Teachers' Capabilities in Implementing Inclusive Education: A South African Perspective

Matsolo Mokhampanyane[a]

a. Language and social sciences education/ Humanities, Central University of Technology, Welkom, South Africa.
Email: mmokhamp@cut.ac.za

How to cite
Mokhampanyane, M. (2024). Teachers' Capabilities in Implementing Inclusive Education: A South African Perspective. *Research in Social Sciences and Technology*, *9*(3), 11-25.
https://doi.org/10.46303/ressat.2024.44

ABSTRACT

In this empirical paper, we discuss teachers' capabilities in implementing inclusive education. The background to this paper is that teachers have challenges in implementing inclusive education in South African primary schools. The study is underpinned by critical emancipatory research (CER), which advocates for peace, hope, equality, freedom, and social justice. A transformative paradigm under a qualitative approach and participatory action research design was adopted to analyze the experiences of the stakeholders of the research school. This is a qualitative paper where interviews were used to collect data from 7 participants. The study found that teachers in primary schools are not well prepared to implement inclusive education. Considering the findings, the study argues that there is a need to ensure that teachers are well-prepared and supported for inclusive education through in-service training.

KEYWORDS

Educators' capabilities; effective implementation; efficient implementation; inclusive education.

INTRODUCTION AND BACKGROUND

There is a general challenge with implementing inclusive education in South African primary schools, leading to teachers' frustrations and poor performance among learners. Nembambula et al. (2023) argue that teachers encounter challenges in the implementation of inclusive education because they lack the necessary training in inclusive education and tools to effectively work with students who have a variety of needs. Some researchers such as (Mpu & Adu, 2021) drew attention to the overcrowding in classrooms and the inadequate training of teachers, which leads to a lack of expertise and knowledge of teachers in inclusive education. Other studies (Sijuola & Davidova, 2022) noted that it is challenging to practice inclusive education and the policies that support it. However, Gajendrabhai and Saini (2020) believed that the implementation of inclusive education was undermined by the unfavourable views of the general public, as well as families of people living with disabilities (PLWD), and teachers. According to a study (Delubom et al., 2020) on two technical colleges, limited infrastructure, a lack of money, and a personnel shortage make it difficult to provide inclusive education to students with disabilities and continue to be obstacles. Chibwe and Mulenga (2021) opined that teachers are inadequately trained, and the current building structures fail to provide PLWD with easy access to classrooms.

Literature on implementing inclusive education has shown that the Department of Education in South Africa has adopted an inclusive education policy to address barriers to learning in the education system (Donohue & Bornman, 2014). Nevertheless, the policy in implementation of inclusive education is hindered by a lack of teachers' skills and knowledge in differentiating the curriculum to address a wide range of learning needs (Dalton et al., 2012). Researchers further reiterated that despite the well-developed inclusive education policy to address this exclusion, the critical issue hampering it is that of teacher's skills in adapting the curriculum to meet different learning needs. Engelbrecht (2020), argues that teachers support inclusive education in principle. However, the inadequacy of human, technical, and infrastructural resources contribute negatively to its implementation and brings forth a negative perception of its educational and economic viability.

Inclusive education

Inclusive education has been explained in various ways by different scholars. For instance, Artiles et al. (2006) define it as the approach that incorporates the placement of students having special education needs in mainstream settings along with their normal peers. Owoniyi, (2022) argued that inclusive education makes it possible for individuals to get an education in their location with the community among people they are familiar with and without any discernment despite conceivable incapacities and encounters depending on situational perspective. Sijuola and Davidova (2022) define inclusive education as a pedagogical way where all learners are accommodated in the same learning space, irrespective of their conditions, rather than allowing everyone equal access to academic resources. On the other hand, Gajendrabhai and Saini (2020), further said it ensures that learners of the same age group learn together and are offered

the same content knowledge, in the same space. These learners also receive the necessary support in the process of learning, in every aspect of learning.

This study embraced all scholars' definitions and further said inclusive education abolishes the issue of exclusion in the education system and embraces all learners' active participation in learning activities irrespective of their challenges Onukwufor and Ugwu (2018). This research argues that the same strategy is still in a crisis as the implementation of inclusive education is a challenge in South African public rural schools, because teachers are not trained, and learners are being deprived of their right to education (Fish Hodgson, 2018). Therefore, the argument is that inclusive education is the process of helping people access the quality and equity of education as well as an opportunity to bring an attitude change toward individuals with disabilities (Dupoux et al., 2005).

