

**School Management Teams' motivation of teachers in inclusive
classrooms**

by

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I, Catherine Louise Raynham, student number 25375972 hereby declare that this dissertation; “***School Management Teams’ motivation of teachers in inclusive classrooms,***” is submitted in accordance with the requirements for the Magister Educationis degree at University of Pretoria, is my own original work and has not previously been submitted to any other institution of higher learning. All sources cited or quoted in this research paper are indicated and acknowledged with a comprehensive list of references.

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Catherine Louise Raynham

November 2016

Dedication

I dedicate this research to two strong, independent, teachers and principals who have taught me about leadership, motivation and management through example. This research is dedicated to them in gratitude; my late grandmother Mavis Nash and to my mother Ann Raynham. Dedication is also made to my late father, David Raynham, who would have been proud of my accomplishment.

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Abstract

Despite numerous studies into inclusive education in schools, little is known about how school management teams motivate and support teachers who teach in inclusive private schools in Johannesburg, South African. How the School Management Teams motivate teachers who teach learners whose behaviour and or educational needs differ from the norm, is explored in this case study. Two private primary schools were involved in the research. The two schools consist of learners from; diverse family, cultural, racial and religious backgrounds, varied socio-economic backgrounds with different academic abilities and needs. The case study generated data through semi-structured interviews with 10 participants which consisted of both School Management Teams and teachers. The main research question focuses on what is being done to support and motivate teachers who work with children who have varying and at times challenging needs in one classroom. This is further explored through research into what intervention strategies are being used at the case study sites. The data generated links to motivational strategies and is discussed in relation to two specific avenues of motivation based on Herzberg's Motivation theory. The factors explored are those that influence teacher motivation and those that are necessary for job satisfaction. The study discusses possibilities for further research with practical recommendations that may be implemented at other schools to help the teachers and effectively promote teacher motivation and efficiency.

Key Terms:

Inclusive education

Motivation, support

School Management Teams

List of abbreviations

SMTs	School Management Teams
LSEN	Learner with Special Educational Needs
OBE	Outcomes Based Education
IQMS	Integrated Quality Management System

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CHAPTER ONE

OVERVIEW OF THE STUDY

1.1 INTRODUCTION

Many countries have gone through educational reforms such as inclusive education as a result of changes in educational policies and psycho-social development issues (Tetler & Baltzer, 2011; Krull, Wilbert & Hennenmenn, 2014). Inclusive education may be described as a system that includes learners from different backgrounds and abilities in the mainstream classroom. Inclusive schools have been described as democratic schools, in which there are commonly shared values and a close school-community caring culture (Baglieri & Knopf, 2004:526). Inclusive education has different connotations in different countries. In Scandinavian countries, like Norway, Sweden and Denmark, including all learners in mainstream schools has been a common practice for decades, while in developing countries like South Africa, it is a recent change in education policy (Tetler & Baltzer, 2011) (Walton, Nel, Hugo & Muller, 2009).

Post-apartheid South Africa conceptualises inclusive education as a means of promoting constitutional values of equality, freedom from discrimination and affording all learners the right to basic education (Walton, Nel, Hugo & Muller, 2009). This is in line with The Salamanca Statement on Principles, Policy and Practice in Special Education (UNESCO, 1994). The Salamanca principles posit that inclusive schools are most effective in encouraging welcoming communities and promoting education for all, while at the same time redressing discriminatory practices of the past. White Paper 6 on special needs education aims to achieve these requirements for inclusive education (Department of Basic Education, 2001).

In this study the concept of inclusion refers to the incorporation of learners, with barriers to learning, in mainstream classes. The inclusion of learners with special educational needs (LSEN) in general classrooms, in some countries is a current issue of debate (UNESCO, 2007; Krull, Wilbert & Hennemann, 2014). The debate is as a result of differing views regarding inclusive education. There are researchers Singh (2012) Tetler & Baltzer (2011) who argue that inclusive education develops social skills and enables learners to adopt positive attitudes towards one another. In their research on learning experiences in an inclusive classroom, Tetler & Baltzer (2011) reported positive experiences of the inclusive

learning environment. Although this was a small study, the researchers recommended further research to explore the possibility of teachers creating a positive learning environment in an inclusive classroom. They further proposed that inclusive education should encourage integration of learners from diverse cultures so as to instil tolerance, respect and celebration of individual differences. Meltz, Herman & Pillay (2014) found that in inclusive classes some teachers embraced the arrival of learners with different educational needs, while others complained that it was difficult to teach ‘those children’. Not all teachers are able to embrace the changes necessary for the inclusion of learners who have different needs, from the majority of learners in their class. Teaching inclusive classes is challenging (Eloff, Swart & Engelbrecht, 2002).

Several South African studies have reported that teachers are neither adequately trained nor supported to teach in inclusive schools Engelbrecht, (2006) Walton (2011) Walton, Nel, Hugo & Muller (2009). Little is known about how teachers are supported by the SMTs and what motivates teachers to teach in inclusive classrooms.

1.2 PROBLEM STATEMENT

Teachers in South African schools have been tasked with the responsibility of meeting management, as well as the stakeholders, to devise ways in which they can reach out to learners with different abilities in their classrooms.

Potgieter-Groot, Visser & Lubbe-de basic learning rights by teaching classes that include learners with special needs. Despite the education policies on inclusion, effective inclusion of learners have not been achieved in many schools (Ferguson, 2008). The lack of training of knowledge and skills for teaching learners with special needs seems to discourage concerned teachers and contributes to a negative attitude towards inclusive education. Most teachers who teach inclusive classes have completed only basic teacher training. This appears not to have sufficiently covered the areas of inclusive education that are essential for teaching learners in inclusive classes. For the teachers teaching in an inclusive environment a sound knowledge of effective inclusive practices is required. It is imperative that teachers be motivated by the school. Beer (2012) found that many teachers are unable to manage learners’ emotional and behavioural barriers in inclusive classrooms and therefore tend to resist teaching inclusive classes. It has been reported that teachers have negative attitudes towards teaching inclusive classes due to lack of

their own knowledge and skills (Galovic`, Brojein & Glumbie`, 2014). According to Hay, Smit, & Paulsen, 2001 most teachers on average are not prepared or trained to teach learners in an inclusive classroom (Hay, Smit, & Paulsen, 2001). The assumption in this study is that if leadership and management in schools are supportive of teachers teaching inclusive classes, the teachers may be motivated and have a more positive attitude towards teaching learners in these classes. Motivated teachers may make a positive contribution to promote effective teaching and learning. The question is: How do School Management Teams (SMTs) motivate teachers who struggle to teach such classes? This study will focus on what happens in two inclusive schools in Gauteng Province, South Africa.

