that explains how work requirements and demands can influence an employee's well-being (Karasek & Theorell, 1990).

It highlights that work demands can harm employees who lack a sense of control over the processes that determine their performance outputs. Moreover, lack of structural social support

in place to mitigate for employees struggling to meet demanding work expectations could result in strain and ultimately hinder the overall well-being of employees. This model has close links with The Job Demands-Resources model by Rothmann et al. (2006) which undertakes that two primary mental factors play a part in the well-being of people: an effort-driven practice in which disproportionate job burdens and the absence of job tools amount to stress, and a motivation-driven practice in which job means lead to job commitment. In 2006 Hakanen et al. coined the three job expectations as the main roots of mental pressure amongst teachers: 1) troublesome pupil conduct; 2) work burden, and 3) reduced physical work contact. Viac and Fraser (2020) support this by suggesting a list of the following demands: 1) physical teaching environment; 2) assignment; 3) various duties; 4) schoolroom demarcation; 5) punitive approach; and 6) output appraisal.

The two models (JDCS and JDR) have common fundamental principles with the person-fit perspective as supported by Kain and Jex, (2010) who report that fit with work is grounded on the premise that demands in the work environment are manageable and resources are allocated to ensure control over processes while providing support from within the workplace. The fundamental principle of the JDCS model is that extremely challenging jobs that give employees little autonomy overwork have a greater chance of leading to diminished well-being, and bringing about strain thereby necessitating the establishment of workplace support to buffer the impact (Karasek, 1979; Karasek & Theorell, 1990; Fila, 2016).

In explaining the challenges experienced by inclusive education teachers this model highlights the connection between job demand and the need to allow for teachers to exercise certain controls over processes and participation in decisions that influence their ability to execute their functions in the ever-changing educational environments. Equally important is the ability of the institutions to provide work-based social support for the teachers as and when they are overwhelmed by varying challenges that have a direct impact on their work outputs. The anticipated association between organizational well-being and teacher strain can be additionally appreciated by this JDCS model, as it maintains that occupational stress advances under observations of disproportionate job stresses coupled with little autonomy and the absence of social and institutional care (Ouellette et al., 2018).

Teachers' job independence is allied with their control over instruction techniques, learning management plans and teaching guides within the boundary outlined by the program of study standard (Skaalvik and Skaalvik, 2009). TALIS 2013 outcomes as well revealed that teachers' capacity to contribute to decision-making at the institutional level is considerably associated with their job fulfilment across all countries (OECD, 2014). As such, their level of competence and preparedness to do the job is also a strong contributor to their well-being and how they perceive their knowledge and expertise to be impacting their ability to teach effectively and with confidence (OECD, 2019). The availability of social and institutional support towards the teachers' work responsibilities creates a buffer against burnout and psychological strain for teachers as they can share their frustrations with those who can provide solutions and directions. School-based support teams, School Governing Bodies (parent structures) and the school management work as structures of support to mitigate the risk presented by the job demands by providing resources and platforms of engagement for teachers in need of support and development.

2.3 INCLUSIVE EDUCATION AND TRAINING SYSTEM

2.3.1 Inclusive education – a Global, Regional and National view

The institutionalisation of inclusive education has been advocated for globally with many influential structures campaigning for countries to adopt the policy as part of their education systems. This is done in alignment with the global agenda of promoting equal admittance to schooling for all children irrespective of socioeconomic or incapacity status. Ydo (2020) espouses that in numerous nations, inclusive education is regarded as an appropriate method to help children with disabilities in common education settings. The significance of including children with disabilities is a critical component within the transnational policy outline. This was emphasised in the United Nations Convention on the Rights of Persons with Disabilities (General Comment No. 4) (United Nations 2016, p. 2), which says “The right to inclusive education encompasses a transformation in culture, policy and practice in all educational environments to accommodate the differing requirements and identities of individual students, together with a commitment to remove the barriers that impede that possibility”.

Sharma (2015, p. 317) stated that the ‘Salamanca Statement’ declared at the World Conference on Special Educational Needs: Access and Quality obligated all governments and encouraged them to implement into law or educational policies the principles of inclusive education, admitting all children in mainstream institutions, except if there are exceptional reasons for exclusion. The United Nations (UN) and the United Nations Children’s Fund (UNICEF) have strived to safeguard equitable admittance to education for all children globally irrespective of their physiological or intellectual special needs. Their global partnerships with other organisations have created a platform and a network for advocacy for the human rights of children with incapacities to form an integral part of the global agenda for access to schooling in the mainstream or the introduction of inclusive systems (Global Inclusive Education Network, 2019). According to Frankel et al., (2010) successfully implementing inclusive education in the world would require proper training, orientation, resources and support of teachers as the basic resource for carrying out the necessary changes at the school level.

Many sub-Saharan African countries have had difficulties with realising their inclusive education policies due to socio-economic inequalities, past injustices and traditional belief systems that unfairly discriminate against persons with disabilities. In essence, African governments have signed the United Nations Convention on Disability Privileges recognising the need to insert children with disabilities in education policies across the region. The implementation has remained a great challenge with underfunded, inaccessible and inadequate systems undermining the appreciation of the impairments and desires of children with disabilities thus creating a barrier to access (Disability Africa, 2017; Nel, 2021).

South Africa has as well undertaken to implement inclusive education to alleviate the prevalence of learning discrimination for children with special intellectual and physiological needs. With the introduction of the Education White Paper on Special Needs Education: Building an Inclusive Education and Training System in 2001, the government undertook a nationwide programme to augment mainstream schools so that they can accommodate kids with distinct requirements in an integrated learning setting (Department of Education, 2001). The implementation of this strategy has come with embedded challenges that have left inclusive education teachers’ skills and knowledge diminished under the pressure (Dalton et al., 2012; Muthukrishna & Schoeman, 2000).

2.3.2 Overview of the South African education system

According to Macha and Kadakia (2017), the South African education system is divided into three levels of administration: elementary, secondary and tertiary education. The National Department of Basic Education is entrusted with oversight in elementary and secondary education wherein +26,000 schools with its +425,000 teachers are supported by districts and provincial offices in each province. Among these schools are special schools, schools of specialisation as well as full services schools. It is in these schools where children with varying learning needs and challenges are accommodated and provided with an education suitable for their levels of intellectual capacities. A report by the Department of Basic Education written by the Minister of Basic Education, Mrs Angie Motshega (Department of Basic Education, 2010), espouses that the total populace of pupils around the ages of 5 and 18 was predictable at approximately 14.6 million of which almost 1,000,000 were incapacitated. This highlights the growing number of children with disabilities needing to be integrated completely and successfully into the inclusive education system. The Provincial Education Departments through district offices support the implementation of policy frameworks to ensure the deliverance of quality learning outcomes and provide support and monitoring to schools (DoE, 2001).

The 1997 report by the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS) envisioned a cohesive structure of education in which, regardless of the learning setting, prospects for all pupils in all parts of life could be realised. It was visualised that full-service institutes will create a sense of fit for all pupils, teachers and their next of kin because they will have the ability to respond to the varied needs of those communities. Full services schools would be tailor-made to be responsible for a wide variety of learning requirements; transformed to ensure awareness and promotion of diversity, removing learning barriers, elimination of stigmatisation and classification. It pursues to implement an all-inclusive, flexible and inclusive procedure to growth and endorses the provision of support to those who need it (Department of Education, 2005; Hoagies' Gifted Education page, 2002). Du Plessis (2013) mentions that inclusive teaching in the South African setting can be regarded as an educational setting that endorses the complete development of the learners' potential irrespective of their demographic background, learning styles and language.

2.3.3 Legislative framework of inclusive education in South Africa

The strategy for an inclusive schooling structure in South Africa can be drawn from the Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System (DoE, 2001). The legislation requires a significant conceptual amendment that is centred on the next grounds: (1) everyone including children has the potential and ability to acquire knowledge, with the required support and opportunity. (2) the structure's inability to familiarise itself with and manage the varied array of learning requirements results in a collapse of education (Dalton, et al., 2012). The position of this strategy is far-reaching and it intends to deal with the varying needs of all pupils that may pose challenges and obstacles to learning.

The Department of Basic Education developed a plan that will ascertain the execution of inclusive education strategies. The National Strategy on Screening, Identification, Assessment and Support (SIAS) (DoE, 2008) is one of these policies that guide the inclusive education approach. SIAS outline the method of identification, assessment, and enrolment of pupils in special education institutions, and it removes barriers that prevent the admission of learners in special schools. The SIAS approach gives a guide on the prompt classification and care, the evaluation of the kind and level of care needed by pupils, and the classification of appropriate learning environments. The approach also offers guidelines on the fundamental role of parents and teachers in rolling out the strategy.

2.3.4 Factors in the South African education environment challenging the well-being of inclusive education teachers

Studies exploring the main factors contributing to poor teacher well-being in workspaces pinpoint social and interpersonal issues, as well as structural elements relating to working circumstances. Previous studies in South Africa, have linked teacher stressors to, amongst other issues, absence of discipline and unenthusiastic learners, big learner to teacher ratios and novel curriculum interventions (Saptoe, 2000). These factors will be discussed in detail along with others identified in existing literature exploring challenges relating to teachers' well-being.

2.3.4.1 Curriculum changes

The Education White Paper 6 (2001) highlights syllabus and institutional obstacles to learning due to continuous changes effected to accommodate the growing and changing needs of learners. These include the teaching language; the classrooms demarcation; approaches and procedures employed in teaching; the progression of lessons and time given to finish the core curriculum expectation; the instruction resources and tools utilised; assessment of the varied needs of learners. All of these are contributing factors to teacher stress and burnout. Jansen and Sayed (2001) indicate that the absence of sufficient discussion with and empowerment of teachers on the ground, about the advancement of amended curriculum alterations and expectations renders them worthless to contribute to the process of curriculum change. As a result, the implementation issues experienced in schools cause unwarranted stress for teachers.

As Ryan and Ackerman (2005) have noted that effective application of teaching transformation is dependent on both capability and motivation of teachers. They have also highlighted that if change agents lack sufficient information, abilities or tools, their ability to effectively effect the requisite curriculum transformation will be inadequate. Fruitful educational changes are not linked to the teachers' capabilities to carry out the newest strategy, but reasonably to their aptitude to cope with the uncertainties brought by the planned and unforeseen change while developing and advancing their craft and profession (Ryan & Ackerman, 2005).

Inadequate skills and information required to adapt to the new work role, lack of knowledge, lack of time, heavy workloads and inaccessibility of essential instructional resources contributes to teachers' lack of enthusiasm and burnout (Maimela, 2015; Parker, 2003; Jansen & Sayed, 2001; Skinner, 2016). Maimela (2015) reports that there had been several disagreements with the application of the latest form of curriculum policy (CAPS) introduced in 2012. Aspects highlighted include teacher overwork in terms of administrative overload, less time dedicated to proper planning and execution of their lessons, misperception and stress, and extensive learner deficit in international and local assessments (Maimela, 2015). It is further acknowledged that their appreciation of inclusive education, their outlook towards it, as well as their pedagogical knowledge and abilities have an influence largely on their performance (Dreyer, 2017; Shevlin et al., 2013).