Another study by Abongdia et al. (2015) noted that teachers encounter challenges in identifying learners with learning barriers. They concluded their study by suggesting that all stakeholders in education should empower teachers on training, and availability of resources to address the needs of the curriculum in the specific environment and encourage parents' involvement in children's education and development. However, despite the suggestions, the implementation of inclusive education continues to be a challenge for stakeholders who are trusted to implement it within the classrooms for those deserving learners.

The study conducted in Lesotho by Khoaeane and Naong (2015) on appropriateness and adequacy of the employment of inclusive education, confirms that among other challenges untrained teachers become a main challenge that negatively impacts teachers' morale as they are not able to achieve execution of the government policy regarding inclusive education. Another study worth mentioning was done by Mitiku et al. (2014) in Ethiopia which noted challenges and opportunities to implementing inclusive education at the selected primary school in Gondar Zone. They argued that due to a lack of awareness, commitment, and collaboration whatever form of support provided will not have much impact. In the main, it can be concluded that the challenges outweigh the opportunities for the full implementation of inclusive education and there should be a collaboration among all stakeholders in realising the journey towards inclusive education within the Ethiopian Country education.

While the above studies have contributed to the study of challenges in implementing inclusive education in schools, none of the studies have focused on the enhancement of the implementation of inclusive education at the rural primary schools in Limpopo. The studies above seemed to be conducted in urban areas and on a national scale where resources are arguably available compared to rural schools. This study is also unique in the sense that it was underpinned by the CER theory, which argues that those who are oppressed are liberated from the conditions of domination, powerlessness, and oppression (Mahlomaholo, 2009). Based on the uniqueness and contribution of the paper, the paper aims to discuss the strategy to enhance the implementation of inclusive education in rural primary schools. The following arrangement

has been followed going forward in this paper: It will be the research questions of the study, the discussion of the theoretical framework, methodology, and finally findings and conclusion.

Research questions:

Based on the problem discussed above, the following research questions were raised to guide the study.

RQ 1: What are the challenges of implementing inclusive education in primary schools?

RQ 2: How can the implementation of inclusive education be enhanced?

THEORETICAL FRAMEWORK

The study used critical emancipatory research (CER) as a possible way to enhance the implementation of inclusivity education at primary schools. CER originated as an offshoot of the critical theory of the Frankfurt school which arose in Germany in the 1920s (Held, 1983). It advocates closeness, handling people with respect, recognition of equality, and every individual being treated as a human being and as equal to the authority (Mahlomaholo, 2009). The theory is considered relevant for this study as it appeals to the respect of every individual and enhances the democratic principles of equality and justice which are liberating, enlightening, emancipating, and empowering (Aslan Tutak et al., 2011). Concerning the challenges faced by teachers in implementing inclusive education in primary schools in Limpopo, CER is used to refer to the strategy that would stimulate teachers and learners to be committed to lifelong teaching and learning that reduces inequality and promotes opportunities for all irrespective of diversity (Mundial & UNICEF, 2016). The CER theory allows social change in marginalized communities, changes oppressive structures, and makes sure that those who were oppressed can discover their state of oppression and emancipate themselves from it (Dube & Hlalele, 2018). For this study, CER enables teachers to bring change in their classrooms, by respecting the rights and needs of the learner to provide equal and quality education through the proper implementation of inclusive education in their classes. In addition to respect for the right to education as per CER theory principles, inclusive education is a right for every child (Chowdhury, 2011). Therefore, CER has been chosen for this study because it facilitates the abolition of social injustice (Ramirez et al., 2013), champions emancipation, and focuses on freedom and the transformation of society (Elicondo et al., 2013). Hence, this framework has been chosen for the study because it helps to critique the current implementation of inclusive education and to ensure that inclusive education is responsive to social justice, which accommodates all learners and their teachers in the process of inclusive education. In short, CER is relevant because it aims to empower and motivate teachers, learners with special needs, and the whole community, to change and become competent. The methodology section will be discussed below, which was face-to-face interviews.

