

**Student teachers' preparation for inclusive education: The case of the
University of Limpopo**

By

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DECLARATION

I declare that *an investigation into the extent to which universities prepare student teachers for inclusive education implementation: the case of University of Limpopo* is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

SIGNATURE (Mr M.D SEPADI)

DATE

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ABSTRACT

The purpose of this study is to describe the extent to which universities prepare student teachers for inclusive education implementation, using University of Limpopo as a case. The study followed a qualitative research approach where a case study design was adopted. The study population consisted of all the third year students in the school of education. Eight student teachers were recruited to participate in the study through a purposive sampling strategy. The data was collected through two methods, namely interviews and document analysis. The data was analysed through thematic content analysis where themes were developed based on the verbatim transcripts from the data collected. The study came out with six findings namely: Lack of a clear understanding of what inclusive education is, lack of comprehensive course material, lack practical experience (the gap between theory and practise), no clear policies on teaching, learning and assessment in inclusive education, teaching strategy used by the lecturer is ineffective; and unpreparedness in teaching a diverse classroom. These findings implicate that the current training is insufficient to prepare students to effectively implement inclusive education. The study recommends that the current program be revised and repacked in order to advance the ideals of inclusive education in South Africa

Key words

Inclusive education, implementation, module, student teachers, teacher education.

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CHAPTER 1: INTRODUCTION TO THE STUDY

1. Background and motivation

Inclusive education has been piloted in South Africa at various universities. These universities have taken different approaches to it; such that some have gone the stand-alone model route while others have opted for the integration model. However, the impact of these approaches on teacher education remains unknown. This study seeks to investigate the extent to which universities in South Africa prepare student teachers for inclusive education implementation; examining the case of University of Limpopo.

Integration models assume there is something wrong that must be fixed in order to fit into the present system (Hardman, 2015). The model brushes the surface of what inclusion is all about, while a stand-alone model has proven to be more compact and informative in the case of inclusive education in particular (Dalton, Mckenzie & Kahonde, 2012). Both these models have given the education sphere a space to introduce and educate pre-service teachers on inclusive education. Of the two model, it has not been established which one is better than the other.

The sluggish progress in the implementation of inclusive education indicates the need for improvement in as far as preparing student teachers' for inclusive education. The integration model has so far been more favoured in many institutions around South Africa like the University of Johannesburg, University of the Witwatersrand, among others (Kgatule, 2013), but it has so far yielded little success in progressing inclusive education. The current knowledge content in the program does not adequately address issues of inclusive education pedagogy thus leaving students underprepared.

The stand-alone module which is favoured by universities like University of Limpopo consists of a single introductory module that focuses on inclusive education. At the University of Limpopo, the module is compulsory for all the pre-service teachers.

The module is taken by students in their third year level of study. The compulsory module is in line with the initiative of the Department of Education to embark on an inclusive schooling system. Nevertheless, it has not yielded the envisaged impact as teachers are not well equipped to effectively implement it (adopted from the school of education calendar, 2014). This study focused on the extent to which the University of Limpopo prepares student teachers to implement inclusive education through the module called inclusive education. This module's mission is to equip student teachers with knowledge and skills that would enable them to teach in an inclusive school environment. This study investigated whether the module does indeed achieve its aim or not.

The module of inclusive education in countries like Canada and Australia has had a great impact in terms of equipping student teachers with knowledge and skills, however this was not achieved in South African Universities particularly the University of Limpopo in terms of level offering (Hardman, 2015). The difference is that in the above-mentioned countries, the training for inclusive education is offered from first year level throughout up to the final year, while the University of Limpopo offers it as a once off at third year level. This module offered in these countries not only initiates student teachers into what inclusive education is but also nurtures them to become effective teachers both in skills and knowledge as throughout their undergraduate years they are exposed to the concept in theory and practically (Hardman, 2015). In this study I argue that if a model that embraces an extensively packaged programme that runs across all levels of the degree is adopted then inclusive education endeavours would be enhanced at the University of Limpopo. This would strengthen teacher efficacy as well as provide relevant skills and knowledge that could be applied effectively in an inclusive classroom.

The inclusive education stand-alone module has a potential to help advance the ideals of democracy which preaches inclusion of disabled people who were previously marginalized in the apartheid era especially in terms of education. The model may adequately equip teachers with knowledge, skills and attitudes that will be utilised in an inclusive schooling system.

1.1 Research problem

Teachers frequently voice concerns regarding their inability to teach learners with special needs (Forlin ,1997). They consider that they have been inadequately prepared (Bradley & West 1994, Kemple, Hartle, Cornea & Fox 1994) and that they lack the necessary knowledge, skills, and confidence to implement effective inclusive practices (Schumm, Vaughn, Gordon, & Rothlein 1994).

Adequate training of teachers at universities is one of the major contributing factors to school success. Researchers (Buck, Morsink, Griffin, Hines, & Lenk, 1992) have concluded that lack of quality training and the lack appropriate field-based experience as well as lack of exposure to practical inclusive settings are still not provided in many pre-service programmes which slow down the progress of inclusive education (Buck, Morsink, Griffin, Hines, & Lenk, 1992). The progress of inclusive education relies on the teachers in the classrooms being able to cater pedagogically to diverse student' These programs of teacher training especially in universities needs to be upgraded in such a way that will promote improve in order for social justice to be reached as well as to make sure that education is indeed a right for all south Africans.

This study seeks to investigate whether student teachers are adequately trained and well equipped to efficiently implement inclusive education. The study examined the skills and knowledge which student teachers receive through the inclusive module in the B.Ed programme. It furthermore scrutinises the level of preparedness of teachers regarding the implementation of inclusive education.

The findings of the study may be helpful to the administrators of teacher education institutions and researchers in the field of inclusive education. Since the country is at a point where it wants to improve the quality of teachers as well as fast track the progress of inclusive education, this study might be supportive to this agenda. Studies

of this nature may empower the teacher education programmes and enable their efforts to meet the ever growing demand for effective inclusive teachers.

So far, no studies have been done in South Africa which investigated how teacher education intuitions prepare teachers for inclusive classrooms particularly focusing on the University of Limpopo. This study assumes that part of the inadequate training of teachers is due to the type of content that is taught, inadequate strategies that are applied in teaching it, the period allocated for the teaching and learning of it and the effectiveness of instructors. Therefore, the purpose of this study is investigate the extent to which the curriculum content for teacher education equips student teachers with skills, knowledge and values to effectively implement inclusive.

1.3 Purpose of the Study

The purpose of this study is to investigate the extent to which teacher education at the University of Limpopo prepares and equip pre-service teachers with skills, knowledge and values that will ensure effectively implement inclusive education.

1.4 Research question

To achieve this purpose, the following question was asked:

To what extent does the current teacher education training program at the University of Limpopo equips student teachers with relevant knowledge and skills to teach in an inclusive set up?

To unpack the research, question the following sub-questions were asked.

Sub questions

- ✓ How inclusive education is offered in the teacher education programmes at University of Limpopo?

- ✓ What challenges are encountered by pre-service teachers during teaching practice in an inclusive setting?
- ✓ How effective is the module on inclusive education in terms of the appropriateness of the year level offering, course objectives, course content, course teaching strategies, and effectiveness of the instructor in the developing inclusive orientation?

1.5 Research methodology

The research methodology section will be addressed in Chapter 3 of the study. In that chapter I will be discussing the research design, paradigm, sampling and sampling procedure, data collection, data analysis and ethical considerations in length. Additionally, I will only provide an overview of the research methodology.

The study adopted a qualitative research approach. This approach gave me insights into the participants' response from their own perspective regarding the extent to which teacher education programmes at University of Limpopo prepare pre-service teachers with knowledge, skills and values that would ensure effective implementation of inclusive education in their classrooms.

1.5.1 Research design

Research design is a plan for collecting meaningful data based on the purpose of the study (Cohen Manion & Morrison, 2004). The study employed single embedded case *study* research which, explored in depth how the teacher education programme prepare and equip pre-service teachers with knowledge, skills and values for the implementation of inclusive education.

1.5.2 Sampling

The study population consisted of the all the third year students in the school of education. The total number of the students registered for third year was 644

Purposive sampling was employed to select respondents. The study consisted of ten participants, eight (two from each the four specialisation- a) maths and science and technology education, b) social sciences, c) economic and management sciences, and d) languages) fourth year student teachers to whom inclusive education content is offered.

1.5.3 Data collection

Data was collected through two methods, namely interviews and document analysis. The eight participants were interviewed in such a way that allowed me access to their full experience and perceptions of how the programme equipped them with the relevant knowledge and skills to implement inclusive education.

For document analysis, I requested the copy of the content materials, the module outline as well as a download of the White Paper No.6 were documents attained for document analysis. I explored the documents in order to gauge as to whether the content taught advances the goals of the White Paper 6 (Kvale, 2009). The following other documents that are regarded as the bedrock of inclusive education both internationally and locally namely were also considered for analyses, namely:

- Department of Education, 2014 Guidelines, Universal Declaration of Human Rights (UN, 1948),
- Salamanca Statement on Principles, Policy and Practice in Special Needs Education, Draft Framework for Action (UNESCO, 1994),
- Special Needs Education: Building an Inclusive Education and Training System,
- The National Policy on Screening, Identification, Assessment and Support (SIAS, 2014), and
- Guidelines for Inclusive Teaching and Learning (2010), and Guidelines for Responding to Learner Diversity in the Classroom (2011)

1.4.4 Data analysis

Data was analysed through thematic content analysis. The themes and codes emerged from the interviews and documents analysis. Data analysis in the current study was based on the aforementioned guidelines as well as the recommended approach by Pietkiewicz and Smith (2014). A seven-step analysis comprising; (i) transcription, (ii) reading and re-reading, (iii) initial noting, (iv) developing emergent themes, (v) searching for connections across emergent themes, (vi) analysing subsequent cases, and (vii) looking for patterns across cases, was utilised.

The data from document analysis was analysed by comparing the curriculum content to what is recommended by the White Paper 6 and other policy documents to check if the content was in line with what is envisaged by the policy document. The examining of documents shed light in how the curriculum content prepares students for teaching practice in order to evaluate as to whether the material used is relevant or applicable in full service schools.

1.5.5 Quality criteria

A) Credibility

Silverman (2013) points out that credibility refers to the correctness of data that translates more appropriately for naturalistic enquiry. In addition, Denzil and Lincoln (2013) argue that credibility is an evaluation of whether or not the research finding represents a credible conceptual interpretation of the data drawn from the participants' original data. In this study I used interviews and document analysis to enhance the credibility of the research findings and the two different data collection methods allowed the corroboration of the finding).

B) Conformability

Conformability refers to the extent to which the findings are free from bias (Silverman, 2013). I recorded all attitudes, feelings and reactions of the participants during

interviews to minimise bias and preconceived ideas about the level of preparation student teachers receive from the University teacher education programme with regard to inclusive education.

C) Dependability

Creswell (2013) argues that dependability of data is the extent to which the same findings could be repeated. To ensure the dependability of the study, audio tapes containing raw data were kept electronically and manually. Transcripts, field notes, interview instruments and the final draft of the research project were also kept.

D) Transferability

Cohen, Manion and Morrison (2004) see transferability as the extent to which the findings of the research can be applied to other groups within the wider population or to other situations. They propose that it is up to the reader, rather than the investigator, to determine if the findings can be transferred or applied to another setting. In order to achieve transferability, I provided a detailed description of research methods, sampling, data collection and data analysis. This was an attempt to contextualise the research such that the reader can be able to determine if the findings are transferrable.

1.6 Significance of the study

The study provided insight on how student teachers at the University of Limpopo were trained for inclusive education implementation. The results of the research may contribute in ensuring that teacher training programme at South African universities to provide student teachers with skills and knowledge which will enable teachers to implement inclusive education in schools effectively. This study may also help other researchers to have insight on how teacher education is offered particularly at the University of Limpopo. For policy makers the study may show them the gaps that exist in the training programs of student teachers that hinder the progress of inclusive education implementation. The study recommended that the structure of the training that the University of Limpopo should be improved in a way that inclusive education is offered throughout the levels of study in undergraduate.

1.6 Ethical considerations

All studies have a number of ethical dilemmas which must be identified and addressed prior to the study. All researchers must adhere to ethical principles in research (Babbie & Mouton, 2011). In this study the following ethical issues were taken into consideration.

1.6.1 Informed consent

The detailed explanation of the purpose and procedure of the study was given to participants and their consent sought. The participants were informed that their contribution to the study was entirely voluntary. Their consent was also secured and the purpose of the study was clarified to them. I furthermore pledged my commitment to confidentiality, privacy and anonymity of the participants. The participants were also made to sign a consent form which is included as Appendix A.

1.6.2 Privacy, anonymity and confidentiality

Confidentiality must be assured as the primary safeguard against unwanted exposure (Denzin & Lincoln, 2013). In recording and storing data, I used pseudonyms rather than the participants' actual names to ensure that I do not compromise confidentiality and anonymity. The rule of confidentiality and protection of identity is upheld in the research. Information was not used in such a way that it directly or indirectly discloses the participants' real identity.

