UNIVERSITY OF ZULULAND

Experiences of educators towards

the implementation of inclusive education

in Richards Bay Schools

By

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DEDICATION

This study is dedicated to Jesus, my Personal Saviour,

the Ngema and Nxumalo families, and

my two sons Sabelwe and Awenkosi.

DECLARATION

I, Khethiwe Soli Nxumalo, hereby declare that this study titled "Experiences of educators towards implementation of inclusive education in Richards Bay Schools" is my work and has not been previously submitted to any other university. Sources have been fully acknowledged in the text, and in the reference section.

K.S. Nxumalo

Signature   _____

Date   <u>JANUARY 2019</u>

ACKNOWLEDGEMENT

ABSTRACT

The implementation of inclusive education in mainstream schools has for some time faced challenges in South African schools. Although much has been achieved in terms of policy development, and the restructuring of schools, the effects of changes have not been properly managed and evaluated. Evaluation and monitoring changes will help to determine the achievement of the policies and tracking the implementation of inclusive education. The main aim of this study was to assess teachers' experiences of the implementation of inclusive education and to determine the strategies they employed in order to accommodate diversity in their classrooms. Questionnaires were used, both closed-ended and open-ended questions to collect data from primary school teachers. Seven Richards Bay primary schools were identified as the sampling frame. Out of seven schools, one school chose not to participate. A total number of 104 teachers participated in this study. The closed-ended questions were analysed quantitatively. With regards to open-ended questions qualitative analysis was employed. The study revealed that teachers do embrace inclusive education however, most were still found practicing their old methods of teaching, which they were using before inclusive education was introduced. This was due to lack of skills and training. Teachers were given options to choose from with regard to special methods they use in accommodating diversity in their inclusive classrooms. Out of 104 teachers who participated, fifty nine (59) indicated that they do not use any special method to accommodate diversity in their classroom while (45) forty five declared that they use special methods in their inclusive classrooms. The study recommends that in-service training should be provided. Monitoring strategies should be put in place in order to provide support and guidance to teachers. Parents must also be involved in the education of their children. Through the involvement of the School Governing Bodies (SGBs).

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LIST OF ACRONYMS AND ABBREVIATIONS

SCM	Senior Circuit Manager
NCSNET	National Commission on Special Need in Education
NCESS	National Committee for Education Support Services.
IEP	Individual Education Plan
HOD	Head of Department
UNESCO	United Nations, Educational, Scientific and Cultural Organisation
NNSSF	National Norms and Standards for School Funding
PF	Performance Feedback
CGI	Cognitively Guided Instruction
ICT	Information Communication Technology
IP	Individual Learning Plan
EX-MODEL-C	Former white schools

CHAPTER ONE BACKGROUND

1.1 INTRODUCTION

It has been more than 15 years since South Africa started implementing inclusive education in schools, however there are children who still experience problems in the mainstream schools which have been converted into inclusive schools. Some of these learners have even given up on their schools because of these issues. They find school work too hard for them. Towards the end of each year, the schools submit their final mark schedules to the Senior Circuit Manager (SCM). The SCM specifies that failures must not exceed a certain percentage per school. If the schools were implementing inclusive education successfully, we should not have problems such as children not coping in the mainstream school because they are not being catered for in terms of learning needs. They require special teaching strategies, learning material and specific assessment strategies.

The South African government continues to be concerned about the segregation of the past, in which certain children were excluded from mainstream schools because of their learning needs. To correct this mistake, inclusion was introduced. The plan was put into place with the policy outlined in White Paper 6, which advocates that these learners should be accommodated in mainstream schools regardless of their learning needs (RSA White Paper 6, 2001).

The next step was to put this policy into practice. Studies were conducted on whether the policy was being implemented in schools, and some studies attested to children who were accommodated in schools, regardless of their learning disabilities or special needs (Storbeck & Martin, 2013; Woodcock, Hemmings, & Kay, 2012). As these children are diverse in their needs, relevant support is needed for each individual child in order to succeed (Mentz & Barnett, 2011).

As South Africa is in the implementation stage of the policy, this study sought to ascertain the teachers' experiences of inclusion and which strategies they employ in order to accommodate diversity.

1.2 PRELIMINARY LITERATURE REVIEW

In 1997, the National Commission of Special Needs in Education and Training (NCSNET), and the National Committee for Education Support Services (NCESS), were appointed to make recommendations in relation to support services and special needs in education in South Africa. A system to bring about this transformation and accommodate the full range of learners' needs was outlined in the government's White Paper 6 (2001). In the policy of implementation, three levels of support were identified. There are ordinary schools, which cater for learners who need low-intensive support, full service schools, for learners who need moderate support and special schools, for learners who need high intensive support (Anderson, Flack, Fisher, Greenhough, Kendal, & Shadwell, 2012).

Donohue and Bornman (2015) examined South African teachers' attitudes towards the inclusion of learners with different abilities in their mainstream classrooms. The sample consisted of 93 teachers, who were divided into two groups: the group who taught in mainstream or specials and were enrolled in a university programme for an advanced certificate in teaching learners with severe disabilities, and the other group of teachers who taught in special schools across three South African provinces. All the teachers reported that inclusion would benefit learners' social development , because children will be accommodated in every schools regardless of their learning needs as this study seeks to find out how well teachers are coping with diversity in their classrooms.

Mentz and Barrett (2011) examined the effort of South Africa to provide leadership context conducive to inclusive education. The provision of effective leadership for inclusive education demands a sound legislative and policy framework. It was found that this framework has been created. It is however, imperative that school leaders change their traditional ways of thinking in order for schools to move to an inclusive mind-set. Further training in this regard is necessary so that leaders and schools embrace the challenges associated with inclusive education, rather than feel threatened by these challenges.

Another study on inclusive education was conducted by Nel, Mohangi, Kong and Stephens (2016) conducted a study in Mpumalanga and Gauteng to gain an overview of early literacy teaching and learning. Data were gathered by means of

open-ended questions in a questionnaire. Various challenges were highlighted, of which limited resources, low socio-economic conditions and inadequate teaching strategies used to implement the Curriculum Assessment Policy Statement.

Kotzé, Van der Westhuizen and Barnard (2017) investigated the challenges regarding teaching strategies to support a multi-linguistic classroom. The study was conducted with IsiXhosa speaking learners in grade one, whose Language of Teaching and Learning (LTL) was different to their home language. A qualitative research design was used. Western Cape schools were represented from different socio-economic areas. Data were collected through semi-structured interviews. The results revealed that there is a challenge experienced by both teachers and learners.

A platform should be created for teachers to discuss and reflect on how change will be planned, implemented, monitored and controlled. A study conducted by Makoelle (2014) showed that teachers were not involved in the planning and implementation of inclusive education, and as a result they followed their own philosophy about what constitutes inclusive teaching. The gap between policy development and implementation remains a challenge (Oswald & Swart, 2011).

Lancaster and Bain (2010) compared two versions of a 13-week mandatory undergraduate inclusive education course to determine their effects on the self-efficacy of pre-service elementary education teachers. The results showed satisfactory and significant gains in self-efficacy for both approaches.

The impact of three variables on the self-efficacy of 992 general and special education pre-service teachers was examined by Leyser, Zeiger and Romi (2011). These variables were the years of pre-service education, experience with children with special educational needs, and training in inclusive or exceptional education. The findings revealed that more experienced teachers were socially accommodating with regards to children with learning barriers, as compared to inexperienced educators.

Specht, McGhie-Richmond, Loreman, Mirenda, Bennett, Gallagher, and Katz (2016) investigated how well teachers in Canada implement inclusive education. The survey took place in 11 faculties of education. Experienced and inexperienced teachers were involved in the survey. The results showed that teachers who have more experience with learners with special education needs were far better than

inexperienced educators. Inexperienced teachers were supposed to do better than experienced teachers because they were trained after inclusion was being introduced in South Africa, while experienced teachers received training on general methods of teaching. In the study conducted by Specht et al. (2016), the experienced teachers do better than inexperienced teachers in terms of helping children with learning barriers.

Challenges of inclusive education are not in particular to South Africa, for instance, Mentz and Barrett's study collected survey data from pre-service teachers studying at a large regional Australian university. These data were examined with the purpose of determining whether pre-service teachers' views (and concerns) about inclusion, and their confidence to teach in inclusive classrooms, had changed as a result of studying an inclusive education subject and undertaking a practicum linked to that subject. The results of an analysis, based on mean values, indicated that the various concerns, namely, resources, acceptance, workplace, and academic standards, did not change markedly as a consequence of the subject and practicum experiences (Woodcock, Hemmings, & Kay, 2012).

Research conducted across the country by Shelvin, Rose, Winter, O'Raw and YuZhao (2012) examined the extent to which Individual Education Plans (IEP) have been developed and implemented in schools, and also examined attitudes towards their use. Interviews were conducted with teachers, parents, pupils and other professionals to gain data related to IEPs' development and implementation. The findings of the research suggested that schools are taking the initiative in developing the IEPs, although there is inconsistency in their use and perceptions of their included usefulness.

Berkowitz (2017) explored ways in which third, fourth, and fifth grade teachers employ to improve the reading achievement of learners with learning disabilities. Grade 3, 4 and 5 educators, with a minimum of 3 years' experience in teaching learners with disabilities participated. Teachers were selected from schools which had attained a reading distinction in the Accountability Rating for the 2013, 2014, and 2015 administrations of the State of Texas Assessments of Academic Readiness. Teachers shared that increased participation in class discussions, learners' facial expressions, and interaction were signs that students had improved their reading performance.

Alvarez (2017) investigated the methods practised in Ontario in order to address the various learning needs of students with communication or language learning challenges in using French as a second language. Semi-structured interviews were used to collect data. The findings revealed that there is a connection between second language and special education teaching methodology.

Petriwskyj (2014) investigated the practices that supported transition, in three Australian sites, in which the population represented different types of pedagogic challenges. A case study was used to collect data. The results revealed that teachers adopted a range of approaches, framed by the visibility of diversity, by school context, and by teachers' professional transition.

Shireen (2014) examined how a teacher education programme in New Zealand prepared pre-service teaching for cultural diversity. Framed within the critical constructivist inquiry paradigm, the primary research question explored how pre-service teachers were prepared to meet the learning needs of students in culturally diverse classrooms. The question was explored on four levels: curriculum, pedagogy, perceptions of effectiveness, and diversity capacity. Key curriculum findings revealed variability in the depth of pre-service teacher preparation for cultural diversity and conceptual development of socio cultural competence.

Kartika and Kitamura (2017) examined the influence of teacher training and experience in the perspective on how children with disabilities should be educated. The study was conducted across Cambodia. A focus group was used as the data collecting tool. The findings revealed that neither teacher training, nor experience in teaching children with disabilities, influence how teachers perceive inclusive education. The results also showed that a lack of quality training and support structures have negative impact in meeting the needs of children with disabilities.