1.3 PURPOSE OF THE STUDY

Inclusive education studies reveal that teachers are often faced with challenges of teaching learners in an inclusive class (Lambert, 2005; Hay, Smit & Paulsen, 2001) This is as inclusive education requires special skills and resources to help the learners achieve their full potential (White, 2004). School leaders and managers need to implement a variety of external and internal support structures that meet the needs of teachers. Any support from the school may influence the performance of learners in the school. Rasheed and others (2014) discusses this in their research where they state that different human resource management practices enhance teachers' performances that increase the effectiveness of the organisation.

The purpose of this study was to explore how SMTs motivate teachers teaching in inclusive classes. The underpinning assumption in this study was that the support given to such teachers may contribute to the promotion of effective teaching and learning in schools. The study explored the needs of these teachers and how the schools and SMTs in the case study addresses these needs.

1.4 RESEARCH QUESTION

Main research question:

- *How do school management teams motivate teachers who teach learners in inclusive classes?*

Sub-questions

- How do SMTs and teachers in schools define and understand the concept of inclusive classes?
- What are the needs of the teachers who teach in inclusive classes?
- What are the challenges experienced by the SMTs and teachers working in inclusive schools?
- How do SMTs motivate teachers in inclusive classes?

1. 5 PRELIMINARY LITERATURE REVIEW

1.5.1 *Inclusive education*

According to Farrell (2004:7) inclusion is about incorporating learners with diverse needs in a class. According to Walton, Nel, Hugo and Muller (2009;106), the White Paper 6 (DBE:2001) gives a framework ensuring that the needs of different categories of learners are met by establishing full-service schools. The constitution of Republic of South Africa Act (Act 108 of 1996) stipulates that all learners can now be taught at mainstream public schools despite their barriers to learning, their capabilities and their abilities. In addition, the Bill of Rights in South Africa's constitution states that all learners have a right to basic education (South Africa, 1996:29). This is the reason why the South African government instituted the White Paper 6 (2001) to address inclusive education. The concept of inclusive education admonishes us on both a moral and legal imperative to build schools that are capable of accommodating all learners thereby working towards the implementation of Education White Paper 6 on Special Needs Education and Building an Inclusive Education and Training System (DoE:2001). In an earlier paper Burden (1995) noted that for inclusive schools to be a reality, the society must recognise and embrace diversity. The challenge of meeting this expectation lies in ensuring that all children feel valued, that the school and community embraces the principle of fellowship and compassion. This ensures that the learners' right to education are promoted and protected.

The White paper outlines a national strategy for systematically addressing and removing barriers to learning through inclusive education (Walton, Nel, Hugo & Muller, 2009). An inclusive approach to education embraces different aspects of a learner; such as being present at school, acceptance by teachers and other learners, and the learners'

participation in learning activities and achievement. Inclusive education is all about nurturing all children from different socio-economic and cultural backgrounds (Engelbrecht and others, 2015). Inclusive education promotes the practice where an individual learner's educational requirements are effectively met in a mainstream school. In this study, inclusive classes will refer to classes where learners, with different educational needs and from diverse family, cultural, racial and religious backgrounds, are all taught in the same class by the same teacher.

The motivation for inclusive classrooms is that inclusion recognises and accepts that all learners, irrespective of their culture, class, status, race, religion, as well as those with barriers to learning, be given the opportunity to be fully integrated into mainstream schools. In order to implement and facilitate this, the education system will have to accommodate the challenges presented to both learners and educators. Engelbrecht and others (2003) assert that for inclusive education to succeed schools should be restructured and curriculum be redesigned to include the needs of diverse learners. Similarly teachers should be prepared pedagogically and emotionally to be able to deal with such learners in their classes.

1.5.2 Motivation

Naicker & Mestry (2013) state that one of the most influential factors on school effectiveness is the enthusiasm and motivation of teachers. Most successful schools appear to be those where staff members frequently exchange ideas about teaching and learning (Sihono & Yusof, 2012). In such schools the principal empowers staff, builds their morale and promotes the practice of all members, including the learners, towards creating a positive environment for effective teaching and learning. Teachers in such schools are likely to be motivated to teach their learners, and are supported by other colleagues and SMTs.

Motivation is an extensive topic that has been explored by numerous researchers throughout the years. Balyer (2012) states that people should be motivated and inspired through setting high goals and communicating clear expectation for achieving the set goals. According to Steyn (2002), motivation involves energizing and supporting people to behave in particular ways to achieve set goals. In order for management teams to support

and motivate their teachers to be effective, they need to work closely with the teacher, in order to influence their behaviour in achieving certain goals, which is inclusive teaching.

Effective schools often have leaders who focus on instruction and instructional-based leadership (Neumerski, 2012). Historically, the principal's work description in managing the school was essentially to instruct teachers and learners in their own methods and management style to the improvement of each individual school. In this study, the school principal is one of the SMT members and has the power and authority to direct teaching and learning in the school through instructional leadership. Effective principals are both leaders and managers. In carrying out their management function they provide feedback and control the running of a school. As leaders they are expected to influence the behaviour of the teachers through motivating them to achieve goals. Many studies have explored the effect of motivation on teachers and staff morale in the workplace. Very few studies have focused on how SMTs motivate teachers with regards to teaching in inclusive classes. Some studies have shown that rewards may be effective motivators (Balyer, 2012).

1.5.3 The need for teacher motivation

Engelbrecht and others (2003:294) posit that occupational stress for teachers does not only affect the teacher, but affects the teaching and learning process that takes place in the classroom. This in turn may have a negative effect on the teaching profession and teacher morale. Such findings suggest the need to explore strategies that can be used to motivate teachers so that they do not feel that they are working in isolation, especially in inclusive environments. Inclusive education requires schools to accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions (White Paper 6, 2001). Potgieter-Groot and others (2012) found that teachers require specific knowledge and skills to manage the behaviour and academic needs of learners in inclusive classrooms. There have been research findings that shows that some teachers struggle to maintain quality teaching and learning in their classrooms. This may be due to the extra time they need to engage learners with special needs in the learning process (Lopez & Corcoran, 2014). It is also argued that teachers with long experience of inclusive teaching tend to be self-motivated and are able to use limited resources to teach learners in their classrooms, unlike less experienced teachers who depend on institutional support (Galovic` and others, 2014).