METHODOLOGY

The study is positioned in the transformative paradigm, it used a qualitative study design and semi-structured interviews. Interviews were used as data collection tools for this study. An interview refers to questions and answers between the researcher and the participants (Tracy, 2013). The process of interviewing is the exchange of ideas between two or more people on a topic of mutual interest, emphasizing the value of human connection in the growth of knowledge (Sahoo, 2021). Weller et al. (2018) asserted that the interviewer, and researcher asks respondents open-ended questions. The research questions were well prepared before the meeting with the participants. This study employed this method to elicit the participants' opinions and the significance they ascribed to the implementation of inclusive education. The method provides the opportunity for mutual understanding of the significance of individuals' lived experiences and the phenomenon under study (Willig, 2013). The researcher suspends all preconceptions (Tufford & Newman, 2012), and gathers information on how others interpret a specific experience or circumstance. Furthermore, the researchers used this approach as it developed a practice aimed at social transformation where the participants gave their contributions, to solve their immediate challenges (Chatterton et al., 2007). Therefore, the approach connects the rights of those affected by the research, empowers them, and enables them to have a say in their challenges and provide the solution to the problem at hand (Clark et al., 2019).

Research Participants

The seven participants were selected using a purposive sampling technique. Participants consisted of two school principals, three teachers, and two school-based support team (SBST) members. The participants were two female principals, two male teachers, one female teacher and two female school-based support. The participants were chosen from five primary schools in the Warmbaths district of the Limpopo Province. The chosen participants were thought to be pertinent to the study since they were educators who dealt with the difficulty of inclusive education daily and with management teams as well as SBST. They are teachers as well, within their school environments. Researchers used semi-structured interviews to acquire rich and valuable information from participants using open-ended interview questions to address the study challenge. The research participants answered the following research questions: What are the challenges of implementing inclusive education in primary schools and how can the implementation of inclusive education be enhanced? One-on-one interviews were done with every participant. Data was gathered over a month due to the number of participants and driving distance between schools. Meetings lasted an hour with every participant, and they were conducted after school at around 2 p.m.

Ethical Issues

Ethical approval for this study was obtained from the ethics committee. The ethical clearance number for this study is [HREIC 2021/07/02] ST. Participants signed consent forms and were reminded by the researcher that they participated voluntarily and were free to withdraw at any

time without suffering consequences. Pseudonyms were used to protect the identities of participants such as P1-2 for Principal E-3 for teachers and SBST-2 for School Based Support Team. The data was analyzed thematically. The researchers identified themes from collected data, these themes were thereafter examined and addressed to construct sense from them. Researchers followed the following steps as suggested by Braun and Clarke (2006) to construct the themes. The steps are as follows: The researcher becomes familiar with the data by reading data over and over, generates initial codes, checks what the participants have said towards the questions, searches for themes, reviews themes, defines the themes, and writes ups (Maguire & Delahunt, 2017). The last step is important as it is where the conversational analysis comes in (Braun & Clarke, 2006).

After the analysis data was shared with the participants to confirm whether what was captured was according to what they had contributed.   From the data collected and analyzed the themes were developed as subheadings in response to the study questions (Ranney et al., 2015). The validity was addressed through the alignment of the questions with the themes and subheadings that emerged from the analysis (Cordova et al., 2023). The findings and discussions of the study will be discussed below. The findings are responses from the research questions of the study.

FINDINGS AND DISCUSSIONS

In this section of the research paper, the researcher discusses the findings as per the responses to the first question of the study, which is, what are the challenges of implementing inclusive education in primary schools? The findings will be grouped based on the themes that were found. The participants' answers provided background information on the challenges teachers and learners have encountered when implementing inclusive education.

Challenges on the Implementation of Inclusive Education

Themes are discussed below according to participants' responses as well as discussions thereof:

Inadequate teacher training in inclusive education

The first challenge raised by the participants relates to the lack of teacher training. They specified that a lack of training on the implementation of inclusive education is a challenge for teachers on its own. They confirmed that without any firm training and proper skills, handling disabilities of different needs in the same class with other learners becomes a challenge (Menzies & Bruhn, 2010). During the interview, this is what E1 the teacher has to say:

"Not all educators have the skills and not all have correct classroom management for inclusive education. We need sufficient training to implement it".

E3 the teacher, added:

"We are not trained to deal with SEN learners in classrooms. On top of that due to the location of the school, we are just a few here and we have a lot of workloads, I wish we could have at least one skilled teacher who could be able to help other teachers. Our school is in the rural area and helping learners is a challenge in everything we act as

> parents, not necessarily knowledge as prescribed in implementation of inclusive
> education in classrooms as per policy".