Buhere and Ochieng (2013) assessed the effectiveness of the use of selected teaching/learning resources in the implementation of inclusive education for special need learners in mainstream primary schools. The study findings revealed that the integration of inclusive education has not been accompanied by support structures: educators lack the knowledge in handling the available resources, and the available learning resourced are inadequate and inappropriate. The study recommended that the ministry of education and school managers should implement inclusion smoothly

and effectively through a variety of vehicles, including in-service opportunities, professional support groups, mentoring activities and improving the school setting to accommodate learner diversity.

Learners with learning barriers are still experiencing problems in schools, because teachers have not been properly trained to accommodate diversity in mainstream schools. This study will focus on the experiences of educators in the implementation of inclusive education in schools.

1.3 PROBLEM STATEMENT

Educators as subject specialists and curriculum implementers were not fully involved in the planning and implementation of inclusive education (Carpenter & Bovair, 2017). Some school leaders and educators in particular also feel threatened and sometimes overwhelmed by the many challenges that take place in schools. As a result among these educational challenges include teachers' attitudes towards inclusive education; lags in the development of the curriculum to accommodate diversity and pedagogy; the unavailability of learning resources; the need for mentoring activities, developing Individual Education Plans (IEPs), and improving the school setting to accommodate inclusivity. As a teacher herself, the researcher is exposed to such experiences. Educators appear helpless as they are not trained to teach learners with diverse needs. They mainly rely on general teaching skills and trial and error.

This study focused on the following research questions:

a. What are teachers' experiences in the implementation of inclusive education?

b. What strategies do teachers employ in handling an inclusive classroom?

The research questions will be addressed adequately.

1.4 RESEARCH OBJECTIVES

The objectives of this research project were:

 To investigate how teachers experience the implementation of inclusive education.

 To determine the methods used by educators in handling an inclusive classroom.

1.5 OPERATIONAL DEFINITION OF TERMS OR CONCEPTS

1.5.1 Inclusive education

In this research, the term "**inclusive education**" meant the process of accommodating all learners in one school and one classroom, regardless of their learning barriers.

1.5.2 Experiences

The term "**experiences**" meant encounters that educators are exposed to in the implementation of inclusive education.

1.5.3 Learning barriers

"Learning barriers" meant disturbances that are interrupting teaching and learning.

1.5.4 Strategies

"Strategies" meant teaching methods used by educators in an inclusive classroom.

1.6. RESEARCH METHODOLOGY

1.6.1 Research design

The researcher used the case study approach. It is an in-depth study of an individual case. It also helps to diagnose a particular condition and recommend therapeutic or remedial measures.

1.6.2 Sampling design

Convenience sampling was used. The researcher selected the population of Richard's Bay schools because of easy accessibility and geographical proximity (Etikan, Musa, & Alkassim, 2016). Seven primary schools in Richards Bay Ward were the sites from which data were collected. These schools are ex-model C schools. The researcher presumed that these schools would be doing well in terms of implementing inclusive teaching since they are located around town (N=104).

1.6.3 Research instrument

A questionnaire was used as the data gathering tool (see Annexure B Section B). The questionnaire consisted of closed-ended and open-ended statements/questions.

The open-ended questions were designed to elicit teachers' experiences. Questionnaires may be distributed to potential respondents by post, email, as an online questionnaire, or face-to–face, by hand. They also have the ability to gather information from a large number of people (Rowley, 2014). Questionnaire was chosen because the researcher wanted to maintain confidentiality and to allow participants freedom to express their feelings and to participate willingly without being intimidated (Kumar, 2014) as this study seeks to explore the teachers' experiences and strategies employed by the teachers in handling the inclusive classrooms. Some experiences might be sensitive.

1.6.4 Data analysis

A quantitative data analysis method was used in the closed-ended questions. With regard to open-ended questions, a method of qualitative analysis was employed.

A questionnaire was used as the data collection tool. It consisted of statements and options from which to choose. Some statements were positive and some were negative. A Likert scale was used in scoring statements. The scale started with positive and finished with negative items. It had 5 scale points (5, 4, 3, 2, 1) (Hartley, 2013) (see Annexure B).

Each participant's scores were added. An average was calculated by adding the total scores of all participants and dividing it by the number of participants ($3620 \div 104 = 35$). Participants who scored 35 were those sitting on the border, and they were grouped with participants who obtained the scores which were below average, because they were the participants who mainly chose an unsure option.

1.6.5 Description of procedures

The researcher requested permission to conduct the research from the KwaZulu-Natal Head of Department (HOD) (see Annexure D) and Senior Education Manager-Richard's Bay Ward. On the application, the title, and the purpose of conducting the study was included. The researcher also included list of schools, subjects (teachers only), time frame and how the study would be conducted.

1.7. ETHICAL CONSIDERATION

The researcher took into consideration the ethical standards regarding the protection of participants stated in South African constitution. The approval from the relevant stake holders was granted before conducting the research. The researcher was bound by procedures in the research proposal, the explanation given to the participants that they were free to take part or not during the research process that they were fully informed about the purpose of the research, and the language was understood by the participants (see Annexure E).

1.8 THE ORGANISATION OR PLAN OF STUDY

The research has been structured in 5 chapters as follows:

Chapter 1

This chapter entails the introduction and motivation for the study that was undertaken.

Chapter 2

The literature review and the studies conducted in this field are presented in this chapter.

Chapter 3

This chapter details the methodology of the study: the hypotheses, research design, sampling design, research instrument, its nature, scoring, data analysis, description of procedures, and the laws that have guided the researcher.

Chapter 4

Data are presented and analysed in this chapter.

Chapter 5

This chapter entails summary, discussion of findings, conclusions and recommendations.

CHAPTER TWO LITERATURE REVIEW

2.1 INTRODUCTION

During the time of apartheid in South Africa, black children were disadvantaged in terms of teaching and learning content and other educational opportunities. In the post-apartheid era, all learners have been promised access to quality education. South Africa's inclusive education policy promotes the provision of education to all the learners in the school system, with or without special needs education. Inclusive education is concerned with overcoming barriers to learning and increasing access and participation in education (Stofile, Linden, & Maarnman, 2011).

During the last two decades, education policy in South Africa has focused on providing quality education for all learners within mainstream schools. This removes the stigma and stereotyping of learners with educational barriers. The predominant objective is to provide quality education for all learners, in order to enable them to realize their full potential and participate constructively in society. The problem that has to be overcome in this process is the training and empowerment of teachers to identify and support learners with learning barriers (Prisloo, 2001).

2.2 THEORETICAL FRAMEWORK

The theory of inclusion stipulates that all learners should be accommodated in schools of their parents' choice regardless of their learning needs. The theory of inclusion further indicates that the school policy, infrastructure and curriculum must be accommodative of learners with diverse needs (Anderson et al., 2012). It is the school that is expected to make adjustments to accommodate learner needs and not vice versa. The classroom teacher should be equipped to cater for all learners so that each one can achieve their full potential. (South African Department of Education, 2001). It is the researcher's view that the ideal in the inclusive theory and policy of inclusivity is often the direct opposite of what is found in the cold face of the school at an operational level. It is with this background that the present study was conceptualized.

The global shift in policy position from segregated schools and classrooms to inclusive education commenced in earnest in many countries after UNESCO's Salamanca Statement (SS) and Framework for Action on Special Needs Education which were released in 1994. This statement was adopted by more than 300 participants, representing 92 governments and 25 international organisations who met in Salamanca, Spain, to promote inclusive education. The statement affirmed the right to education of every individual, regardless of individual differences, within the regular education system, and the right of children with special educational needs to receive whatever extra support they may require to ensure meaningful learning. Inclusivity became a new vehicle in the education sector. Governments were urged to give the highest policy and budgetary priority to improve education systems; adopt the principle of inclusive education, and to invest even greater effort in early identification, intervention, and vocational education. A framework for this action in South Africa offered guidelines for action at the national level, in the following areas: policy and organisation, school factors, recruitment and training of educational personnel, external support services, priority areas, community perspectives and resource requirements (South African Ministry of Education, 1994, 81).

The South African Department of Basic Education has committed itself to working progressively towards the establishment of inclusive education and training for all teachers. The initiative to ensure quality education for all students was introduced in the education White Paper 6 (South African Department of Education, 2001), "Building an Inclusive Education and Training System". Schools have been re-structured to accommodate all learners in mainstream schools, regardless of their learning barriers (Anderson et al., 2012). In the policy of implementation, three levels of support have been identified: mainstream schools - for learners who need low-intensive support; full service for learners who need moderate support and special schools for learners who need a high level of intensive support (Anderson et al., 2012).

The theoretical framework is reviewed in relation to the studies conducted to check the progress of inclusive education - if it is indeed implemented in accordance with the government policy. This study is aimed at investigating the experiences of

educators and the strategy that the teachers use in handling the inclusive classrooms.

2.3 LITERATURE REVIEW

This study is on experiences of teachers regarding the implementation of inclusive education in their schools. Chapter 2 focuses on literature regarding inclusive in South Africa, other African countries and across the globe.

2.3.1 Teachers' experiences with regards to the implementation of inclusive education

Ntombela (2011) explored how inclusive education is progressing in the province of KwaZulu-Natal, and Engelbrecht, Nel, Nel, and Tlale (2015) researched in to a deeper understanding of a group of South African teachers' personal understanding about barriers to learning and how their understanding related to their consequent actions to implement inclusive education in their classrooms. These studies share the common idea that if a person understands something then he or she will be able to implement it. Informed by social constructivism and the system's theory, the studies investigated teachers' experiences and understanding of this policy statement in three primary schools in two districts. The collected data showed that the teachers had limited experiences of inclusive education, and limited understanding of what it entails in South Africa (Ntombela, 2011).

Englebrecht et al. (2015) used a qualitative research approach, placed within a cultural-historical and bio-ecological theoretical framework to collect data, to explore South African teachers' personal understanding about barriers to learning, and how their understanding related to their consequent actions, to implement inclusive education in their classrooms. The findings indicated that the way in which teachers understood a diversity of learning needs was based on the training that they initially received as teachers, which focused on a deficit, individualised approach to barriers to learning and development, as well as contextual challenges, and that both had direct and substantial effects on teachers' classroom practices. As a result, they engaged in practices in their classrooms that were less inclusive, by creating dual learning opportunities that were not sufficiently made available for all learners (Engelbrecht, et al. 2015).

D'Armant (2012) used a qualitative approach for his study set in KwaZulu-Natal, South Africa. Unstructured and conversation interviews were used to collect data. The results showed the lack of homogeneity in participants' responses to inclusive education, highlighting instead the diversity that exists within and between African teachers in rural context.

Mestry and Ndhlovu (2014) investigated the implications of the National Norms and Standards for School Funding (NNSSF) policy on equity in public schools, in South Africa. Quantitative research was conducted at the Tshwane West District of Gauteng Province. Based on the three first order factors derived from the first analytic procedure, namely "the effective financial management", "'the management of equity issues", and "access to educational resources", it was found that despite substantial government interventions in the education system, equity had not been fully realised, because other schools received large amount of money as compared to others.