1.7 Conclusion

In this chapter the background to the study was presented, the problem statement formulated, research questions were also posed and the significance of the study was highlighted. The next chapter focuses on the literature review as well as the theoretical framework underpinning the study.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The literature review in this research sought to locate the problem of the study into its proper perspective. This establishes the literature gap on how teacher education programmes prepare pre-service teachers for the implementation of inclusive education. This chapter follows the following design: Firstly, the evolution of inclusive education on an international level and then move on to establish the progression in South Africa. Secondly, diverse conceptualisations of what inclusive education is are described. Thirdly, inclusive pedagogy is explained extensively. Fourthly, and finally the models of initial teacher training education as well of the theoretical framework that guided this study are discussed to establish what the remaining gaps are.

2.2 The evolution of inclusive education at an international level and in South Africa

Inclusive education has a long international and national history. Internationally the fruition of inclusive education it can be traced to the followings initiatives: The United Nations Educational Scientific and Cultural Organization (UNESCO, 2005), which defines the concept as a process of addressing and responding to the diverse needs of all the learners by increasing participation in learning.

It further advocates for reducing exclusion within education as well as increasing access for all diverse students. This led to the practice of inclusive education which is not a reform of special needs to rebuild the public education system, but to meet the needs of the ever-changing nation. The fore adheres to the special education system which has proven to be unsuccessful for numerous learners who highly depended on it. The evolvment faced social to economic challenges.

One of the greatest challenges facing individuals in most societies throughout the world is exclusion policies and practices from participation in the economic, social,

political and cultural life of communities (UNESCO, 2005). Thus, inclusive education has evolved to a level that pursues to contest exclusionary policies and practices. It can be regarded as a struggle against the violation of human rights and unfair discrimination. It also seeks to ensure that social justice in education prevails. Inclusive education has been encouraged since the United Nations Declaration (UN) in 1948 and has been cited at all phases in a number of key UN Declarations and Conventions (UNESCO, 2005).

These include the 1948 Universal Declaration of Human Rights, which ensures the right to free and compulsory elementary education for all children is arrived at; the 1989 UN Convention on the Rights of the Child, which ensures the right to receive education without discrimination on any grounds is achieved; the 1990 World Declaration on Education for All (Jomtien Declaration), which sets the goal of Education for All (EFA); the 1993 UN Standard Rule on Equalisation of Opportunities for Persons with Disabilities, which does not only affirm the equal rights of all children, youth and adults with disabilities to education, but also states that education should be provided in an integrated school setting as well as in the general school setting (UNESCO, 2005).

These initiatives were adopted by more than 300 participants, representing 92 governments and 25 international organisations that met in Salamanca in 1994 under the umbrella of UNESCO and the Spanish Government to advance the intentions of Education for All (Ainscow, Dyson, Goldrick & West, 2012). The Salamanca Statement on Principles, Policy and Practice in Special Needs Education was drawn together with the Draft Framework for Action (UNESCO, 1994; UNESCO, 2005). Amongst others, the statement proclaims the principles that reflect the rights in respect of education, which are enshrined in the Universal Declaration of Human Rights (UN, 1948).

The above-mentioned principles include the following: every child has a fundamental right to education; must be given the opportunity to achieve and maintain an

acceptable level of learning; every child has unique characteristics, interests, abilities and learning needs; educational systems should be designed, and educational programmes implemented to take into account the wide diversity of these characteristics; and learners with special educational needs must have access to regular schools which should accommodate them within a child-centered pedagogy capable of meeting these needs. In supporting these principles, UNESCO (1999) asserts that regular schools that adopt this inclusive orientation are the most effective means of combating the discriminatory attitudes, creating welcoming communities, building inclusive society as well as achieving education for all.

In an attempt to heed the UNESCO's call, South Africa engaged in various discussions which committed to the implementation of inclusive education in an integrated system of education where the learning contexts and opportunities for all diverse learners could be catered for. Such a commitment was evident in key policy documents which, amongst others include: The White Paper on Education and Training in a Democratic South Africa (Department of Education, 1996). This paper discusses the importance of addressing the needs of learners with special needs in both special and mainstream schools. The South African Schools Act, 1995 (Republic of South Africa, 1996) is another document that compels public schools to admit all learners and to serve their educational requirements without unfairly discriminating against them in any way.

The South African government's commitment to Education for all led to the development of a policy on inclusive education and training entitled: Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System (Department of Education, 2001). This policy formally came into effect in 2001. Thereafter, guidelines to help with the implementation such as: The National Policy on Screening Identification, Assessment and Support (SIAS, 2014), Guidelines for Inclusive Teaching and Learning (2010), and Guidelines for responding to learner diversity in the classroom (2011) were made available. However, despite these guidelines, South African researchers still assert that learners with diverse learning needs remain marginalised and excluded in schools (Romm, Nel & Tlale, 2013).

2.3 Conceptualisation of inclusive education

Inclusive education is seen as a controversial term that lacks a restricted or unified conceptual focus, which may contribute to its misconception and confused practice (Berlack & Chambers, 2011). In the absence of a unified definition of what inclusive education is, this section looks at: firstly, how different organisations define it then, secondly how it is defined by different scholars from different philosophical and fields perspective.

2.2.1 Definitions by different organisations

UNESCO (2008) defines inclusive education as the most effective way to counter discriminatory approaches and attitudes towards learners with disabilities by ensuring that ordinary schools become better at educating all children in their communities. In order to advance social justice, inclusivity should be at the fore front of policies in education in order to aid equality and access to quality for all diverse learners.

On the other hand, European Agency for Development in Special Needs Education (2012) indicates that inclusive education is a basic human right and the foundation for a more just and equal society. For the purpose of this study, this definition by European agency is relevant as human rights and social justice movements say that education should be a basic need and every child should have access to it. This can be achieved teachers must be adequately trained to provide education to all diverse learners. To date in South Africa standards are still far below what is eluded by the UNESCO framework.

In South Africa, inclusive education is defined by the Education White Paper 6 (Department of Education, 2001) as the development of enabling structures, systems and learning methodologies to meet the needs of all learners, especially learners with additional learning needs. The paper seeks to promote quality education and access

to it by providing structures and framework that guide the implementation of inclusive education. These definitions by these organisations shaped how scholars and other persons of interest derived their own view of the term inclusive education.

2.2.2 Definitions by different scholars in the field

Loeferer (2009) argues that the majority of teachers know very well what inclusive education is, but it is sometimes convenient for them to manipulate the term to suit whatever practice they happen to be currently engaged in, be it inclusive or not. On the contrary, I feel that the different interpretations of inclusive education challenge teachers to think about teaching and learning in different ways and from different perspectives.

Slee (2011) inclusive education can be broadly grouped into two categories: conceptualising inclusive education based on key features and conceptualising inclusive education as the removal of that which excludes and marginalised. The most predominant inclusive education conceptualisations are those that define inclusive education based on certain key features and characteristics such as age-appropriate placement and learners being able to attend their local schools. The reduction of barriers to education is the most essential key aspect to inclusion thus fostering environments' that allow learner participation. The diversity within our societies encourages inclusion especially to those who are marginalised.

Slee (2011) and Graham and Slee (2008) go as far as to suggest that the special school–regular school contradiction is no longer a useful way of framing education, and that the barriers that exist in both sectors need to be removed so as to produce what, in the end, cater for both. The question is how can they be removed if teachers cannot interpret and implement the curriculum effectively to the benefit of diverse learners? Slee (2011) argues that the school is neither a special nor a regular school, but a school is one which has been re-envisioned and re-established with a view to eliminating learning barriers in an anticipatory way as well as also as they are

presented. He states that reforming education is a manifold and complex task that reaches into the deep structures of education and schooling to produce different policies, practices and cultures.

On the other hand, Berlach and Chambers (2011) provide a philosophical framework for inclusive education along with school and classroom-based examples. Their philosophical foundations include: availability of opportunity, acceptance of disability and/or disadvantage, superior ability and diversity, and an absence of bias, prejudice and inequality. The Constitution of South Africa emphasises equality even in education in terms of quality and access even though this is still yet to be fully realized, Research has identified the lack of proper training of teachers as well as the lack of resources in schools as the reasons that impinges on the implementation of inclusive education.

Researchers like Donohue & Bornman (2014) and Dalton, Mckenzie & Kahonde (2012) also highlighted the poor quality of training of teachers in inclusive education. The reasons they forwarded are the gap between theory, practices and relevance teacher education training. Thus, this study wants to establish the extent to which student's teachers at the University of Limpopo are prepared for implementation of inclusive education.

Almost along the same lines, Florian (2005) notes that inclusive education means full membership of an age-appropriate class in your local school doing the same lessons as other pupils and also that all learners have friends whom they spend time with outside of school. The various views on inclusive education have an underpinning on how teachers will be trained through that philosophy.

Other definitions of inclusive education refer to the presence of community (Miller, 2008), ordinary schools expanding what they do (Forlin, 1995), problem solving (Rouse & Florian, 2009), response to learners needs via curriculum organisation and

provision to cater for learners who additional learning needs (Harvey, 2010). Hardman (2015) and Ainscow, et al. (2012) conceptualise inclusive education as being that which identifies and then removes barriers to participation in education.

It would appear attempts to define inclusive education by what it is, are problematic because they can be impacted by shifts in educational practice, context, culture and circumstance that can quickly render these features inappropriate and obsolete. Such definitions tend to assume that educational practice is subject to a set of commonalities that are static across time and place, but this is not the case. For example, in many rural areas where there is shortages of classrooms and teachers, lack the appropriate pedagogy to implement inclusive education in classrooms, and a zero-rejection policy when it comes to registering and teaching children might not feature into a definition of inclusive education may prevail.

Therefore, among the different levels of the educational fraternity, teachers as implementers of inclusive education, also have a formidable task of realising inclusive education in classrooms. They should also be able to remove all barriers that may be hindrances towards the implementation of inclusive education. The multitude of definitions of inclusive education results in different practices of inclusive education at the pedagogical level. This instigates questions that teaching and learning activities in classrooms may be vital to the implementation of inclusivity.

A question which was pertinent in this study is whether the current pre-service training students at the University of Limpopo receive training that is efficient, relevant that will quality them to teach a diverse classroom. It would be fruitful to investigate which of the two conceptualisation informs the practice of teacher education for inclusive education at the University of Limpopo. This is the issue that the present study seeks to unravel. In the following section, I will examine yet another illusive concept within inclusive pedagogy, which also appears to be at the center of crucial debates on the subject.

2.3 Inclusive pedagogy

Inclusive pedagogy has been defined differently from across various perspectives but for the purpose of this study Inclusive Pedagogy is defined as an approach intended to promote a culture of accommodating all and ensuring practice based on the use of diverse teaching strategies (Corbett, 2001). To understand the topic under study it is important to gain insight into what inclusive pedagogy entails. Inclusive pedagogy is an approach intended to promote a culture of accommodating all and, ensuring practice based on the use of diverse teaching strategies. It is associated with a connective pedagogy that is, connecting learners with their own learning first, and then connecting their learning to the curriculum.

Nilholm and Alm (2010) see inclusive pedagogy as a process whereby learners constantly engage with the learning material, drawing on their experiences. The material is presented as close as possible to reality and the learners are not passive recipients of knowledge, but are allowed to attach subjective meaning to it. This pedagogy draws on the strength of the learners as a starting point for their learning that will determine the pace, sequence and coherence of the curriculum to be taught that will cater the diverse needs of learners. Inclusive pedagogy is a method of teaching that incorporates dynamic practices and learning styles, multicultural content, and varied means of assessment, with the goal of promoting learners' academic success, as well as social, cultural, and physical well-being (Rosenburg, 2007).

The views on what inclusive pedagogy is have a common theme, which is to accommodate diverse learning in the learning process in terms of teaching, learning and assessment. Inclusive pedagogy envisions that all learners who have 'diverse additional learning need' be accommodated in terms of teaching methods as well as assessment methods. his pedagogy should thus be emphasised in pre-service teacher training programmes and even in the initial teacher education training. It is very crucial for teacher education models to embrace inclusive pedagogy such that it must be

taught to pre-service students extensively in order to ensure that they are able to utilize it in diverse classrooms.

2.4 Models of initial teacher training education

The number of children with diverse learning needs is growing daily in our mainstream schools and classes. The move towards inclusive education becomes even more paramount and imperative. Teacher preparation for inclusive education becomes an important issue (Harvey, 2010). Previous research highlighted that general teachers have little to none training in inclusive education. Cooper, Baber & Vallecorsa (2008) concluded that, most of the practicing teachers feel that they have not been well prepared for this role especially for the students with identified additional learning needs. So, the main issue here is that how well can teachers be trained for inclusion.

UNESCO (2003) suggests five recommendations on how to train general teachers for inclusive education so that they are able to work with diverse learners. Firstly, they suggest establishment of practical experiment for both regular and special education teachers especially during teaching practice sessions. Secondly, they suggest the restructuring of teacher education curriculum in order to establish a shared language that supports collaboration of special and general education teachers.