2.3.4.2 Age-related to stress

Barkhuizen and Rothman (2008) have found that younger teachers report more stress as a consequence of work politics, work environments and job satisfaction than older teachers. Furthermore, younger teachers find it difficult to manage occupational stressors and therefore experience more psychological and interpersonal strain than their older colleagues (Rout & Rout, 2002; Asoba & Mefi, 2020). Younger teachers are reported to be more susceptible to stress due to their lack of developed perception of work-related challenges which would have created an emotional buffer to protect them from distress and burnout (Kamper & Steyn, 2006; Barkhuizen & Rothman, 2008; Kumar & Deo, 2011). Subjecting young teachers to unfavourable working conditions can create a negative outlook for them in terms of career prospects and performing to their optimum levels. Ultimately this is affecting their ability to navigate through stressful demanding situations in the workplace.

Conversely, another factor related to the age of teachers and stress is the technological advancement in the education system. This element of development hinders the ability of older teachers to be able to deliver their lessons and comply with the administrative requirements of the current technologically advanced education system. Winter et al. (2021) report that younger teachers are found to use technology more frequently than older colleagues. They report that teachers highlighted concern regarding their abilities and capabilities and the challenges experienced in using technology due to lack of technology experience and training. Hung and Hsu (2007) espoused that older teachers with considerable teaching knowledge commonly showed a less positive outlook towards technology, this is echoed by the findings of Comber et al. (1997) who indicate that young teachers demonstrated a higher and more easy uptake of technology than senior teachers. These challenges were compounded by the arrival of the COVID-19 pandemic which forced teachers to adapt new pedagogy of curriculum delivery and assessment. With its rapid changes, COVID-19 did not afford institutions to adequately prepare to migrate learners and teachers to an online teaching platform, which worsened circumstances for older teachers not familiar with the technology.

2.3.4.3 Learner dynamics

Poor pupil disciplinary system is a shared stressor for teachers (Kyriacou, 2001); this consists of unruly behaviour, pessimistic attitudes towards work, hostility and hostility against teachers

(Motseke, 1998; Olivier & Venter, 2003). South African studies have revealed that poor disciplinary measures for learners are one of the major causes of teacher stress (Olivier & Venter, 2003). Oosthuizen and Van der Bijl (2007) noted that teachers still observed learners as uncontrollable, offensive and ill-mannered and emphasised that no adequate interventions are instituted to enforce discipline in schools. This subjects teachers to feeling helpless, discouraged and even ill-treated by the learner and betrayed by the system.

Yoon's investigation (2002) has revealed that teacher pressure, negative effects and a lack of self-awareness may have a further harmful consequence on the quality of learner-teacher relationships. The most stressful aspect of a teacher's work is working with diverse pupils in their classrooms with different educational needs, pupils with emotional or behavioural difficulties (Chaplain, 1995; Wisniewski & Gargiulo, 1997; Skinner, 2016). Outcomes from the TALIS 2013 revealed that teacher job accomplishment and self-awareness weakened as a result of the number of learners with behavioural difficulties increasing (OECD, 2014). The TALIS 2018 modified its outcomes by illustrating that the periods teachers dedicate in classrooms disciplining learners, the lesser assertive they feel about their capability to convey excellent education (OECD, 2019).

2.3.4.4 Lack of support

Michie and Williams (2003) cited that investigators have established that people who experience a shortage in supportive efforts have more stress-induced physical and psychological symptoms than those with support. This is supported by Mpu and Adu (2020) as they highlight that research has indicated that teachers were not afforded sufficient support and backing in successfully achieving the inclusive education policy (Dreyer, 2017; Du Plessis, 2013; Skinner, 2016; Mfuthwana & Dreyer, 2018). Inadequate or inappropriate teacher orientation and training initiatives also affect the development of stress and the ability of teachers to cope under extreme pressures. As institutions fall short of providing teachers with the required expertise and knowledge to mitigate the stresses of lessons and teaching, teachers have diminished self-confidence, doubt their assertiveness to converse effectively with pupils and feel powerless to take control over their work and classrooms. Lack of formal support structures and support from colleagues and management and satisfaction with the teaching environment are reasons for teachers being uplifted to experiencing job satisfaction, while the lack of these two factors may lead to strain (Schulze & Steyn, 2007; Walton, 2014).

Existing writings illustrate that societal and institutional appreciation has a direct influence on teachers' welfare (Bermejo et al., 2013), on their job gratification (OECD, 2014) and a direct negative correlation to exhaustion (Skaalvik & Skaalvik, 2009). Amongst the several features of care, principals' supportive effort can be observed as the element consuming the biggest influence in advancing job fulfilment and decreasing the danger of facing exhaustion (Bakker & Bal, 2010; Hakanen et al., 2006). Certainly, headmasters' management and guidance styles have been demonstrated to be having a substantial influence on teachers' motivation and commitment to teaching and learning (Finnigan, 2010). This is supported by Tschannen-Moran and Gareis (2015) who highlight the significance of principals forming trusting relationships with their teachers, stating that a certain level of trust can positively be connected with the school climate and learner achievements.

2.3.5 Workplace support programmes available in the education system

Teachers are essential to providing a suitable instructional environment to these children in regular classrooms, in the company of their equivalents without developmental deferments or discrimination (Mandina, 2012). It is furthermore realised that their appreciation and attitudes towards inclusive education, as well as their instructional knowledge and skills, impact largely on their practices (Dreyer, 2017). Razali et al. (2013) concur that, in establishing inclusive schools, teachers must be enabled with information, skills and support to aid them to carefully identify the needs of learners, and the ability to apply the methods and approaches that address those needs. Considerable institutionalised initiatives and training in the education sector towards skills development and support are essential to promote teacher well-being as part of the advancement of the need for a swift response to the needs of teachers as they deal with challenges in their differentiated conditions (Razali et al., 2013; Adewumi & Mosito, 2019).

Evidence shows that teachers must be supported and assisted with issues regarding their well-being, reducing stress levels, burnout, and preservation to best promote overall learner and school success. It is necessary to support teachers' development of resilience skills not only to increase retention but also to promote quality teaching practices needed to engage learning needs and to mitigate against challenges (Day, 2008). According to Khumalo and Hodgson (2017) being aware of the exertion that many schools would encounter in safeguarding inclusivity, Education White Paper 6 developed supportive structures for the execution of

inclusive education. These structures would function at the school level (School-based support Teams) and district offices (District-based support teams). In 2005, the Department of Basic Education circulated procedures outlining the roles and duties of both the district and school support structures in assisting teachers and their hard work towards inclusive education:

2.3.5.1 School-Based Support Teams

In most cases, these teams often comprise teachers, support staff, heads of department, principals and deputy principals. These teams have to cultivate competence and guidelines on accommodating learners with learning challenges and to guide the way in school-support initiatives. Nel et al. (2016) state that the core purpose of these teams is to co-ordinate support services within the schooling system by identifying and addressing areas of need by learner, teachers and institution, facilitating the development of learner support programmes, identifying and providing training needs for teachers while encouraging reciprocal collaboration with the District-Based Support Teams. These teams must provide support not only to learners but also to the wider educational community inclusive of teachers, principals, the school and community in which it operates (Nel et al.,2016). According to Education White Paper 6 (2001), these teams may also be reinforced by interested parties from the local community, district support teams, and higher education institutions.

2.3.5.2 District-Based Support Teams

District-based support teams are essential to the execution of Education White Paper 6; they are made up of staff members from the regional, district, head office, and special education schools. These teams have to offer a full variety of expert teaching support services to both school-based support structures and school society at large. They must work diligently with schools, in specific, to find and deal with learning requirements and to make provisions for a range of learning and teaching troubles (DoE, 2001). Their key purpose is to support education institutions in identification and addressing obstructions to learning and stimulate effective teaching and learning. This comprises both classroom and holistic school support, providing specialised health and welfare learner and teacher interventions, as well as curricular and institutional development (including management and governance), and administrative oversight (DoE, 2005; Makhalemele & Nel, 2015; Donohue & Bornman, 2014).

Additionally, the Employee Health and Wellness Strategic Framework (2019) provides an outline of a government programme aimed at addressing the well-being challenges of staff. The programme is mainly based at district and provincial offices in respective provinces. The framework outlines that the Employee Wellness programme seeks to provide employees with holistic support that seeks to cover hazard control, job-related health and safety, health, production and welfare of all employees, their dependants and the safety of citizens in the public service environment (EHWPSF, 2019). It further states that the programme was advanced as a rapid response measure to the needs of employees in their work environments. Although initially formulated as such, the programme has experienced immense challenges which have rendered its effectiveness low with the mental well-being of employees warranting further initiatives to augment the current situation. This is supported by Madikologa (2014) who stated that despite its excellent objectives and eager commitments, the Employee Wellness programme institutionalisation and execution has been overwhelmed with complications including lack of management support, lack of capital and human resources or investment by organisations. In many instances employees are exhibiting amongst other issues, diminished productivity, high absenteeism, intensifying ill health issues as well as substance dependency which overwhelm the ability of the programme to respond (Gcwabe, 2015).

Furthermore, Schedule 1: Incapacity code and procedure for poor work performance provides in Section 2 (4) of the Employment of Education Act No.76 of 1998 that structured support services can be developed and initiated by the employer to employees in the form of a formal programme of counselling and training to assist them in overcoming the poor work performance or issues at hand.

2.3.6 Role of occupational social workers in addressing challenges experienced by inclusive education teachers

Occupational social workers have to primarily offer care, support and developmental services to employees and the organisation. In the education system, this is done through the provision of counselling and psychosocial support services in terms of the workplace programmes in place. Occupational social workers can intervene on three different levels, namely micro, meso and macro to ensure ultimate benefits for the teachers and the entire educational system. The following table was adapted from Bargal (1988)'s conceptualisation of the practice model. It provides context on the continuum of interventions at different levels of intervention

occupational social workers may provide to help teachers in arriving at solutions to their challenges and ensuring the advancement of the workplace well-being and organisational growth and development.

UNIT OF INTERVENTION	TYPE OF INTERVENTION		
	Primary	Secondary	Tertiary
Individual and family	1- Working with schooling institutions to identify the needs of teachers as related to psychosocial support.	2- Advocating and provision of support & counselling in schools to help inclusive education teachers and their families through emotional stress and difficulty.	3- Provide follow up & aftercare services on interventions provided, working with management to provide the necessary support.
Group	4- Conducting school-based educational and advocacy sessions to promote access to vital information - Providing teachers dealing with common work-related challenges counselling and support in groups to encourage support and teamwork (e.g. trauma debriefing).	5- Establishment of support and treatment groups in schools for inclusive education teachers to share best practices and find solace in each other to promote wellness. - Encouraging inclusive education teachers to form task groups to find solutions to commonly identified challenges in schools.	6- Collaborate with school management to source resources to promote well-being initiatives in schools to support teachers as they adapt to new work requirements.
Organisation and community	7- Advocacy of the workplace support programmes to management & supervisors to sharpen their support skills so that they are responsive to individual employees' needs. - Develop support programmes and services that focus directly on the needs of inclusive education educators as they adapt to new work requirements.	8- Provide school managerial support in addressing employees' needs & problems identified. - Manage programme implementation and organisational change needs.	9- Monitoring and evaluation of programme implementation to determine suitability in addressing teachers' needs and aligning with organisational culture and developmental requirements.

(Adjusted from Bargal, 1988)

Appreciating how teachers' stress, fatigue, coping, and self-efficacy are interconnected can enlighten preventive and intervention efforts to support teachers (Herman et al., 2018). Lowered levels of teachers' well-being can in the long run affect the organisation of teaching structures in its entirety through low school output, truancy, lack of organisational commitment, loss of quality and quantity of their work and efficiency of costs (Albulescu & Tuşer, 2018; Greenberg, 2016). The worth of teachers' teaching and training is also in jeopardy, as anxious or fatigued teachers are not able to function successfully in the classrooms (Albulescu & Tuşer, 2018; Betoret, 2009; Skaalvik & Skaalvik, 2018). Furthermore, teachers who present high levels of stress are possibly less pleased with their teaching positions, less driven and account for the bigger number of occurrence of absences and the more overall

number of days of absenteeism in the workplace. These teachers are more probable to quit teaching than commit to the profession for longer periods (Collie et al., 2012).