Engelbrecht, Nel, Smit, and Van Deventer (2016), and Mosia (2014) investigated the development of policy guidelines on the implementation of inclusive education. The study in Lesotho revealed that there was a lack of understanding by teachers and educationalists about what constitutes inclusive education (Mosia, 2014). In the study by Engelbrecht et al. (2016), in South Africa, teachers were able to define inclusive education, however they expressed a lack of knowledge regarding the roles and responsibilities of full-service schools. The interviews were conducted with teachers who attended workshops on inclusion and the school principals. Participants were five mainstream classroom teachers, and one special need class teacher. They also mentioned that they were not trained to teach children with learning disabilities.

Mateusi, & Naong, (2014). (2014) conducted similar research in Lesotho, in mainstream schools. An observation and in-depth documentary search was the basis of the data used in the compilation of the structured questionnaire – which was used to collect data from 25 conveniently sampled, impaired learners in two districts of Lesotho: Maseru and Berea. The findings showed that infrastructure was inappropriate.

Attitude has an impact on what someone does. If the person's attitude is negative, often his or her actions will be unacceptable. In contrast, a person whose attitude is positive will strive to give of his or her best to attain good results. It was therefore important to examine teachers' attitudes towards learners with special educational needs and towards the implementation of inclusive education.

A questionnaire, that contained both open-ended and closed items, was designed to explore Botswana's primary school teachers' attitude, knowledge and skills, and their views of the perceived benefits of inclusion of learners with disabilities in regular classrooms (Mukhopadhyay, 2014).

Maged (2014), Mukhopadhyay (2014), Selesho (2012), and Cambridge, Hunter and Newton (2014) explored teachers' attitudes towards inclusive education. The results from these three studies revealed that teachers had positive attitudes towards inclusion (Maged, 2014; Mukhopadhyay, 2014; Selesho, 2012).

Maged (2014) found that teachers acknowledged the existence of diversity in schools, and they were willing to accommodate all children in classroom Although these teachers in the South Central regions of Botswana were positive about inclusion, they did not have a favorable attitude towards the inclusion of learners with special educational needs in their classrooms due to their lack of essential knowledge of and skills in inclusive education. The research employed a descriptive survey design that used both qualitative and quantitative research methodology. Two hundred and seventy-three primary school teachers were drawn from a sample size of 2950 teachers and 165 schools. Multi staged, proportionate, stratified sampling was utilised to select teachers from three different locations: urban, semi-urban and rural. The study that was conducted at the University of Technology found that education students, who were enrolled in a teacher qualification, had positive attitudes towards an inclusive classroom. A questionnaire was used to collect data in this study (Selesho, 2012).

Tangaraza (2014) collected data using a qualitative approach to collect data from teachers and head teachers in Tanzanian primary schools. Head teachers were interviewed and teachers were involved in focus group discussions. The results revealed that inclusive education was faced with barriers, which included

inaccessible infrastructure, same curriculum, untrained teachers, and lack of teaching and support materials.

Vanderpuye (2013) investigated the involvement of parents in their children's education. He used a questionnaire and an interview schedule to collect data. The questionnaire had four sections, which elicited information on demographic data, parental perceptions, expectations and involvement in inclusive education in schools in Ghana. All participants completed the questionnaire and 20 parents were randomly sampled and interviewed. The findings showed that parents were knowledgeable about inclusive education and perceived it to be beneficial

Tangaraza (2014) and Mateusi and Naong (2014) explored the practice of inclusive education in inclusive schools.

Tangaraza (2014) conducted a study in Tanzanian primary schools. The study dealt with the inclusion of students with disabilities. Teachers were interviewed. The results of the study strongly suggested that inclusive schools were faced with barriers that hindered the effective implementation of inclusive education. Those impediments included inaccessible physical infrastructure.

Buhere and Ochieng (2013) explored the availability of selected teaching/learning resources, and the use of selected teaching/learning material in the implementation of inclusive education for special needs education learners in the mainstream school. The study was conducted in Bungoma Country, Kenya. For the first idea of the availability of resources: Out of 150 schools that had integrated special need learners were randomly sampled. Those were head teachers, regular teachers and special teachers. A questionnaire was used to collect data and interview schedules for special teachers and observation schedules. The findings revealed that the available resources were inadequate and inappropriate.

In Tanzanian primary schools, teachers were more inclusive and used several strategies to help all children to learn. Lack of materials, however, limited the practice (Wesbrook and Croft, 2015).

What is common with all of these studies is that they were conducted in inclusive schools and found that the schools had problems in implementing inclusion because of limited resources.

Cambridge et al. (2014) conducted a study on the implementation of inclusive education, the possible factors that influence teachers' attitudes, and made recommendations for promoting best practices in inclusive education. Data were collected using semi-structured interviews. The results revealed that a lack of funding was an obstacle for the effective implementation of inclusive education.

Buhere and Ochieng (2013) assessed the effectiveness of the use of selected teaching/learning resources in the implementation of inclusive education for special needs education in the mainstream primary schools of Bungoma Country, Kenya. A descriptive survey design was used. Data were collected using questionnaires for 30 head teachers, 120 regular teachers and 8 special needs teachers. Data were analysed using descriptive statistics. The findings revealed that educators lacked the knowledge in handling the available resources.

Sawhney (2015) explored the practice of inclusive education in inclusive schools.

The study was conducted in India. An initial survey was used to identify the sample of inclusive schools, and further study showed that inclusive education was being adopted by many schools only on a superficial level. An in-depth exploration was undertaken into the inclusive practices followed in two case-study schools. Interviews were conducted with the school heads, class teachers, students and their parents. This was accompanied by observations of the practices followed by the so-called inclusive schools. Data, thus collected, were analysed using qualitative analysis. The results of the study also demonstrated a lack of infrastructure.

Cambridge et al. (2014) conducted a study in the New Province District in the Bahamas. Data were collected from eight teachers utilising semi-structured interviews. The results showed both positive and negative attitudes towards inclusive education. The lack of funding, lack of administrative support, and insufficient training were identified as negative factors regarding teachers' attitudes towards inclusion. Data were collected qualitatively using semi-structured interviews from eight teachers throughout the New Province District in Bahamas.

Tangaraza (2014), D'Armant (2012), Florian and Kristine (2011), and (SadİOĞLu, BİLgİN, Batu, & Oksal, 2013) examined the implementation of inclusive education. D'Armant conducted the study in 16 rural schools, which participated in the National Department of Education pilot project (schools which implemented inclusive education from 2001-2003). Tangaraza's study was conducted in ten inclusive primary schools. Florian and Kristine's study selected two primary schools because they were both highly inclusive in terms of their intake. All the studies were conducted in inclusive schools, but the results revealed that all of them experienced issues in implementing inclusion.

Florian and Kristine's study was conducted in Scotland. The staff from both schools had strongly articulated their support of inclusive policies and practices. Data were collected through classroom observations and interviews. The first findings revealed that the teachers, who wished to use inclusive pedagogy to support the achievement of all children, faced a number of challenges and dilemmas in practice. The second finding was that the teachers' practice was often varied and could be considered to meet the standard of inclusive pedagogy that is, extending what is ordinarily available to all in some ways, but not in others (Florian & Kristine, 2011).

In Turkey, 23 teachers who had been working in schools where inclusive education was applied as per their ministry of education requirement were involved. A qualitative method was used. Teachers participated in interviews as the data collection tool. The findings indicated that elementary teachers generally have a negative opinion regarding inclusive education application: that they feel inadequate and need support, and they found pre-service and in-service training insufficient (SadİOĞLu et al., 2013).

In Hyderabad, India, a survey was conducted to identify to what extent inclusive education is being adopted in schools. The results were analyzed qualitatively after interviews were conducted with school heads, class teachers, parents and students. It was found that the term "inclusive school" was more of an ornamental name used to create an impression of inclusion (Sawhney, 2015).

Parriel (2015), ŠUkys, DumČIenĖ and LapĖNienĖ (2015), Okeke (2015), Pavalache-Ilie and Tirdia (2014), investigated the involvement of parents in their children's education.

ŠUkys et al. (2015) conducted their study in the Kauras region of Lithuania. Parents had to identify their children's learning problems. To collect data, the researchers used a survey. They found that 68.8% of the parents were able to identify their children's specific learning problem, and that just over half were involved in the education process at home. Further, one-third of the parents perceived that they were equal partners when communicating with teachers.

Okeke's (2014) findings differed from other studies because they revealed that parents did not know how to get involved. The study employed the descriptive case study research design. Thirty parents, in London, England, whose children attended primary schools, were interviewed. The results revealed that parents do care about their children's education, however, most of them did not know how to get involved. The study suggested that parents should be made aware of the strategies for the involvement in children's education (Okeke, 2014).

Another study in Ghana was conducted by Pavalache and Tirdia (2014), and involved grade 3 and 4 teachers as participants.

Parriel (2015) explored achievement in mathematics, reading and comprehension and social studies at secondary level. Data were obtained using cross-sectional survey design. The results showed that some parents were involved in their children's G9 class.

As this study is focusing on the implementation of inclusion, the research question on teachers' experiences of the implementation of inclusive education is formulated. The researcher had to look at the teachers' attitudes in order to match them with experiences, as attitude has an impact on what someone does.

Studies in the Republic of South Africa exposed that teachers may have a positive attitude on inclusion, but most of the teachers have limited knowledge concerning inclusion, inappropriate infrastructure, lack of skills and they don't understand the roles and responsibilities of full-service schools (Ntombela, 2011; Tangaraza, 2014). This raises the question of how they are able to accommodate diversity in classrooms if they are still battling to understand the barriers to learning which form the basis of inclusion. In order to accommodate diversity, they need to bear in mind that learners learn differently.

South Africa has also to look to other countries in order to get an idea on how they may cope with inclusion so that the government can discover what they think may suit its need as a country.

In African countries, teachers' attitudes were found to be positive, even when faced with barriers, including inaccessible infrastructure, lack of knowledge among educators, lack of material and lack of funding (Tangaraza, 2014).

It has also been noted that even the insufficient resources that they have teachers don't have the knowledge of handling them (Buhere & Ochieng, 2013).

International countries focus on the parental involvement. It means that there are some aspects that have to be taken into consideration when hoping to implement inclusion successfully (Parriel, 2015; ŠUkys, DumČIenĖ, & LapĖNienĖ, 2015; Okeke, 2015; Pavalache-Ilie, & Ţîrdia, 2015).

Teachers in different countries and places undergo different experiences with regards to the implementation of inclusive education, which may hinder the effectiveness of inclusion in schools. Even if the studies were conducted in different places, with different ideas, they share a common, main objective: to find out if and how teachers cope with inclusive education, as it was planned by departments of education. All the findings revealed that teachers experience problems.