In addition to what other participants have already alluded to this is what E2, the teacher has to say:

> E2: "We are not properly trained, only the principals and school-based support team
> coordinators are called for workshops, and they are back from that one-day training, they
> are expected to train us that is impossible." (Participant laughed).

P1, the Principal shared the same sentiments with the teachers, and this is what he had to say:

> P1 "The challenge I can see is that our teachers are not trained, therefore, they lack
> knowledge of dealing with all learners with different needs. The real do not have coping
> mechanisms".

Considering the points raised by the participants, inadequate training of teachers who are expected to implement inclusive education within their classrooms becomes a challenge because it indicates that those learners who are expecting much from their teachers are getting nothing. The participants indicated that there must be an emphasis on the empowerment of teachers so that the marginalized can receive an education as per their rights (Alam & Halder, 2018). The study conducted by (Magill & Rodriguez, 2015) revealed that teachers are not especially trained to deal with learners with special needs. This on its own creates inequality that prevents our schools from becoming what most hope they can be in providing quality inclusive education. On the other hand, the theory for this research paper seeks to augment the autonomous principles of equality and justice. That means quality teaching comes from proper training which will enable the proper implementation of inclusive education once teachers are liberated, enlightened, emancipated, and empowered (Aslan Tutak et al., 2011). Therefore, teachers who are engaged in CER would be able to handle learners in their classrooms with respect, and in the process for them to be empowered to implement quality inclusive education. Trained teachers are a beacon of hope to those who cannot succeed without their help (Stronge, 2018). Participants highlighted that teachers require comprehensive guidance on inclusive education implementation (Siddik & Kawai, 2020), for teachers to possess the abilities necessary to meet the requirements of learners with special education needs.

Lack of resources

Another struggle that the teachers as well as learners are faced with are inadequate resources for teaching and learning. These resources include simple building blocks, smart boards, and writing boards that could assist learners to be more productive in classes. Participants outline resources based on the needs of students that are in their classrooms, having those could assist in implementing quality-inclusive education. Teaching and learning require aids that will assist teaching and learning but an absence of them impacts negatively on teaching and learning within the classroom. To implement effective inclusive education a teacher needs resources and tools to enhance teaching practice within the class (Nembambula et al., 2023). According

to the responses from the participants, it revealed that most of the schools lack basic resources. From interview transcripts this is what the SBST 1 had to say:

> "We do not have any tangible teaching tools that learners who are having trouble in learning can use. things like simple building blocks, what they can at least feel like tablets, smart boards, writing tools."

SBST 2 added:

> "We do not have specialized or remedial educators, such as teacher assistants who are trained for inclusive education. I think if we could have even one, they can maybe they can be of great help. None of the qualified teachers wants to come to this rural area of Limpopo."

E3 said:

> "Our classes are just normal classes they are not meant to accommodate learners with learning impairment, as I have two in my class as we speak. The infrastructure is not user-friendly and as a teacher, we do not capacity to assist each learner in our classes or even outside whenever they need assistance, maybe we could have the assistance of some sort.

> From the transcripts of the interviews, it is revealed that most of the schools do not have adequate teaching resources like building blocks and other resources depending on students' needs in their classrooms that would assist proper implementation of inclusive education. This means that social injustice still exists which emphasizes inequality. The study conducted by Kabwos et al. (2020) in Kenya revealed that the effective implementation of inclusive education in public preschools is hampered by the lack of and inadequate quality of teaching and learning resources. CER advocates recognition and equality to do eliminate inadequacy and shortage of teaching resources (Tsotetsi, 2013). Another study by Spaull (2015) suggested that the Department of Basic Education in South Africa should bring equality within schools to make sure that learners are receiving quality education and are not discriminated against. Every learner should be recognised, respected, and treated equally as per CER. In short, a lack of teaching resources or specialised teachers in education hinders the implementation of inclusive education.

Inadequate parental support

The other sensitive issue was where the participants indicated that parents do not show an interest in their children's education. The participation of parents in the child's education helps the growth of a child and gives a child support either at home or at school. According to the participants, effective implementation of inclusive education requires the collaboration of other role players such as parents to assist teachers (Bhroin & King, 2020). From the interview transcripts SBST 2, indicated that:

> *Even when we ask them to come, and we discuss the way we think they can help children at home some do not attend those meetings. I think is because the majority of our parents*

are not educated, and they do not mind much about what is happening at school. That is my wild guess."