Engelbrecht and others (2003) agrees with the Galovic` and others (2014) that teachers with less experience in managing inclusive classes and newly appointed teachers experience more stress, especially in the absence of support systems in the school in terms of networks with other teachers. Given the different experience levels of teachers regarding managing teaching and learning in inclusive classes, Lopez and Corcoran (2014) reported that teachers may feel stressed and frustrated with learners who take longer to learn what is being taught, and this may have a negative impact on teacher-learner relationships. Lopez and Corcoran (2014) also found that some teachers experienced relationships with their learners as rewarding and at times challenging. Apart from inadequate time to support the learners, Potgieter and others (2012) found that some of the teachers in their study experienced burnout due to lack of competency required in managing diverse emotional and behavioural needs of learners in inclusive classes. These researchers also reported that the teachers did not receive support from the educational authorities. This led to feeling of inadequacy and demotivation towards teaching in an inclusive environment (Bothma Gravett & Swart, 2000:201; Swart, Engelbrecht, Eloff & Pettipher, 2001).

1.5.4 The roles of SMTs in schools

Walker and Slear (2011;2) posit that as teachers are said to effect the learning of students, it is the role of the principal to assist teachers to develop their skills to better facilitate learning. This study focused on one of the management tasks of the school principal which is; the promotion of teaching and learning, specifically, the manner in which SMTs encourage, promote and motivate teachers who teach in inclusive classes.

The role of SMTs is to lead and manage teachers in their school. Management and leadership are often used as synonymous terms. Although they are two different yet interlaced concepts. Van Deventer and Kruger (2010) posit that leadership correlates to mission, direction and inspiration. Management involves designing and implementing plans, seeing them through to completion and working effectively with people. The SMT as leaders have the opportunity to motivate teachers and influence their behaviour in an inclusive classroom. As managers, they ensure that teaching and learning takes place. The school management team involves working towards creating a positive environment for learning and teaching to take place. The research focuses on the SMT, which consists of the principal, deputy principal, and heads of department.

The assumption that 'school leadership is synonymous with the principal' puts a lot of pressure on the school principal in terms of expectations and accountability for successful policy implementation and learner achievement (Spillane, 2005). An alternative theory, however, states that there is a 're-distribution of power' in schools. Grant and others (2010) argue that power and responsibility of leadership and management in schools should be shared. Although the SMTs are part of the school management, the school principal plays a vital role in setting the tone and pace of leadership in schools, however, all team members are involved in the management of the school (Spillane, 2005). The effect other members of staff have in creating a school climate that promotes teaching and learning cannot be ignored. Steyn (2002) states that a study conducted by Atkinson (2000) clearly indicates that there is a relationship between educator motivation and learner achievement. Principals hold the strings that will ensure maximum impact in the smooth, effective and successful coordination of plans to bring about improved learner achievement. This is in line with the argument presented by both Walker and Slear (2011). Thus the focus of this study is not only on the principal, but the management team and how collectively they motivate teachers in inclusive teaching.

School leadership affects student outcomes through the motivation of teachers (Eyal & Roth, 2010). In Eyal and Roth's research (2010) it is evident that the leadership style of the management teams directly effects teacher motivation, which in turn indirectly effects learner achievement. The specific manner, in which these management teams motivate teachers in inclusive education, has not yet been established.

1.6 THEORETICAL FRAMEWORK

In this study, the researcher used Herzbergs Motivational-Hygiene Theory (Two Factor Theory) as the theoretical framework which guided the analysis of data to provide an understanding of how SMTs motivate teachers in inclusive teaching.

Herzbergs (1956) developed the two-factor theory to explain the process of motivation. The two-factor theory is a combination of two theories; these being hygiene theory and motivation theory. Hygiene factors include work and the organizational environment. The hygiene factors are; the organisation, its policies and administration, quality of supervision, the perception people have while on the job, working conditions, interpersonal relations, salary, job security, status and company procedures. Bett and others (2013) discuss that

hygiene theory factors do not lead to higher motivation, but without them there is a greater dissatisfaction.

The factors that the teachers identify to be of importance were compared to the Herzberg's factors of motivation. Elements of Herzberg's Motivation theory, were used to analyse data on the motivating practices in inclusive classrooms. This study focused on the work environment of teachers in inclusive schools and through this the needs of the teachers were identified. The hygiene and motivation factors used by the SMTs to support teachers in inclusive education were explored. The standard of supervision, working conditions, procedures and policies were explored in the analysis of the interview data. Likewise, the intrinsic factors and conditions such as self-motivation were also explored. In contrast, intrinsic conditions may result in building strong levels of motivation, but if absent do not prove to be dissatisfying (Herzberg, 1956).

1. 7. RESEARCH METHODOLOGY

1.7.1 Research approach and design

In this study, a qualitative approach was used in collecting and analysing data to answer the research questions. Qualitative research focuses on exploration, investigation and deductive reasoning (Cohen, Marion and Morrison, 2007). Qualitative research techniques 'reflects the subjective reality of people or individuals being studied in different events, actions and situations (Creswell, 2008). A qualitative approach also enables the researcher to gain insight into the experiences of the participants involved in the study. Qualitative approach has the potential of generating in-depth descriptive data (Cohen and others,2007). Qualitative research approach aims at offering a perspective of a situation and provides well written research reports that reflect the researcher's ability to illustrate or describe the phenomenon (Myers, 2002). In this study, a qualitative approach is used to explore, understand and give meaning to the experiences of SMTs with regard to how they support and motivate teachers in inclusive schools.

The research design in this study is case study. Yin (2009) describes a case study as a research design that allows the researcher to explore individuals or organisations, simple or complex phenomena, programmes and relationships in a logical manner with the aim of collecting detailed data for analysis. A case study is a bounded system within specific timeframes and context (Yin, 2009). It means that the researcher is required to provide a

detailed description of the context of the study, or the case itself for the reader to get a better understanding of the case and its boundaries.

The case that is explored in this study is how SMTs motivate teachers who teach in inclusive classes. Case study design is suitable for this study because it involves the questions “how” and “why”. The researcher cannot manipulate the behaviour of the participants and the contextual conditions are believed to be relevant to the phenomenon under study (Yin, 2009). One of the advantages of the case study design is that it involves using multiple data sources and techniques in the data gathering process which gives rich data of the study. A case study design has the potential to provide rich information regarding the focus of this study which is, exploring how SMTs encourage teachers to improve their performance.