2.3.2 Strategies that the teachers employ in handling an inclusive classroom

Learning takes place in different ways for different people. Some learn better when they see, hear, explore and have fun and others when they see and experience. Teachers in the inclusive classrooms should employ a variety of methods in order to accommodate diversity. Teaching methods will vary from person to person. The methods used by teachers will be discussed. Literature on strategies employed by teachers in accommodating diversity in South African schools is limited. Trying a variety of things may result on finding the suitable solution to a particular problem.

According to Engelbrecht, Green, Naicker and Engelbrecht (2009), a teacher may adapt the curriculum to suit the needs of a child. Some children may be studying at a different level of difficulty/different pace and may require specialized materials. Teachers need to select the learning activities and apparatus for their level of competence.

Parental involvement is also vital in the planning process. The teacher has to adjust the timetable because the child may have to miss some lessons and attend specialized classes and adjust times so as to keep up with the work. The School Based Support Team (SBST) has to support teachers by putting strategies in place and monitoring a child's progress.

Teachers have to make learning content relevant for learners using examples from the learners' educational environment, adapting learning programmes, teaching strategies and developing new ones to try in order to support the learner. A teacher may incorporate visual and tactile teaching aids, and discussions and written assessments (using the three main senses: vision, hearing and touch). A teacher may also give extra work, re-teach, differentiate content or lesson, peer support and refer learners for specialized intervention (Landsberg, Kruger, & Swart, 2018).

Landsberg et al. (2018) also stated that the teacher may use cooperative learning, in which learners are allowed to coordinate activities to help one another. Group members can contribute during activities and the teacher can easily identify challenges and provide relevant support. Scaffolding is a teaching method that enables the students to solve a problem, carry out a task or achieve a goal through a gradual shedding of outside assistance. An individual support plan (ISP) must be created because learners who experience diverse support needs will at some stage require some degree of individualized support, together with the group learning activities. It can be provided by the class teacher in collaboration with school based support team.

Akalin and Sucuoglu (2015), Moscardini (2014), Brown and Byrnes (2014), Shelvin et al. (2012) investigated the teaching strategies employed by the teacher in accommodating diversity in their classrooms. The studies were conducted in different places and to address different learning barriers. All the studies focused on individualization in addressing learning barriers and the effectiveness of performance feedback (PF), which was given daily to teachers following their training in classroom management strategies, on the outcome of teacher-student dyads.

Alkalin and Sucuogly (2015) conducted the study investigating three teachers working in mainstreaming classes and their students with special needs. A single-subject design, the multiple-probe design with probe conditions across subjects, and for the one group, a pre-test/post-test design were used to complete the research goal. As a result, performance feedback was found to have had positive effects on teacher-use of target classroom management skills (individualisation, transitions, and reinforcement). Regarding the outcome for the children, the intervention programme increased academic engagement. The performance feedback method was found to be effective for individualisation and reinforcement (Akalin & Sucuoglu, 2015).

As discussed by Shelvin et al (2012), across the Republic of Ireland, the Individual Education Plan (IEP) was developed and implemented in schools. Individual Education Plans cater for each and every child's individual needs because it is developed after identifying a child's problem in that particular area. The child's progress is being monitored. In order to gain data, interviews were conducted with teachers, parents, pupils and other professionals. The findings of the research suggested that schools were inconsistent in their use of the IEP, and in their perceptions of their usefulness (Shelvin et al., 2012).

Brown and Byrnes (2014) in Victoria, Australia, investigated the Individual Learning Plans of eight deaf and hearing impaired students. The students' portfolios and assessments were scrutinised to obtain evidence of formal and informal assessments used to develop goals for the individual learning plans. These goals were then assessed according to the SMART criteria (goals that are specific, measurable, attainable, relevant and time bound). Findings showed that the results of assessments were seldom used to inform goal setting. Despite this, most goals appeared relevant and achievable, although the specificity and measurability of goals remained an area needing attention. These results suggested various avenues for improving current practice through further in-service training for teachers of the deaf, as well as further research (Brown et al., 2014).

Moscardini (2014) conducted a study in Scotland which involved introducing the principles of Cognitively Guided Instruction (CGI) to 21 mainstream elementary teachers. It considered the effects of developing CGI in classrooms, focusing on teacher learning, and particularly their capacity to support all learners. The findings

demonstrated the teachers' awareness of their own learning and how this increased understanding of children's mathematical thinking and left them better placed to support all learners.

Considine, Mihalick, Mogi-Hein, Penick-Parks, and Van Auken (2014) explored the experiences of gateway course instructors during the implementation of pedagogical changes aimed at improving the success of diverse students. A detailed case study was built through analysis of peer observations, focus groups, oral and written reflections, student grades, in-depth interviews, and pre and post student surveys. Results showed that instructors faced three major challenges in implementing pedagogical changes: pragmatic challenges, student-centred challenges, and challenges to instructor self-concept. Embracing a learning paradigm and participating in a learning community helped instructors to manage these challenges and create more inclusive learning environments for students.

Koksal and Berberoglu (2014) investigated the effectiveness of a guided-inquiry approach in science classes, over an existing science and technology curriculum, in developing content-based science achievement, science process skills, and attitudes towards science. The study was conducted in Turkey. The focus was on Grade 6 students. Pre-test and post-test were administered. The results indicated the positive effect of guided-inquiry approach on cognitive, as well as other effective characteristics. The guided inquiry seems a transition between traditional teaching method and student-centred activities in the Turkish schools.

Soparrat and Klaysorn (2015) conducted a study on the use of project-based learning using ICT. Rello, Bayarri, Otal and Pielot (2014) investigated a computer-based method to improve the spelling of children with dyslexia through playful and targeted exercises. Both studies used computers.

In Soparrat and Klaysorn's (2015) study, Information Communication Technology (ICT) was used to develop learners' five key competencies based on the Thai Basic Education Curriculum 2008, which consists of communication capability, thinking capability, problem-solving capability, capability in applying life skills, and capability in technological application. Four schools were involved. Structured interviews and social networking were used as the data collecting tools. The researcher used the content analysis and triangulation methods to analyse the data. The results showed

that students were able to perform in five competencies. The research findings revealed that the use of ICT can help to develop students' abilities to communicate ideas, solve problems, improve life skills and the ability to use technology, as well as their learning in context of subject areas.

A computer-based method to improve the spelling of children with dyslexia through playful and targeted exercises was examined. They integrated the exercises in a game for iPad, DysEggxia, to test the effectiveness of this method in Spanish, and carried this out a within-subject experiment. During eight weeks, 48 children participated and used either DysEggxia or Word Search. Tests and questionnaire were conducted at the beginning of the study; after four weeks when the games were switched, and at the end of the study. The children who played DysEggxia for four weeks in a row had less writing errors in the tests than those that played Word Search for the same time. This provides evidence that error-based exercises presented in a tablet form helped children with dyslexia improve their spelling skills. Rello, Bayarri, Otal and Pielot (2014).

Güleç and Macan (2014) investigated the effect of drama-supported, cooperative learning on the development of 5 – 6 year old children's communication skills. The study was conducted with a total of 24 students, 12 in the experimental group and 12 in the control group, attending a nursery school in Bursa in the 2011 - 2012 educational years. In the study, a communication skills' questionnaire was developed. A personal information form and the communication skills' scale were filled by the teachers of the students included in the experimental and control groups in the pre-test stage. After the pre-test stage, the students composing of the experimental group, were given drama-supported, cooperative method activities, and those in the control group were given the drama activities included in the MNE pre-school programme for eight weeks. At the end of this duration, the communication skills questionnaire was filled in once again by the classroom teachers, taking the possible changes in the students into consideration. In the study, as statistical techniques, the independent samples t-test and covariance analysis were employed to the pre-test and post-test scores obtained from the communication skills' scale. In the analyses, the significance level $p < .05$ was taken. In terms of the total scores obtained from the verbal communication skills sub-scale of the communication skills

scale, significant differences were found in favour of the experimental group. In terms of the total scores obtained from the non-verbal, avoidance of communication barriers, and polite communication skills sub-scales, no significant differences were observed between the experimental and the control groups. Mirošević (2015) explored the implementation of inclusive teaching through the attitudes of pupils and teachers in the process of a school's self-evaluation. On a sample of 74 pupils and 48 parents from a primary school in the city of Zagreb, Croatia, the hypothesis was formed, according to which there were no statistically significant differences between pupils and parents in the evaluation of inclusive education in school. The results showed that pupils and parents evaluated inclusive teaching and the school in a positive way. The implementation of inclusive strategies was evaluated and found to be positive.

One of the research questions was to explore the strategies employed by teachers. As the study has focused on Richard's Bay Schools, South Africa, the local literature is limited. It is a challenge in South Africa to come up with scientific information based on a variety of strategies on how to address learning barriers, even though there is no strategy that can address all problems. To have a variety of strategies can assist teachers to keep on trying to apply strategies in different situations. From the time South Africa started implementing inclusive education, there should have been a wide range of strategies that may have been applied teachers in different schools, different phases, different grades and different subjects. Teachers internationally have used a variety of methods. Some strategies that are used are Performance Feedback (PF), Individual Education Plans (IEP), Individual Learning Plans (ILP), Cognitive Guided Instruction (CGI), guided-inquiry approach, project-based learning using ICT, drama-supported cooperative learning, and computer-based methods. Teachers need to identify the type of barriers which learners experience before they can choose appropriate methods to address the barriers.

2.4 CONCLUSION

Teachers in different places go through different experiences depending on the situation they exposed to. There is no one method which is suitable for all problems and learners, that is why teachers have to use a variety of methods for different

problems and different children. This study seeks to find out the methods used by the teachers to accommodate diversity. Unfortunately local literature is limited in this regard however, Engelbrecht et.al (2009), suggested that teachers can adjust the curriculum to suit the needs of children because they may be studying at a different level of difficulty. Which means that the classroom activities that children are engaged to, may differ in terms of cognitive levels. The question is, are the teachers taking into consideration cognitive levels when planning the lessons? Engelbrecht further suggested that specialised strategies must be used to accommodate diversity that's why one of the research questions was to explore the methods used by the teachers in the inclusive classrooms. Furthermore, literature from other countries was explored. Some methods that are used are Performance Feedback (PF), developing Individual Education Plans (IEP), Individual Learning Plans (IP), Cognitive Guided Instruction (CGI), guided-inquiry approach, project-based learning using ICT, drama-supported cooperative learning, and computer-based methods. The above mentioned methods used by the teachers in other countries are to address learning barriers of which they can be adopted in any country as long as they are suitable for a particular situation. The IEP as it is developed to suit an individual child in order to address his or her learning barrier could be the most suitable one, provided screening was done properly and being constantly implemented and monitored by whoever is administering the plan. Teachers need to identify the type of barriers learners experience before they can choose appropriate methods to address the present barriers. Knowledge and skills are needed to address problems that are why in-service training will also be the necessity.