P1 added that:

Our parents do not disclose every information concerning their kids when they bring them to school. Now the schools should deal with the situation that they do not have a background regarding the child. At the same time, the same parents are not attending any of the meetings that they are called for at school.

 E1, said that:

Our parents are not supporting us or even taking the advice that we give them. At some stage, I wanted to discuss the challenges that I encountered in class concerning her child. The response I got was that we as teachers, are employed to teach their kids not them helping us as we are employed and getting salaries, she added by saying her child is normal and is because I do not know how to teach.

From the above comments, participants are clearly saying, that it is difficult to work with a child where his or her parents are less interested. This claim is supported by Nembambula and Aliku (2023), who argue that a complex, dynamic network of teachers, parents, and other educational stakeholders is necessary for every child to succeed academically. It is the parent's responsibility and duty to confirm that the learners are supported in the process of learning by leading, encouraging, mentoring, and inspiring (Amani et al., 2020). By so doing they are stimulating a learner to be constrained to lifelong learning and that reduces inequality by promoting learning opportunities for their children. Without the support that the teachers are receiving from the parents, inclusive education implementation would not be effective.   It is clear that the lack of parental support incapacitates teachers as well as learners to act fully in the process of teaching and learning. The study conducted by Dube and Ndaba (2021), noted that parental involvement in their children's education especially from the rural communities has been a thorny issue. The comments made by the participants during the interview reveal that parents' ignorance, not disclosing the status of their children and a lack of education might be contributing factors to their failure to participate in their children's educational activities. Through CER, parents can be emancipated, empowered, and encouraged to apply the principle of closeness to their children to treat them as human beings, equal to other learners, and to provide support to their children. Parental education increases children's engagement in educational activities, according to research by Greenlee et al. (2022).

In short, the research reveals that teachers find it difficult to fully implement quality inclusive education in their classes if parents are not on board with the development and education of their children.

Towards Enhancing Inclusive Education in Rural Primary Schools?

In response to the second research question in the study, the participants explored potential solutions, which are presented in addition to the challenges from the first question, which is, how can inclusive education be enhanced? The first strategy that the participants identify as a

solution to the challenges in the implementation of inclusive education is continuous support and training of teachers.

Continuous support and training of Teachers

The participants emphasized the importance of training courses for teachers to become more skilled and informed about the theory, techniques, and strategies for the actual implementation of inclusive education. Participants maintained that there was much that the Waterberg District-Based Support Team (DBST) should be doing and that no efforts had been made to deal with diversity in education nationally. From the interview transcript, this is what E1 has to say:

> *"The biggest thing with this inclusive policy is to train and support the teachers should not be microwaved type of workshops of few hours or training of a day and expected to be equipped. We would like the continued training and support from all stakeholders".*

Another SBST 1, member added:

> *"Some of us need continuous training on technological equipment, like an immersive reader and picture dictionary, we would also like the visibility of the district-based support team in our schools. It does not mean that because we are in rural schools we are not to be visited."*

This is what E3 had said:

> *"We keep learning consulting and conducting research as to how to deal with learners with different disabilities in our classes. It is a painful process but, in the meantime, we are learning and giving the desired results to our learners. I would say if can get support and more development we will be able to implement inclusive education successfully."*

From the participant's comments, it shows that indeed teachers would implement inclusive education if proper training can be provided (Crispel & Kasperski, 2021), and developmental training should be continuous, not a few hours of training. Through CER, teachers can be emancipated and empowered with strategies for the effective implementation of inclusive education. Furthermore, justice should be served to ensure that learners receive the quality as per their constitutional right of receiving quality education like all other children. We conclude by arguing that the Department of Basic Education should ensure that teachers are trained through longer in-service training. Inclusive education should be implemented in all schools regardless of whether they are rural or urban. To support the idea Dube (2020) reiterated that rural learner's matter, and their difficulties should be addressed in the same manner as those in urban areas, in the spirit of equality and justice. Therefore, the same applies to the treatment of teachers in rural areas who should be treated equally and in the same way as urban teachers. Participants are allowed to solve their problems by contributing towards their challenges. They are emancipated to provide a solution and participate in their work.