Wentzel (2010) states that when teachers are under strain and not managing well, their connections with learners are probable to suffer, causing undesirable academic and behavioural outcomes for the learners. As they are expected to take responsibility for learners' participation and encourage engagement in the classroom, to be responsive to learners' different backgrounds and needs while ensuring that they feel valued in an inclusive and enabling environment (OECD, 2019). Low levels of teacher well-being may have a direct influence on their ability to perform these roles optimally.

Teachers who have a sense of support from their co-workers and principals ordinarily display a greater sense of overall occupational well-being. As such, they experience better self-confidence and awareness, less work burden and have a pupil-focused positioning (Viac & Fraser, 2020). OECD exploration has presented that teachers' perceived abilities and job achievement tend to be more connected with a greater level of frequent execution of adequate output and contribution in developmental types of on-the-job training. The school-based professional improvement programmes (Opfer, 2016) and peer teamwork (OECD, 2016) are examples of effective in-service training for teachers. As such, recognising the importance of institutional support can purposefully avoid the low level of teachers' well-being thus building an assertive and motivated teacher workforce crucial for the advancement of a stable and quality educational system (Viac & Fraser, 2020).

2.4 CONCLUSION

In this chapter, the two theoretical perspectives were explained which create an understanding of the influence of job stressors on the well-being of teachers. Their perceived stressors may be exacerbated by the lack of adequate support in the workplace that will fulfil their needs. Literature has demonstrated the journey which the world at large has embarked on in efforts to create inclusive societies free of discrimination and unfair treatment. Although a noble course, challenges have been noted to be creating undue hardship for people entrusted on the ground with the responsibility of implementation. It is the aim of this study to bring forth the issues associated with the challenges of the inclusive education system and its impact on the well-being of inclusive education teachers. It is hoped that this exploration will shed a light on the challenges and facilitate understanding of the need for extensive support systems and efforts to

address the needs of teachers. The next chapter discusses in detail the research methodology and processes adopted in undertaking this research.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter offers an outline of the process and procedure adopted in fulfilment of the research aim and objectives. The chapter offers a deliberation on the research question, aim and objectives, population, sample and sampling procedures, the research paradigm, research approach and design, research instrument, method of data collection, method of data analysis, the trustworthiness of the study as well as the ethical considerations.

3.2 RESEARCH QUESTION, AIM AND OBJECTIVES

The research questions for the study were:

- 3.2.1 What factors do inclusive education teachers in full-service schools perceive to influence their well-being?
- 3.2.2 How do these factors influence the well-being of inclusive education teachers in full-service schools?

The research aim was to explore the factors that inclusive education teachers working in full-service schools in Johannesburg West district perceive to influence their well-being and how they experience these factors are influencing their well-being.

The secondary objectives of the study were:

- 3.2.3 To establish the perceptions of inclusive education teachers in full-service schools about the factors influencing their well-being.
- 3.2.4 To explore the experiences of inclusive education teachers in full-service schools on how their well-being is influenced.
- 3.2.5 To explore inclusive education teachers' perceptions on existing school-based support structures available for them to enhance their well-being.
- 3.2.6 To elicit inclusive education teachers' views on the role of the employee wellness programme and social workers in addressing factors influencing their well-being.

3.3 POPULATION, SAMPLE AND SAMPLING PROCEDURES

The population for this study was inclusive education teachers from four full-service schools employed by the Department of Education in the Johannesburg West District. According to

Bless, et al. (2006), a population is all the individuals who are the attention of the research study and who the researcher wants to involve to explore experiences related to a specific phenomenon. The population size for this study was 60 inclusive education teachers rounded off from the staff establishments for inclusive education teachers in the four full services schools. A sample of 12 inclusive education teachers was drawn from the population, three inclusive education teachers from each school. Unrau et al. (2007) designate a sample as a small part of the populace considered for inclusion in a study to gather data from the populace from in which the research is concerned.

The sample was selected through purposive sampling from the four full-service schools in the district that were prepared to contribute to the study. Participants were nominated if they met the inclusion standards of having at least two years experience as inclusive education teachers, either male or female of any age and were keen to participate in the study, newly appointed teachers were omitted from the study. To recruit participants, the investigator approached the full-service schools in the Johannesburg West District to market the study and engage school management. As this district was not the researcher's area of operation, she employed the assistance of her colleagues in the district to identify the full-service schools before engaging school management. When agreements were reached with school principals, the participant information sheets were emailed to the schools to explain the purpose of the study and inclusion and exclusion criteria for participation. The researcher's information was circulated in the schools so that those interested and meeting the inclusion criteria would also contact her directly.

3.4 RESEARCH PARADIGM

For this study, the interpretivism perspective was adopted to support the research approach. De Vos et al. (2011), state that the interpretivism view in research believes that veracity must be assumed through significance that people attach to their life. This is supported by Intgrty (2016) who state that interpretivism focuses on socially constructed ideologies that stem from human interaction to create meaning and context to their reality.

This paradigm is suitable in qualitative research which seeks to understand the world and gather knowledge through the subjective views and experiences of participants. It states strongly the significance of language, values, environment and human interaction in the accumulation of knowledge to understand and solve social issues (Terre-Blanche, et al., 2006). This view sustains that everyone is involved in a journey of making sense of their existence and constantly

deduce, generate, provide a sense, characterise, validate and bring logic to daily activities (Babbie & Mouton, 2001).

3.5 RESEARCH APPROACH AND DESIGN

A qualitative approach was used for this research study. According to Creswell (2007) in the whole qualitative study procedure, the researcher retains attention on learning the essence and sentiments that the participants embrace about the problem or issue. It is employed to answer questions about the intricate nature of problems, to unfold and comprehend the phenomena from the participants' viewpoint. Qualitative research is mostly exploratory and observations are also contributing to developing an appreciation of the subject under study (Leedy & Ormrod, 2005). This approach was fitting for this study as it enabled the researcher to collect rich and thick information sufficient to answer the research questions. Anderson (2010) highlights that a qualitative approach is useful in examining issues in-depth and in detail without being restrictive to the participants and researcher.

According to Crowe et al. (2011) case studies are employed to gain a detailed appreciation of a subject, occasion or occurrence of interest, in its normal and genuine context. It relies on direct experiences, tries to pronounce what is found in great detail and presents its findings in the charming and sometimes suggestive language (Crowe et al., 2011). A case study design was employed during the research study. It involves studying multiple cases instantaneously or sequentially to advance a broader appreciation of specific concerns. Case studies may be advanced in diverse ways depending on the fundamental understanding and standpoint of the researcher. The case study design was instrumental in aiding the researcher to explore or explain events as they can occur in the participants' everyday natural contexts (Rashid et al., 2011), and helping to understand the matters related to the participants' experiences and interactions with their environment better. This method of research allowed the researcher to take a multifaceted and broad subject and narrow it down into practicable research questions. By collecting qualitative information about the experiences of inclusive education teachers, the researcher gained a more in-depth intuition on the subject than would be attained using only one type of data (Heale & Twycross, 2017).

3.6 RESEARCH INSTRUMENT

An electronic open-ended survey (structured as a written interview) as explained by Leavy et al., (2009) was used for this study. In light of the COVID-19 pandemic, it was vital to consider

the safety of participants. Access to schools was not allowed at this time, therefore an electronic open-ended survey was a suitable instrument for this study. The survey was emailed directly to the participants for completion, upon which they emailed it back to the researcher. According to Leavy et al., (2009) open-ended surveys allow the researcher to explore possibly data-rich spaces of the phenomena, allowing the participants the freedom to answer in the open text without any limitation or set of options so that they can express their views, knowledge and feelings towards the subject matter. The survey was formulated to elicit data to give reactions to the research questions and attend to the aim and objectives of the study. Questions were coined simplistically, free of jargon and unrestricted to permit the participants to express themselves freely while providing information crucial to assemble the answers to the research questions (De Vos et al., 2011). A potential limitation of this instrument was that the participants might not give in-depth answers, as such the questions were not too many and were formulated in such a manner that allowed them space to express themselves freely without limits.

3.7 METHOD OF DATA COLLECTION

An electronic open-ended survey (structured as a written interview) was the tool for gathering the data for this study. The participant information sheet was emailed to the participants to offer a guide on the research procedure and their roles as subjects in the study. The survey was emailed to the participants to complete, they were allowed an agreed amount of time to answer questions, upon which they emailed it back to the researcher. By completing and sending back the surveys, the participants automatically consented to participation thus consent forms were not warranted. The researcher covered the data costs of participants for the completion and emailing of the survey. Jovancic (2021) states that data gathering entails the process of assembling and assessing variables of concern in a recognized orderly manner that allows questions to be answered and conclusions made on evidence.

3.8 METHOD OF DATA ANALYSIS

Thematic analysis was used to analyse the information collected in this study. Qualitative styles are exceedingly varied, multifaceted and nuanced (Holloway and Todres, 2003), and thematic analysis should be viewed as a primary method for qualitative research analysis. Thematic analysis is a technique for classifying, analysing and recording patterns (themes) within information (Braun & Clarke, 2006). Because of its theoretical sovereignty, the thematic

analysis provides a malleable and valuable research instrument, which can deliver a rich and comprehensive, yet intricate, account of data.

Part of the flexibility of the thematic analysis is that it allows the researcher the freedom to define themes (and prevalence) in many ways. Substitute usage of thematic analysis is to provide an additional detailed account of one specific theme, or group of themes, within the data. A theme encapsulates something significant about the data in relation to the research question and signifies some level of patterned response or connotation within the data set. Furthermore, the 'keyness' of a theme is not essentially reliant on measurable events but rather on whether it captures something significant in relation to the overall research question. This method of analysis is applied through the use of a six-phase framework presented by Braun and Clarke (2006) supported by Maguire and Delahunt (2017) in which patterns of sense and issues of possible interest in the data are extracted for interpretation. The process followed is explained below:

Phase 1: Familiarising yourself with the data

At the initial phase of data analysis, the investigator familiarised herself with the content of the raw information collected by thoroughly reading through the completed surveys (structured as a written interview). The researcher drew out similarities of the responses to understand the relevance and suitability of the data for the study; to become immersed in the data, its meaning and to identify patterns in the data.

Phase 2: Generate initial codes

The second stage involved the researcher finding patterns and codes in the data, looking for similar or related responses that can be assembled into themes and sub-themes. The investigator used texts in the raw data with similar meanings and ideologies to formulate a pattern of understanding to answer the research questions and objectives.

Phase 3: Search for themes

Using the codes and patterns produced in the second stage, the researcher then grouped the data into main and sub-themes in accordance with their meaning and relevance to create interpretable content. The researcher used the raw data to formulate names and codes that helped generate meaning and alignment.

Phase 4: Review themes

At this stage, the researcher relooked at the candidate themes for coherence in the pattern, accuracy and relevance of the data set. The researcher checked the raw data to ascertain that the extracts adequately capture the meaning and correctness of the data to fit the intent of the study, ensuring that the categorisation is appropriately linked with the responses provided by the participants.

Phase 5: Define and name themes

It is at this juncture that the researcher described the essence of the themes in relation to the data collected. Demonstrating the relevance of each theme to the aims of the study and its findings. The researcher provided empirical evidence in support and contrast of the findings to arrive at a conclusion to the aim and objectives of the study.