They also encouraged on going professional development of teachers even after they have completed their pre-service training. And finally, they suggested an establishment of shared governance of teachers' education and then reflect collective responsibilities for teacher educators, content specialists, and practicing teachers. Similar suggestions were made by Pugach and Blanton (2009).

Who advocated for the utilising of collaborative teaching and cooperation between special needs experts and the general teacher education trainers in training teachers for inclusion in order to aid the progress of inclusive education in mainstream schools. Furthermore, the UNESCO report on inclusive education maintains that research must

focus of relevant research finding strategies that will be utilised in an inclusive setting (UNESCO, 2008).

With the above mentioned suggestions and recommendations toward current teacher education curriculum, teacher education training must be restructured in order to benefit learners by providing quality education. It is clear that the models which have been used in training teachers have been ineffective or insufficient as teachers have complained about the quality of the training for years, so a restructuring is needed.

Several approaches have been identified by a number of studies on how to prepare teachers for inclusion. A study by Stayton and McCollum (2002) identified three models that can make the existing teacher education curricular to address inclusive education across their curriculum: the infusion model, collaborative training, and unification model.

The infusion model is the one which student teachers take 1-2 courses that inform about inclusive education, special education needs, and areas of disabilities. This is the model which has dominated general teacher education curricular in countries like Tanzania, Uganda and South Africa as well. As noted above, the curricula consist of one or two courses related to inclusion and inclusive education. However, Jela (2011) reports that model to be ineffective and not sufficient to prepare teachers for inclusive education.

The second model is collaborative training. In this model more courses on inclusive education and special needs education are offered. And collaborative teaching between special needs trainers and general teacher trainers is insisted, and on top of that, student teachers from special needs education and general teacher education are required to conduct their practicum together.

Lastly, it is the unification model where all students study the same curriculum which has both elements of special needs education and mainstream education with the focus on the special needs children. Similar to Avramidis and Norwich (2002) in their study in Ireland, they identified three models of initial teachers training for inclusive education that seem to reflect other systematic approaches. These include a single unit study delivered by specialist, infused study across all curricular areas, and combination of both (Avramidis, Bayliss & Burden, 2002).

Similar views were shared by Hammerness (2005) who insisted that in order for these models to close the gap between theory and practice students' needs to apply what they learn in the classroom to a real life situation. Practice teaching must expose them to learners with diverse learning needs. Studies suggest that, there should be a direct linkage between teacher education training institutions and inclusive or special schools so as to have a great pollination between the two. This will provide teachers with a great practice in authentic inclusive classroom.

2.5 The teacher education for inclusive education

This section provides an overview of the literature on the initial teacher education curriculum from various training programs around the globe about how teachers are prepared for inclusive education which also highlights aspects of attitudes, pedagogy and teacher practices.

Scruggs and Mastropieri (1996) analysed 28 studies and discovered that teachers endorse the general concept of providing support to students with disabilities. Only one third of the teachers felt that they had the time, preparation, resources and skills needed. More recently, similar findings have been reported by Forlin (1997) Loreman (2009), Jobling (2003) and Lambe and Bones (2007).

Mukhopadhyay, Molosiwa and Moswela, (2009) also ascertained that teachers do not feel fully prepared to cope with the challenges of students with additional learning needs due to insufficient training they get from Universities. They assert that it is theoretically based and not practical. The study reveals that the assumption is that the module has limited time and the content does not cover the important areas of inclusive education. They also indicated that the module should be revisited if it is to serve any purpose.

This raises the question of what should be included in initial teacher education for inclusion. Beard (2007) conclude that the following elements of good practice in initial teacher education warrant extension across the European countries: a pre-practicum prior to an initial teacher education programme; a pre-practicum as part of the teacher education programme; a period of supervised school teaching experience; successful completion of an examination or other assessment arrangements; and a monitored probationary period and a period of induction supported by mentoring arrangements.

2.5.1 Attitudes, beliefs and values in initial teacher education

Chambers and Forlin (2010) define an attitude as: ‘a learned, evaluative response about an object or an issue and a cumulative result of personal beliefs. Furthermore, Chambers and Forlin (2010) expressed that beliefs of pre-service teachers have an influence towards their behavior. Attitudes are perpetuated by the experience individuals get thus resulting in their personality being formed as it stands in the University of Limpopo there are no experiences offered to students to engage with diverse learners, the content is only theory based and lacking in practical application of that theory (Zimbardo & Lieppe, 1991).

Johnson and Howell (2009) Highlighted that attitudes are made up of three related aspects namely: cognitive (the idea or assumptions upon which the attitude is based), affective (i.e., feelings about the issue), and behavioural (a predisposition toward an action that corresponds with the assumption or belief (Wood, 2000). Subsequently,

the development of positive attitudes of teachers is an important area of education research (Weisman & Garza, 2002). Positive teacher attitudes create conducive learning environments that gives a sense of belonging that is crucial for the progress of inclusive education.

Ainscow (2006) states that teaching will be ineffective if the environment that they are taught in perceives them as needing to be fixed or deficient, therefore pre-service trainings must foster positive attitude in teachers by equipping them with skills and knowledge to create a healthy learning environment for diverse learners. Pearson (2007) notes that the complexity of inclusive education should be accommodated by the inclusion of work on attitudes and beliefs in teacher education rather than 'relying solely on a technicality, competency-oriented approach which is better suited to the transmission of bureaucratic and procedural knowledge' (Tubele, 2008, p31). Loreman, Sharma and Forlin (2013) maintain that teacher education is a context in which changes in attitudes, beliefs and values do occur. Atkinson (2004) and Forlin et al. (2009) note that if the negative attitudes of pre-service teachers are not addressed during initial teacher education, they may continue to hamper the progress of inclusive education efforts in schools.

Teacher education for inclusion training in special/inclusive education has consistently been found to have influenced educators' attitudes (Campbell, Gilmore & Cuskelly, 2003: in Cook, 2002) either in a single course model or integrated model programmes (Avramidis & Norwich, 2002; Shade & Stewart, 2001; Subban & Sharma, 2006; Sharma et al., 2006) or through a content-infused approach (Sharma, 2006).

Rosenberg, (2007) found that there is a change of attitudes towards the positive after general educators have taken a course in either special or inclusive education especially when that course is comprehensive, well-structured and hands-on in inclusive education. That will be beneficial not only for the learners with diverse needs but the education system as a whole (Pearson, 2007). They put forward some type of

formalised inputs which they deemed sufficient to increase the awareness of general education pre-service teachers.

However, Muyungu (2015) established that theory alone is not sufficient in changing teachers' attitudes and knowledge, but skills alter negative attitudes towards pupils with special educational needs. The module of inclusive education at most varsities rely mostly on theoretical classes and not practicals' which specifically deals with working with those learners with additional needs. This is in agreement with many other researchers (Forlin, 1999; Tait & Purdie, 2000).

Loreman et al. (2007) conclude that in order for pre-service teachers to develop positive attitude towards inclusivity there must be a close of gap between theory and practice. That will mean that the training programme should provide opportunities that will allow teacher trainees to interact with diverse learners. Practice teaching is the best time to engage students by giving them authentic opportunities which will enable them to interact with learners with diverse learning needs, exposure on policy and legislation relating to inclusive education. These opportunities will enhance their confidence in practical teaching situations with diverse learners Chaitaka (2012).

Johnson and Howell (2009) also show that attitudes are amenable to change through a course and an assignment that involve the analysis of case studies in inclusive education. Elhoweris and Alsheikh (2006) suggest that attitudes can be improved by increasing students' knowledge about learners with disabilities and learning about ways to meet their learning needs. They suggest that teacher education programmes may need to include more alternative learning styles and instructional strategies. They propose the use of successful inclusive teachers and individuals with disabilities as guest speakers (Mmbaga, 2002) and the use of disability simulation. Lambe and Bones (2007) found that successful teaching practice in the nonselective sector had the most positive influence on perceived competency and on general attitudes towards inclusion.

Forlin and Hopewell (2006) used a case study of a mother of a child with high support needs as a stimulus for reflection. Carroll, Forlin and Jobling (2003) provided increased opportunities for interaction with people with disabilities in tutorials, including watching videos and participating in a 'buddy system' at schools. Miller (2008) sent teacher education students to interview diverse learners about their views on school placement which led to an increased awareness of the need to consider different viewpoints. A study by Yellin, Claypool, Mokhtari, Carr, Latiker, Risley, L., & Szabo (2003) however, concluded that mere exposure to students with additional needs may not be enough to change attitudes in a positive way it is the quality of experiences which produces real change hence a more compact and structure training program may help in this regard.

Campbell et al (2003) provided a one semester course on human development and education and field work with learners with Down Syndrome following this, students felt significantly less discomfort, uncertainty, fear and vulnerability when interacting with people with disabilities. They also reported feeling less sympathy, an outcome also noted by Tait and Purdie (2000) which may indicate a more relaxed approach to disability as opposed to an overly sympathetic view. However, University of Limpopo does not encourage practical application to bridge the theory-practical. Therefore, pre-service teachers in this institution do not feel well equipped to teach in a diverse classroom. This should be an indication that the training of pre-service teachers is poor and ineffective. The training does not breed efficiency and therefore there is a need for it to be repackaged to ensure improvement.

2.6 Theoretical framework

To understand the extent to which curriculum content for teacher education for inclusive education could be effective in equipping student teachers with skills, knowledge and values this study was guided by Lockett's (1995) theory of learning called modes of learning, which is reflected in figure 1 below.

Mode 3 Personal Competence/ Experiential knowledge	Mode 4 Reflexive competence/ Epistemic knowledge
Mode 2 Practical competence/ Practical knowledge	Mode 1 Foundational competence/ Propositional knowledge

Figure 1 Four modes of learning (Adopted from Lockett, 1995)

Allen Lockett's model of four modes of learning was developed in 1995. His aim was to understand how effective learning takes place. The model has four modes namely: foundational competence, practical knowledge, personal competence and reflexive competence. These modes are arranged sequentially. He argues that that the knowledge is passed or experienced from one mode to the next chronologically.

Lockett views the academic structure in universities as being arranged from simple to complex. The first year content knowledge is mostly consistent with the basic concept of that field and the background of it as per initiation of the student into the specifics on that field (Miller, 2008). The progression of the studies from year to year the content knowledge becomes more complex and abstract as the students is shaped into an expert, where knowledge is starting to be applied practically.

He further argues that learning takes place according to the four modes. In the first year of study, students are exposed to the grounded on foundational competences such as the introduction of basic concepts (definition of terms such as what is inclusive education) as in the discipline, the history of the discipline of inclusive education. Here emphasis is on propositional knowledge, with little or no practical work yet. In mode 2, students are gradually introduced to practical work, such experimenting on how to construct a lesson on how to teach in an inclusive classroom.

In the third mode, personal competence/experiential knowledge, students are exposed to the type of deep learning that requires application of what they have learnt in their own personal lives, that is how what they have learnt relates to their everyday life. This will mean that students are engaged in independent learning, such as working in study groups.

The fourth mode is the kind of learning, reflexive learning is where the learning is able to recognize forces of socialization in his/her own environment, and try to solve them. When this type of learning has occurred the student is transformed into a change agent himself or herself. This, I regard as the highest order of learning, the type of learning that transforms an individual. This theory is used to describe, explain and guide the data which will emerge in answering my research questions.

2.7 Conclusion

The chapter consists of six sub headings, which focused on the conceptualization of what inclusive education is, the teacher training models, the theoretical framework, the current teacher education programme, inclusive pedagogy and the evolution of inclusive education which helped me identify gaps in literature in which the study might fill. The next chapter focuses on research methodology which will show how the study was conducted.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

In the previous chapter I discussed the evolution of inclusive education, its conceptualisation pedagogy, models of initial teacher education and the theoretical framework. In this chapter, the discussion centres on the research methodology that was used to conduct the study. The lay-out of this chapter is as follows: First, I discuss the research approach and the research design, including sampling issues. This is trailed by a description of how data was collected and analysed. Then, a brief description of ethical issues as well quality assurance matters are explained. The chapter also outlines how the research process unfolded is outlined.

3.2 Research approach

The study followed a qualitative research approach. Qualitative research is a method of inquiry which aims to gather in-depth understanding of human behavior. It investigates the why, and how questions in human experiences and perceptions as qualitative research looks at phenomena from the participants' view (Creswell, 2013). It lends itself to a better understanding of peoples' experiences and a specific phenomenon. The approach allowed me to study a group of individuals (student teachers) who have had a similar experience of training in inclusive teacher education. I examined their perceptions on the training they have received on inclusive education at the University of Limpopo.

Merriam (2002) indicates that the qualitative approach is interested in how people interpret their competences, how they construct their world and what meaning they attribute to their experiences. I was concerned with investigating the extent to which the teacher education programme at the University of Limpopo equips pre-service teachers with skills, knowledge and strategies for its implementation.

Qualitative researchers recognise and acknowledge that they are part of the world they study, and resulting from their understanding, they are systematically monitoring their influence, their biasness, and that emotional response is part of their research responsibility (Creswell, 2013). As a result of that, I made sense of the meaning gained from others about the world.