CHAPTER THREE RESEARCH METHODOLGY

3.1 INTRODUCTION

In this chapter the researcher focused on research methodology and various ways in which to use research instruments to collect information. Each data-collecting method and measuring instrument has its advantages and drawbacks. Furthermore, what is an advantage for one, may qualify as a drawback for another, and vice versa (Welman, Kruger, and Mitchell (2005).

This chapter presents research design, method, sampling design, and research instrument, scoring procedure, description of procedures and its validity and reliability and sampling design.

3.2 RESEARCH DESIGN

Descriptive design was used in this study. Descriptive design is when the researcher focuses on how the descriptive findings are reported or their frequencies (Jann & Hinz, 2016). Research classified as a descriptive study attempts to describe systematically a situation, problem, phenomenon, service or programme; or provides information about the living conditions of a community; or describes attitudes towards an issue (Kumar, 2014). It simply provides a summary of an existing phenomenon by using numbers to characterize individuals or groups. It assesses the nature of an existing condition. The purpose of most descriptive research is limited to characterizing something as it is (McMillan & Schumacher, 2010).

Descriptive designs describe characteristics of population or phenomena being studied (Welman et al., 2005) Field studies/descriptive research designs are non-experimental scientific enquiries aimed at discovering the relations and interactions among sociological, psychological and educational variables in real social situations. Any research project that pursues relations, tests hypotheses or validation assumption and carried out in life situations such as in communities, schools, factories, organizations and institutions will be considered field studies or descriptive designs (Turney & Robb, 1971:62).

3.3 RESEARCH METHOD

3.3.1 Research instrument

A questionnaire was used as the data gathering tool (see Annexure B). A questionnaire can be administered to many people at the same time (Patten & Newhart, 2017). Participants feel free to respond and provide correct information because of anonymity (Patten & Newhart, 2017; Wilkinson & Birmingham, 2003). The main purpose is to maintain confidentiality and to allow participants the freedom to express their feelings and to participate willingly without being intimidated (Kumar, 2014).

This study has sought to explore the teachers' experiences and strategies employed by the teachers in handling the inclusive classrooms. Some experiences might be sensitive. A questionnaire helps to increase the likelihood of obtaining accurate information (Kumar, 2014). The questionnaire consisted of positive and negative statements with options from which to choose. The options were: strongly agree, agree, unsure, disagree and strongly disagree.

The participant had also to write 3 advantages and 3 disadvantages of inclusive education.

A questionnaire must relate to the study's research objectives in order to serve its purpose (Vasudevan, 2016). The questionnaire was triangulated and it was checked by the study's supervisor.

In this study, the questionnaires were distributed to potential participants, face to face, by hand, and they were collected on the next day. Six primary schools, with one hundred and four teachers (104), participated in the research. Those schools were previously called "Model C" schools. One primary school did not take part in this study, and some teachers from schools which did participate, did not take part.

3.3.2 The nature of questionnaires and relation to the aims of the study

The questionnaire had the same questions for all subjects and participants responded in writing (see Annexure B). The questionnaire was designed in relation to the aims of study. Some questions/statements were based on teachers' general experiences with regard to the implementation of inclusive education. The participants responded to positive and negative statements. Other

statements/questions were based on specific methods employed by teachers in an inclusive classroom. Open-ended questions were included and the participants answered questions in their own words and provided their views on inclusive education.

3.3.3 Scoring procedure (This section to be removed)

Biographical data were collected, however, the data were not used for scoring purposes (Annexure B).

A Likert scale was used in scoring statements. There were positive and negative statements. The scale started with positive, and finished with negative items. It had 5 scale points (5, 4, 3, 2, 1) (Hartley, 2013) (Annexure B).

Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
5	4	3	2	1

The participants had to agree with the positive statements and disagree with negative statements. Each participant's scores had to be added up. Average was calculated by adding the total scores of all participants and divided by the number of participants (2795 ÷104=27). Participants who scored 27 are those sitting on the border of which they were grouped with participants who were below average because those are people who mainly chose unsure option. The number of participants below average was calculated.

With regard to open ended questions, where the respondents were requested to write three advantages and three disadvantages of inclusive education, the answers were analyzed and themes were developed to group the statements with the same ideas. (Stofile, Linden, & Maarnman, 2011). Thematic analysis categorises, pinpoints, examines and records patterns that are common within the data. In this particular study, the responses were grouped into themes that arose from the responses.

3.3.4 Validity and reliability

Validity refers to the degree to which the instrument is serving its real purpose (Hidding, Altenburg, Mokkink, Terwee, & Chinapaw, 2017).

The questionnaires were checked by a supervisor and colleagues at the researcher's university, and thus during the time of data collection, no problems were

experienced. The qualitative data for closed ended questions, where the participants had to choose what was best for them among the given options, was analysed. For open ended questions, in which the participants had to write the advantages and disadvantages of inclusive teaching, the answers they provided were relevant to the study.

The researcher used the methods that were once used by others. A mixed method approach was used to enhance the validity of the study. With regard to reliability and validity of quantitative approach to this study a survey, which employed questionnaire was informed by the results of the pilot study by Ndawonde, Zobolo, Dlamini, and Siebert (2007). In the process of the research, data were constantly cross checked with one from the pilot study to ascertain the degree of whether not there were similarities. In addition to the pilot study, the section on cultivation of medicinal plants by the researcher employed variety of laboratory experiments that were repeated and replicated to ensure reliability and validity of results.

Reliability is concerned with the findings of the research and relates to the credibility of the findings. This study focused on the research question which explored the special methods used by teachers in inclusive classrooms. In the open ended question, most teachers indicated that they were not trained to teach learners with special needs, so the results seem to be reliable. Reality refers to the extent to which scores, for persons who have not changed, are the same with repeated measurement under several conditions (Hidding et al., 2017). The questions followed certain patterns, consistently, and all participants answered same questions, using the same instrument.

3.4 SAMPLING DESIGN

Convenience sampling was used. The researcher selected the population, which was Richard's Bay schools because of easy accessibility and geographical proximity (Etikan, Musa, & Alkassim, 2016). It was convenient to the researcher. These schools are ex-model C schools. The researcher assumed that these schools would be doing well since they are located in an urban environment (N=104).

3.5 DESCRIPTION OF PROCEDURES

3.5.1 Permission

The researcher requested permission to do the research from the KwaZulu-Natal Head of Department (HoD) (see Annexure D) and Senior Education Manager-Richard's Bay Ward. On the application the title, the purpose of conducting the study was included. Also the list of schools, subjects (teachers only), time frame and how the study would be conducted was included. After permission from the department was granted, the researcher sent applications to school principals with the questionnaires. Each questionnaire had the covering letter addressed to the participant to explain that he/she was free to participate or not. After a few days the information/questionnaires were collected from the schools. One school, out of 7 primary schools, did not take part. Only 6 primary schools participated and within those primary schools, other teachers did not participate.

3.5.2 Ethical consideration

The researcher took into consideration the ethical standards regarding the protection of participants stated in the South African Constitution. Briefing was done by the researcher before the participants took part to explain that participation in the research was voluntarily and they would be free to withdraw should they feel no longer interested in participating, they were not to write their names on the questionnaire to ensure anonymity and confidentiality, and that there were no financial benefits for participation. The researcher also explained that information would be shared with them after the study was finalised. The researcher also informed them that research data would be made available for publications in South African university-based journals.

The study involved teachers so they signed consent for themselves.

Approval from the University of Zululand Research Ethics Committee (UZREC) was obtained and the researcher is bound by procedures in the research certificate which states that the researcher may not conduct any data collection using a research instrument that is yet to be approved (such as the questionnaire, Annexure B). The UZREC would be informed immediately of any material breaches of the ethical conduct of the research and would retain the right to withdraw the certificate if any unethical principles are revealed or suspected.

Research ethics refer to a complex set of values, standards and institutional schemes that regulate scientific activity (Tangen, 2013). In agreement, the National Committee for Education Support Services (NESH (2006) pointed out that, as a concept, research ethics refer to a complex set of values, standards and institutional schemes that help constitute and regulate scientific activity. Ultimately, research ethics is a codification of ethics of science in practice. This means that ethics may also be influenced by the norms and values of the group with whom the researcher is working.

Bertram and Christiansen (2014) explained ethics in simple terms when they wrote that ethics has to do with behaviour that is considered right or wrong. The researcher, in other words, needs to do the right things guided by ethics. Kumar (2014) echoed the same sentiments when he stated that ethics refers to principles of conduct that are considered correct, especially those of a given profession or group.

Honesty and respect are the norms and values of society of which research ethics are based on. If researchers are going to conduct social research then they need to be aware of the general agreements among researchers about what is proper and improper in the conduct of scientific inquiry (Mouton & Prozesky, 2012).

The researcher took into consideration the human rights of the participants as stated in the South African constitution. Participants were made aware that they were free to take part, or withdraw at any stage during the research process. They were informed about the purpose of the research. The researcher used the language which all participants understood. It is not unethical to ask sensitive and intrusive questions provided that the researcher clearly and frankly tells the respondents the type of information they are going to ask, assures them of the confidentiality of the information, keeps the information confidential and gives the respondents sufficient time to decide if they want to share the information with the researcher, without any major inducement (Kumar, 2014)

3.6 CONCLUSION

Classroom teachers are identified as the primary resources for achieving the goal of inclusive education. When children have been accommodated in schools of their parents' choice, with or without learning disabilities, teachers have to cater for them in terms of teaching and learning activities. Therefore, teachers in mainstream classes are expected to find ways to accommodate learners with diverse learning disabilities, and are seen as integral to the education support network in schools (Oswald & Swart, 2011).

CHAPTER FOUR RESULTS

4.1 INTRODUCTION

This chapter entails the presentation and analysis of data. The purpose of this study was to determine how educators experience the implementation of inclusive education and to determine methods used by the educators in handling the inclusive classroom Data were collected from 6 primary school educators in the Richards Bay ward. One hundred and four (104) educators participated in this study. A questionnaire was used as the data collection tool. It consisted of closed and open ended questions. All participants responded to closed-ended questions and some chose not to respond to open-ended questions.

4.2 DATA ANALYSIS AND PRESENTATION OF RESULTS

The biographical data of the participants who took part in this research were collected and are tabled as follows:

Table 4.2.1: Distribution of educators in the final study sampled (n=104) biographical data for presentation

(see Annexure B)

1. Adults

Gender	Female	Male
Percentage	93	7

2. Race:

Population Group	African	Colored	Indian	White
Percentage	14	8	32	46

3. Age:

Years	20-29	30-39	40-50	Above 50
Percentage	19	21	33	27

4. Teaching experience in years:

Years	0-5	6-10	11-15	16-20	21-25	Above 25
Percentage	21	16	13	19	12	19

4.3 DATA COLLECTION AND ANALYSIS

Irrespective of the method of data collection, the information collected is called raw data or simple data. The first step in processing data is to ensure that data is "clean" – that is, free from inconsistencies and incompleteness. The next step is to code data. A five-point scale was used of positive questions/statements, ranging from 5 (strongly agree), 4 (agree), 3 (unsure), 2 (disagree), to 1(strongly disagree) (Kumar, 2014).