Despite the advantages of using case studies, some researchers argue that case studies are often seen to be subjective. One of the weaknesses of using case study design in this study is that the sample is small therefore the results are specific to select schools. Thus the findings may not be easily generalised. The outcome and direct benefit of the case study may not be measurable. As human behaviour is not always rational or predictable and therefore what might work as a motivator for one teacher may not work for another and alternative approaches to data collection may need to be found. Its success or failure may be questioned. Shenton (2003) posits that owing to the fact the study takes place in a specific context makes the generalisability of the findings difficult to replicate.

1.7.2 Site and sampling

The research sites in this study were two inclusive private schools in the Northern suburbs of Johannesburg, Gauteng, South Africa. Both schools have been newly established in the last 6 years and cater for a variety of learners needs. However, both schools are limited with regards to being fully inclusive as neither is capable of teaching children with severe physical difficulties owing to the terrain and buildings on their sites. The socio-economic status of this area is mostly middle-class income. Both schools cater for learners whose families are predominantly able to afford the school fees. One of the schools offers bursaries for children who would benefit from their environment. Learners who attend these schools are diverse in their cultures, races, beliefs and home life. Both schools are private and cater for both boys and girls. The requirements for teachers at these schools

are that they are qualified teachers. Neither school specifies that teachers must have studied remedial or special needs education to a degree or additional level accreditation.

The sample will consist of participants from these two inclusive primary schools in Johannesburg, Gauteng province. In the case study design, the research sample should have the potential of generating rich information on the study by providing detailed descriptions through explanation of their real life experiences (Curtis, Gesler, Smith & Washburn, 2000). Purposive sampling was used to select the participants. The participants who have experienced the phenomenon and have the potential of giving rich data to answer the research questions were included and selected for in the study. The participants were chosen under guidance from the principal, in order to fulfil the criteria. The criteria, was that all the participants must have at least 2 years teaching experience and have taught at the site for longer than 6 months. There were no age criteria for the participants in this research, as this would exclude a number of valuable members of the schools management teams. Participants from different races, sexes, and religious beliefs and cultures groups were involved in the study. Diversity of the sample group was needed to gain varied opinion and experiences of the participants. From each school a principal, deputy principal/s and teachers were interviewed. A total of five participants were interviewed from each school. Ten participants were involved in this study.

1.7.3 Data collection methods

According to Leedy and Ormrod (2010) data collection in qualitative research involves the use of multiple forms of data such as observations, interviews, objects, written documents, audio-visual materials and electronic documents.

1.7.3.1 Interviews

In this study interviews were used to generate data. Interviews in qualitative research are two way communication between the researcher and the participant in which the opinions, beliefs, ideas and experiences of the participants are shared with the researcher (Babbie & Mouton, 2001). In this study, interviews were used to explore the views, experiences, beliefs and/or motivations of the participants. Interviews as a data collection method enables the researcher to obtain detailed information that may provide a 'deeper' understanding of the social phenomena under study (Leedy & Ormrod, 2010). Qualitative interview involves two way communications between the researcher and the participant

focusing on the research topic and questions (Babbie & Mouton, 2001). Ideally the participant does most of the talking during the interview session.

One of the limitations of this type of data collection is that the researcher is both the person who collects the data as well as interprets it. This needs time, knowledge and skills to collect data from the participants. This skill of listening, interpreting and analysing can be subjected to bias in collecting and analysing the data. Blanche and others (2001:277) are of the opinion that, there is a high possibility of being subjective in interpreting data in the paradigm by which one lives. To deter from this all the interviews were taped using a dictaphone and transcriptions of the interview were made available to the interviewees for their comments and additions.

In this study the researcher used semi-structured interviews to generate data from the principals, HODs and teachers. Semi-structured interviews allowed the participants to give detailed information about their experiences of inclusive education. The researcher was able to ask follow-up questions for clarity. The interview protocol was used which consisted of questions derived from the main research questions. The interview questions were given to the participants before the interviews so that they may think about their responses. This allowed the participants to think about the questions which enabled them to provide more in-depth and insightful responses. The interview protocol was also used when interviewing the deputy principal and the HODs. This method of data collection is flexible and allows the participants to elaborate on their responses. Leedy and Ormrod (2010) indicate that it is important for a researcher to record responses in verbatim. The researcher may use hand written notes, shorthand, a tape recorder or a laptop computer to capture everything the interviewee says. The researcher in this study transcribed the recordings as soon as possible after conducting the interviews. The researcher provided participants with the transcribed manuscripts so that they can make corrections to information which they believe to be incorrect. Feedback with additional information requested from the interviewees. This member checking strategy was used to enhance the credibility of the research.

1.7.3 Data Analysis

Marshall and Rossman (2011) describe data analysis as processes and procedures used to structure data and give it meaning. It is an inductive process in which the researcher codes and categorizes the data to identify themes. The themes are compared, synthesized and interpreted to answer the research questions (McMillan & Schumacher, 2010). The researcher took note of the common responses among the participants and merged themes to answer the research questions. McMillan and Schumacher, (2001:461) are of the opinion that qualitative data analysis is an inductive process of categorising data and identifying patterns and relationships. Data was initially analysed by examining the raw data from the interviews. The researcher started the process of data analysis after the first interview was conducted and the process was a back and forth continuous process. The researcher developed a data analysis table and used it to code the responses of the participants and identify themes. The researcher did cross-case analysis by examining data from the different participants for similarities and differences. A pattern of similar and conflicting responses were identified. Follow up interviews were done to confirm the findings. The researcher identified the different types of motivation by applying Herzberg's Motivational-Hygiene Theory. These two categories were then divided into both intrinsic and extrinsic motivating factors (Eyal & Roth, 2010).