A qualitative research approach can be defined as an approach that enables the researchers to learn the first-hand information about the social world that is under investigation by means of participation in that world through focusing on the participant's views and opinions (Creswell, 2013). This approach helped me understand the participants' response from their own perspective regarding the extent to which teacher education programmes at UL prepare pre-service teachers with knowledge, skills and values to effectively implement inclusive education in their classrooms.

3.3 Research design

The research followed a case study design because it provided me with the opportunity to interrogate each aspect of the phenomena in depth. A case study can be viewed as "an in-depth study of interactions of a single instance in an enclosed system" (Opie, 2005, p. 74). As in the case of this study, the focus of a case study is on a real situation with real people in an environment familiar to the researcher (Opie, 2005). A case study must be methodically prepared and the collection of evidence must be systematically undertaken (Opie, 2005).

Yin (2009) describes three main categories of case studies: explanatory, exploratory and descriptive. Exploratory case study, as the name states, intends merely to explore the research questions and does not intend to offer final and conclusive solutions to existing problems.

Conducted in order to determine the nature of the problem, this type of research is not intended to provide conclusive evidence, but helps us to have a better understanding of the problem (Yin, 2009).

This study adopted the descriptive case study because I wanted to explore to which extent the students are trained to implement inclusive education by the University of Limpopo. Cresswell (2013) describes two types of case studies: multiple and single case studies. This study used a single case study. In a single case study research is carried through reports of past studies and allows the exploration and understanding of a particular issue under the spot light. It can be considered a robust research method particularly when a holistic, in-depth investigation is required. Recognised as a tool in many social science studies, the role of case study method in research becomes more prominent when issues relate to education (Gulsecen & Kubat, 2006).

Thus, this study used a single case study. The phenomena under study is a single module which the University of Limpopo uses to train student teachers on inclusive education. The study employed a single case study research which, explored in depth how the curriculum content prepares and equips pre-service teachers with knowledge, skills and values for the implementation of inclusive education.

3.3.1 Population

Cresswell (2013) refer to the population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. This study population consisted of third year students from the school of Education.

3.4 Sampling

Given that the objective of this research was to find out to the extent to which the University of Limpopo, the School of Education trains student teachers for inclusive education implementation, it was necessary to select a sample of student teachers' educators that had experienced this phenomenon. Makhado (2002) stresses the fact

that it is important to select information-rich cases, as this will help the researcher to address the purpose of the research. McMillan and Schumacher (2001) further recommend purposeful sampling because the samples that are chosen are likely to be knowledgeable and informative about the phenomena under investigation. Cohen, Manion and Morrison (2004) define a sample as a subset or portion of the population that must be viewed as an approximation of the whole rather than as a whole in it. Non-probability sampling was used; Non-probability sampling is a sampling technique where the samples are gathered in a process that does not give all the individuals in the population equal chances of being selected. This study used purposive sampling.

In this type of sampling the researcher chooses a sample based on their knowledge about the population and the study itself. The study participants are chosen based on the purpose of the study. Creswell (2013) confirms that purposeful sampling is a strategy in which a particular setting, person or activities are selected deliberately in order to provide information that cannot be found in other choices. Purposeful sampling enables the researcher to elicit the most information rich sources (Leedy & Ormrod, 2010). That is the reason why it was chosen for this study.

The study consists of a total of ten participants, eight (two from each the four specialisation- a) Maths, Science and Technology Education, b) Social Sciences, c) Economic and Management Sciences, and d) Languages) fourth year student teachers to whom inclusive education content was offered at third year level.

Description of participants

As explained before the methodology chapter, participants were selected from the school of education and the module cuts across all the departments within the school. This implies that all the students at the school of education do this compulsory module at 3rd year level.

Code name	Major subjects	Department
Participant 1 (P1)	English and Life Orientation (LO)	Language and Social Sciences Education
Participant 2 (P2)	English and Life Orientation (LO)	Language and Social Sciences Education
Participant 3 (P3)	Maths and physical science	Mathematics, Science and Technology Education
Participant 4(P4)	Maths and physical science	Mathematics, Science and Technology Education
Participant 5 (P5)	Economics and business studies	Economics management science
Participant 6 (P6)	Economics and business studies	Economics management science
Participant 7 (P7)	English and History	Language and Social Sciences Education
Participant 8 (P8)	English and History	Language and Social Sciences Education

Figure 2 Description of Participants

3.4.1 Study area

The study is located in the South Africa, Limpopo Province at the University of Limpopo. The University of Limpopo was established in 1959 formerly known as the University of the North which under the apartheid era was to house Sotho, Venda and Xitsonga students hence its located in the Sovenga area which is derived from the 3 languages. The university has 5 faculties which are: management and law, science and agriculture, health sciences and humanities (which host this study in the school of education).

The School of Education is made up of four departments which are, Maths, Science and Technology, Languages and Social science, Economics and Management Sciences and Education studies (the home for module inclusive education). The module inclusive education cuts across the entire school; students teachers go through this module during their third year during the first semester. Thus this study seeks to establish to which extent student teachers are trained for the implementation of inclusive education.

3.4.2 Selection of participants

a) Pre-service Teachers

As noted above, 2 students' teachers from each department from the school of education were selected. The school of education has four namely: department of maths, science and technology, languages and social science, education studies and economics and management sciences. All these students have a module in inclusive education which is compulsory at third year level during the first semester; the total number of participants will be eight (8). The code used are P1, P2, P3 etc.

3.4.3 Inclusion criteria

According to Rees (1997:134), inclusion criteria are "the characteristics we want our sample to possess". The participants chosen in this study, they had to be having been in the school of education, doing their final (fourth) year level. The module of inclusive

education is offered education is offered third year level so for participants to be chosen they must have passed it.

3.4.4 Exclusion criteria

Rees (1997:134) defines exclusion criteria as “characteristics, which a participant may possess, that could adversely affect the accuracy of the results”. In this study it excluded students’ teachers that are doing their final year but repeating or having failed the inclusive education module.

3.5 Data collection

The study collected data through interview and document analysis.

3.5.1 Interviews

An interview is a two-way communication in which the researcher meets participants and asks them questions during the process of data collection. The qualitative interview is a commonly used data collection method in qualitative research (Greeff, 2005; Mouton & Babbie, 2001). This method attempts to understand the world from the subjects’ points of view (Kvale, 1996). Its aim is to see the world through the eyes of the participant (Creswell, 2013).

McMillan and Schumacher (2014) attest to this by postulating that one interviews because one is interested in other people’s stories, as stories are a way of knowing their views and experiences. With the interviews I conducted, I was attempting to understand the world from the participants’ point of view as well to unfold meaning of their experiences and to uncover their worlds. The interviews provided me with an opportunity to learn about that which I could not observe in a person’s natural environment.

Interviews were conducted with eight student teachers to gain in-depth information on their experiences and to what extent they were trained on the implementation of

inclusive education. Data gathering was done through semi-structured interviews to ensure that similar data is collected from all participants.

Semi-structured interviews enabled a researcher to follow up ideas, to probe responses and investigate motives and feelings as well as perceptions of the participants (Bell, 1987). Greeff (2002) confirms that semi-structured interviewing is more appropriate when one is particularly interested in pursuing a specific issue. The semi-structured interviews were considered appropriate in eliciting specific information about the topic of this research. Probing is used to allow the participants to elaborate more, in order to understand and confirm what was said (McMillan & Schumacher, 2014). Audiotapes were used to record the interviews so that I do not miss anything that was said by the participants when transcribing. To aid the process of interviews an interview guide was provided.

Furthermore, I considered individuals' interview to be a core method of data collection. The interviews followed a semi-structured pattern. The participants provided with an ample opportunity to reflect on their experiences and lessons on inclusive education and how the knowledge they received can assist them to implement it. The interviews also allowed them to also share their views on to what extent did the training prepare them for inclusive education. According to Hessel-Biber, Sharlene and Carter- Gregg, (2010) in depth interview uses individuals as a form of departure for the research process and assumes that individuals have important ability and unique knowledge about the social world that is attainable through verbal communication.

Face-to-face interviews were conducted with the student teachers to probe and question them on their ability to teach in an inclusive classroom after the training they received at the University of Limpopo. It will allow them to share their views on the quality of training in relation to relevancy and effectiveness of what they have been taught in the module. The duration of the interview was not stipulated, but depended on how the respondents respond to the questions under investigation. The interviews

will be recorded with tape recorder and transcribed with the permission obtained from the respondents.

The interview schedule consisted of 12 questions which are derived from the research questions. The interview schedule primarily focuses on knowledge and skills which the module of inclusive education is expected to impart to student teachers in order for them to be able to effectively teach an inclusive classroom. The interview schedule is attached as appendix C.

3.5.2 Document analysis

McMillan and Schumacher (2014) point out the fact that those documents provide an internal perspective of an organisation. Documents that could be valuable to the study were scrutinised. On the contrary, Creswell (2013) states that one of the limitations of using documents is that reports, documents and other records are incomplete, and as a result, gaps in the data base cannot be filled and those that are not intended for research may be biased. The strength of one technique can compensate for the weakness of another (Patton, 1990).

For document analysis, I requested for the copy of the content material used by the module (such as the course outline, course study guides as well as slides if they are available) facilitator as well as the White Paper No.6 to gauge as to whether the content advances the goals of the White Paper 6 (Kvale, 2009). Document analysis refers to documents that are readily made available as sources of data to be accessed by readers and researchers. Henning, Van Rensburg and Smith (2004) define document analysis as a collection of documents and other sources which are relevant and valuable for information. Document analysis includes programmes such as the lecturer notes, course outline, policy documents on inclusive education (EWP6) among others. The advantage of this data collection is that I will be able to obtain language and direct wordings of respondents. Documents and the written materials provided to students by the lecturer will be to scrutinize against the goals of the various

policy documents to check whether the content students receive is advancing the goals of those policies in such a way that they lessen the practice-theory gap.

3.6 Data Analysis

Qualitative methods of analysing data were adopted since this study was qualitative in nature. Data analysis is the process of bringing order, structure and meaning to the mass of collected data (Silverman, 2013). Moreover, Denzil and Lincoln (2013) describe qualitative data analysis as working with data, organising it, breaking it into manageable units, synthesising it, searching for patterns, discovering what is important and deciding that which could be learned and imparted to others. Hence data was analysed through thematic content analysis, the emergent themes and codes from the interviews and documents analysis were developed. As Heydarian , (2016) remarks, qualitative data can be analysed by reducing data into emerging themes through “coding and condensing the codes”.

I analysed each of the two different data sets collected through different methods of data analysis. Narrative analysis was used for in-depth interviews because it enabled me to listen to the interpretations and meanings as well as in assisting me also to understand how much the content prepared the student teachers (Heydarian, 2016). Listening to the recorded interviews identify the segments that make meanings, analyse them into categories, repeat the process and combine the categories that emerge into themes (Creswell, 2009). The study followed the afore-mentioned pattern.

The data from document analysis was analysed by comparing the curriculum content to that of the policy documents to check if the content was aligned with what is envisaged by the policy document. The checking of documents will shed light as to how the curriculum content prepares students for teaching practice, in a sense that was whatever they are taught in the university going to be relevant or applicable in full service schools.

The themes were developed based on the answers participants gave when they were interviewed. The similarities in the responses given resulted in me being able to

develop themes when as I transcribed and coded the data. The various questions that participants were asked, allowed me to categorise the various answers into themes.

3.7 Ethical considerations

A subject in the public domain warrants careful attention to ethical considerations, particularly individual rights of participants (Durrheim & Wassenaar, 2002). The fact that inclusive education is in the public domain warrants requires ethical clearance. The ethical committee of the University of Limpopo) was consulted and permission was granted. The following ethical issues have also been observed: (a) Informed consent, (b) confidentiality and anonymity, (c) discontinuance.

3.7.1 Informed Consent

The detailed explanation of the purpose and procedure of the study was given to participants and their consent sought. I explained to the participants that their participation in the study was entirely voluntary. I ensured that I secured the consent of the respondents by adequately informing them of the purpose of the study. I also pledged my commitment to confidentiality, privacy and anonymity of the participants. The participants were made to sign a consent form upon agreement which will form part of the appendix (appendix B).

3.7.2 Confidentiality and anonymity

Confidentiality must be assured as the primary safeguard against unwanted exposure (Denzin & Lincoln, 2013). In recording and storing data, I used pseudonyms rather than the participants' actual names to ensure that I do not compromise confidentiality and anonymity. I upheld the rule of confidentiality and protection of identity. Information was not used in such a way that it directly or indirectly discloses the participants' real identity. I also considered suggestions from participants regarding their right to privacy.

3.7.3 Discontinuance

The fact that participation in research is entirely voluntary and that anyone is free to withdraw at any time was explained to the participants. I explained to them that their participation was entirely voluntary and that they were free to withdraw at any time. Participant must be made aware that, should they choose to withdraw, their information would not be used anywhere in the study (Denzin & Lincoln, 2013). Participants were informed of this fact.