The purpose of coding is to analyse and make sense of the data that have been collected. Codes are tags or labels that attach meaning to the raw data or notes collected during field work (Welman et al. (2005). The advantage of this procedure is that a researcher can easily change which section should appear under which category (Terre Blanche, Durrheim, & Painter, 2006).

The scores for all items of each scale were added to give a total scale score. Summed scores are useful because they provide a single, overall and reliable measure of an individual score on the scale. Summed scores also have the advantage of producing a variable at a higher level of measurement than the constitutive items. This allows the researcher to use more powerful parametric statistical analyses for these measurements (Terre Blanche, Durrheim, & Painter, 2006).

This study sought to answer two research questions. The data collected in relation to the research questions are evident in Table 4.2.2 and Table 4.2.3. Table 4.2.2 shows teachers' experiences in the implementation of inclusive education.

The second research question was about the teaching methods used by the teachers in the inclusive classroom which is evident in Table 4.2.3.

A questionnaire was used as the data collection tool. It consisted of statements and options from which to choose. Some statements were positive and some were negative. A Likert scale was used in scoring statements. The scale started with positive and finished with negative items. It had 5 scale points (5, 4, 3, 2, 1) (Hartley, 2013) (see Annexure B).

Each participant's scores were added. An average was calculated by adding the total scores of all participants and dividing it by the number of participants (3620 ÷ 104 = 35). Participants who scored 35 were those sitting on the border, and they were grouped with participants who obtained the scores which were below average, because they were the participants who mainly chose an unsure option. The number of participants below average were calculated which gave the results that are shown in the table below. The number of participants above average were also calculated and presented in the table below.

Table 4.2.2: Educators' experiences with inclusive education (N=104)

EDUCATORS	
Happy with inclusive education	**Unhappy with inclusive education**
53	51
52	52

Chi square =0.038 df=1   p>.5

Testing Research Hypothesis one.

Educators do not have negative experiences with regard to inclusive education.

HO:P=0

HO:P≠0

The calculated value of 0.038 is below the tabled critical value, which is 3.84 at

df 1, .5 level of significance. Therefore, the results are not significant. Our research hypothesis has been found tenable. Educators do not have negative experience of inclusive education.

Educators do not have negative experiences towards inclusive education; they are also supportive of the children with learning barriers.

The research question number two explored the teaching methods used by the teachers in the inclusive classrooms. The questionnaires were administered with statements and options from which to choose. The average was calculated by adding the total number of scores obtained by all participants and dividing it by the

number of participants (2795 ÷ 104 = 27). The number of participants below average were calculated which gave the results that are shown in the table below.

The number of participants above average were also calculated and presented in the table below:

Table 4.2.3: Special teaching methods used by educators in an inclusive classroom (N=104)

EDUCATORS	
Use special methods	**Do not use special methods**
45	59
52	52

Chi square value=1.88 df =1   p>.05 ₵=0.0

Testing hypothesis two. Educators do not use a variety of methods in the teaching of inclusive education.

A hypothesis is a tentative assumption or preliminary statement about the relationship between two or more things that needs to be examined. In other words, a hypothesis is a tentative solution or explanation of a research problem and the task of research is to investigate it (Welman et al. (2005).

Our chi-square value of 1.88 at df=1 is far less than the tabled critical value, which is 3.84 at .05 level of significance. The results are therefore, not significant. We confirm our research hypothesis, i.e. educators do not use a variety of methods in teaching an inclusive classroom.

The organization and rules of the school should be accommodative to all learners. Where they do not fit into the general pattern, or where they feel that they are not important and not accepted in their unique circumstances, they usually become uncooperative and may display unacceptable behaviour in different ways. Teachers who lack the necessary skills to understand different learning styles, and who do not use different teaching styles are too often unsure of themselves and they have little positive influence on learners (Landsberg, Kruger, & Nel, 2006).

All learners have different needs; therefore, learning tends to be different from child to child. Educators, therefore, need to employ a variety of methods in order to cater for diversity in the classroom. According to the research findings, this study shows that teachers do not use a variety of methods. Those few teachers who are using

special methods to cater for mixed abilities might be those who specialized in special education, or who were trained as educators after the White Paper 6 had been introduced by the Department of Basic Education.

The questionnaire also required the participants to write the advantages and disadvantages of inclusive education. The advantages are show in Table 4.2.4 and the disadvantages are shown in Table 4.2.5. Each participant had to write 3 advantages of inclusive education and 3 disadvantages of inclusive education. The participants responded differently. Since one hundred and four participants took part (104), with regard to advantages, it was supposed to be 104×3=312. Of the participants, forty-eight wrote three advantages (48×3=144). A further sixteen wrote two advantages (16×2=32). While thirteen wrote one advantage (13×1=13), and twenty-seven participants left it blank (27).

The data is illustrated in the table below:

Table 4.2.4: Advantages of inclusive education

No.of participants	No. of advantages wrote	Calculation	Total	Less
48	3	48×3	144	
16	2	16×2	32	16
13	1	13×1	13	26
27	Blanks	27×3	Blanks	81
			189	123

The advantages with a similar meaning or that had a relation to one another were grouped together. Themes were formulated. The researcher ranked them according to their frequencies.

This may be seen in Table 4.2.5 below:

Table 4.2.5: Advantages of inclusive education (IF 104), see Annexure B

Advantages	Frequency	Rank
Inclusive education promotes acceptance	12	3
Encourages learner tolerance	10	5
Diversity is promoted	9	4
Learners can easily learn from others	22	1
Educators get motivated when learners excel	3	10
The class is exciting	2	14
Learners can socialize	19	2
There is equality for all	22	1
Learners learn that there different ways to approach problems	9	4
Learners are being prepared for the future	18	5
Inclusive promotes team teaching and co-operative learning	2	11
All learners are catered for	9	4
Educators can develop positive understanding of learners	4	9
Resources provided are easy to understand for learners with barriers	2	11
Learners are not discriminated against	8	6
It boosts the learners' self confidence	2	11
Learners develop positive understanding of themselves	4	9
Inclusive education equips educators with more skills	9	7
Educators can understand different religions	2	11
Educators learn to understand the limitations of learning barriers	2	11
In ensures more learner participation	3	10
Different needs are acknowledged	6	8
Inclusive education is a paradigm shift	2	11
Learners motivate each other	2	11
Learners' weaknesses and strengths are identified so that necessary support can be provided	6	8
Total	**189**	

Each participant had to write 3 disadvantages of inclusive education. Fifty-seven (57) wrote 3 disadvantages each. Eighteen (18) wrote 2 each. Eleven wrote 1 each and 18 left in blank. The table below illustrated how they responded:

Table 2.4.6: Disadvantages of inclusive education

1	No. of disadvantages wrote	Calculation	Total	Less
57	3	57×3	171	
18	2	18×2	36	18
11	1	11×1	11	22
18	Blanks	18×3	Blanks	54
			218	94

Disadvantages with similar meanings or that have relationships to one another were grouped together. Themes were formulated. The researcher ranked them according to their frequencies, as can be seen in Table 4.2.7.

Table 4.2.7: Disadvantages of inclusive education (see Annexure B)

Disadvantage	Frequency	Rank
It is time consuming	23	2
Learning space is not conducive	4	12
Lack of methods to use in an inclusive class	6	10
Large classes pose problems	19	3
Teachers are not trained to provide support	28	1
It affects other learners	14	6
Language barrier	2	13
The syllabi do not cater for learners with barriers	11	7
Learners with barriers cannot keep up with pace of other learners	15	5
Learners with barriers get frustrated with underachieving and are demotivated	13	8
More work for educators	5	11
Educators are impatient	5	11
Learners with barriers drop out because of bullying and not being accepted in class	6	10
Learners with barriers are unable to understand and complete the tasks	7	9
Learners with barriers are being labelled	2	13
Learners with barriers are disruptive and fall behind	14	6
Lack of resources in schools	16	4
Inclusive education is stressful to educators	7	9
Lack of professional assistance, e.g. psychologist	2	13
Learners' attitude towards learning	4	12
The best interest of the child are not addressed	4	12
Children cannot develop properly or reach their full potential	5	10
Teachers' work load is overwhelming	4	12
Lack of parental support	2	13
TOTAL	**218**	

The advantages were 189 and 218 disadvantages. Some participants did not respond, and some only wrote the disadvantages and left blank spaces for the advantages.

Teachers, who have an idea of inclusive education and how to implement it, will gain more insight than those who do not. To put theory into practice is the most exciting part for newly qualified educators who studied inclusive education and the use of variety of resources in order to cater for diversity. Newly qualified teachers do not have any theory other than of inclusive teaching, therefore they will implement inclusive education, while experienced teachers may resist trying something new.

4.4 CONCLUSION

Inclusive education is, in essence, about giving support to children with learning barriers in the mainstream setting. The problem is that educators do not have relevant skills to do this. It might be the training they received in tertiary institutions which was based on average children, not children with learning barriers. The South African Department of Education designed and planned the curriculum and the subject content for each particular class. This means that educators have to cover this during the set time they are given, which might lead to the educators complaining about time factor because they have limited time to cover the syllabus. In some areas, schools are few and parents are unemployed they cannot afford school fees, as a result children are overcrowded especially in no fee schools and with insufficient resources.

Lack of parental support is also a contributing factor. Other parents might be working night shifts: they come home when the children are in school and leave before they come back home and the children are with care givers. Some parents are illiterate, other children live with grandparents, and some are children-headed families. In the afternoon times, they have to look for part time jobs so that they will be able to support themselves. Some educators can do screening of learners in order to provide relevant support, only to find that they need professionals to confirm the findings, which might take a long process for the child to get help. For educators who do not understand inclusive education can call children by names which might ended up being labelled by others as a result they can develop negative attitude towards

school. Inclusive education was introduced to teachers in the form of policies. Teachers have positive attitude towards inclusion, however they lack knowledge and skills in the implementation of inclusive education. There is a great need for comprehensive in-service training and the South African education department must also provide resources.

CHAPTER FIVE DISCUSION

5.1 INTRODUCTION

Chapter five gives the general conclusion of the study as a whole. It serves to complete the entire study with regards to the findings of the research questions, and discuss the aims and objectives in relation to the outcomes of the study. Inclusive education was adopted, planned and introduced to teachers in South Africa, through White Paper 6 (2011). According to the plan of action, training of teachers, restructuring of schools, and funding have to be done in order to accommodate the diverse needs in schools. When White Paper 6 was implemented, schools were re-structured, some were declared by the department as resource centres for learners who need high level of support, full service schools for learners who need moderate level of support, and mainstream schools for children with mixed abilities had to implement inclusive education (Anderson et.al. 2012).