1.8. CREDIBILITY AND TRUSTWORTHINESS

In qualitative research, credibility, dependability and transferability fall under the concept of trustworthiness. Credibility of the research goes hand in hand with the process of quality assurance. In order to make study research credible, the researcher used techniques such as triangulation, member checking, and engagement in the field. Triangulation was one of the strategies used in this study to strengthen the findings which involved cross-checking of data collected from different participants and different research sites (Schwandt, 2007). The researcher did member checking with the participants, a process that involves asking the participants to give feedback at different stages of the research; the transcription process, data analysis, interpretation of data and the conclusions drawn (Lincoln & Guba, 2006). The comments of the participants were part of the analysis process. A tape recorder was used for accurate data capturing. The researcher has provided an audit trail in the annexure of this dissertation as evidence of what was done during the process of

the data generation and data analysis. Field work included follow-up interviews done to obtain full responses to the research questions, complimentary to the member checking process that was done at the different stages of this study.

1.9. Ethical Consideration

Piper (2001) is of the opinion that ethical choices are a product of analysing the research holistically in a specific context. After defending the research proposal at the Education Management Forum, the researcher applied for ethical clearance to the University of Pretoria Ethics Committee with the assistance of the supervisor. The researcher informed the Gauteng Department of Education of the research as a courtesy. The researcher requested permission and consent from the principals.

The researcher provided all the participants with consent forms that contain the aims of the study. The consent forms contained information regarding their willingness to participate in the study. The participants were made aware that they could withdraw from the study at any time should they decide not to continue participating. The consent form indicated how the study would be conducted as well as how issues of confidentiality would be dealt with. The consent form likewise indicates how the information to be obtained from the participants would be used at the end of the study. The researcher explained the contents of the form and provided enough time for participants to consider, agree, and sign for participation. After all participants signed and agreed to participate in the study, the researcher then communicated with each individual participant and arranged suitable times and venues to conduct the interview. All personal face-to-face interviews were conducted at the participant's chosen place.

One ethical issue that needs attention, especially in social research is the issue of anonymity. Wiles, Graham, Heath and Charles (2008) state that anonymity refers to not putting information in a way that will reveal or identify the participant from whom the information was obtained. The researcher maintained the anonymity of the participants by replacing their real names with simple letters. This concealed the true identity of the research participants from the readers. The researcher made sure that the information provided by the participants remains confidential. Confidentiality refers to not disclosing or discussing the responses of the participants with any other party (Wiles et.al. 2008). The

researcher has presented the research report in a way that conceals the identity of individual participants, while not allowing for distortion of information.

1. 10. DELIMITATION AND LIMITATION OF THE STUDY

This study focuses on the views and experiences of the SMTs and how they support and motivate teachers in inclusive education. The experiences of the learners are not included in this study. The research site is limited to only two schools in Johannesburg. Due to the size of the sample and the specific context of the study, the finding of this study is not being generalized beyond the study. The researcher experienced time constraints due to using interview sessions to generate data.

1. 11. SUMMARY OF CHAPTER ONE

In this chapter an overview of the study is discussed, with reference to inclusive education and how teachers are experiencing this phenomenon. The problem that teachers are facing has been highlighted and a gap in the research is identified. The purpose of the research is stated and research questions that were formulated to guide the direction of the investigation is included in the chapter. The second chapter provides a literature review of important aspects of this study. Specifically, the focus is on inclusive education, motivation and Herzberg's Motivational-Hygiene Theory. The theoretical framework is discussed.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

Chapter one provides an overview of the study with regard to exploring the question of how school management teams motivate teachers in inclusive settings. This chapter focuses on discussing the facets that underpin inclusion, the teacher in the inclusive classroom, motivation and Herzberg's theory. This study is based in inclusive schools, in order to have a better grasp of inclusion and the reason for this practice. The history behind inclusive education is explored through literature. Internationally, inclusion has been fraught with both positive and negative attributes. These attributes play an integral part in teacher motivation, which will be discussed. Motivation and support are the key traits of this research. The importance of these aspects with regard to teachers who work in inclusive classrooms is a significant feature in this study. This research is aimed at exploring the concept of teacher motivation in relation to Herzberg's Motivational-Hygiene Theory (1956). In order to do so this theory is discussed and linked to the current study.

The aim of this literature review is to discuss the notion that teachers who teach in inclusive classes require motivation and support. However, in order to provide a comprehensive argument for teacher's motivation in inclusive classes the problems that teachers are facing in such schools need to be presented.

2.2 THE CONCEPT OF INCLUSION AND INCLUSIVE EDUCATION

In this chapter, inclusive education is discussed from an international perspective as well as a South African context. The definition of the term inclusion or inclusive education is not clear-cut and according to Schwab and others (2015:238) there is lack of consensus with regard to its definition. Exclusion, synonymous for segregation, keeping out, prohibiting, and elimination stand for all that this concept of inclusion aims to expel in the education system. The Universal Declaration of Human Rights (United Nations: 1948) affirmed that education is a basic human right and due to this, all learners should have the right to be educated and not excluded. The universal right to education for all, including children, adults, youth and adults with disabilities was reaffirmed by the United Nations Convention

on the Rights of the Child 1989 (UNICEF, 2004). The need to dispel exclusive practices is rooted in history.

The World Conference on Special Needs Education: Access and Quality (Salamanca, Spain, 1994) adopted the principle of inclusion, as did the World Education Forum (Dakar, Senegal, 2000). The adoption and need for inclusive practices highlighted the need for all children's rights to be upheld, specifically the right for all children to be educated. The Salamanca Statement on Principles, Policy and Practice in Special Education (UNESCO, 1994) posit that inclusive schooling is most effective in promoting welcoming communities and promoting education for all, while at the same time redressing discriminatory practices of the past. The essence of inclusion in all countries is that all needs are met, but not all receive the same opportunities.

Inclusive education in Canada involves the support of the school community in supporting all learners who attend school regardless of their different needs (Sokal & Katz, 2015). Inclusion in Canada includes both academic and social needs of the learners (Sokal & Katz, 2015). In German speaking areas Ainscow and others (2006) cited in Schwab and others (2015) discuss inclusion to define the concept of 'all children in a class are regarded as individuals with different initial positions, who should benefit from the best possible opportunities for learning without the need to differ between students with and without special education needs.' In this context inclusion is not based on disability of certain students but rather highlights the individuality of the learners and the needs for these to be met.

Inclusive education has different connotations in different countries; however central to each is the perception that the right to education for all regardless of the challenges they may experience is upheld. Including all learners irrespective of their differences in mainstream schools has been a common practice for decades in Scandinavian countries. However, in South Africa inclusion is a result of a fairly recent change in education (Tetler & Baltzer, 2011; Walton, Nel, Hugo & Muller, 2009).