3.7.4 Limitations of the study

Time and resource constraints placed limitations on the research. I conducted a case study in one university only checking one module and not the whole program to check if they also incorporate inclusive education in their other modules. A case study does not set out to implement any changes as a result of its findings. "Although findings may result in recommendations being made, this is not part of the research process" (Opie, 2005, p.79). However, despite these limitations, steps were taken to ensure consistency, reliability and validity. Therefore, it is considered that the study has generated plausible and credible findings.

3.8 Quality Assurance Mechanism

For quality assurance, a number of processes were taken into consideration.

3.8.1 Trustworthiness

The value of any piece of research work is measured against the validity and reliability of the processes undertaken by the researcher to finally arrive at the findings in quantitative research (Creswell, 2013). However, in qualitative research, the focus is on the standards of rigour known as trustworthiness. In this study, the standards of rigour discussed include: credibility, transferability and conformability. Denzin and Lincoln (2013) demonstrate this by associating trustworthiness in research with credibility, transferability, dependability and conformability. Therefore, this study, just

like any qualitative research project, complied with the four issues of trustworthiness as discussed below.

3.8.2 Credibility

Silverman (2013) points out that credibility refers to the correctness of data that translates more appropriately for naturalistic enquiry. In addition, Denzin and Lincoln (2013) argue that credibility is an evaluation of whether or not the research findings represent a credible conceptual interpretation of the data drawn from the participants' original data. Therefore, credibility in research exists when the research findings reflect the perceptions of people under study. In addition, credibility in qualitative research implies the extent to which the phenomenon studied is accurately reflected in the research. In this study I used interviews and document analysis to enhance the credibility of the research findings and the two different data collection methods allowed the corroboration of the findings.

3.8.3 Transferability

Cohen, Manion and Morrison (2004) see transferability as the extent to which the findings of the research can be applied to other groups within the wider population or to other situations. They propose that it is up to the reader, rather than the investigator, to determine if the findings can be transferred or applied to another setting. In order to achieve transferability, I provided a detailed description of research methods, sampling, data collection and data analysis. I did this in order to place the readers in the context and to allow them to determine if the findings are transferrable. In this study I consulted various sources who have studied the phenomena in different context and content, thus borrowing from the strategies they have. This gives my study leverage of being transferable.

3.9.4 Dependability

Creswell (2013) argues that dependability of data is the extent to which the same findings could be repeated. The same research instruments were simulated with

similar respondents under similar conditions. As a result, a dependable study has to be accurate and consistent. Denzil and Lincoln (2013) state that dependability is achieved through a process of auditing and therefore researchers are responsible for ensuring that the process of research is logical, traceable, clearly documented and can be demonstrated through an audit trail, where others can examine the researcher's documentation of data, methods, decisions and the end product.

To ensure the dependability of the study, audio tapes containing raw data were kept electronically and manually. Transcripts, field notes, interview instruments and the final draft of the research project were also kept for auditing and verification by interested groups and individuals. The auditing of the research processes can also be used to authenticate conformability.

3.8.5 Conformability

Denzil and Lincoln (2013) define conformability as the extent to which findings are free from bias. Conformability focuses on the characteristics of the data collected and the processes leading to its collection that yields to findings that are objective, neutral, credible and consistent as opposed to those that are based on the researcher's perceptions and preconceptions.

3.9 Conclusion

This chapter has described the research methodology used in this study, the approach and design of the study. It also showed descriptions of the data collection techniques used, how the participants were sampled and data analysis methods that will be used to analyse the data. The chapter also highlighted the quality assurance criteria which will be used to govern the study in terms of trustworthiness, credibility, transferability and dependability. The next chapter presents the findings of the study.

CHAPTER 4: PRESENTATION OF FINDINGS

4.1 Introduction

In the previous chapter the following topics were discussed: research approach, research paradigm, research design, sampling, data collection, data analysis, quality criteria and ethical considerations. The purpose of this chapter is to present the data which was collected through interviews and document analysis. The interviews provided a valuable amount of data, to be presented verbatim in this chapter, so that the voices of the participants can be heard, this will lead to an in-depth understanding of to what extent they feel prepared for implementing inclusive education after completing the module at the University of Limpopo. The other method of data collection is projected in the form of an analysis of the following documents: module course outlines, school of education calendar as well as the course materials.

The results are divided and presented in a form of themes based on the research questions as shown in chapter 3. Each theme embraces a number of different categories of description that emanated from the data analysis process. These were then described and explained based on extracts from participants' statements that explained the meaning of the content taught. The structure of the chapter is as follows, first, it is the description of the problem statement, presentation of findings and summary.

The aim of the study was to explain the extent to which pre-service student teachers are trained for inclusive education in their undergraduate studies at the University of Limpopo. This required checking through what is entailed in the as well as the competence of the student teachers. The module of inclusive education is compulsory at a third-year level. I reviewed the curriculum content, course outline as well as material used in the teaching of the course and furthermore conducted semi-constructed interviews on some of the students.

4.2 Presentation of findings

The findings are presented according to the main themes which are clearly discussed in the analysis stage of the report. The presentations of the themes deduced are highlighted for the purpose of illuminating how the findings are structured in this section. Subsequently at the introduction, each theme will be presented and discussed extensively in relation to the findings. Six themes are discussed:

- Lack of a clear understanding of what inclusive education is
- Poor course content and time constraints
- Lack practical experience (the gap between theory and practice)
- No clear policies of teaching, learning and assessment in inclusive education
- Teaching strategy used by the lecturer is ineffective
- Unprepared and unconfident in teaching a diverse classroom.

4.2.1 Results from the interviews

a) Theme 1: Lack of a clear understanding of what inclusive education is

Although the understanding of the participants on what the actual meaning of inclusive is was diverse, on the whole it was rooted in the traditional view of special education. The following vignettes revealed this trend.

(P1) One said: "My understanding of inclusive education is that is a new term for special education, as our government like to reintroduce old concepts but with new fancy words."

(P.2). Another participant explained it as a system where there are two separate types of education, that is special education and general education but in the same area or school. In his own words he said: "Inclusive education according to my understanding is the merging of regular normal students with students that have disabilities."

(P3). Another said: “In my view the idea behind inclusive education is the integration of disabled students into normal classrooms whereby they are taken from their special school to school in normal schools.”

These three participants perceive inclusive education as the accommodation of students with special learning needs in normal schools. This is a limited and a narrow view of inclusive education. This view is not in line with the definitions and perceptions projected in this study.

This view is influenced by special school or education, but inclusive education goes beyond disabilities whether physical or cognitive (Slee, 2011). This view speaks to what is endorsed by this study. It is about breaking the barriers that hinder learning like socio economic issues, racial or gender discriminations.

Some student teachers viewed inclusive education as the integration process, whereby they see education for students with disability to be separate from main education. In their explanations, they seem to understand the purpose of inclusive education as extension of special education.

(P4) One said: “Inclusive education is an extension of special school where by learners that are even normal can attend with those that have disabilities.”

(P5 & P6) Two remarked: “Inclusive education is the movement towards ending special schools by educating all the learners regardless of their physical disabilities in one school.”

It seemed that student teachers view inclusive education as an attempt that is done by the government to help disabled children to learn by placing them in general schools with their peers.

b) Theme 2: Lack of comprehensive course material (content)

This theme has two sub-categories, namely: poor course content and structure of the module).

i. Poor course content

If inclusive education is to be successful, the university must train teachers to effectively teach all diverse learners. Evidence from the participant's shows that the inclusive education module does not install a sense of confidence. They say that in terms of knowledge and skills it could be better.

Two participants (P1 and P3) expressed their view by saying "at least in the introduction part we are clarified about what inclusive education is and the ideology behind but going further it does not tell us how to handle those different learners in one class room especially the issue of discipline."

The majority of the student teachers asserted that their knowledge will not be helpful in their practice as teachers. During the analysis of their statements it seemed like most of the student teachers saw their training to be insufficient to address inclusive education. This is evidenced by the followings statements: One said that (P2):

"Yes we are initiated into inclusive education goals and aims, they are a great initiative for social justice for the marginalized but we are not taught how to assess different types of diverse learners, there is no skills we are taught how handle a diverse classroom. Yes, we are taught about the different barriers learners may experience but we are not taught a variety of strategy to prepare us for such".

P2 followed that statement with this one: "*Student receives only the introductory part of inclusive education I felt that this course only deals with disabilities and special education areas little is presented for inclusive skills*".

Pre-service teacher education has been taken as a steppingstone in developing relevant inclusive practices for prospective teachers as noted above, and a means for shaping teachers' knowledge, attitude, and skills, and how they work with children in inclusive classes (Kaplan, 2013).

What P4 exclaimed was that the pedagogical aspects of inclusive education were not addressed. She mentioned that "the implementation of inclusive education would be successful if we are taught simple thing like how to prepare a lesson plan for an inclusive classroom, which we are not. We need to know those basic aspects in order to have the confidence to implement as we will be going to work next year".

Probed further P4 elaborated ore and said that "it should be clear that the content taught is not enough just imagine to expect a graduate to teach inclusive class alone where he/she have only learned one introductory course"

From the above statements, it can be said that most of the student teachers from this sub category had neither competence nor proficient knowledge of inclusive education practices. It seems like their essence of incompetence has resulted from poor training on inclusive education during their course of study.

This lack of pedagogical skills was supported by the rest of the participants and is clearly captured in this following statement:

"Since our government emphasize results, there should be a variety of assessment methods that caters for all students within that particular diverse classroom but we are not taught those assessment strategies for inclusive education not only in the module but also in our methodology classes. After having gone through the module I do not feel confident in teaching at a diverse school because what we learnt mostly was to

identify different learning abilities like dyslexia etc. but we were not given the skills help us when we meet those kids in classes”.

Inclusive pedagogy is defined differently across various disciplines but for the purpose of this study inclusive pedagogy is defined as an approach intended to promote a culture of accommodating all and ensuring practice based on the use of diverse teaching strategies (Corbett, 2001). Participant expressed that they were not equipped with various teaching strategies and skills to be able to delivered quality education in an inclusive classroom.

Since teachers are key implementers of inclusive practices, it is important that, attitudes, skills, and knowledge of inclusive education are developed during pre-service training. Pre-service teacher education has a significant role to play in the achievement of functional inclusive education practices among teachers.

From the above assertions, the module, to some extent, share light on what inclusive education is as well as what it hopes to achieve. It aims at teaching student teachers to identify different barriers in learners learning and this is very critical. Nevertheless, it still leaves much to be desired in terms of the inclusive teaching and learning environment, hence these participants don't feel confident to teach in it.

The theory of Lockett's has four modes. According to the views or statements of the participants the knowledge gained appear to have resided in mode one (Foundational competence/Propositional knowledge. The knowledge within the content is only to introduces to them what is inclusive education as well as it aims. Furthermore, they state that no pedagogical skills are taught, their learning is on the surface, there is no practical knowledge dispensed to student teachers in this module.

When learning is stagnant at the foundational mode, student teachers will not effectively teach in an inclusive classroom, the foundation competence in the theory means that learners are exposed only to background and history of that module. Statements from participants further validates the first mode as they highlighted that there is no practical exposure is offered. Students only deal with identification of learning barriers and characteristics of diverse student however no strategies or deeper learning is provided. The module is grounded only in foundational competence perhaps due to course structure as I will clarify below.

ii. Course/Module structure (time and level allocated to it)

The participants as they were probed about the poor course content, they raised another issue of which they felt contributes to them not feeling confident and prepared in implementing inclusive education. This had to do with how the module inclusive education is structured. The students highlighted an important issue impacting on their training as follows: “we are aware of how important inclusive education is it in terms of the right to equality but the module is given little time as compared to how important it is. We only do go through this module at third year level during the first semester, in which we are required to learn a whole range of important knowledge but the time is not there hence in my experience we didn’t finish the syllabus yet I am required to be able to teach an inclusive classroom”.

The lack of progression to the second mode (practical experience) leaves student teachers being unable to function in a diverse classroom. Student teachers only seem to make contact with their future workplaces during their teaching practices as such practices are also common in South African universities such as UL. (Harvey, 2010). This view further clarifies the inability of students to transcend from foundational competence mode to the practical one as mentioned in Lockett’s theory. According to the theory, students are not given enough time to comprehend the pedagogy of inclusive education, as they are introduced to the main concepts. During the probing questions the participants affirmed that the inclusive education course content is not well packed in as far as the curriculum for teacher education is concerned.

One of the participants said that “the issue of time is really sensitive. The module is a key module in nation building it requires more than what is given today. In order for us future teachers to be able to implement this module must be prioritised”.

P2 further had this to say about the structure: “Well so far in the current curriculum has only one course which specifically addresses inclusion (inclusive education)but for my understanding it is not well packed for inclusion or inclusive education....so I can say the training with exception of other strategies we use the present curriculum...”

In their analyses of documents, it has as shown that modules seeks to impart inclusive skills and knowledge. However, it seems to lack real packages to address issues related to inclusion, inclusive pedagogy and inclusive education (adopted from the course outline). Researchers like Donohue & Bornman (2014) and Dalton, Mckenzie & Kahonde (2012) highlighted the poor quality materials used and time allocated to training student is one of the reasons why inclusive education progress is stagnant.