Availability of resources

The necessity for resources—such as people, materials, and physical resources—was emphasized by participants in their comments, as these things stand in the way of implementing

inclusive education. Participants expressed concerns about the lack of resources for the implementation of inclusive education in schools. E3 indicated that:

> *"Inclusive education could work if the schools are equipped with human resources, materials, and physical resources.*

E1, added:

> *We need specialized or remedial educators, such as teacher assistants who are trained or have basics on inclusive education."*

SBST 2, added:

> *"We need concrete and teaching aids that learners experiencing barriers to learning can touch, feel like tablets, smart boards, ramps, proper toilets, electricity, pavements for those kids who are using wheelchairs, etc."*

In this research, which drew inspiration from CER, the researcher contemplates equality in the distribution of teaching aids to schools by the Department of Basic Education. The theory further reiterates the empowerment of teachers who are going to assist learners on how to use the teaching and learning resources. Emancipation of teachers should be a priority for academic quality and equity. The researcher further argues that there should be more training at the universities on inclusive education to support the education system. Participants' responses affirmed that the Department of Education must provide appropriate resources to public primary schools to meet the requirements of all learners. The availability of resources would also enable the effective and efficient implementation of inclusive education because teachers will have tools to use in different situations. We agree with Doyi (2023), who argue that the presentation of essential resources for teaching and learning can aid in filling the void in the situation of the implementation of inclusive education effectively.

The discussion for this study is different from previous studies because with this study the participants were given an opportunity to express their challenges. Therefore, based on the theory of the study there was equity. The findings in this study are different from other studies because the participants felt that if they were given continuous support and were provided with the proper resources learners would be given more hope and they would feel equal to learners who were without disabilities. The educators will be motivated and develop self-confidence, and self-esteem. This would improve learners' retention as well as improvement of academic performance as educators will be more empowered.

CONCLUSION

The findings of the study assisted in answering the two research questions: What are the challenges of implementing inclusive education in primary schools and how can the implementation of inclusive education be enhanced? The study noted that the implementation of inclusive education has numerous challenges such as inadequate teacher training, lack of resources, and lack of parental support which is more challenging in rural areas where the study was conducted. Based on the pitfalls that are hindering the effectiveness and efficiency of

inclusive education, the study noted that the Critical Emancipatory Theory has a motivational way of making people feel like they belong. They are treated equally and therefore; they are allowed to provide solutions that will be effective in implementing inclusive education successfully. Based on the findings of the study, below are the recommendations: The Department of Education should continuously provide training to primary school teachers on inclusive education through in-service training. There must be continuous development of teachers to enable effective implementation. Basic education should provide the resources that would enable the implementation of inclusive education, and teaching aids. The government through their municipalities should provide the basic resources such as running water and electricity to schools to enable educational activities to run smoothly. Parents should be encouraged to take part in their children's education. Parents should be part of their children's schooling knowing where to support and how to support them. The study was limited to one district of the province and a few schools, with not all schools being in the same district. Therefore, the sample was too small to take a broad view of the findings.

References

Abongdia, J. F. A., Foncha, J. W., & Dakada, A. (2015). Challenges encountered by teachers in identifying learners with learning barriers: Toward inclusive education. *International Journal of Educational Sciences*, *8*(3), 493-501.

Alam, K., & Halder, U. K. (2018). Constitutional rights and marginalization in education in India. *ShinjanVol. IV. Issue*, *7*.

Amani, M., Nazifi, M., & Sorkhabi, N. (2020). Parenting styles and academic achievement of early adolescent girls in Iran: Mediating roles of parent involvement and self-regulated learning. *European Journal of Psychology of Education*, *35*(1), 49-72.

Artiles, A. J., Elizabeth B. Kozleski, Dorn, S., & Christensen, C. (2006). Learning in inclusive education research: re-mediating theory and methods with a transformative agenda. Reviewof Research in Education, 30, 65-108. http://www.jstor.org/stable/4129770

Aslan Tutak, F., Bondy, E., & Adams, T. L. (2011). Critical pedagogy for critical mathematics education. *International Journal of Mathematical Education in Science and Technology*, *42*(1), 65-74.

Bhroin, Ó. N., & King, F. (2020). Teacher education for inclusive education: A framework for developing collaboration for the inclusion of students with support plans. European Journal of Teacher Education, 43(1), 38-63. https://doi.org/10.1080/02619768.2019.1691993.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, *3*(2), 77-101.