2.3 INCLUSIVE EDUCATION IN THE SOUTH AFRICAN CONTEXT

South Africa, from an educational perspective has changed substantially since 1994 when the democratic government came to power (Oswald & de Villiers, 2013). Before 1994 the South Africa education system was segregated along racial lines. The disparities in

education between white and non-white learners were significant. In white schools education followed the Eurocentric approach and equipped learners for positions in trade and industry, whereas non-white schools focused on the preparation of their learners for labour work (Oswald & de Villiers, 2013).

The new South African Constitution (South Africa, 1996:29) outlined transformation and a focus on social and cultural rights. The Bill of Rights in the Constitution stipulated that all learners have a right to basic education, and therefore this resulted in all learners, despite their barriers to learning, their capabilities and their abilities, having a right to education. These policies caused a much needed change to the education system. White Paper 6 (2001) was created to outline the national strategy for systematically addressing and removing barriers to learning by establishing full-service schools. To promote and emphasise common citizenship and nationhood South Africa adopted the Outcomes Based Education (OBE) approach (Skuy & others, 2001:2). OBE provided non-discriminatory education for all. This approach was launched in 1997 and later revised and replaced by Curriculum 2005, the National Curriculum Statement being used at present.

Inclusive education encompasses the democratic philosophy. It is a means of promoting constitutional values of equality, freedom from discrimination and affording all learners the right to basic education (Baglieri & Knopf, 2004; Walton, Nel, Hugo & Muller, 2009). This is in line with redressing the disparities of the past and promoting a school culture that reflects an ethos and ethic of caring and community. Bartolo (2010:141) commented that 'integration' and 'inclusion' are often used as interchangeable terms and are challenging to differentiate. Thus in its broadest sense inclusive education can be described as an integrated system where no consideration is given to differences, which may be described as discriminatory.

Fletcher & Engelbrecht, (2009) and Farrel (2004), both discuss inclusion to embrace different aspects of a learner, with the common thread that inclusive education is all about nurturing the individual. From their studies it can be postulated that inclusive education refers to a practice where an individual learner's educational requirements are to be effectively met by being given the opportunity to be fully integrated into mainstream schools.

In this study the concept of inclusion refers to the incorporation of all learners, irrespective of race, religion, socio-economic status, with and without barriers to learning. Inclusive education refers to classes where learners with different educational needs, from diverse family, cultural, racial and religious backgrounds are taught in the same class by the same teacher.

2.4 TEACHING IN INCLUSIVE CLASSES

Engelbrecht and others (2015:1) argue that although inclusive education principles are ideal for education the reality of implementing the principles is problematic. While inclusion may have been deemed 'ideal', the reality of this practice has resulted in the panoply of results, which will be discussed further.

2.4.1 Challenges with inclusive education

According to Engelbrecht and others (2015:3) South African teachers, in principle, favour inclusion. However, the country's education system does not have the necessary resources to effectively put inclusion into practice. Through changes and transformation the principle of inclusion has been integrated into the curriculum in that there should be flexibility (DBE, 2001). However, the current Curriculum and Assessment Policy Statement does not support this flexibility of assessment, teaching methods and pace of work which is discussed in White Paper 6 (DoE, 2001). Teachers are expected to have covered a certain amount of work per week. This expectation often does not take into account the different needs of the learners in the classroom. Teachers need to explain different concepts in many different ways in order for all learners to understand. A diversity of assessments would need to be used to accommodate the unique child. Not every child works at the same pace, so timing would need to be flexible. However, the majority of schools are governed by prescriptive time allocations for tasks, curriculum themes to be covered and concepts to be grasped. As a result, the flexibility needed for inclusion is not always possible as the expectation and pressure placed on the teacher to perform and cover all allocated curricula does not allow for differentiation to occur. Strogilos (2012:1253) agrees in that he states that 'teachers' thinking was hindered by the notion that all children should follow the same undifferentiated curriculum.' He continues to argue that the lack of time and knowledge to differentiate the curricula is a problem. The focus in practice is administrative in that a certain amount of work has to be covered in a certain

amount of time, rather than in the child's time frame of understanding. This defeats the intention of education for all. Instead the result is that the teacher becomes unmotivated as the expectation placed on the teachers is unrealistic. Engelbrecht and others (2015) are in agreement with Strogilos (2012) that the rigid nature of the curriculum, with regard to timeframe of completing the syllabi, constrains and challenges the need to accommodate learners with special needs. Other factors, that are considered as barriers to effective inclusive education, are overcrowded classroom and dealing with indiscipline learners (Engelbrecht and others, 2015). It seems that teachers need support; otherwise teachers are unlikely to succeed in teaching inclusive classes (Ernst & Rogers, 2009; Guskey, 2002). Teachers are faced with numerous challenges in the education system. With the change to inclusivity within the system the challenges appear to be enhanced in the form of teacher training, socio-economic situations, cultural and historical factors, discipline and the diversity of learner capability within the classroom.

2.4.1.1 Teacher understanding of inclusive education

Mamas (2013) found that some teachers regard inclusive education as being involved with only learners who have special needs. In another study, Strogilos (2012) reported that teachers perceive inclusion as helping learners who are struggling academically. These teachers see inclusion as something which should be done to help pupils who are left behind. While Sokal and Katz (2015: 43) explains that inclusion should include fulfilling the academic and social needs of the learners. It can be deduced that teachers understand inclusion to mean that children with special education needs are a priority and are included in a mainstream education.

The inclusive education policy is put into practice based on the teacher's personal interpretations and understandings of inclusion, as well as applying the practice on a daily basis (Sikes, Lawson & Parker, 2007). The success of inclusion is based on the teacher's understanding of inclusion and the manner in which they chose to embrace it. Engelbrecht and others (2015) assert that for inclusion to be successful, teachers need to understand what the concept means and how the principles of inclusion should be implemented.

2.4.1.2 Teacher preparation for inclusive education

Engelbrecht and others (2015:2) conclude from their study that teacher training appears to be fragmented, lacking in depth of knowledge, is short-term and does not take into

consideration contextual factors that might influence the teaching and learning that takes place in class. In other studies, Prinsloo, (2005), Walton and others (2009) and Walton (2011) found that teacher training has not kept up with, nor has it prepared teachers for the diverse abilities of teaching required within one classroom. They further argued that teaching large classes and having to cater for varying levels of potential and ability of learners requires detailed planning, discipline and an intrinsic level of love of the job. In addition Schwab and others (2015:238) assert that teaching skills and responsibilities have changed, as teachers are expected to teach in inclusive classes with inadequate resources and limited training. In South Africa, many teachers enter the teaching profession wanting to pursue a career in education, however the possibly and practicalities of maintaining this motivation is questionable.