The University of Limpopo, School of Education calendar prescribes Inclusive Education as a compulsory module at third year level. Most of the participants’ expressed the concern that maybe if the module was started at first year level until their final year perhaps it would be able to prepare them to teach inclusive classrooms effectively better.

c) Theme 3: The lack of practical experience (theory practice gap)

The module is able to equip student teachers with knowledge and skills theoretically, as seen evident in the above assertions. To some extent the module does prepare learners with information like how to identify different barriers, but that knowledge becomes redundant if not applied and practised in real life situations.

The participants elucidated that the lack of practical experience which allows them to put the knowledge and the skills they learned into practice disadvantages them. They felt that even if they don't get to actually go to the actual full service school to see how these knowledge is being applied, at least if the module facilitator can bring video or clips in which they can see a real teacher apply those skills and knowledge would be beneficial in making them understand how teaching is supposed to happen in an inclusive classroom.

Participants highlighted that “we get the knowledge in the classroom but if we can't see or get to practise it eventually we will forget it before we even get to be employed. Some of the concepts we are taught are so new to me, I wish I could see how they unfold in a real classroom situation”.

In a study done by UNICEF in 2016 in Albania, it was discovered that student teachers only make contact with diverse students in the workplace. This derailed the progress of inclusive education in that country as the students were not adequately trained due to lack of real life training situations (UNICEF, 2016). Stayton and McCollum (2002) had similar conclusion that collaboration between special needs and general education will help in developing inclusive practices among student teachers.

One student teacher went further to say that “if we could have micro teaching classes whereby we are taught how traditional teaching methods can be incorporated in an inclusive set up that would go a long way in helping us become inclusive teachers”. In addition, another student said (P3) that the importance of practice cannot be undermined as it will be the driving force behind a successful and meaningful educational experience for diverse learners said he furthermore reiterated this point when he mentioned that “student teachers need a lot of onsite practice and knowledge to implement inclusion. Well to my opinion there should be more inclusive based courses across the curriculum...” P5 eluded that “as much as we get given theory in

the classroom from the lecturers it becomes difficult to apply when we haven't had any opportunity to practise it".

The redundancy of their learning being stuck in the first phase of Lockett's theory of learning is evident as no practical learning is done. Their learning is focused on theory (mode 1) but does not progress due to the lack of practical experiences. Lockett's theory states that in mode 2, students are gradual introduced to practical work such that they experiment on how to construct a lesson as well as on how teach in an inclusive classroom. This is lacking in the case of the participants' experiences. There has been wide spread concern from scholars about the gap between theory and practical widening. This gap is not only in terms of inclusive education, but the whole schooling systems. There is a need for theory to be translated into practice to avoid having the students feeling underwhelmed in the work place.

Furthermore, the participants emphasised that "as much as we get given theory in the classroom from the lecturers it becomes difficult to apply when we haven't had any opportunity to practise it. The participants concluded by saying that perhaps a collaboration between the school of education and a full service inclusive school that is nearby should be formed. This would expose student's teachers to these situations and make them be able to assert as to whether the knowledge and skills they have learned are indeed applicable and relevant.

d) Theme 4: Lack of a clear policy on how to guide teaching, learning and assessment.

The government has gone through extensive measures to develop a policy on inclusive education, this is manifested in The Education White Paper 6, as well as supporting policy documenting like the SIAS document. Students felt that these policies as much as they outline the purpose of inclusive education as well as its role in promoting equality it does not give a clear indication on how to implement the curriculum in an inclusive manner.

The participants alluded that “we are taught about the education white paper 6 but it does not tell us how different should be teach in an inclusive classroom, which puts us future teachers at a dilemma because we are indeed in favour of inclusive education” (P1).

Policies, such as the Education White Paper 6: Special Education – Building an Inclusive Education and Training System (Department of Education, 2001) in South Africa require that inclusive practices be made available to everybody, everywhere and all the time . Donohue and Bornman (2014:1) regard current policy (White Paper 6) as being unclear and consider issues pertaining to poor implementation of the policy as the main factors hindering inclusive education implementation in South Africa.

P2 said that “in the module we are advised about the number of policy frameworks in place to guide the implementation of inclusive education, my worry is that the current curriculum is prescriptive in nature, which tells us teachers what to teach, when to teach and how to assess it. The rigidness makes it difficult to navigate a diverse classroom, these policies should provide clear guidelines”.

Kgatule, (2013) highlighted that in service teachers struggle to grasp the language and the overall content in various educational policies which in turn makes them lose meaning to the teacher. This often results in teachers not being able to implement those particular policies.

The rest of the participants alluded to the fact that they were not sure of what the education white paper 6 is but it should be user friendly to the teachers. They expressed a concern that “policy documents are always written in a language we struggle to understand thus that’s why attention was not paid to the education white paper 6 but we hope it is user friendly and easy to read”.

Policy must be developed from a bottom-up approach so that it is symbolic of relevant problems it wants to address. The policy development in the education sector currently does not use that approach hence the widening gap between theory and practice.

e) Theme 5: student teachers being unprepared and unconfident in teaching a diverse classroom.

Participant felt that as much as the modules is an ice breaker into the new educational movement called inclusive education, they do not feel confident that they can go to an inclusive school next year and teach effectively.

Current studies indicate that while more and more teachers are expected to accommodate students with varying special needs, university and training programs are often doing little to prepare these student teachers for implementation (Cameron & Cook, 2007). With the above assertion anchored by participants saying “I love teaching but teaching different kids, who have different learning needs is going to be a challenge I don’t think I am prepared for”.

P2: “I think me teaching a classroom full of kids that are normal and kids that are not normal is going to favour the disabled students more I will focus more on them thus leaving the other group of normal learners”

Research has highlighted how positive attitudes of teachers translate to them being more effective in the classroom (James, 2011). Attitude however is shaped by readiness in terms of knowledge and skills. Thus if student teachers are inadequately equipped then the progress of inclusivity is hampered.

“I will always be focused on the kids that are struggling to learn therefore resulting in me not finishing the curriculum. Teaching that type of classroom is going to challenge

as I feel that the module did not extensively prepare me for the task” This was expressed by P3 and P4 who further shared the same sentiment. “It is going to be very stressful to manage a classroom of kids that are different, the stress will be too much for me to handle” This was said by (P5).

The shared unpreparedness of the participants resulted in them saying “I don’t know how I will even begin to plan for such a classroom because I will have to get to know which individuals have additional learning needs. It’s going to be hard to know the extent of each learner need”, P8 expounded. He added by saying “I don’t feel prepared at all to teach in that type of setting, it seems like it is going to demand a lot from me as a teacher”.

Since the module offered in the current teacher education programme is insufficient to impart relevant knowledge for inclusion, most of the student teachers feel unprepared to teach inclusive classes. Similar studies have reached the same conclusion concerning teachers training for inclusion in countries like Tanzania, that teacher trainings are not well programmed for inclusive education (Kapinga, 2012; Mmbaga, 2002;).

Student teachers in a study conducted in Grand Valley State University reported that they lack the knowledge, skills, and confidence they need in order to make instructional adaptations for students with disabilities, the study sampled consisted of an 8 universities from the state (Schumm, Vaughn Gordon & Rothlein, 2005).

The module as an introduction does fulfil the purpose of initiating the students into what inclusive education is and what it entails, but it has gaps in terms of teaching, learning and assessment. These gaps must be addressed in order for students to have that confidence and the feeling of preparedness for the benefits of learners at full service inclusive schools.

f) Theme 6: Ineffective teaching strategy by the lecturer

The participants noted that the teaching methods that are used by their facilitator are not that effective, especially for an essential module such as this one. Effective teachers strive to motivate and engage all their students in learning rather than simply accepting that some students cannot be engaged and are destined to perform poorly. They believe every student is capable of achieving success at school and they do all they can to find ways of making each student successful (Chaitika, 2012).

The above statement described is in contradictory with what the participants shared in the following statement: “The rigidness of the lecturer to teach in a one dimensional manner, his way of teaching does not instil confidence, yes inclusive education is new to me but the traditional drill and memorize strategy I felt that it did not work for me in learning this important subject”.

P2 shared that “his teaching is foregrounded in more psychology rather than education hence I feel unprepared to teach or prepare a lesson for inclusive environment. The way it was taught was for us student teachers to accept that learning in this type of environment will have additional learning need some more serious than others “

P5 exclaimed that “I felt like the way I was taught was a good way for me to know inclusive education but I was not taught how to prepare lessons for inclusive classrooms, not only in the module inclusive education but also other methodology classes”

In conclusion the student teachers said that “I wanted to know more about how to utilize resources that will be helpful in the inclusive set up, in and outside the classroom, extra material and more attention must be given to classroom situations I felt. After all, teaching and learning happens in the classroom “

A new dimension of teaching students may be helpful in driving the process of inclusive education forward. Diverse way of teaching will motivate students to do the same in their future classrooms. Different students learn differently so it is paramount for facilitators to vary their teaching strategies.

g) Theme 7: A concern about the lack of material (resources) in schools

One of the key questions the participants were asked was what they think could be the possible hinder or challenges to them teaching an inclusive classroom. They all responded by mentioning resources. Resources they said it could be either the physical structure or learning aids such as textbooks and braille machines etcetera.

Concern about how most school especially regular public schools lack resources is a well-documented. Participants raised their concern over how inclusive education can be achieved without resources. They maintained that even if the university can equip them with skills and knowledge to implement it would be challenging still without physical resources and teaching aids.

P1 “Resources would go a long way in making learning and teaching more easier and effective as they would help aid the lesson, making the learners life a bit easier. it’s going to be very difficult to implement inclusive education as some students would need audio and visual aids, if they are not there then how are we going to teach these learners”. P2 shared the same view.

Eleweke and Rodda (2002) indicated that, although countries in the South are positive towards the concept of inclusive education, the application of inclusive education practices do not take place in most schools. Inclusive education in most African countries is not well realised due to lack of both human and technical materials to accommodate children with special needs in inclusive schools.

P3 and P 8 summarised it by stating that “even in normal schools we struggle with resources like in the school I am doing my practical’s there are no computers or texts books are not enough learners have to share”.

“If the government can solve the issue of resources then they will be half way to achieving inclusive education, even some special schools still struggle with enough wheel chairs or braille’s” (P4).

P5 alluded that “in our rural area it’s worse because me as an LO teacher I have to make other means during physical education period there is no soccer balls or other sporting equipment’s’ I resort to indigenous games for that period”. The issue of resources seems to be one of the stumbling blocks according to the student teachers. It impinges on the feasibility of inclusive education becoming a reality especially in rural areas that they come from. We as science educators are more frustrated because we have to perform experiments’ but we don’t have a lab at our schools so how are we going to cope with learners that have to get extra technological assistance?” exclaimed P6 and P5.

4.2 Conclusion

In this chapter findings from the data collection were presented, themes were discussed. The six findings namely were: lack of a clear understudying of what inclusive education is; lack of comprehensive course material; lack practical experience (the gap between theory and practise); no clear policies of teaching, learning and assessment in inclusive education; teaching strategy used by the lecturer is ineffective; and student teachers unprepared and unconfident in teaching a diverse classroom. The following chapter discusses the findings and conclusion as well as recommendations.

CHAPTER 5: DISCUSSION AND RECOMMENDATIONS

5.1 Introduction

The previous chapter focused on the findings from the data collected through interviews and document analysis. This chapter focuses on the discussion of those findings as well the recommendations for further research and implementation. The chapter is structured as follows: firstly, the summary of findings is given, secondly, the discussion of individual themes is presented, and thirdly the conclusion and recommendations are given.

5.2 Summary of the findings

The aim of this study was to investigate the extent to which the University of Limpopo prepares student-teachers for the implementation of inclusive education. The study followed a qualitative research approach in which a case study research design was adopted. The study yielded six main findings which are: a) the lack of a clear understanding of what inclusive education is, b) the lack of resources, c) the poor content structure of the module, d) ineffective teaching strategy by facilitators, e) lack of clear teaching and f) learning policies in an inclusive set up and the lack of practical experience for student teachers.

5.3 Discussion of individual findings

5.3.1 Lack of a clear understanding of what inclusive education is

The study established that it is not unexpected that student teachers lack understanding of defining inclusive education. Inclusive education has no single agreed upon definition. This lack of a single definition often leads to its misconception and confused practice (Berlack & Chambers, 2011). Different fields as discussed in the chapter 2 of this dissertation have shown that different people define what inclusive education is according to the perception it may be within academic, organisational or medical et cetera. For example, academics define it as if the reducing of barriers to education are the most essential key aspect to inclusion thus fostering environments' that allow learner participation. On the other hand, Chaitaika (2012)

indicates that Inclusive Education is a term used to describe one option for the placement of special education students in public school or mainstream schools.