Phase 6: Producing the report

This stage encompasses the writing of the report on the essence of the data collected and the meaning extracted from the themes to create a compelling conclusion to the study. The researcher at this stage presents a research report which outlines the findings, conclusion and recommendations.

3.9 TRUSTWORTHINESS OF THE STUDY

Trustworthiness of the study was accomplished by ascertaining that all considerations are taken when undertaking the study. Guba, 1981; Lincoln, 1995; Connelly, 2016) suggest that four criteria may be utilised to safeguard the trustworthiness of the data, this is supported by Shenton (2004) as presented below:

3.9.1 Credibility

This term was used to address activities that made it more dependable that the findings resultant from the data were correct and that the study was able to measure what was intended. The investigator guaranteed that the research methodology was in line with the research aim and objectives with participants carefully selected as the specific subject of investigation. The researcher made certain that she was researching what she was initially set out to investigate. Triangulation of data was also key in using numerous foundations of data as empirical evidence to the data presented and alignment with the data collected. Voluntary participation and

confidentially were guaranteed to participants to ensure their participation and information is as purely honest as possible (Shenton, 2004).

3.9.2 Transferability

The nature of qualitative research is in a way that a deep comprehension of a particular phenomenon is required, rather than a general view to other contexts, as is the notion with quantitative research (Babbie & Mouton, 2001; Patton, 2015). This highlights the basis for making similarity judgements, the researcher attempted as far as practicably possible to provide a concrete basis and background through empirical data of similar situations, maintaining all versions of information in their original forms and ensuring applicability in similar situations. The researcher's use of participants and instruments fit for purpose will furthermore guarantee the transferability of the study.

3.9.3 Dependability

Shenton (2004) states that dependability is the extent to which exploration can be redone with comparable processes and methods to yield the same outcomes. This refers to the reliability of data to be tested by triangulation of methods and providing an assessment trail to produce the same results. As participants for this study were required to meet the inclusion criteria, this was the researcher's attempt to mitigate reliability and accuracy as far as practicably possible. Although with the rapid changing teaching environments and requirements, it is almost impossible to guarantee steady experiences (Fidel, 1993).

3.9.4 Confirmability

The concept of confirmability is based on guaranteeing that the findings of the study are grounded in subjective encounters of the participants other than the ideologies and preferences of the researcher (Shenton, 2004). The researcher acted ethically and professionally by respecting the views of participants and the integrity of the study through the presentation of accurate non-bias data outcomes. The consistency of information was achieved by way of triangulation of data by examination of such items as empirical sources of data and presentation of data representative of the experiences of participants (Campbell, 1996).

3.10 ETHICAL CONSIDERATIONS

In undertaking this research, the researcher applied for ethics clearance with the School's Human Research Ethics Committee (HREC Non-Medical) before commencing with the

collection of data. Ethics clearance was obtained and the Protocol Number is **SW21/07/03** (See Appendix C). Permissions to conduct the study was also sought and acquired from the Gauteng Department of Education and the four full-service schools identified for sampling (See Appendix D). According to Bless, et al. (2006) research ethics help to avert research misuses and assists the researcher in appreciating their responsibilities as ethical scholars. In this study the following principles were enforced amongst others:

3.10.1 Voluntary participation

As espoused by the norm of informed consent, involvement must be agreed upon and not an issue of any pressure or threat of damage for non-participation (Vanclay, et al., 2013; Rubin & Babbie, 2005; Babbie, 2007). For this study, no participant was obligated to part-take in the study under any circumstances. Voluntary participation and withdrawal from the study were guaranteed to all participants at all stages of the process. A participant information sheet was provided to all participants to inform them of all processes and their rights pertaining to the study (See Appendix A).

3.10.2 Informed consent

According to Nuffield Council on Bioethics (2002), informed consent necessitates that researchers respect study participants' independence, interests, and needs, and act on the assumption that participants know what they want (Grinnell & Unrau, 2008; Israel & Hay, 2006). The participants in this study were conversant and educated regarding all the goals and processes pertaining to the study so that they were at liberty to make informed and calculated decisions. As the survey was electronic, by completing it they were automatically consenting to participate in the study.

3.10.3 Confidentiality

Confidentiality denotes a state in which the researcher is conscious of the character of a participant but takes precautions to protect that identity from being revealed to others. Most research studies with humans require that a signed consent contract be collected from participants thus researchers know the identity of their participants (Evergreen, 2021; Babbie, 2007). In such cases, upholding confidentiality is a key factor to ensuring the protection of private information. The information provided by participants will be reserved strictly private and securely kept by the researcher for 2 years on a password-protected computer. The

principle of self-determination was applied for participants to outline how their information is to be handled.

3.10.4 Anonymity

Evergreen (2021) espouses that anonymity is a state in which the individuality of different participants is not known to investigators. Although due to the acquiring of emailing information, the researcher knew the names of the participants. The researcher made certain that the privacy and identity of participants were safeguarded by maintaining confidentiality and guaranteeing safe storage of information in a password protected computer. A limitation to this might have been that the school principals were aware of some information relating to the study as they were mandated to permit the study in their respective schools. Confidentiality agreements were made to guarantee that this principle was upheld (Morris, 2006).

3.10.5 Non-maleficence

Townsend et al. (2010) highlight the need for researchers to strive to maximise the benefits of research and eliminate any possible hazard or harm to participants and themselves. Such potential danger and destruction if any should be alleviated by vigorous precautions and careful consideration of factors necessary in the research journey (Vanclay, et al., 2013). The participants in this study were assured of no harm and all aspects of the data collection process did not put the participants in danger in any way. The researcher ensured that the necessary professional counselling services were placed in case participants were somehow emotionally or psychologically impacted by the study.

3.11 CONCLUSION

This chapter deliberated on the research methods and design, providing an overview of the complete research procedure. The research questions, aim and objectives, population, sample and sampling procedures, the research paradigm, research approach and design, research instrument, method of data collection, method of data analysis, the trustworthiness of the study as well as ethical considerations were outlined in detail. The next chapter presents and deliberates on the research findings.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

This chapter is focused on the interpretation, presentation and discussion of the research findings. The study was focused on gathering information on the perceptions of inclusive education teachers in full services schools about factors that influence their well-being, their experiences on how their well-being is being influenced and exploring their view in terms of the school-based support structures available to enhance their well-being. Furthermore, it was the objective of the study to elicit inclusive education teachers' views on the employee health and wellness programme as well as social workers in addressing these factors that influence their well-being. This chapter will look in detail at the profile of the participants and the themes with sub-themes as findings of the study are outlined.

4.2 PROFILE OF PARTICIPANTS

The participants were selected through purposive sampling from the four full-service schools in the district that are willing to participate in the study. Participants were carefully chosen if they met the inclusion standards of having at least two years experience as inclusive education teachers, either male or female of any age and were eager to contribute to the study. Ethical considerations were made to protect all participants at all phases of data gathering and no identifying information will be shared. Table 4.1 below depicts general information of the participants:

Table 4.1: Profile of participants (N= 12)

Participants' No.	Age	Gender	Qualifications	Years of Experience
01	32	Female	Bcom Economics & PGCE	5 years
02	37	Female	BEd (Senior & FET)	6 years
03	58	Female	NPDE & ACE	12 years
04	58	Male	Primary Teaching Diploma, Inclusive Education & Educational Management (Hons)	17 years

05	56	Male	BAEd	18 years
06	46	Female	Hons BSoc SW	20 years
07	57	Female	Higher Diploma	12 years
08	47	Female	Honours Psychology	17 years
09	35	Female	Post Grad in Early childhood development	9 years
10	42	Female	BEd Foundation Phase education	7 years
11	43	Female	BEd	6 years
12	27	Female	PGCE	2 years

The participants in this study were all-inclusive education teachers working for the Department of Education in the Johannesburg west district. Although varying in educational background, years of experience, gender and age, they all met the criteria set for completing the survey (structured as a written interview). Out of the 12 participants, 10 were female and two were male. In terms of age, one participant was in her 20s, three were in their 30s, four were in their 40s and four were in their 50s. All the participants have a teaching qualification at varying educational levels: four have BEd degrees, three with PGCE, two have teaching Diplomas, one with Hons BSW, another one with Hons Psychology and one with a BCom degree. Their work experience ranges from two to twenty years respectively; two participants have below five years of experience, four with below ten years, another two with twelve years and four with above fifteen to twenty years teaching experience respectively.

4.3 THEMES AND FINDINGS FROM THE STUDY

The responses were analysed and themes were used to categorise the participants' statements into appropriate categories. The researcher observed merging themes across the data collected from all participants and four themes were identified. Table 4.2 below presents the four themes and relevant connected sub-themes per theme that arose from the analysed data.

Table 4.2: Themes and sub-themes that emerged from the data

THEMES	SUBTHEMES
Psychosocial Well-being	Feeling stressed and overwhelmed Maintaining work-life balance

	Accessible support services Change and support agents
Positive Feedback	Sense of purpose Gained insight Non-judgemental attitude
Management Support	Need for adequate capacitation Understanding required support
On-job Stressors	Lack of parental support Heavy workload Lack of school-based support

In the section that follows, the findings of the research study as related to the themes are to be discussed to obtain comprehension into the experiences of inclusive education teachers about the factors that are influencing their well-being in full-service schools.

4.3.1 Theme 1: Psychosocial Well-being

The first main theme to emerge from the data set was that of psychosocial well-being needed by the inclusive education teachers as they undertake their daily tasks. This theme highlights their perceived need for emotional support in maintaining their well-being as influenced by their experiences as inclusive education teachers. This theme has correlations with the first objective of this study which seeks to establish the perceptions of inclusive education teachers in full-service schools about the factors influencing their well-being as well as objective four focusing on inclusive education teachers' views on the role of the employee wellness programme and social workers in attending to factors influencing their well-being.

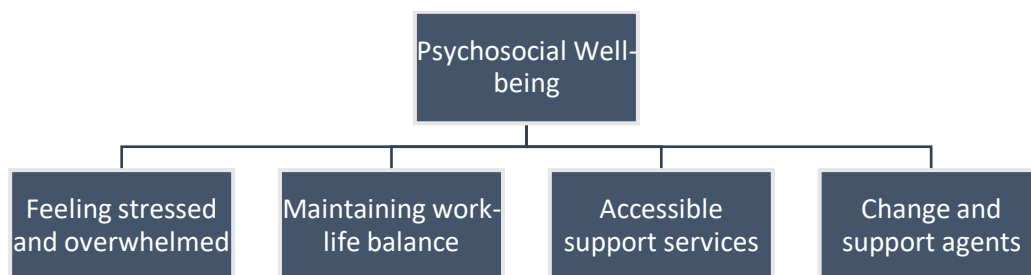


Figure 4.1: Theme 1: Psychosocial Well-being and associated sub-themes

a) Feeling stressed and overwhelmed

The participants in this study expressed feeling stressed, pressured and overwhelmed by their experiences and dynamics of being inclusive education teachers. As stated by Van Wyk (1998) teachers' strain is becoming widespread and could result in grave repercussions for the physical and emotional well-being of teachers. Wrobel (1993) adds that a substantial number of teachers perceive the educational environment as stressful. It was evident from the data set that most of the participants were feeling stressed and somehow under pressure to perform even in unfavourable conditions. Participants 2, 8, 9 and 10 shared these sentiments:

Participant 2: *It affects my life psychologically, emotionally due to the non-availability of support from other stakeholders for example parents and the Department itself.*

Participant 8: *The expectations of the content delivery in inclusive education is becoming extremely stressful for most educators.*

Participant 9: *Feeling stressed, overworked, concerned that you are not doing enough to help and support learners. You as the educator need to be a remodel but when you yourself feels stressed and tired and overworked it does not portray the best version of yourself to the learners or their families.*

Participant 10: *An intensive or heavy workload really makes me feel depleted. I feel as if I cannot give my all to every project because I am too busy trying to make it all work. This really takes a strain on my well-being as I feel pressured and incompetent. I am very hard on myself hence these feelings are detrimental to my well-being.*

It is these experiences that have led to an undesirable consequence on the well-being of inclusive education teachers and their ability to cope or perform optimally. Inclusive education teachers are seeming although be unintentionally put under immersed pressure to achieve for the benefit of learners while under strain themselves. Participants 1 and 11 highlighted that:

Participant 1: *It is difficult teaching children with their background so different and some from really poor/disadvantaged circumstances, as a teacher generally it is hard not to get affected or emotional attached to these children.*

Participant 11: *Seeing and being around young children who are orphans and are living in the most heart-breaking circumstances sometimes goes home with an educator. You spend time*

trying to think of ways to better a situation by providing a child with holistic chance at being better in life”.