5.2 DESCRIPTION OF RICHARDS BAY SCHOOLS

Primary schools serve as the foundation for education; if the foundation is strong it can be expected that the structure will not collapse. This study was conducted in primary schools to find out how teachers cope with inclusive education. Seven primary schools in Richards Bay were selected as the sites from which data was collected. These schools are ex-model C schools, with resources located around Richards Bay town. Six schools out of seven participated, with a total number of hundred and four (104) teachers. As indicated, one school chose not to participate in the study.

5.3 RESEARCH INSTRUMENT

A questionnaire was used as the data collecting tool. It consisted of closed-ended and open-ended questions. All participants responded to closed-ended questions and some did not respond to open-ended questions. Each participant had to write three advantages and three disadvantages of inclusive education. In closed-ended questions, participants chose from the given answers. A five-point Likert scale was

used. Positive questions/statements, ranging from 5 (strongly agree), 4 (agree), 3 (unsure), 2 (disagree), to 1 (strongly disagree) were used (Kumar, 2014). They were encoded by numbers in order to be easily understood by the participants (de Sáa, Gil, González-Rodríguez, López, & Lubiano, 2015). Open-ended questions allowed the respondents freedom to answer a question in their own words, in whichever way they thought appropriate (McGuirk & O'Neill, 2016; Bertram & Christiansen, 2014). Open-ended questions were analysed qualitatively. Themes were identified and the linking themes were grouped together.

5.4. THE OBJECTIVES OF THE STUDY

The objectives of this study were to:

5.4.1 To investigate how teachers experience the implementation of inclusive education

Attitude has an impact on what someone does: if the attitude is positive that person will try by all means to give of his/her best. In this study, teachers' attitudes were explored. The results revealed that educators have positive attitudes towards inclusive education. They are also supportive of the children with learning barriers. While teachers embrace inclusive education, they expressed challenges in the implementation process. Participants also answered the open-ended questions. Each had to write three advantages and three disadvantage of inclusive education.

5.4.2 To determine methods used by educators in handling an inclusive classroom

The findings with regard to methods employed by the educators in an inclusive classroom, to cater for diversity, show that teachers do not use any specific method to cater for diversity. There are few teachers who are using special methods to cater for mixed abilities. This may be those teachers who specialized in special education, or who were trained as educators in inclusive education after the White Paper 6 had been introduced by the Department of Basic Education.

5.5 PROCEDURES

The researcher obtained permission from the KwaZulu-Natal Head of Department (HoD) before conducting the study. The following ethical issues were taken into consideration: researcher roles, consent, use of incentives, privacy, anonymity, confidentiality and data quality (Roberts & Allen, 2015).

5.6 DISCUSSION

The researcher, as a teacher herself, has been observing children with special learning needs experiencing problems in school, even though it has been more than 15 years since South Africa started implementing inclusive education. That motivated the researcher to conduct a study on the experiences of teachers towards the implementation of inclusive education to ascertain how well are they doing in accommodating diversity in their classrooms.

In South Africa, all teachers are involved in addressing the barriers which exist within each and every child, as all schools are expected to implement inclusion. According to the South African government's plan of action, schools were restructured into three levels: 1) ordinary schools (mainstream) which implement inclusive education, that caters for learners who need low-intensive support, 2) full service schools, for learners who need moderate support and 3) special schools for learners who need high intensive support (Anderson, Flack, Fisher, Greenhough, Kendal, & Shadwell, 2012).

According to the Department of Education, when ordinary schools experience problems, they have to seek help from full service schools, however, the school principals and classroom teachers lack knowledge regarding the roles and responsibilities of full-service schools (Engelbrecht et al., 2016).

The Department of Education promised to prepare schools and provide funding but the lack of resources and inaccessible infrastructure is still a challenge. Some schools have insufficient resources as well as untrained teachers to accommodate diversity and to handle the material (Buhere & Ochieng, 2013). This section discusses findings with regard to the research undertaken. The research questions, aims of study, significance and implications are discussed.

Research question number one was based on teachers' experiences in the implementation of inclusive education. A questionnaire, with positive and negative statements/questions, was used. Teachers' attitudes were found to be positive. This means that teachers are willing to implement inclusive education provided they have skills.

With regard to research question number two, which focuses on the strategies employed by the teachers to accommodate diversity, the results revealed that they do not use any specific methods. Teachers engage in their old ways of teaching because they have not been trained to accommodate diversity. They were able to identify learners with learning barriers but they were unable to address specific learning problems. According to Subramoney (2017), teachers are not trained to do screening and to provide the relevant support. Teachers are experiencing a difficult time in accommodating diversity, which might result in developing negative attitudes towards inclusion.

An open ended question was included in the questionnaire in order to get more information from the participants, as curriculum implementers. Each participant had to write three advantages and three disadvantages of inclusive education.

The majority of teachers indicated that inclusive education is good because it provides quality education for all children. This means that children have equal opportunities since they can be placed in the schools of their parents' choice, regardless of challenging learning needs. Children can learn from each other and can socialise. Sometimes children learn better from their peers.

There were some teachers who did not respond to the open ended questions. Participants were made aware that they were free to take part, or withdraw at any stage during the research process. A total number of twenty-seven did not respond out of 104 participants, while thirteen participants mentioned only one advantage and disadvantage each.

Even if teachers wrote advantages, there were more disadvantages compared to advantages. The most important one was that teachers were not trained to teach learners with special needs. Some of the teachers' responses recommended the removal of learners from mainstream schools to resource centres. Some teachers also complained about a lack of time as they work towards the completion of the syllabus and children with special needs tend to be disruptive.

The significance of this study is that there appears to be a discord between the policy and what is happening in schools. Even though teachers might have been trained, the training might have been insufficient. Teachers may lack the necessary skills and experience to support learners with learning barriers. The implications are that there is still more work to be done to train and educate teachers and accommodate learners with learning barriers.

This study was conducted in urban schools which were previously called "Model C" schools. The researcher assumed that they were doing well in terms of inclusion since they have mixed environment, mixed teachers and mixed children. This was not the case. If the previously advantaged schools are not doing well, the previously disadvantaged schools could be worse.

The Department of Education needs to ensure that teachers are capacitated to accommodate diversity because those teachers are active in the education system. The data also revealed that most teachers hold a minimum teaching experience of 0-5 years, but they are expected to be skilful in terms of inclusion. It may indicate that the universities are providing training which is not aligned with the Department of Education's policies.

5.7 LIMITATIONS

This study was conducted in Richards Bay area which is in the King Cetshwayo District in KwaZulu-Natal. Some areas were not represented. The sampling frame was only ex-model C schools, which means that the previously disadvantaged schools were left out. The researcher also left out full service schools, for learners who need moderate support, and resource centres, for children with high levels of support. There were no questions directed to school management teams of which those are people who are managing curriculum delivery and staff development programmes in schools. This study only focused on teachers as people at the face of the implementation of the policy of inclusive education. Other studies can therefore look at the areas that were not covered. The methodology could also be improved to involve interviewing of respondents to allow for a more interactive data collection method.

CHAPTER 6 CONCLUSION AND RECOMMENDATIONS

6.1 CONCLUSION

It is clear from the study that teachers' attitudes are positive. This may indicate that …teachers have the basic information of inclusive education and its policies. They do embrace inclusive education since they acknowledge the existence of diversity in their classrooms.

Some teachers, according to the open-ended questions, even stated that the stigma that was attached to children with learning problems is being removed since children are being accommodated in one school and one classroom, regardless of their learning needs and language. They can also learn from each other.

In terms of teaching and learning methods that are being employed by teachers in inclusive classrooms, the study revealed that teachers are still practicing their old styles of teaching that they have been using before inclusive education was introduced. The methods which they are using in now inclusive classrooms are those that they were trained to use while they were being trained as teachers. The reason could be because they were not introduced to new methods to be used in inclusive classrooms when inclusive education was introduced to them. In order to accommodate diversity and to make learning meaningful to all children, a variety of teaching methods and learning materials are required. Insufficient resources in schools have forced teachers to use the methods that can be applied with or without resources. By doing so, some children are not being catered for.

Support also plays a vital role in teaching and learning. Children need support in learning processes, as well as a teacher in the teaching process. According to the plan of action, teachers were supposed to get support from the Department of Education concerning the implementation of inclusive education. The lack of support has left teachers in a dilemma, because they are unable to provide support to learners.

The absence of parental involvement is another major contributing factor which has impacted the implementation of inclusive education negatively.

6.2 RECOMMENDATIONS

Since teachers responded well to the idea of inclusive education, and they are willing to implement it, but in-service training is required, and support from the Department of Basic Education is also required. Monitoring and evaluating is important to find out how well the teachers are coping with re-training. Schools need to be provided with sufficient funding in order to buy resources required for the implementation of inclusive education and infrastructure must be accommodating. Parents should also get involved in the education of their children by supporting children with their needs and the school with the basic requirements to run an effective school. The department of basic education need to work with universities to ensure that the training they provide is aligned to the department's policies.

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ANNEXURES

ANNEXURE A: LETTER TO EDUCATORS

Dear Educator

Invitation to participate in a survey

I am Khethiwe Nxumalo, a Master's candidate in Faculty of Education, Department of Educational Psychology. I am conducting a study: **Experiences of the educators towards implementation of inclusive education in Richards Bay schools.**

You are invited to participate in the research and answer questions honestly. To ensure anonymity and confidentiality, you should not write your name on this questionnaire.

The main purpose of this study is to establish the role played by educators with regard to the implementation of inclusive education. We plan to submit our findings to the employer so that problems can be addressed. Your participation in this research is voluntarily.

Your time and effort in participating in this study is highly appreciated.

Thank you

Khethiwe Nxumalo

_____

Faculty of Education

University of Zululand

ANNEXURE B: STUDY QUESTIONNAIRE

SECTION A: BIOGRAPHICAL DATA

Mark with an (X) in appropriate space provided below which applies to your case:

5. Gender:

Male	Female

6. Race:

African	Coloured	Indian	White	Other

7. Age:

20-29 years	30-39 years	40-50 years	More than 50 years

8. Teaching experience:

0-5 Yrs	6-10 Yrs	11-15 Yrs	16-20 Yrs	21-25 Yrs	More than 26 Yrs

9. Qualification:

Matric only	
Matric +Teacher's certificate	
Matric + teacher's diploma	
Matric + Degree	
Matric +Hons	
Matric + MED	

SECTION B: QUESTIONS

Please respond to each statement by making a cross (X) on the option of your choice.

Meaning of the letters:

SA = Strongly Agree

A = Agree

U = Unsure

D = Disagree

SD = Strongly Disagree

NO	STATEMENT	SA	A	U	D	SD
1	I do keep pace with individual learner in my teachings.					
2	The methods we use in an inclusive classroom are not different from those we use in ordinary classrooms.					
3	It is the burden to teach learners who are not the same in one classroom.					