2.4.1.3. Socio-economic situations

The socio-economic situations in many schools play a significant role in the challenges faced by teachers in an inclusive classroom. Engelbrecht and others (2015:2) indicate that; funding constraints, lack of resources, overcrowded classrooms, school culture and attitude are some of the factors that inhibit effective inclusive education and inclusive classes. Poverty, hunger, ridicule, bullying, low and high functioning learners all contribute to diminishing teachers' and learners' morale. Low and inconsistent pay limit the number of people wanting to enter the profession as more lucrative and less demanding jobs attract those seeking to improve their socio-economic standing.

2.4.1.4. Cultural and Historical factors

Cultural and historical factors still influence teachers and learners. The implementation of inclusion still has challenges due to inequalities that exist from the apartheid era in South Africa (Engelbrecht and others (2015:6). Inclusive practices aim to redress the inequalities of the past; however South Africa is still dealing with financial and resource availability and distribution, as well as historical cultural disparities (White Paper 6,2001).

Uwizeyimana (2014) discusses gender and the factors influencing the promotion of female educators into school management positions in her study. The study explicates the link with cultural disparities. The male figure is still considered the role model and the dominant figure in society, while the female educator is often at a disadvantage in having her voice heard. In competing for promotional posts and by the mere fact of her gender, females are

often placed at risk of physical and emotional abuse by staff and learners. The stress of teaching is heightened, as many teachers still have to fulfil their roles imposed on them in their home situation.

2.4.1.5. Classroom role

Xaba (2011) discusses discipline and the laws governing discipline in the school situation, the management of classrooms, learner behaviour, reaching targets in subject content and maintaining motivation, in both teacher and learners, a challenge difficult for many to overcome. In addition, the teacher in inclusive classes has to fulfil many roles for the learners. The learners need the teacher to assist them to learn to the best of their ability. Mamas (2013:485) discusses that the perception was that the learners' challenges were a 'fixed problem within the child' thus would require special and particular expertise to 'fix'. This fosters the belief that these learners can only be assisted by staff with particular expertise, for example a therapist. Mamas (2013:485 – 486) further suggests that this results in the teachers feeling 'incapable' and 'under qualified' to teach the learners in their own classes.

2.4.1.6. Negative connotations

Inclusive education does not give consideration of the individual, differences of the teachers in terms of their personality and abilities to deal with the needs of diverse learners. Lack of experience and skills required in managing learners with different needs may lead to the development of negative attitude in some teachers (Engelbrecht et. al., 2003). The authors further stated that in their study the attitudes of teachers towards inclusion were initially negative, and only through time and expertise have this attitude change. The negative attitude towards inclusion could be due to the lack of training teachers receive on how to deal with the diverse class that he or she may be expected to teach. Swart and others (2002) also found that negative attitude of the teachers were due to lack of training support and infrastructure that facilitates teaching in an inclusive environment.

In a study by Potgieter-Groot, Visser and Lubbe-de Beer (2012) many teachers were unable to manage learners' emotional and behaviour barriers in inclusive classrooms and therefore tended to resist teaching in inclusive education settings. Strogilos (2012:1250) also found that in general, the attitude of teachers is, that children with special needs are

better educated by specialist teachers. There are other studies that report teachers having negative attitudes towards teaching inclusive education due to their lack of knowledge and skills (Galovic`, Brojein & Glumbie`,2014). Most teachers on average are not prepared or trained to teach learners in an inclusive classroom (Hay, Smit, & Paulsen, 2001). The lack of knowledge and skills leads to lack of confidence and uncertainty by teachers in inclusive schools (Prinsloo, 2001).

The assumption in this study is that if leadership and management in schools are supportive of teachers teaching inclusive classes, the teachers may be motivated to teach in inclusive education. Motivated teachers may make a positive contribution in promoting effective teaching and learning in such inclusive classrooms.

2.4.2 Support for inclusive teachers

Strogilos (2012:1247) in his research conducted in Greece suggests that support for the teacher who taught in inclusive classes was provided through the use of a “support teacher”, thus there was often more than one teacher in the classroom. This allowed for the class teacher to work with smaller groups, and the “support teacher” to assist the children who had difficulties. The teacher and the “support teacher” held monthly meetings and through collaboration were better able to embrace inclusive practices.

In addition a practice where the teacher was able to discuss the child’s needs with specialists like psychologists, therapists and the child’s parents was deemed beneficial. Strogilos’ research found that collaboration between the class teacher and multidisciplinary teams to be successful and in turn the teacher felt supported (2012:1247). The study identified that collaboration with multidisciplinary teams was rated as ‘highly effective’ (2012:1251). Engelbrecht and others (2015:7) discuss that research has found that new teachers benefit from collaboration with experienced teachers, especially if these teachers have experience teaching children with special educational needs. The collaborative practices are beneficial to the teacher and are one way of in house. Strogilos (2012:1253) is in agreement in that in his research the findings concluded that teachers realised that ‘when receiving help by other professionals, it is possible to educate student with disabilities.’

Rasheed and others (2016:103) discuss that in the research they conducted in Pakistan, teachers were motivated through the public sector providing ‘maximum possible

compensation, career development programs, teachers' empowerment, contemporary performance appraisal systems and maximum training sessions through conferences and workshops.' With regard to further training, Engelbrecht and others (2015:7) state that in South Africa the National Department of Education has attempted to support teachers by increasing in-service teacher's knowledge and skills through professional development workshops and encouraging teachers to further study. The initial and continuing professional development of teachers was considered to be a priority by the DoE (2001).

Bartolo (2010:144) identified leadership to be an important driving factor for inclusion. In addition the support the teachers received from the head of department is noted. It seems that for inclusion to be successful all the stakeholders should be involved in ensuring that there are adequate resources to support inclusion (Cook, 2004). Internationally there are few reports from research that teachers are supported. Even fewer reports mention the specific support offered to South African teachers, as the focus is mainly on the recommendation that further education and training be prioritised. Special reference to the motivation and support given specifically to teachers working in inclusive settings in South Africa is not evident.