This notion has direct links with the Person-Environment fit approach which denotes that one’s surrounding has a direct effect on their ability to function and the ability to which a person can navigate through challenges that overwhelm their existence and experiences in that environment (Su et al., 2014). The interface between the inclusive education teachers and their work situation correlates with their perceived stress levels, coping under pressure and their holistic well-being. This highlights the need for extensive workplace support to address the challenges experienced by inclusive education teachers.

b) Maintaining work-life balance

Delecta (2011) has espoused the concept of work-life equilibrium as meaning a person’s capacity to have control over their effort, personal as well as other societal commitments and accountabilities. Greenhaus et al. (2003) coined this as maintaining satisfaction and optimal functioning with home and work responsibilities with limited role conflict or strain. These definitions support the perception of most of the participants as they undertook to highlight finding or maintaining work-life balance as a core coping strategy to the diverse stressors experienced as inclusive education teachers. Finding mental strength and positive ways to maintain their well-being even in difficult and stressful times. Participant 1, 8, 10 shared their coping strategies as:

Participant 1: *Currently due to what is happening around us with the pandemic and how we are in the middle of difficult times, the best support strategy is to try and provide that emotional support myself by taking thing day by day and not overwhelming and over working myself but by trying to complete those duties that re within my control instead of taking on what is beyond me.*

Participant 8: *I am still trying to figure out a coping strategy, however I think being able to shut down from the classroom is a difficult but necessary task which is not easily achieved.*

Participant 10: *Taking time out in your personal life is very important to ensure that there is a balance. One also needs to ensure that you find positive forms of enjoyment in the workplace even if it is an extra-curricular activity that feels like your happy place.*

In maintaining this work-life balance some of the participants mentioned spiritual awareness and wellness is an important part of their coping mechanism. Fischer (2001) pronounces spiritual well-being as one of the basic elements of people's existence that has an influence on their health and overall well-being; infiltrating and encompassing all other dimensions of their interaction with the environment.

Participant 9: *My faith is my strong foundation; without it I will not be where I am today. Making use of biblical principles and wisdom is the only strategy I know, I am far from perfect as my well-being is always the last thing I focus on.*

Participant 11: *Taking it one day at a time and just praying to get through everything sane. It is difficult with COVID-19 and everything but we keep pushing.*

In contrast to these views participant, 3 highlighted their strategy to maintain their well-being as focus on quality delivery of their lessons as this helps them keep focus and plan appropriately thereby maintaining their required balance.

Participant 3: *Planned individual education support plans; designed and implemented for learners or a group of learners experiencing barriers to learning. Setting of targets and interventions with long-term goals that direct the learning process.*

Although with varying opinions, participants have highlighted the understanding of the need for self-care as an important tool to maintain well-being and improve optimum functioning for both personal and work responsibilities.

c) Accessible support services

It has been noted in the data set that most participants believe accessible support services can provide a platform for them to address the psychosocial challenges and promote their coping skills as they deal with work pressures. Although Employee Wellness services as guided by the Employee Health and Wellness Strategic Framework (2019) are available in the Department of Education, it is not always accessible to those in schools as it is mainly based at the district office.

Participant 9: *Make the needs of teachers a priority and ensure that whatever is being done to solve problems are cost effective and of good quality. Genuinely care for the well-being of the people you need to support.*

Participant 10: *I would ensure that inclusive education teachers have access to programmes that run on a monthly basis. A monthly check in with a counsellor that allows you to voice your concerns and overwhelming experiences. Access to applications that teach better emotional intelligence in the workplace and classroom.*

Participant 11: *Develop a strategy of more accessibility as it is only at the district office and not fairly on the ground where it is needed.*

This is highlighted by the Job Demands-Control-Support Model as it notes that work burdens can have a negative impact on employees who lack a sense of control over the processes and factors that determine performance outputs and well-being (Karasek & Theorell, 1990). Moreover, lack of structural social support in place to mitigate for employees struggling to meet demanding work expectations could result in strain and ultimately hinder the overall well-being of employees.

Participant 7: *To increase resilience, better employment engagement and reduce sickness and absence, higher performance and productivity employee wellness must be integrated throughout the workplace and embedded in its culture, leadership and people management.*

Therefore, allowing an environment that promotes balance and support can be a positive driver of motivation and a positive attitude to work tasks and achieve goals while striving to maintain the well-being of the ground force.

d) Change and support agents

Occupational social work services can provide care, support and developmental services to employees and the organisation. Although not formally institutionalised in the Department of Education, occupational social workers can through the Employee Health and Wellness programme intervene on three different levels, namely micro, meso and macro that ensure ultimate benefits for the teachers and the entire educational system. Most participants did not know of the existence of or interaction with occupational social workers in their work

environment although some participants have highlighted in their responses the need for occupational social workers to change the narrative of care services in their institutions and to bring about the desired change that would look after their well-being and promote quality workplace support services.

Participant 6: *It is a crucial role as it will afford educators opportunities to deal with their challenges once presented. Their wellness will in turn enable them to provide education to learners well.*

Participant 10: *Occupational social workers can create a positive change by ensuring that the workplace is functional and well managed for the well-being of staff and the benefit of the Department.*

Participant 12: *They can ensure that all forms of productivity, creativity and efficiency is met by having the right resources, having social workers to improve staff morale would be great.*

As such it is important to consider occupational social work as an appropriate instrument to holistically advance the strategy to address the need for inclusive education teachers while taking into account the goals and strategic outputs of the organisation. This is supported by Bargal (1988)'s conceptualisation of the practice model which highlights a continuum of interventions at different levels of social work practice that may provide to assist inclusive education teachers to find solutions and support to their challenges and ensure the advancement of the workplace well-being and organisational growth and development. Collaborating with school managements to source resources to stimulate health and well-being innovations in schools to support teachers and advance teaching and learning.

4.3.2 Theme 2: Positive Feedback

The second main theme to appear from the data was the positive regard and outlook expressed by the inclusive education teachers as they perform their duties daily. This theme highlights the gains they have experienced while working in their differentiated classrooms with children of different needs and backgrounds. This theme can be understood to highlight information related to the second objective of this study which centres on exploring the experiences of inclusive education teachers in full-service schools on how their well-being is influenced.

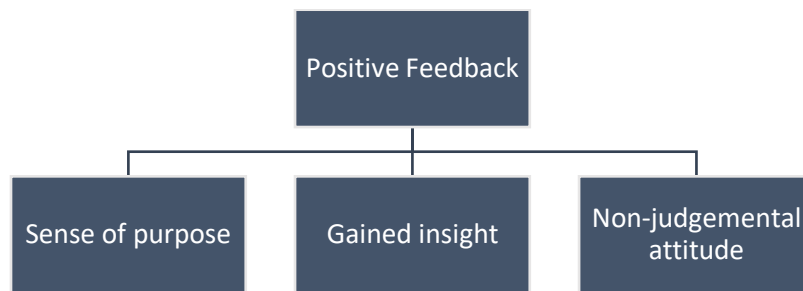


Figure 4.2: Theme 2: Positive Feedback and associated sub-themes

a) Sense of purpose

Inclusive education demands teachers to give themselves a deeper sense of belief and commitment to the craft of educating children who were previously marginalised from mainstream education. It requires them to work tirelessly with children of all backgrounds in striving to achieve what might seem “normally” impossible. As mentioned in the White Paper 06 of the Department of Education (2001) inclusive education fosters the belief of constructing a conducive environment for all children regardless of background to learn without limitation and for teachers to promote the principle of development and building potential. It is through this hard work that participants have illustrated that their commitment and interaction with these children although in difficult circumstances has yielded for them a sense of renewed reality and purpose.

Participant 1: *I think the most positive factor influencing my personal well-being is the feeling of providing a sense of belonging and positivity to a child who hasn't always been included in the classroom. Many learners face the one size fits all stigma so they have been excluded and ostracized to them coming into an environment where their differences are acknowledged and they are heard changes their personal which in turn gives me as an educator a validated sense of purpose.*

Participant 10: *Seeing learners grasp concepts that they previously struggled with positively affects my well-being. This factor allows me to feel as if what I am doing is worthwhile.*

Participant 11: *It has given me a greater sense of purpose seeing and knowing that I am making a difference in people's lives. They need love and hope, their joy and sense of belonging is heart-warming and special.*

Participant 12: *As an inclusive educator the positive factors that influence my well-being are seeing my learners doing well and progressing, this to me means there is something positive/good I am doing to change the learners' lives.*

As such it is clear to consider the positive role inclusive education is playing in both the learners' and teachers' lives. Learners' achievements and progress bring with it a sense of worth for the teachers as it positively reinforces their commitment to continuously give their all to ensure children receive a quality education. This view is fostered by the Person-Environment Fit Approach which denotes that the interface between a person and their environment has a direct correlation with their perception of well-being (Su et al., 2014). A person's surrounding has a direct influence on their ability to function, a reciprocal connection between a person and their surroundings can determine the extent to which a person can meet their needs against the challenges and opportunities presented by the environment. as this sense of purpose is a positive takeaway from the work commitment of these inclusive education teachers in a complex environment of pressure and stress (Prem et al., 2017).

Participant 8: *My personal viewpoint is that any individual who is teaching for longer than 2 years is doing it purely for the satisfaction of uplifting children. That is in itself the greatest and perhaps the only reason an educator can survive in today's classroom.*

Participant 9: *If I see that a learner finally grasps a concept that we have been working on for a while it really motivates me to do more (it feels like achieving a goal).*

This illustrates that being an inclusive education teacher can be rewarding and motivating as it is perceived as making a positive impact in the children's lives.

b) Gained insight

In an inclusive education environment, a learning opportunity is created not only for the learners but also for the teachers to expand their scope of knowledge and instruction in interaction with learners of different backgrounds and managing differentiated classrooms. Inclusive education teachers are the most important means for attaining the goal of an inclusive education and training system at the ground level; it is, therefore, paramount that teachers need to advance their expertise and knowledge and continually gain new ones (Department of

Education, 2001). Participants in this study have shown in their replies that their interactions with children in these differentiated classrooms has helped them gain insight into the dynamics of teaching such classes and even on how to strive toward better management of their duties. Personal growth and development are demonstrated in their responses as positive takeaways from their work. Emery and Vandenberg (2010) have established that as inclusive education teachers are more vulnerable to burnout and low job satisfaction, focusing on self-efficacy to further develop their skills as related to their duties has yielded positive results for their well-being and coping. Holmqvist and Lelinge (2021) add that gaining practical knowledge helps inclusive education teachers to recognise the diverse nature of the vulnerable children in their classrooms and are able to prepare them for participation in an inclusive social environment after finishing school.