This lack of a universally agreed upon definition has an impact on how teachers themselves define it. To some extent it borders on special education especially since the general association with disability is only physical hence the understanding shown by one participant who said:

“My understanding of inclusive education is that is a new term for special education, as our government likes to reintroduce old concepts but with new fancy words.”
“Inclusive education is an extension of special school whereby learners that are even normal can attend with those that have disabilities” (P1).

As already alluded to earlier, there is no clear or universally agreed upon definition of what inclusive education is (Boston-Kemple, 2012). However, according to the White Paper 6 it is defined as a process of addressing the diverse needs of all learners by removing or reducing barriers to learning, and within the learning environment (Department of Education, 2001). This definition is holistic in nature as it summarises the world human rights initiatives that call for equal education. It furthers stems the declarations that were made at the Salamanca statement education is a right for any citizen regardless of their barriers. This is the definition which student teachers must learn and apply in practice. However, currently the student teachers seem to be conflicted by the mention of special education when taught. This challenge must be addressed in teacher education. A similar finding was highlighted by Newtown (2014) “A majority of student teachers who are in either general streams or special education have a perception that there isn’t any difference between the two, they view inclusive education as the same with special education”.

The perception that there is no difference between inclusive education and special education was also observed by Maebana (2016) who asserted that the student teachers who participated in the study had varied understandings of what inclusive

education is. Some viewed it in a narrow sense or as special education, that is, inclusive education as referring to learners with learning disability. On the other hand, other participants viewed inclusive education in a broad sense, that is, as including other parameters such as social justice”.

Furthermore, similar findings were noted by Tubele (2008) who did a study in Aberdeen Scotland and found that students’ teachers’ perceptions and knowledge on inclusive education varied significantly. The majority of them still view special education as inclusive education to an extent where they use the two terms interchangeably. In the study he observed that students have some knowledge or it was insufficient from their studies on inclusive education, besides teachers that had finished their university studies in recent years this seems to be a problem of misperception in other parts of the world. For example, teachers in Tirana, the capital of Albania reported that they did not have a clear picture on inclusive education even after going through workshops. On the other hand, a major part of them used inclusive education interchangeably with special education (Poni, 2013).

The assertion above confirms that more initiatives must be taken in the training of teachers especially at the pre-service level to make sure that the concept inclusive education is understood for what it is and within context. Full comprehension of what inclusive education is, by student teachers, will result in them being effective in an inclusive classroom. The student knowledge on what is inclusive education seems to form this lack of understanding as it is rooted in foundational incompetence in this instance (Luckett, 1995). The knowledge they received in their schooling has brought upon misconceptions and misperceptions of what inclusive education is. The lack of strong foundational competence coupled with the lack of practical competence furthers clouds their misunderstanding.

5.3.2 Poor course content and time constraints

This finding has three categories, which are: poor course content and time constraints. Poor course content refers to the knowledge within the module that the student teachers must acquire in order to develop skills to teach in an inclusive setting. Concerning the poor course structure participants had this to say:

(P2) "Yes we are initiated into inclusive education goals and aims; this is a great initiative for social justice, for the marginalised".

(P4)" Pedagogical skills that we must utilize in an inclusive classroom were not taught in depth such as: how to assess different types of diverse learners, how to handle a diverse classroom, et cetera."

(P5)" Yes, we are taught about the different barriers learners may experience but we are not taught a variety of strategy to prepare us for such"

These are views by participants 2, 4, 5, could be categorized together to highlight that student teachers feel that the programme doesn't equip them efficiently with knowledge and skills to teach a diverse classroom. The participants further agreed by saying that the programme lacks pedagogical content on how to deliver lessons in a diverse classroom.

It is the purpose of a university to train teachers to be able to effectively teach all diverse learners if inclusive education. If it is to be successful, it must be done efficiently. In the case of University of Limpopo, the participants highlighted that the module in inclusive education does not install a sense of confidence in them. They maintain that in terms of knowledge and skills it could be better. For example, one said: *"We receive only introductory part of inclusive education I felt that course only deals with disabilities and special education areas little is presented for inclusive skills"*.

As the findings shows in terms of introducing the concept inclusive education to student teachers, the module has been successful to that extent. Underlying the

process of inclusion is the assumption that the mainstream classroom teacher has certain knowledge and understanding about the needs of different learners, teaching techniques and curriculum strategies. Florian and Rouse (2009) state: “The task of initial teacher education is to prepare people to enter a profession which accepts individual and collective responsibility for improving the learning and participation of all children however in the case of the University of Limpopo, student teachers expressed that they are not well equipped to teach in a diverse set up.”

According to the 2010 ETF country report for Albania both pre-service and in-service teachers are not yet ready to respond to diversity in the class. The teacher training curriculum currently lacks emphasis on pedagogics needed to be employed in the classroom. Another setback is the lack of practical experience. Student teachers only seem to make contact with learners with additional learning needs post their university training.

Regarding time constraints indicated that the time given for the module as well as the pacing crossing the levels within the program were insufficient. At the University of Limpopo, School of Education student teachers go through the module inclusive education at ^{third} year level during the first semester (adopted from the school of education calendar 2015). In my view the amount of time given to this module is not enough for one to go and teach effectively in an inclusive set up. Six months is not enough for one to comprehend what inclusive education entails.

This was emphasised by one of the participants as follows: “*The issue of time is really sensitive; the module is a key module in nation building it requires more than what is given today. In order for us future teachers to be able to implement this module must be prioritized*”

Results have indicated that most participants in this study consider inclusive teaching as requiring a lot more time than normal lesson. This also has been a global concern,

and most of international researchers agree that teaching of inclusive classes requires more time, as more time is required to be devoted to students with special needs in inclusive classes (Florian & Rouse, 2009). The need for more time is in connection with preparation of teaching and learning materials as well as the time for considering individualised curriculum.

In this study student teachers also raised a concern that even training them for inclusive education should be given more time if they are to be effective inclusive teachers. The time allocated for the module is not enough for them to teach inclusive classes effectively (one semester). Eleweke and Rodda (2002) found similar result when he discovered that most university across Southern Africa have little time allocated to teaching student teachers about inclusive education.

Teaching is more than knowing content, is about how to communicate that content to the diverse learners which will be in the class. Therefore, participant felt that six months (semester) did not prepare them sufficiently to teach in an inclusive set up. Pre- teachers need more than six months to be able to produce quality results in the classrooms that will benefit the learners.

The time factor hinders on the preparation of this students to fully apprehend the content within the module. A study conducted at the University of Indiana in the USA evaluated the impact of an introductory module or course in inclusive education. The researcher (Maebana,2016) found that it has a positive impact in introducing the student teachers to what inclusive education is as well shifting their attitude towards being positive about it, however student teachers felt that they needed more than an introductory module to fully be able to function effectively in an inclusive classroom. One of his participants had this to say:

“After taking this class (module), I feel I am much more open to the idea of inclusion for most disabled students. However, I feel that I need more specialized training in order to offer quality lessons to diverse students “

My view on the structure of the module can be repackaged in a way that from first level there are topics on inclusion particularly in the methodology classes. This would be beneficial in a sense that when they encounter the content (theory) in the inclusive module they would also know how to apply it in an inclusive environment.

This would be one way of dealing with the time issues as the integration of inclusive education within other modules will further strengthen the knowledge and skills pre-service teachers already get from this particular module. The more time student feels that they are being taught about inclusivity the better as they will be equipped to teach effectively. That will in turn aiding the progress of inclusive education in South Africa.

5.3.3 Lack of practical experience

Practical experience refers to applying the theory learned to a life situation. Student teachers at the University of Limpopo's School of Education have the liberty to choose which schools they want to do their practice teaching at. In most case the schools chosen are normal schools. Having them to choose regular schools limits their chances of taking that theory and applying it in a real life classroom situation. Also the way in which they are taught is more theoretically based as they do not get even video of teaching facilitating a practical inclusive classroom. They also do not involve a specialist in the pedagogy of inclusive education to come and offer guidance and tips on how to teach, learn and asses that type of classroom. This was deduced from what P1 said: *"We get the knowledge in the classroom but if we can't see or get to practise it eventually we will forget it before we even get to be employed"*

In the study done by Harvey (2010) shared similar views that there is no opportunities afforded to student teachers to work with diverse learners during practice teaching. It was mentioned that student teachers only seem to make contact with diverse classrooms in their future workplaces. This is worrisome as the knowledge and skills they acquire in these module becomes redundant if not used to hon their skills in a

real inclusive education set up. Implementation will be stagnant if student teachers are not given the opportunity to practice what they are taught.

The lack of practical experience can be explained through Lockett's theory, whereby he clarifies that learning takes place in stages. The second stage of this theory is practical experience where students are exposed to inclusive education in the real world. The practical experience in his theory alludes to the ability to learn by doing enforces deep learning which in turn will see the student be able to function in an inclusive classroom.

Lambe and Bones (2007) conducted a study in Ireland, investigating the pre-service initial teacher education programmes, the findings they presented were similar to mine in the sense that practice teaching by student teachers is mostly confined to mainstream schools. They highlighted that in Ireland during practice teaching students have the will to choose their own schools and majority of them choose mainstream schools

The lack of interacting with diverse learners during the training stage also affected the attitudes of pre-service teachers towards inclusive education and learners with additional learning needs. When these pre-service teachers enter the working field as novice teachers they may be overwhelmed by the realities that they face. Thus, they end up not catering for all learners because they were never exposed to such classrooms during their training years which will derail the progress of inclusive education.

Results have also indicated that student teachers need more experience in inclusive schools since the current field placements have proven to be less relevant because of the time and irrelevant allocations. From the results, most of the student teachers interviewed have had little to none field experience in inclusive schools. The student teachers mentioned the need for relevant teaching practice.

The importance of field practical has been mentioned by number of studies apart from providing student teachers with practical experience, it also strengthens their attitudes toward inclusion (Hammerness, 2005). Reber (1995) commented that when student teachers are engaged in a relevant and guided teaching practice, they do exhibit more positive attitude toward students with special needs. However, in the current teacher education curriculum, field experience has been given minimal stress in spite of the importance it has.

5.3.4 Lack of a clear policy on teaching, learning and assessment

The analysis of the Education White Paper⁶ which governs inclusive education made no reference to teaching, learning and assessment in such rooms, its aims is to create a learning environment that embraces diversity, such in turn as well as the course material left more to be desired in terms of pedagogy in an inclusive classroom. This is evident when participants said:

“we are taught about the education white paper 6 but it does not tell us how different should we teach in an inclusive classroom, which puts us future teachers at a dilemma because we are indeed in favour of inclusive education,

The policy in its quest to establish an educational system which support diversity through reducing barriers to learners is a great initiative but simply putting diverse learners together in one classroom does not guarantee quality education. If no formal clear policies that guide teaching, learning and assessment in these types of classrooms is disadvantaging students. Teaching, learning and assessment are the core functions of a school; and if a school cannot educate its diverse audience then inclusive education is likely to fail.

A study by Thobejane (2017.p 105) examined at the ambiguity which exist in the Education White Paper Six. In their finding they said that; “We argue that although

there are many school-level and cultural barriers to inclusion, the major factors hindering the implementation of inclusive policy is the lack of clarity (ambiguity) in Education White Paper 6 (Department of Education, 2001) regarding the means through which schools can meet the goals of inclusive education. It is not clear whether this ambiguity is intentional, but it has undoubtedly led to inaction by the stakeholders involved”.

We take a primarily top-down theoretical approach to policy implementation (Kapinga, 2012) and argue that the primary means by which the divide between inclusive policy and practice ultimately will be closed is through the clarification of the means through which the relevant goals can be met and the enforcement of education policy by the South African National Department of Education.”

They summed their study by saying that the Department of Education needs to hold itself accountable for the implementation of a policy that it created, especially since inclusive policies are of little meaning and use unless they are implemented and enforced. As a top-down theoretical orientation to policy implementation suggests, progress can be made with inclusive policy in South Africa if procedures are clarified, directives are given, and the appropriate authorities assume responsibility and control of its implementation.

Education White Paper 6 (Department of Education, 2001) was a monumental step forward in respect of the rights of people with disabilities in South Africa, but the policy will remain purely symbolic until real initiative and deliberate action are taken.

Participants reiterated this view of the policy in their responses to the interviews. “On paper it looks like a well put document but it has limitation in how to help teachers conduct everyday classroom interactions, lesson plan and assessment “

The policy framework is the pool that content developers draw the guide lines from in terms selecting relevant knowledge for the module. If the framework emphasizes identification of barriers subsequently what will dominate and those materials will be how to identify and characterizes disabilities in learners more than how to teach them.

This module as projected in the document analysis reveals its purpose as equip learners with knowledge and skills on how to identify and classify different barriers hence the participant alluded to that. It does not refer to the pedagogical side of learning which is the core business of the day in schools. There is a need for a refinement or addition to the policy as it is a main document that is supposed to drive inclusion forward. Participants alluded to that when they said: *“we are taught about the education white paper 6 but it does not tell us how different should be teach in an inclusive classroom, which puts us future teachers at a dilemma because we are indeed in favour of inclusive education.”*

5.3.5 Unprepared and unconfident in teaching a diverse classroom

Unprepared is defined as not ready or able to deal with something (Oxford dictionary, 2016). This study revealed that student teachers feel that the module did not prepare adequately for being efficient inclusive teachers the next year when they will be in the workplace. They are able to identify and classify disorders or disabilities but they are unable to create inclusive learning environment that will benefit all the diverse students.