4	It is fun to help learners in an inclusive setting.					
5	I do the screening of learners in order to provide relevant support.					
6	I always keep a record on learning outcomes achieved by each and every child.					
7	I am not trained to teach learners with learning barriers in an inclusive setting.					
8	Learners with learning barriers must be placed in special schools.					
9	It motivates me to see learners with different abilities engaged with different activities in my class.					
10	I develop Individual Education Plan in order to help learners who are experiencing problems in learning.					
11	Inclusive class doesn't bother me, because I can handle any child in need.					
12	The use of variety of teaching aids is a blessing to every learner in an inclusive classroom.					
13	It is not my role to teach learners with learning barriers.					
14	I always plan a variety of activities based on one topic in order to cater for learners with different mental abilities.					
15	It is very hard to make the subject content easier for learners with learning barriers.					
16	I believe that learners in the inclusive classroom should be given maximum care.					

17	When learners are given variety activities to perform in an inclusive classroom, they tend to be troublesome.					
18	I plan activities that are outcomes orientated in order to cater for every learner.					
19	Learners with learning barriers behave badly.					

20. Mention in order of importance to you, 3 advantages of inclusive education.

_____

_____

_____

_____

_____

_____

_____

21. Mention in order of importance to you, 3 disadvantages of inclusive education.

_____

_____

_____

_____

_____

_____

_____

ANNEXURE C: APPLICATION FOR PERMISSION TO CONDUCT RESEARCH

65

Application for Permission to Conduct Research in KwaZulu-Natal Department of Education Institutions

---

1. Applicants Details

Name Of Applicant(s): Nxumalo Khethiwe

Address: P.O. Box 60193 Richards Bay 3900

---

2. Proposed Research Title. Experiences of the educators towards implementation of inclusive education in Richards Bay schools.

---

3. Have you applied for permission to conduct this research or any other research within the KZN DoE institutions?	**Yes**	**No**
If "yes", please state reference number: no		X

---

4. Is the proposed research part of a tertiary qualification?	**Yes**	**No**
If "yes"	x	

Name of tertiary institution: University of Zululand

Faculty and or School: Faculty of Education

Qualification: Master of Education

Name of Supervisor: Prof. PT Sibaya

Supervisors Signature_____

If "no", state purpose of research: N/A

5.Briefly state the proposal outline:

This study aims at investigating the teachers' experiences with regard to the implementation of inclusive education in Richards Bay schools using 7 primary schools. It has been more than 15 years since South Africa started implementing inclusive education in schools, but there are children who still experiencing problems in mainstream schools which have been converted into inclusive schools. Some of these learners even drop out of schools. This research seeks to find the strategies employed by the educators in accommodating diversity in the inclusive classrooms.

6.What are the main research questions :

The main research question is:

What are the teachers' experiences with regard to the implementation of inclusive education?

The following sub questions guide this research:

a. What strategies do teachers employ in handling an inclusive classroom?

---

7. Methodology including sampling procedures and the people to be included in the sample:

The researcher will use the questionnaire as data gathering tool. Questionnaires will consist of closed-ended and open-ended statements/questions. The researcher will be using primary schools in Richards Bay ward as the site from which data will be collected. The participants will be the teachers.

8. What contribution will the proposed study make to the education, health, safety, welfare of the learners and to the education system as a whole?

The number of learners with learning difficulties is increasing in classes which might lead to the increase number of illiterate South African citizens. This study seeks to identify the problems and strategies that can be used to address the problems. Research data will be made available for publications in South African university-based journals.

9.KZN Department of Education Districts from which sample will be drawn (please tick) – *Please attach the list of all schools*

Amajuba		Umlazi		Sisonke	
Othukela		Pinetown		Ugu	
Zululand		Ilembe		Umgungundlovu	
Umkhanyakude		Empangeni	X	Umzinyathi	

10. Research data collection instruments: *(Note: a list and only a brief description is required here - the actual instruments must be attached)***:**

The researcher will use the questionnaire as data gathering tool. Questionnaires will consist of closed-ended and open-ended statements /questions. The open-ended will be designed to elicit teaches' experiences. Questionnaires may be distributed to potential respondents by post, email, as an online questionnaire, or face to face by hand. They also have the ability to gather information from large number of people (Rowley, 2014).

1. **Procedure for obtaining consent of participants and where appropriate parents or guardians:**

Letters seeking permission from all the respondents including the school principals where the study will be conducted are attached for your perusal. Declaration forms are also attached as part of each letter.

2. **Procedure to maintain confidentiality (if applicable):**

Anonymity and confidentiality shall be ensured at all times through the use of pseudonyms for the respondents including the sample sites. I shall also seek permission from all my participants and disclose their right to withdraw at any time should they feel like doing it. The sample letters to be used are attached for your perusal.

3. **Questions or issues with the potential to be intrusive, upsetting or incriminating to participants (if applicable):** N/A

4. **Additional support available to participants in the event of disturbance resulting from intrusive questions or issues (if applicable):** N/A

5. **Research Timelines :**

I intend to do the field work or data collection between November 2015 and May 2016 in 7 primary schools at Empangeni District in KwaZulu-Natal.

6. **Declaration**

I Khethiwe Soli Nxumalo, declare that the above information is true and correct**.**

_____   **2/10/15**

Signature of Applicant   Date

> **7. Agreement to provide and to grant the KwaZulu-Natal Department of Education the right to publish a summary of the report.**
>
> I agree to provide the KwaZulu-Natal Department of Education with a copy of any report or dissertation written on the basis of information gained through the research activities described in this application.
>
> I grant the KwaZulu-Natal Department of Education the right to publish an edited summary of this report or dissertation using the print or electronic media.
>
> _____   **2/10/15**
>
> **Signature of Applicant   Date**

Return a completed form to:

Sibusiso Alwar

Research Unit

Resource Planning

KwaZulu-Natal Department of Education

Hand Delivered:

Office G25; 188 Pietermaritz Street

Pietermaritzburg 3201

Or

Ordinary Mail

Private Bag X9137

Pietermaritzburg

3200

Or

Email

sibusiso.alwar@kzndoe.gov.za or smiso.sikhakhane@kzndoe.gov.za

ANNEXURE D: PERMISSION TO CONDUCT RESEARCH

education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Nomangisi Ngubane   Tel: 033 392 1004   Ref.:2/4/8/553

Ms K Nxumalo
PO Box 60193
RICHARDS BAY
3900

Dear Ms Nxumalo

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"EXPERIENCES OF THE EDUCATORS TOWARDS THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN RICHARDS BAY WARD SCHOOLS"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 20 October 2015 to 31 October 2016.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

UThungulu District

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date: 19 October 2015

ANNEXURE E: ETHICAL CLEARANCE CERTIFICATE

**UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE**
(Reg No: UZREC 171110-030)

RESEARCH & INNOVATION

Website: http://www.unizulu.ac.za
Private Bag X1001
KwaDlangezwa 3886
Tel: 035 902 6887
Fax: 035 902 6222
Email: MangeleS@unizulu.ac.za

ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2016/313						
Project Title	Experiences of educators in the implementation of inclusive education in Richards Bay Schools						
Principal Researcher/ Investigator	KS Nxumalo						
Supervisor and Co-supervisor	Prof PT Sibaya						
Department	Educational Psychology & Special Education						
Nature of Project	Honours/4th Year		Master's	x	Doctoral		Departmental

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project proposal and the documents listed on page 2 of this Certificate.

Special conditions:
(1) This certificate is valid for 2 years from the date of issue.
(2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-31 October 2017]
(3) Principal researcher must submit a report at the end of project in respect of ethical compliance.

The Researcher may therefore commence with the research as from the date of this Certificate, using the reference number indicated above, but may not conduct any data collection using research instruments that are yet to be approved.

Please note that the UZREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the documents that were presented to the UZREC
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

KS Nxumalo   - PGM 2016/313   Page 1 of 2

Classification:

Data collection	Animals	Human Health	Children	Vulnerable pp.	Other
X					

Low Risk		Medium Risk		High Risk	
		X			

The table below indicates which documents the UZREC considered in granting this Certificate and which documents, if any, still require ethical clearance. (Please note that this is not a closed list and should new instruments be developed, these would require approval.)

Documents	Considered	To be submitted	Not required
Faculty Research Ethics Committee recommendation	X		
Animal Research Ethics Committee recommendation			X
Health Research Ethics Committee recommendation			X
Ethical clearance application form	X		
Project registration proposal	X		
Informed consent from participants			X
Informed consent from parent/guardian			X
Permission for access to sites/information/participants			X
Permission to use documents/copyright clearance			X
Data collection/survey instrument/questionnaire	X		
Data collection instrument in appropriate language		Only if necessary	
Other data collection instruments		Only if used	

The UZREC retains the right to

- Withdraw or amend this Certificate if
  - Any unethical principles or practices are revealed or suspected
  - Relevant information has been withheld or misrepresented
  - Regulatory changes of whatsoever nature so require
  - The conditions contained in this Certificate have not been adhered to

- Request access to any information or data at any time during the course or after completion of the project

The UZREC wishes the researcher well in conducting the research

Professor Gideon De Wet
Chairperson: University Research Ethics Committee
Deputy Vice-Chancellor: Research & Innovation
13 October 2016

CHAIRPERSON
UNIVERSITY OF ZULULAND RESEARCH
ETHICS COMMITTEE (UZREC)
REG NO: UZREC 171110-30

13 -10- 2016

RESEARCH & INNOVATION OFFICE

KS Nxumalo   - PGM 2016/313

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ANNEXURE F: PLAGRISM REPORT

Experiences of the educators towards implementation of inclusive education in Richards Bay ward schools

14% SIMILARITY INDEX

10% INTERNET SOURCES

7% PUBLICATIONS

% STUDENT PAPERS

PRIMARY SOURCES

www.sociology.kpi.ua **1**
Internet Source   3%

Selma Güleç, Burcu Macan. "The Effects of **2** Drama-supported Cooperative Learning Method on the Development of Pre-school Children's Communication Skills", Procedia - Social and Behavioral Sciences, 2014
Publication   2%

www.optentia.co.za **3**
Internet Source   1%

onlinelibrary.wiley.com **4**
Internet Source   1%

ANNEXURE G: CERTIFICATE FROM EDITOR

Helen Bond

IMPELA
EDITING SERVICES
impelediting@gmail.com
0793955873

24 March 2018

Khethiwe Soli Nxumalo
solinxumalo@gmail.com
0629119385

CERTIFICATE

Dear Khethiwe

Thank you for using Impela Editing Services, work commencing 4 March 2018 and ending 24 March 2018.

We have completed editing your thesis, including checking for all errors in grammar, spelling, agreement, punctuation, verb tense, and typing errors. We have formatted the document according the style requested and checked the style of the references.

On emailing, we are confident that your work, with regards to formatting and grammar, is error free. Please note that Impela Editing Services accepts no responsibility for any further changes made to the document after we have sent the final copy to you

It was a pleasure to work with you. We wish you the best of luck in your submission.

Regards

Helen Bond