Participant 1: *It has given me a greater sense of responsibility and made me realize the impact that my day to day duties has on a child who already feels like they have so many obstacles against them.*

Participant 5: *It helped me a lot because now I am able to conduct a differentiated classroom with care. I am able to identify who experienced any kind of abuse, it can be physical, psychological and emotional. I am able to bring self-esteem to different kinds of learners with barriers.*

Participant 6: *It enhances and broaden my view on how a diverse nature of beneficiaries interact and respond to interventions from their dynamic environment.*

Participant 8: *It has given me many windows to grow, explore and discovery of my own strengths and weaknesses.*

This feedback illustrates their understanding and experience of the need to continuously develop an inclusive education system that strives to recognise and takes with high regard the differences that all learners possess and overcome barriers in the system (Department of Education, 2001). Thereby encouraging a realisation by the teachers of the learning needs of children with disabilities.

Participant 2: *It taught me that there are many different causes that may lead or cause a learning barrier in a child.*

Participant 3: *I am now aware that these learners are not lazy, they are simply not coping with their work. These learners have problems; they may have some inherent or neurological factors that are affecting their learning.*

c) Non-judgemental attitude

Acknowledging the significance of teachers' outlooks to inclusion is fundamental for appreciating the efficiency of inclusive education in schools. Destructive assertions to inclusion are significantly predisposed by previous experience and may as a consequence of lack of information about, or involvement in, inclusive fields (Boyle et al., 2020). Positive outlooks towards inclusion start with the teacher, who has the effect to shape and inspire how inclusion is regarded and applied within a school (Boyle et al., 2011). Even though recognising the challenges that underpin the inclusive education field, participants in this study have demonstrated their support and consideration of the need to support efforts of inclusive education and have geared their thoughts and attitudes to model positivity and care.

Participant 1: *Many learners in the inclusion program give up because they feel like they are incapable of achieving better because they don't have the learning abilities of their peers so to provide a sense of belonging has required a change in attitude and a deeper sense of responsibility for my job as an educator.*

Participant 2: *It taught me that people are uniquely different with different abilities and that the level of understanding isn't the same.*

Participant 6: *That children/people are unique and they have a potential to excel once given opportunities and supported.*

Participant 7: *We learn that everyone has strengths and weaknesses and have the right to education, no discrimination, all learners are unique and placed in one class all of them. We are to apply diversity in class and teaching.*

As experiences vary from person to person, the influence of attitude on inclusion has highlighted the need to continuously support inclusive education teachers in their efforts so as to encourage positivity and attention for the fundamental essence of inclusion. Boyle et al. (2020) highlight that while teachers' attitudes towards inclusion are paramount to guiding

fruitful inclusive practices, teachers also need structured support through access to suitable resources in order to nurture inclusive environments. This duality of approach will ensure that inclusive education is sustainable, developmental and progressive.

4.3.3 Theme 3: Management Support

The third main theme to emerge from the data set is based on the need for management support as a vital factor in ascertaining that inclusive education teachers can execute their duties in an atmosphere that is developmental and caring of their desires and efforts. This theme highlights information related to the third objective of the study which focuses on inclusive education teachers' perceptions on existing school-based support structures available for them to enhance their well-being.

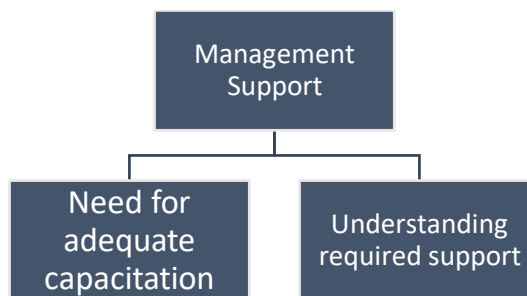


Figure 4.3: Theme 3: Management Support and associated sub-themes

a) Need for adequate capacitation

Shani and Hebel (2016) in their discussion of inclusive education training have highlighted that applying inclusive education is a serious challenge confronting the educational system. One of the core problems is that mainstream education teachers undergo inadequate training to work in multifaceted education settings and to respond to the unique requirements of all the learners in their classrooms. Acedo, et al. (2009) asserts that executing inclusion strategies warrants an in-depth understanding that inclusive education is a dynamic context and ongoing process demanding constant development and encompasses classifying and eliminating obstacles and creating a stable basis of inclusive association and pedagogy. Participants in this study have provided varying educational backgrounds as a basis for them working in the inclusive

education space. Some have mentioned undergoing training related to their duties as inclusive education teachers. Participants 3 and 7 attended formal inclusive education training:

Participant 3: *I have been trained on barriers and learning and development which the learner experiences. These would be internal such as physical, sensory, neurological, cognitive or learning disabilities at UJ in 2012 for one year.*

Participant 7: *Inclusive education: 2010 UJ for 1 year*

Other participants had only attended workshops and in-service training over the years as a foundation for them working as inclusive education teachers. Participants 1, 2, 4, 5, 8, 9, 10 and 11 all mentioned only attending a few days of workshops and seminars respectively.

Participant 1: *We have reading and writing skills workshops, specialised differentiation workshops and childhood development seminars as well as development workshops around learners with various neurological, physical and intellectual abilities.*

Participant 4: *Inclusive classroom on 23 October 2021 for 3 hours.*

Participant 8: *SIAS training for helping learners with barriers during teaching and learning. It was on 13-14 October 2019.*

Participant 10: *Inclusive education training is usually over one or two days. I attended an Inclusive education conference in July 2021 it ran for one day and was conducted by different professionals in the field.*

Participants 6 and 12 had received no training experience related to inclusive education.

The White Paper 06 on Special Needs Education: Building of an Inclusive Education and Training system (Department of Education, 2001) states clearly the need to adopt rules and principles for teacher education that are fitting for the development of capabilities and knowledge base to identify and respond to obstructions to education and to be able to make provisions for the varied range of schooling requirements. This data set highlights that even as efforts are made to capacitate the workforce, an existing challenge remains in the training and development area of inclusive education experienced by the teachers as tasked with the responsibilities.

b) Understanding required support

Overriding to the execution of inclusive education is management and institutional support for the inclusive education teachers at the schools. White paper 06 advocates for management and district-based support for teachers in all areas of inclusive education implementation to maintain and improve the value of curriculum and assessment delivery (Department of Education, 2001). Alberts (2016) writes on management support to say that the position of educational managements such as principals and school management teams (SMTs) is crucial in directing schools with a multiplicity of learners' needs. Adding that the government established and roles assumed by team leaders can decide the manner and successful accomplishment of set goals at schools. The management of a school is principal for developing guidelines, targets and policies for constructing an inclusive school culture, for giving support, and for precise identification of external elements that may hamper the advancement of an inclusive school environment.

All participants in this echoed sentiments of needing extensive support efforts from their management as they are tackling this difficult task of inclusive education. They highlighted misdirected and unsuited management support efforts that could not address their issues as inclusive education teachers. Participants expressed feeling that school managements do not understand the support required by them specifically as opposed to mainstream teachers.

Participant 3: *Understand the position of teaching support within inclusive education.*

Participant 5: *School management teams must provide necessary support to allow the process to go smoothly and profitable especially to learners. Resources must be available almost every day, educators not over-worked by a lot of paper-work. Newly appointed educators must be provided with the necessary development during the period of screening and identification.*

Participant 10: *I expect school management to be aware of the differentiated time frames that are required in inclusive education. As well as understanding the different forms of support that is to be provided. Management understanding the above will allow them to better support inclusive education teachers.*

Participant 11: *I expect support and due diligence in understanding that inclusive education is different and lot more demanding on us. They need to provide us with more support.*

As mentioned by participant 5, participant 12 also emphasised the provision of resources as a core management support function. As well as expanding the support needed for the promotion of peer education and support.

Participant 12: *Resources – for management to ensure that all necessary and needed resources are available at all times for teachers to do their jobs well. Support sessions – these sessions will be for those teachers who at times get to face challenges at work. These sessions will provide support to such teachers.*

Participants 6 and 9 echoed the sentiments of management promoting peer education as a way of providing the needed support by stating the following:

Participant 6: *Management to provide support and promote teamwork/ collaboration.*

Participant 9: *School management teams should be allowing educators more planning and brainstorming sessions to support each other through challenges in the classrooms, discuss specific challenges and possible solutions.*

These responses from participants illustrate the dire need for school management leaders and teams to continuously provide support specific to the work needs of inclusive education teachers taking into consideration the differentiated conditions in which they operate.

4.3.4 Theme 4: On-job Stressors

The fourth main theme that emerged in the data set was the on-job stressors influencing their well-being as inclusive education teachers. These factors have been shown to be influencing their capacity to cope and function optimally in the execution of their duties and maintaining their well-being. This theme also has correlations with the first objective of this study which seeks to establish further the perceptions of inclusive education teachers in full-service schools about the factors influencing their well-being.

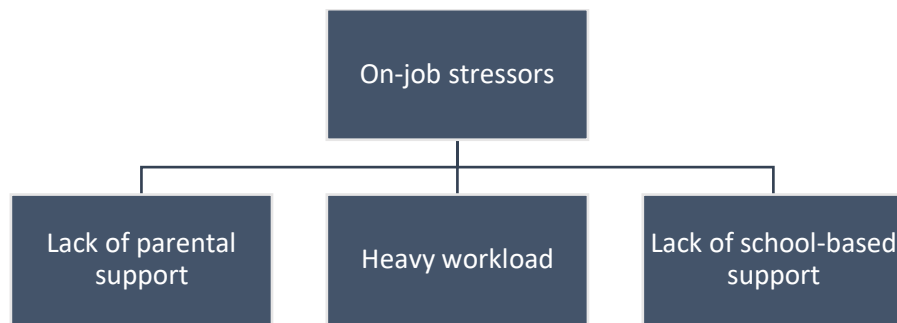


Figure 4.4: Theme 4: On-job Stressors and associated sub-themes

a) Lack of parental support

At least half of the participants demonstrated in their response a concern and frustration due to the lack of support or cooperation from parents. As a vital stakeholder in the education system, parents’ support is instrumental in guaranteeing that learning can continue fruitfully beyond the classroom and making sure that pupils have the right to use the needed resources to aid their schooling. A paper by the Robert Wood Johnson Foundation (2016) has reported that a supportive schooling culture, good principal management and collegial collaboration with key role players in a mutually positive environment are associated with higher job satisfaction among teachers and motivation of novice teachers to commit to teaching. As cited in the White Paper 06 of the Department of Education (2001) at the institutional/school level, partnerships with parents need to be established and strengthened so that they may, equipped with information, play a contributing role in the carrying out of inclusion activities, regardless of limitations due to disabilities or chronic illnesses. Participants highlighted experiencing overwhelming stress if this element of their daily responsibility is not in line with their functions.