Chatterton, P., Fuller, D., & Routledge, P. (2007). Relating action to activism. Theoretical and methodological reflections. In S. Kindon, R. Pain, & Kesby, M. (Eds.), Participatory action

research approaches and methods: connecting people, participation and place (pp. 219–222). Routledge.

Chibwe, F., & Mulenga, R. M. (2021). Challenges Faced by Administrators in the Implementation of Inclusive Education in Selected Primary Schools in Kitwe District. International Journal of Research and Innovation in Social Science, V(VI)

Chowdhury, P. R. (2011). The right to inclusive education of persons with disabilities: The policy and practice implications. *Asia-Pac. J. on Hum. Rts. & L.*, *12*, 1.

Clark, D.A., Biggeri, M., Frediani, A.A. (2019). Participation, Empowerment and Capabilities: Key Lessons and Future Challenges. In: Clark, D.A., Biggeri, M., Frediani, A.A. (eds) The Capability Approach, Empowerment and Participation. Rethinking International Development series. Palgrave Macmillan, London. https://doi.org/10.1057/978-1-137-35230-9_15 v

Crispel, O., & Kasperski, R. (2021). The impact of teacher training in special education on the implementation of inclusion in mainstream classrooms. *International Journal of Inclusive Education*, *25*(9), 1079-1090.

Cordova Jr, N., Kilag, O. K., Sabagala, A., Indino, N., & Abendan, C. F. (2023). Constructive Examination of Curriculum Evaluation of Senior High School. *Excellencia: International Multi-disciplinary Journal of Education (2994-9521)*, *1*(5), 510-519.

Dalton, E. M., Mckenzie, J. A., & Kahonde, C. (2012). The implementation of inclusive education in South Africa: Reflections arising from a workshop for teachers and therapists to introduce Universal Design for Learning. *African journal of disability*, *1*(1), 1-7.

Delubom, N. E., Marongwe, N., & Buka, A. M. (2020). Managers' Challenges on Implementing Inclusive Education: Technical Vocational Education and Training Colleges. *Cypriot Journal of Educational Sciences*, *15*(6), 1508-1519.

Donohue, D., & Bornman, J. (2014). The challenges of realising inclusive education in South Africa. *South African journal of education*, *34*(2).

Doyi, E. M. (2023). *The implementation of inclusive education with regard to curriculum transformation in the primary schools* (Doctoral dissertation, North-West University (South Africa).).

Dube, B. (2020). Rural online learning in the context of COVID 19 in South Africa: Evoking an inclusive education approach. *REMIE: Multidisciplinary Journal of Educational Research*, *10*(2), 135-157.

Dube, B. & Hlalele, D. (2018). Revisiting critical emancipatory research in school violence narratives. A quest for a safe school. *Educational Research for Social Change*, 8(4): 74-86.

Dube, B., & Ndaba, X. P. (2021). Educating progressed learners in times of COVID-19: how can bricolage help?. *Research in Social Sciences and Technology*, *6*(2), 22-36.

Dupoux, E., Wolman, C., & Estrada, E. (2005). Teachers' attitudes toward integration of students with disabilities in Haiti and the United States. *International Journal of Disability, Development and Education*, *52*(1), 43-58.

Elicondo, R., Alberto, N., Zavala, M., Alvarado, O., Suazo, V. & Veronica, S. 2013. The emancipatory paradigm and its influence on the development of the nursing knowledge. Enfermeria Global: 422-433.

Engelbrecht, P. (2020). Inclusive education: Developments and challenges in South Africa. *Prospects*, *49*(3-4), 219-232.

Fish Hodgson, T. (2018). The right to inclusive education in South Africa: Recreating disability apartheid through failed inclusion policies. *South African Law Journal*, *135*(3), 461-501.

Gajendrabhai, V. S., & Saini, B. K. (2020). Challenges and Opportunities for Inclusive Education of Persons with Disabilities. Journal of Xi'an University of Architecture & Technology, XII(III).

Greenlee, J. L., Piro-Gambetti, B., Putney, J., Papp, L. M., & Hartley, S. L. (2022). Marital satisfaction, parenting styles, and child outcomes in families of autistic children. *Family process*, *61*(2), 941-961.

Held, D. 1983. Introduction to critical theory. Horkheimer to Habermas. London: Hutchinson and Co.