This is exposed by the participant’s responses when they said that: *“Teaching that type of classroom is going to challenge as I feel that the module did not extensively prepare me for the task (P8) “*

“I don’t feel prepared at all to teach in that type of setting, it seems like it is going to demand a lot from me as a teacher (P7) “

The feeling of unpreparedness shown by the students is clarified in Lockett's theory. The students learning is located at mode one of the theory which is a foundational competence level. Foundational competence means that the students are initiate into the ideals. Background of inclusive education is introduced, however the module does not equip them in as far as pedagogical knowledge and skills are concerned. They require those to teach a diverse classroom henceforth they feel unprepared.

In the past decade or so, there has been much research on teachers' feeling of unpreparedness to handle or teach diverse students in developing countries they are unprepared (Kgatule, 2013). Developing countries like South Africa had to deal with unequal education system that existed under apartheid. This system was not only at primary and secondary school education, but even at institutions of higher learning were affected. Teachers were trained to offer traditional rigid teaching, and were not taught to be flexible. The system that was used was a dual system was its either you are trained for the general classrooms or special education.

Apart from being apprehensiveness in teaching in an inclusive classroom, there are other factors that contributed to ineffectiveness and lack resources in schools is one of those. Resources can be both physical and educational. Since inclusive education is about diversity it becomes importance to have resources like wheel chair ramps, braille's etc. to enable learners to be fully integrated in the school system.

This finding is consistent with the situation across the country especially in rural and semi-urban areas of South Africa. Makhado (2002) in Mpumalanga said that "learning and teaching materials that are relevant to teaching learners who experience difficulty in learning e.g. audio-visual equipment, as well as other physical structure like wheel chair ramps". These sentiments are support by other research done in Gauteng and Western Cape by Bleach (2010) and Jela (2011) were in their finding in relation to the barriers to inclusive education implementation revealed "lack of educational and physical resources".

Other barriers that contribute in students feeling unprepared and unconfident are the lack of specialised personnel like psychologists to offer advice and tips on how to handle diversity amongst the learners. Studies have shown that teachers expressed concern about the lack of support from professionals with expertise such as peripatetic teachers or those with expertise in sign language and Braille as well as general special education experts or specialized professionals (Chataika, 2012). Inclusive education must have a shared vision across the institutions if it is to be successful.

In addition to the findings discussed above, participants also felt that there was still a lack of support from parents and government officials in fast tracking the implementation of inclusive education. Teachers are left to be the ones to find their way around educating diverse learners. Studies done on in-service teachers regarding the support they receive from stakeholder reveals that it leaves a lot to be desired (Thobejane, 2017). Most researchers feel that more can be done to support teachers especially novice teachers who just came from university.

This finding is consistent with what is happening across the country especially in rural and semi-urban areas of South Africa. Kgatule (2013) in Mpumalanga said that “learning and teaching materials that are relevant to teaching learners who experience difficulty in learning e.g. audio-visual equipment, as well as other physical structure like wheel chair ramps”. This sentiment is supported by other research done in Gauteng and western cape by Callan (2013) and Jela (2011) were in their finding to the barriers to inclusive education implementation stated “lack of educational and physical resources”

The issue of schools being under resourced in terms of physical and education aids is a well-known problem (Maebana, 2016). For student teachers to be able to function fully in an inclusive set-up they must be taught how to utilize these educational aids that are needed in classrooms. The government must provide schools with such

resources so that these future teachers can learn about them prior to instruction. This would enhance their competence in dealing with inclusive classrooms.

From their experience and views, student teachers also seem to be aware of the fact that most inclusive schools lack resources for inclusive education and this impinges on the teachers' efforts. One participant (P5) in his explanation also mentioned the fact that they have not even being able to see some of these resources required in inclusive teacher education classes or in the schools where they conducted teaching practice. Rosenberg (2007) advocated that teaching and learning resources have to be given a priority when considering placement of children with diverse learning needs in regular classes.

In conclusion the module as an introduction to inclusive education is effective, as students have demonstrated the ability to identify and classify disabilities and diversity which exists within learners in diverse classrooms. According to the theory of Lockett this puts their learning in the first mode known as foundational experience (surface learning). Their foundational experience is based on the fact that they were able to comprehend the history, background, characteristics of different learning barriers. However, their learning could not proceed to the next modes as the module was insufficient in terms of knowledge, skills and pedagogy.

The module has equipped learners with the first steps in being able to function within an inclusive setting. The module content has been well received and well understood by the students. The module has effectively introduced the concepts and terminologies that exist within the sphere of inclusive education (mode 1: foundational competence). In order for one to truly achieve deep learning they should go through all the four modes of learning as prescribed by Lockett. The study has revealed that in order for student teachers to be effective inclusive teachers, there must be a paradigm shift in how the module is offered. The module would need to be reconstructed in a manner that incorporates theory into real life practices for students to grasp it across the four modes of learning.

It has communicated the purpose of creating conducive learning environments that advocate diversity. The embracing of diversity in different additional learning needs of learners has echoed through the module under scrutiny thus fostering the idea of accepting and embracing differences. The extent of this module as an introduction is effective but not as a full strategy for students to be effective practitioners pedagogically in terms of using various methods that will cater for diverse students in a single classroom.

Results have indicated that student teachers' knowledge has not influenced positively their practice in an inclusive setting because of the absence of a connection between knowledge and practice. In this regard, the findings have revealed that the majority of student teachers have little knowledge of inclusion itself and how to deal with diverse learners in general classes.

Assessment as an integral of our education system, participants alluded to the fact that they were not enlightened on how to administer assessment in an inclusive classroom as compared the regular mainstream classrooms. The lack of constructive content on how assessment should be structured and used in an inclusive classroom is a stumbling block. Students' teachers do not know how to use different assessment strategies which are specifically designed for inclusive education as they have not been exposed to this in the module.

The justifications for inclusion in education context have been outline in the UNESCO policy guideline on inclusion in education (UNESCO, 2003). It sets out the following justification for inclusion education in education context which proposes that inclusive schools have to develop ways of teaching that respond to individual differences and benefits of all children. Another one is based on social framework that inclusive schools are able to change attitudes toward diversity as well as to form the basis for a just, non-discriminatory society. And finally, an opinion based on economic justification

which states that it costs less to establish and maintain schools that educate all children together than setup a complex system of different schools specializing in different groups of children (Muyungu, 2015). Pre-service teacher education serves as a forum to change such teachers' attitudes and their practices toward students with diverse additional learning needs (Beard, 2007). There is a need to change the manner under which general pre-service teachers are trained so as to develop inclusive teacher education. Therefore, it was the concern of this study to explore how pre-service teacher education programmes prepare their graduates toward inclusive education as well as to establish student teachers' educational needs that would enable them to practice inclusive education efficiently.

5.4. Recommendations

a) Recommendation 1: Repackage the module content

The school of education can repackage the module in one of two ways, they can offer the module as stand-alone module from first year through out to fourth year as. This restructuring will make sure that student when they graduate they can effectively implement inclusive education. The second way is to integrate the concept inclusive education within module that already existing either as a topic or a chapter so that students can clearly understand what inclusive education is and how it is support to unfold in a real life classroom situation.

b) Recommendation 2: increase the time allocated to inclusive education as a module

The findings of this study demonstrate that students feel that they were not allocated enough time to fully grasp what inclusive education entails. A semester course is not sufficient to meet the requirements for one to execute inclusive education in class. Increasing the time allocated to it to be a year course can go a long way in preparing student teachers for implementation. More time means students get to know how to teach and assess a diverse classroom effectively as well as learning strategies that create a conducive learning environment for the whole class.

c) Recommendation 3: provide more practical experience

Literature has shown that when student teachers interact with diverse learning during their training years it increase their self-efficacy as well as creating positive attitudes towards teaching learners with addition learning needs. The school should create space in collaboration with the local full service schools for student teachers to experience that environment there practically observing how to teach in that particular environment.

d) Recommendation 4: develop clear teaching, learning and assessment policies specifically for inclusive education

It is paramount that policies that govern inclusive education and inclusive practices be clearly labeled out and communicated to student teachers so that they will not revert back to traditional methods of teaching which will disadvantage other learners in the classroom. Pedagogical practices must be enforced by the lecturer to students so that those strategies can be used effectively in a diverse classroom. This would in turn fast tracking the progress of inclusive education.

5.4.2 Recommendations for future research

Future research is going to look at the pre-service teacher education on a larger scale, including data being collected at various University, to try to develop a more comprehensive inclusive education training structure that will aid the progress of inclusive education.

5.4.3 Implications of the study

This study has one major implications for the Education Department as a whole, especially for the University of Limpopo. In the first place, the findings revealed that the training on Inclusive Education does not sufficiently equip student teachers with knowledge and skills to teach an inclusive classroom.

6. Conclusion

This chapter focused on the discussion of the six findings of the study namely: Lack of clear understanding of what inclusive education is lack of comprehensive course material, lack practical experience (the gap between theory and practice); no clear policies of teaching, learning and assessment in inclusive education; ineffective strategy used by the lecturer; and students teachers that are unprepared and unconfident in teaching a diverse classroom. Also the chapter included recommendations which may help in the equipping of student teachers with knowledge and skills to effectively implement inclusive education.

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APPENDICES

APPENDIX A CONCERN FORM

I, _____, consent to being interviewed by Medwin Sepadi for his study on Student teachers' preparation for inclusive education: the case of the University of Limpopo. I understand that: Participation in this interview is voluntary. That I may refuse to answer any questions. I may prefer not to. I may withdraw from the study at any time. No information that may identify me will be included in the research report, and my responses will remain confidential.

Signed:

_____ Date: _____

APPENDIX B
ETHICAL CLEARANCE



APPENDIX C
INTERVIEW SCHEDULE

Interview student for Pre-service Student Teachers

Interview questions;

1. There are different interpretations of what IE is, what is your own view of it?

2. How did the module you did on IE prepare you for implementation? Share your experiences.

3. What concerns and challenges do you have regarding teaching an inclusive classroom?

5. Describe how inclusive education module is related training prepare you for classroom activities in the following areas:
 - (a) Lesson planning,
 - (b) Classroom management,
 - (c) Preparation of teaching and Learning materials and
 - (d) Student's assessment methods?

7. Is the content offered in this module is it relevant to for you to teach a diverse classroom?

8. What do you think was left out in your training, which could have made you a better teacher in an inclusive classroom?

9. What do you think should be done to improve teachers training programmes toward inclusive education in future?

10. Research teachers need to reflect on their own teaching before and after the class. How has the module on IE helped in this task?

11. What are the possible factors that could hinder developing inclusive practices your school/classroom?

12. Is there anything you want to add in regard to how you were trained for inclusive education?

APPENDIX D
MODULE COURSE OUTLINE

HEDB 031

T'2ransition Cohort

Syllabus HEDB 031

INCLUSIVE EDUCATION

Item

Description

Purpose of the module

The purpose of the module is to enable student-teachers to acquire knowledge about Inclusive Education, the identification of learners with special education needs and the creation of Safe and Caring Child-Friendly School environments

Learning Content

- a) An Inclusive Education and Training System
- b) The Safe and Caring Child-Friendly Schools framework for establishing an Inclusive Education and training system
- c) Learners experiencing barriers to learning and development
- d) Identification of learners experiencing barriers to learning

Intended Learning Outcomes

At the end of this module student-teachers are expected to be able to:

- a) Explain what Inclusive Education and Training System is all about
- b) Identify and classify learners experiencing barriers to learning and development
- c) Apply the Safe and Caring Child-Friendly Schools principles

Assessment criteria:

- a) A deep explanation of Inclusive Education and Training System in social context.
- b) An ability to identify, classify and describe learners experiencing barriers to learning and development
- c) Explanation of the safe and caring child-friendly schools framework and its key principles

Critical Cross-Field Outcomes

This module addresses the following Critical Cross-Field Outcomes:

- a) Collect, analyse, organise and critically evaluate information related to children experiencing barriers to learning and development
- b) Communicate effectively with co-workers, learners, their families and community members regarding the importance of building an inclusive education and training system
- c) Be culturally and aesthetically sensitive across a range of social contexts by creating child-friendly environments towards building an Inclusive Education and Training System

Teaching and Learning activities

- a) Formative assessment: Two tests, and many Blackboard Learn activities/quizzes

- b) Face-to-face lectures, tutorials and/or group discussions
- c) Summative examination: Final examination

Methods and weighting of assessment

- a) Minimum Formative Assessment mark for examination admission: 40%

Weighting towards final mark: 60%

- b) Minimum Summative Assessment mark: 40%

Weighting towards final mark: 40%

- c) Minimum Final Assessment mark to pass **(%)**: **50%**

Prescribed book

Maguvhe, O., & Magano, M. D. (2015). Disability in Context: A socio-educational perspective in South Africa