Participant 2: *Firstly, lack of support from parents makes the process very difficult. This is caused by the parents not having the knowledge of inclusive education, lack of early identification that should had happened during the early stage of a child, parents being in denial that a learner has a learning barrier and that they need support or special attention.*

Participant 3: *Lack of parental support because learning also occurs in their home and communities as our education system, curriculum and teaching lacks methods that meet the needs of all learners holistically.*

Participant 4: *Parental support because some parents do not accept that their children have barriers to learning and development. When learners have to be referred to a special school, most parents do not approve the recommendations.*

Participant 5: *Lack of cooperation from parents creates negativity in inclusive education system as learners are absent which creates other problems and lack of necessary learning energy.*

This aspect of inclusive education is highly dependent on the collaboration of parents and teachers to find suitable schooling placement and continuity for the child. The data set shows the heavy burden carried by the inclusive education teachers in tackling issues of denial, stigma and lack of information. This in turn can make their jobs very difficult and frustrating.

b) Heavy workload

The Education White Paper 6 (2001) expresses syllabus and institutional obstacles to learning due to continuous changes effected to accommodate the growing and changing needs of learners. These include the medium of teaching; the demarcation of the classroom; approaches and procedures employed in teaching; the progression of lessons and schedules allocated to finish the syllabus; the educational resources and tools used; assessment of the varied needs of pupils are contributing factors to teacher stress and burnout. All these aspects of the inclusive education learning process seem to have brought in itself a lot of strain on the well-being of teachers as they try to achieve all their mandates for the benefit of the learners. The Job Demands-Control-Support Model supports that work demands can have a bad influence on employees who lack a sense of control over the processes that determine that performance outputs (Karasek & Theorell, 1990; RWJ Foundation, 2016).

Participant 8: *The demands from educators are beyond reasonable. The dynamics of an inclusive classroom has several contextual factors which may affect the pace at which the content may be delivered. However, with the CAPS policy it is very prescribed and leaves no room for adjustments or accommodations of inclusive education.*

Participant 9: *Getting distracted by the amount of daily admin. The admin is not always relevant to the learners' needs in the classroom. Limited time to plan together as a grade or to*

make resources that could be helpful to the learners, limited time to use the knowledge gained from workshops and courses or to implement it in the classrooms.

Participant 10: *An intensive or heavy workload really makes me feel depleted. I feel as if I cannot give my all to every project because I am too busy trying to make it all work. This really takes a strain on my well-being as I feel pressured and incompetent. I am very hard on myself hence these feelings are detrimental to my well-being.*

Participant 11: *The load of work creates tension with peers and the children suffer because of that. You are unable to teach properly as the mind is preoccupied with negative things. An environment of negative factors can affect the children as they need more attention and care.*

The feedback received illustrates an indulgence of the factors inclusive education teachers perceive to be influencing their well-being. The stress and pressure they work through daily can be understood to contribute to causing negative consequences to their health.

c) Lack of school-based support

School-based support teams are the strategic arm of the education system to provide immediate and ongoing support to an institution in the process of curriculum delivery. It is these teams' role to advance capability and guidance on assisting pupils with learning challenges and to guide the way in the school-support undertaking. As such School Management Teams are rightly placed to offer and advance this support to the teachers facing challenges in the midst of delivering their work duties. This does not seem to be the case with most participants as they demonstrate in their responses an instance of minimal or no support at all received from their school-based support structures. The Job Demands-Control-Support Model espouses that a lack of structural social support in place to mitigate for employees struggling to meet demanding work expectations could result in strain and ultimately hinder the overall well-being of employees (Karasek & Theorell, 1990). This is supported by (Michie & Williams, 2003; Bermejo et al., 2013) who have highlighted the significance of institution-based support for teachers, adding that a lack thereof can render teachers vulnerable to psychosocial stressors hindering their performance.

Participant 8: *Sadly, the well-being of educators has no focus or consideration.*

Participant 7: *SBST members are frustrated themselves, working hard and under pressure to meet deadlines.*

Participant 11: *Not effective for me. There is room for a lot of improvement.*

Participant 12: *I think the support structures that are currently available are not enough, there should be more that is done for teachers in terms of providing support and ensuring that needed resources are available at all times.*

In contrast to the majority view, one participant believes that some effort is made by school-based support structures although loopholes exist in the system which clearly can benefit from further investment in the support in the human resources of the education system.

Participant 10: *I think the existing school-based support structures available really do help. There can however be better structures put in place to deal with your concern and frustrations.*

4.4 CONCLUSION

This chapter gave an account of the interpretation, presentation and discussion of the research data and findings. The participants' responses were analysed according to themes and sub-themes derived to elicit meaning in relation to the objectives of the study and available writings. The following chapter offers a summary of the findings and their conclusions, recommendations based on the findings and possible areas for further research.

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The focus of this study was to explore the experiences of inclusive education teachers in full-service schools on factors that influence their well-being. In this chapter conclusions based on the main findings integrated from the literature assessment, theoretical frameworks fundamental to the study and the empirical study with 12 participants are presented. The attainment of the aim and objectives of the research study is discussed. The chapter concludes with recommendations derived from the findings and possible areas for future research is presented.

5.2 AIM AND OBJECTIVES OF THE STUDY

This research study was guided by two underlying questions:

- What factors do inclusive education teachers in full-service schools perceive to influence their well-being?
- How do these factors influence the well-being of inclusive education teachers in full-service schools?

The research aim was to explore the factors that inclusive education teachers working in full-service schools in Johannesburg West district perceive to influence their well-being and how they experience these factors are influencing their well-being.

The aim was achieved through the following objectives:

5.2.1 Objective 1: To establish the perceptions of inclusive education teachers in full-service schools about the factors influencing their well-being.

This objective was achieved through the literature review in Chapter 2 section 2.3.4 on factors in the South African education environment challenging the well-being of inclusive education teachers and the open-ended survey conducted with the research participants as explained in Chapter 3. The empirical findings described in Chapter 4 contributed to the achievement of objective 1.

5.2.2 Objective 2: To explore the experiences of inclusive education teachers in full-service schools on how their well-being is influenced.

This objective was realised through preliminary literature reading and observations done in schools, the literature review in Chapter 2 section 2.3.4 on factors in the South African education environment challenging the well-being of inclusive education teachers. The experiences of inclusive education teachers on how their well-being is influenced were explored in depth through the open-ended survey conducted with the research participants as described in Chapter 3 section 3.6 on research instrument and section 3.7 on the method of data collection and Chapter 4 section 4.3 on themes and findings of the study.

5.2.3 Objective 3: To explore inclusive education teachers' perceptions on existing school-based support structures available for them to enhance their well-being.

This objective was achieved through the literature review in Chapter 2 section 2.3.5 on workplace support programmes available in the education system. Subsequently, in Chapter 4 section 4.3 on themes and findings of the study, data gathered through the open-ended survey conducted with the research participants provide valuable information that contributed to the achievement of objective 3.

5.2.4 Objective 4: To elicit inclusive education teachers' views on the role of the employee wellness programme and social workers in addressing factors influencing their well-being.

This objective was achieved through the literature review in Chapter 2 section 2.3.5 on workplace support programmes available in the education system and section 2.3.6 on the role of occupational social workers in addressing challenges experienced by inclusive education teachers. The presentation of the findings from data gathered through the open-ended survey conducted with the research participants in Chapter 4 section 4.3 on themes and findings of the study confirms the views of inclusive education teachers in relation to objective 4.

5.3 SUMMARY OF MAIN FINDINGS AND CONCLUSIONS

The main findings and conclusions that transpired from the research study in relation to the different objectives are summarised below.

5.3.1 Objective 1: To establish the perceptions of inclusive education teachers in full-service schools about the factors influencing their well-being.

5.3.1.1 Finding 1: At least half of the participants demonstrated in their response a concern and frustration due to the lack of support or cooperation from parents. Participants

highlighted experiencing overwhelming stress if this element of their daily responsibility is not in line with their functions.

Conclusion: The data set shows the heavy burden carried by the inclusive education teachers in tackling issues of denial, stigma and lack of information from parents of children with disabilities placed in inclusive classrooms. This aspect of inclusive education is highly dependent on the collaboration of parents and teachers to find suitable schooling placement and continuity of education and support for the child and teachers.

5.3.1.2 Finding 2: Aspects of the inclusive education learning process including the curriculum, organisation of the classrooms, assessment methods and resources seem to have brought in itself a lot of strain on the well-being of teachers as they try to achieve all their mandates for the benefit of the learners.

Conclusion: The feedback received illustrates an understanding of the factors inclusive education teachers perceive to be influencing their well-being. The stress and pressure they work through on a daily basis can be understood to contribute to causing negative consequences to their health.

5.3.2 Objective 2: To explore the experiences of inclusive education teachers in full-service schools on how their well-being is influenced.

5.3.2.1 Finding 3: Participants in this study expressed feeling stressed, pressured and overwhelmed by their experiences and dynamics of being inclusive education teachers. It was evident from the data set that most of the participants were feeling stressed and somehow under pressure to perform even in unfavourable conditions.

Conclusion: It is these experiences that have had a negative influence on the well-being of inclusive education teachers and their ability to cope or perform optimally. Inclusive education teachers are seeming although be unintentionally put under immersed pressure to achieve for the benefit of learners while under strain themselves.

5.3.2.2 Finding 4: Most of the participants highlighted finding or maintaining work-life balance as a core coping strategy to the diverse stressors experienced as inclusive education teachers. Finding mental strength and positive ways to maintain their well-being even in difficult and stressful times.

Conclusion: Maintaining a work-life balance is an important part of advancing the coping strategies of inclusive education teachers to work against the negative influence of stressors on their well-being. The understanding of the need for self-care is an important tool to maintain well-being and improve optimum functioning for both personal and work responsibilities.

5.3.2.3 Finding 5: It has been noted in the data set that most participants believe accessible support services can go a long way in addressing the psychosocial challenges and promoting their coping skills as they deal with work pressures.

Conclusion: A lack of structural social support in place to mitigate for employees struggling to meet demanding work expectations could result in strain and ultimately hinder the overall well-being of employees. Therefore, allowing an environment that promotes balance and support can be a positive driver of motivation and a positive attitude to work tasks and achieve goals while striving to maintain the well-being of the ground force.

5.3.2.4 Finding 6: It is through the hard work of managing inclusive education that participants have illustrated that their commitment and interaction with these children although in difficult circumstances has yielded for them a sense of renewed reality and purpose.

Conclusion: As such it is necessary to consider the positive role inclusive education is playing in both the learners' and teachers' lives. Learners' achievements and progress bring with it a sense of worth for the teachers as it positively reinforces their commitment to continuously give their all to ensure children receive a quality education.

5.3.2.5 Finding 7: Participants in this study have shown in their responses that their interactions with children in these differentiated classrooms has helped them gain insight into the dynamics of teaching such classes and even on how to strive toward better management of their duties.

Conclusion: Personal growth and development are demonstrated in their responses as positive takeaways from their work.

5.3.2.6 Finding 8: Even though recognising the challenges that underpin the inclusive education field, participants in this study have demonstrated their support and understanding of the need to support efforts of inclusive education and have geared their thoughts and attitudes to model positivity and care.

Conclusion: The influence of attitude on inclusion has highlighted the need to continuously support inclusive education teachers in their efforts so as to encourage positivity and attention for the fundamental essence of inclusion.

5.3.3 Objective 3: To explore inclusive education teachers' perceptions on existing school-based support structures available for them to enhance their well-being.

5.3.3.1 Finding 9: School Management Teams are rightly placed to offer and advance this support to the teachers facing challenges in the midst of delivering their work duties. This does not seem to be the case with most participants as they demonstrate in their responses an instance of minimal or no support at all received from their school-based support structures.

Conclusion: More effort is necessary to enhance school-based support structures as loopholes exist in the system which clearly can benefit from further investment in the support in the human resources of the education system.