Kabwos, C. R., Moige, N. O., & Omwenga, E. N. (2020). Availability and adequacy of learning resources for implementing inclusive education in public preschools in Belgut Sub-County, Kenya. *European Journal of Education Studies*.

Khoaeane, T. J., & Naong, M. N. (2015). How to overcome challenges for meaningful implementation of inclusive education in Lesotho. *Journal of Social Sciences*, *42*(3), 289-297.

Magill, K., & Rodriguez, A. (2015). Hope, rage and inequality: A critical humanist inclusive education. *International Journal of Progressive Education*, *11*(1), 6-27.

Maguire, M., & Delahunt, B. (2017). Doing a thematic analysis: A practical, step-by-step guide for learning and teaching scholars. *All Ireland journal of higher education*, *9*(3).

Mahlomaholo, S. (2009). Critical emancipatory research and academic identity. *Africa education review*, *6*(2), 224-237.

Menzies, H. M., & Bruhn, A. L. (2010). *Managing challenging behaviors in schools: Research-based strategies that work*. Guilford Press.

Mitiku, W., Alemu, Y., & Mengsitu, S. (2014). Challenges and opportunities to implement inclusive education. *Asian Journal of Humanity, Art and Literature*, *1*(2), 118-135.

Mundial, G. B., & UNICEF. (2016). Education 2030: Incheon declaration and framework for action: towards inclusive and equitable quality education and lifelong learning for all.

Mpu, Y., & Adu, E. O. (2021). The challenges of inclusive education and its implementation in schools: The South African perspective. *Perspectives in Education*, *39*(2), 225-238.

Nembambula, T. A., Ooko, M., & Aluko, R. (2023). Exploring Challenges Experienced by Teachers in Implementing Inclusive Education in Classrooms: A South African Perspective. *International Journal of Social Sciences & Educational Studies*, *10*(2).

Onukwufor, J. N., & Ugwu, C. J. (2018). Level of schooling and gender differences in test anxiety among secondary school students in Port Harcourt local government area of Rivers State. *Advances in Social Sciences Research Journal*, *5*(2), 154-159.

Owoniyi, Y. M. (2022). *Teacher Awareness, Knowledge and Management Strategies for Handling Students With Social, Emotional and Behavioural Disorders in Kogi State, Nigeria* (Master's thesis, Kwara State University (Nigeria)).

Ramirez, G., Gunderson, E. A., Levine, S. C., & Beilock, S. L. (2013). Math anxiety, working memory, and math achievement in early elementary school. *Journal of cognition and development*, *14*(2), 187-202.

Ranney, M. L., Meisel, Z. F., Choo, E. K., Garro, A. C., Sasson, C., & Morrow Guthrie, K. (2015). Interview-based qualitative research in emergency care part II: Data collection, analysis and results reporting. *Academic Emergency Medicine*, *22*(9), 1103-1112.

Sahoo, R. K. (2021). Observation, interview and diaries as means of obtaining data from children. In R.K. Sahoo, researching children and childhoods in India (pp.32-44) New Delhi: Sahoo of open learning.

Siddik, M. A. B., & Kawai, N. (2020). Government Primary School Teacher Training Needs for Inclusive Education in Bangladesh. *International Journal of Whole Schooling*, *16*(2), 35-69.

Sijuola, R., & Davidova, J. (2022). Challenges of Implementing Inclusive Education: Evidence from Selected Developing Countries. *Rural environment. Education. Personality*, *15*, 140-147.

Spaull, N. (2015). Schooling in South Africa: How low-quality education becomes a poverty trap. *South African child gauge*, *12*(1), 34-41.

Stronge, J. H. (2018). *Qualities of effective teachers*. Ascd.

Tsotetsi, C. T. (2013). *The implementation of professional teacher development policies: A continuing education perspective* (Doctoral dissertation, University of the Free State).

Tracy, S. J. (2013). *Qualitative research methods: collecting, evidence, crafting, analysis, communicating impact*. Wiley-Blackwell.

Tufford, L., & Newman, P. (2012). Bracketing in qualitative research. *Qualitative social work*, *11*(1), 80-96.

Weller, S. C., Vickers, B., Bernard, H. R., Blackburn, A. M., Borgatti, S., Gravlee, C. C., & Johnson, J. C. (2018). Open-ended interview questions and saturation. *PloS one*, *13*(6), e0198606.

Willig, C. (2013). *Introducing qualitative research in psychology* (3rd ed.). Open Uni versity Press.