5.3.3.2 Finding 10: Participants in this study have provided varying educational backgrounds as a basis for them working in the inclusive education space. Even though some have undergone some introductory training, it was evident in the data they need for proper preparatory capacity building for teachers before they were expected to work as inclusive education teachers.

Conclusion: Although efforts are made to capacitate the workforce, an existing challenge remains in the training and development area of inclusive education teachers thereby requiring more investment in the skills development of teachers specific to inclusive education as a speciality area.

5.3.3.3 Finding 11: All participants in this echoed sentiments of needing extensive support efforts from their management as they are tackling this difficult task of inclusive education. They highlighted misdirected and unsuited management support efforts that could not address their issues as inclusive education teachers. Participants expressed feeling that school managements do not understand the support required by them specifically as opposed to mainstream teachers.

Conclusion: These responses from participants illustrate the dire need for school management leaders and teams to continuously provide support specific to the work needs of inclusive education teachers taking into account the differentiated conditions in which they operate.

5.3.4 Objective 4: To elicit inclusive education teachers' views on the role of the employee wellness programme and social workers in addressing factors influencing their well-being.

The main findings and conclusions of this objective were as follows:

5.3.4.1 Finding 12: Most participants did not know of the existence of or interaction with occupational social workers in their work environment although some participants have highlighted in their responses the need for occupational social workers to change the narrative of support services in their institutions and to bring about the desired change that would look after their well-being and promote quality workplace support services.

Conclusion: As such it is important to consider occupational social work as an appropriate instrument to holistically advance the strategy to address the need for inclusive education teachers while taking into account the goals and strategic outputs of the organisation.

5.4 RECOMMENDATIONS

From the findings and conclusion of this study, the following recommendations are made to the Department of Education, Full-service schools and inclusive education teachers:

- There is a need to fundamentally strengthen the relationship between full-service schools and parents as they are very instrumental in advancing the educational needs of their children through supporting the teachers' efforts and functions and being actively involved in their children's daily activities. As such schools would need to provide education and information during admission and orientation to parents to help them destigmatise disability and understand their educational responsibilities.
- To provide professional school-based psycho-social support for teachers and their dependents, decentralise the service to be immediately available for teachers in their workspaces to respond to stressful and overwhelming situations.

- For the Department of Education to consider the institutionalisation of Occupational Social Work services as part of their Employee Wellness Programme to holistically address the challenges of the need for psychosocial support for their employees as aligned to the strategic goals and outputs of the organisation.
- Proper formal training and development of teachers in inclusive education before them working in an inclusive environment to prepare them for the differentiated approach and pressure associated and required in the inclusive education system.
- Further and continuous training and support for school managements and school-based support teams in appropriate inclusive education approaches and required support strategies for inclusive education teachers aligned with the changes and responsibilities as expected. This is to capacitate their ability to provide in-service training and peer education sessions for inclusive education teachers experiencing challenges to encourage mutual aid and sharing best practices.

5.5 POSSIBLE AREAS FOR FURTHER RESEARCH

This research study has highlighted the following areas for future research:

- A review of the effectiveness and fit for purpose of the Employee Health and Wellness programme in the Education sector in light of the mental health-related issues experienced by teachers.
- Support, training and development of teacher capacity in alignment with the changes in the education system.
- A review of/ investigation of Initial Teacher Education Programmes

5.6 CONCLUSION

This final chapter of this study has brought into focus the findings and conclusions on the data collected. A clear indication has been made by the participants of a connection between their functions as inclusive education teachers and their well-being. Recommendations have been made to suggest possible directions on the strategies that could be developed to improve the experiences of inclusive education teachers and their well-being. Looking at the current situation as presented by the COVID-19 pandemic and heightened mental health issues, the pressures if not properly supported and reinforced can have detrimental effects on both the

teachers and learning in the inclusive education environment. As this research has found, it is paramount that structured support systems are put in place to respond to the needs of teachers who are heavily burdened with extensive workloads, the responsibility of teaching and supporting learners and parents. Stress and pressure of work has become widespread creating negative experiences and attitudes which influence their well-being and holistic work-life balance. This highlights the needs to assist teachers to create coping mechanisms to promote their wellness and drive motivation as they conduct their duties for their overall well-being. The researcher, therefore, hopes this research can contribute to the understanding of the need to reinforce and provide professional support in schools.

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PARTICIPANT INFORMATION SHEET

Research Title: The experiences of inclusive education teachers on factors that influence their well-being: The case of four full-service schools in Johannesburg West District.

Dear Sir/Madam

My name is Mokgadi Kgapana-Sambo and I am a Masters student in Occupational Social Work at the University of the Witwatersrand, Johannesburg. As part of my studies, I have to undertake a research project, and I am investigating the experiences of inclusive education teachers on factors that influence their well-being: a case study of four full-service schools in Johannesburg West District under the supervision of Prof Edmarie Pretorius. This research project aims to explore the factors that inclusive education teachers working in full-service schools in Johannesburg West district perceive to influence their well-being and how they experience these factors are influencing their well-being.

As part of this project, I would like to invite you to take part in an open-ended survey (structured as a written interview). The open-ended survey will be e-mailed to you and will require you to complete the questions on a once-off basis. It is likely to take around 40 minutes to complete.

There will be no personal costs to you if you participate in this project. You will not receive any direct benefits from participation, and there are no disadvantages or penalties if you do not choose to participate or if you withdraw from the study. You may withdraw at any time or not answer any question if you do not want to. The survey will be e-mailed to you and you are required to e-mail it back to me. I will cover the costs of data used to receive, complete and email the survey. The information received will be dealt with carefully and confidential and anonymity during the process of data collection will be honoured as far as possible and definitely in the resulting research report. I will not be disclosing your name or any identifying

information to anyone else, and the information you give to me will be held securely in a password protected computer for two years should a publication emanate from the study and six years should no publication come from the study. I will be using a pseudonym (false name) to represent your participation in my final research report. If you experience any distress or discomfort at any point in this process, you can stop answering the questions or resume another time. If you need some support or counselling services following the survey, these will be available free of charge. The name of the counsellor is Walter Masungwini and the contact details for the counselling service are 073 472 5050.

If you have any questions during or afterwards about this research, feel free to contact me on the details listed below. This study will be written up as a research report. If you wish to receive a summary of this report, I will be happy to send it to you. If you have any concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the University Human Research Ethics Committee (Non-Medical), telephone +27(0) 11 717 1408, email hrecnon-medical@wits.ac.za.

Yours sincerely,

Mokgadi Kgapana-Sambo

Researcher:

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011 717 4476

OPEN-ENDED SURVEY (STRUCTURED AS A WRITTEN INTERVIEW)

Research Title: The experiences of inclusive education teachers on factors that influence their well-being: The case of four full-service schools in Johannesburg West District.

GENERAL INFORMATION

Name of school:

Area:

Age of participant:

Gender :

Qualification:

Year qualification has been obtained:

Number of years' experience as an inclusive education teacher:

The ratio of pupils in the classes you teach:

School level:

Subjects that you teach at the school:

QUESTIONS

Please answer the questions as detailed as possible.

1. You are an inclusive education teacher, share with me any specific training or capacitation that you have received as an inclusive education teacher. What was the name of the training, when was it offered, how long was it and who conducted the training?

2. Well-being can be viewed as a state of being whereby a person feels comfortable in their existence, are happy, have good health and experiences a sense of purpose and satisfaction. In your view as an inclusive education teacher, explain what are the positive factors that are influencing your well-being?

3. In your view as an inclusive education teacher, explain what are the negative factors that are influencing your well-being?

4. As an inclusive education teacher, share with me your experiences about how, and in which ways do the abovementioned positive factors influence your well-being.

5. Share with me your experiences about how, and in which ways do the abovementioned negative factors influence your well-being.

6. How do you think being an inclusive education teacher is influencing your personal life?

7. How do you think being an inclusive education teacher has influenced your life as an educator in general?

8. What coping strategies are you employing to support your well-being with being an inclusive education teacher?

9. Share with me how do you perceive (see) the existing school-based support structures available to you to enhance your well-being.

10. What are your expectations from School Management in providing support to inclusive education teachers?

11. In your view, what are the roles of the School-Based Support Teams in supporting inclusive education teachers?

12. What do you think is the role of Employee Health and Wellness in supporting inclusive education teachers?

13. If you were in charge of Employee Wellness Services in the DoE, explain what programmes and services would you develop and offer to support for inclusive education teachers?

14. As an inclusive education teacher, how do you see the role of occupational social workers in addressing the factors that are influencing your well-being?

Thank you very much for your time and effort to complete the online open-ended survey
(structured as a written interview)

ETHICS CERTIFICATE



**DEPARTMENTAL HUMAN RESEARCH ETHICS COMMITTEE (SOCIAL WORK)
CLEARANCE CERTIFICATE**

Protocol number: **SW21/07/03**

Project title: The experiences of inclusive education teachers on factors that influence their well-being: The case of four full service schools in Johannesburg West district.

Researcher/s: M P Kgapana-Sambo, student number: 2356202

School/department: **SHCD Social Work** Date considered: **16 July 2021**

Decision of the committee: Low risk. **Conditionally Approved** - Awaiting the permission letters from the schools. **Date ratified:** 17 September 2021

Expiry date: 30 September 2024

Date: 29 September 2021

Chairperson: Prof E.

Pretorius Cc: Supervisor: Prof Edmarie Pretorius

Declaration of researcher(s)

To be completed in **DUPLICATE** and **ONE COPY** returned to the Administrative Assistant, Room 8, Department of Social Work, Umthombo Building Basement or emailed to Fezile.Ndebele@wits.ac.za

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

For Masters and PhD an annual progress report is required.

SIGNATURE

-----/-----/-----

DATE

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL
ENQUIRIES

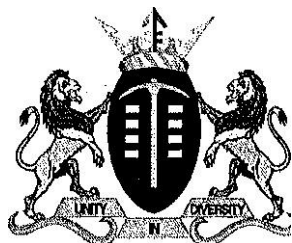
School of Human and Community Development: Social Work

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PERMISSION FROM DEPARTMENT OF EDUCATION



GAUTENG PROVINCE

Department: Education
) REPUBLIC OF SOUTH AFRICA

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GDE RESEARCH APPROVAL LETTER

Date:	18 August 2021
Validity of Research Approval:	08 February 2021— 30 September 2021 20211192
Name of Researcher:	Kgapane-Sambo MP
Address of Researcher:	6149 Sebenzisa Street
	Kagiso
Telephone Number:	0786760307/ 0647381001
Email address:	Mokqadi-kqapana-sambo@qautenq.gov.za
Research Topic:	The experience of inclusive education teachers on factors the influence their wellbeing: a multiple case study of four full service schools in Johannesburg West District
Type of qualification	MA in SW in the Field of Occupational Social Work
Number and type of schools:	2 Primary Schools , 2 Secondary Schools
District/s/HO	Johannesburg West

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be

presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has granted for the research to be conducted.

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

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Making education societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

1. Letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. Because of COVID 19 pandemic researchers can ONLY collect data online, telephonically or may make arrangements for Zoom with the school Principal. Requests for such arrangements should be submitted to the GDE Education Research and Knowledge Management directorate. The approval letter will then indicate the type of arrangements that have been made with the school.
4. The Researchers are advised to make arrangements with the schools via Fax, email or telephonically with the Principal.
5. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would Indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
6. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
7. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
8. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
9. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
10. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
11. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
12. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.

13. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
14. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
15. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
16. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

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

Kind regards



.....
Mr Gumanj Mukatuni

Acting CES: Education Research and Knowledge Management

DATE: 18/08/2021

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