2.4.3 Positive attributes of inclusive education

Engelbrecht and others (2015:1) discuss that specifically over the last decade there has been global agreement to the development of inclusive education. Internationally, countries have found that inclusive practices are needed, firstly to be in line with the laws and policies and secondly a need to educate all children was identified.

In South Africa, White Paper 6: Special Needs Education, Building an Inclusive Education and Training System (DBE 2001) was created in order to incorporate inclusive educational practices into the country. This paper in itself is positive as it required the country to relook at the educational needs of the whole country of children and specifically make changes to better accommodate the children who are faced with educational barriers. While sections of this policy are still symbolic at present, this was a positive step in transformation and redressing inequality.

Bartolo (2010:142) discusses that in Malta inclusion in education incorporates immigrant children in this category; Bartolo states that there has been a 'widening of the inclusion agenda.' This 'widening' has given children a chance to experience their right to education,

irrespective of their passport status. This is encouraging and promotes education for all. From a financial standpoint, research has shown that inclusion can reduce the amount of government spending, as children of all abilities could, in theory, be educated in mainstream schools and thus the country could do away with additional special needs schools. Schwab (2015:240) discusses this as a possibility in Austria. With regard to teachers who work in these inclusive settings, Strogilos (2012:1252) commented that there was an 'improvement in their teaching skills.' Due to the need for the teachers to teach children with varied educational needs in one class they had to develop new methods as well as reflect on their practices. Teachers had to work harder in order for all the learners to understand the work to be covered. This resulted in teachers' skills development and new effectual strategies for teaching was created.

Teachers in inclusive settings are gaining experience and responding to the new needs of the learners in their classes. In addition the curriculum in some countries has been updated to incorporate the varying educational needs of the unique child who they cater for in the inclusive class. This change is evident in very few countries. Bartolo (2010:140) comments that in Malta there has been a 'reform of the competitive academic culture' and teachers are receiving more in-house training. This is positive as inclusion has resulted in some countries updating their standard curriculums. This has been a positive change.

In Strogilos' (2012:1252) study, teachers in inclusive classes remarked that the inclusion program has resulted in positive aspects regarding social interactions between the teacher and the learners. It is also mentioned that when inclusion is embraced and effective the learner with special educational needs participates more in the inclusive class with his/her peers and adults, as opposed to the interaction he/she would experience in a special education class. The research shows that the special educational needs child's self-esteem increases in an inclusive classroom setting.

Inclusion is seen as positive, owing to the interactions between learners with many different abilities in one setting. Inclusion embraces diversity and teaches all learners enhanced social skills. A multitude of studies discussed in Ruijs and others (2009) (Baker, Wang & Walberg: 1995, Bless & Mohr :2007, Calberg & Kavele: 1980, Eckhard, Haeberlin, Sahli-Lozano & Blanc: 2011, Haeberlin, Blanc, Eckhart & Sahli-Lozano: 2012, Haeberlin, Bless, Moser & Klaghofer:1991, Merk:1982) have found that students who have been

taught in inclusive classes have greater social skills than children who have been taught in non-inclusive schools. This result is substantially positive.

Meltz and others (2014:3) found that in inclusive classes some teachers embraced the arrival of learners with different educational needs, while others complained that it is difficult to teach 'those children'. Not all teachers are motivated intrinsically to embrace the changes that they will have to incorporate with the inclusion of children who have different needs from the majority of the class. To assist teachers teaching inclusive classes a great deal of support is needed (Eloff, Swart & Engelbrecht, 2002).

2.5 Motivation

Motivation according to Mifflin (1995) originates from the Latin word 'to move'. According to Rasheed and others (2014:103) it is not possible to find motivation of a person unless he behaves according to desired moves. Ryan and Deci (2000:9) discuss motivation as 'concern energy, direction, persistence and equifinality – all aspects of activation and intention.' Similarly all definitions encapsulate the idea that motivation and movement towards a goal are synonymous. The concept of motivation is used to describe the desire and actions one takes to achieve a goal that one has deemed to be relevant. Steyn (2002) describes motivation as emerging and directing behaviour to achieve set goals through constant support.

Support in this study links to the above-mentioned three components of motivation (Steyn, 2002). Support is defined as; to encourage, prop up and motivate through actions which are deemed to be helpful. In order for one to be supportive, encouragement is needed to ensure that the workforce has a positive attitude, thus leading to energised human behaviour. The second aspect is that; goals are created and staff is encouraged to reach these goals through both their own intrinsic motivation and the extrinsic motivation provided in the form of support from the management team. The third aspect of motivation relies solely on the concept of maintaining a supportive behaviour in the workplace. This is evident in the manner in which the management team encourage and promote the workforce as well as peer collaboration with a sense that the workplace is a safe space where the worker feels satisfied in their position and is optimistic. If management knows what drives the staff working for them, they will be empowered to promote and develop this distinguishing activity or behaviour and thus potentially create a more motivated thus

more efficient and effective workforce. Support is a key pillar through which motivation is made possible.

There are several motivation theories which consist of similar intentions to describe and explain what motivation is and in turn explain the cause of the behaviour related to this phenomenon. The three most well-known are; A. H. Maslow's Hierarchy of Needs (1943), Vroom's Expectancy Theory and F. Herzberg's Motivation-Hygiene Theory (1966). For the purpose of this study the researcher will focus on Herzberg's Motivation-Hygiene Theory.

Herzberg's Motivation-Hygiene Theory (1966) relates to two groups of factors; motivation and hygiene factors. The motivational factors when present assist one to be motivated or satisfied in one's work environment. If the hygiene factors are not present, the result leads to higher dissatisfaction in the work place, rather than one of satisfaction. The theory implies that in order to develop an efficient and effective work environment managers need to identify and concentrate on both sets of characteristics. This study investigates the theory in relation to teacher motivation.

This study recognises that these three theories identify that motivation is a key driving force in the actualisation of one's needs. Motivational factors can be identified, and support for the realisation of these needs is present, from both internal and external stimuli.

2.5.1 The need for teacher motivation

Some teachers are unfortunately losing the drive to teach and feel unsupported in their work environment. This may be due to the numerous occupational stressors. Teachers are exposed to a number of work stressors. Faller (2006) identified the stressors that cause job dissatisfaction to include; unrealistic workload, curriculum issues, large classes and learner discipline. Research postulates that these stressors engender negative attitudes amongst teachers and negatively affect their work over time. In some cases these stressors lead to many teachers leaving the profession. Bennell and Akyeampong (2007) found that when teachers are stressed they become demotivated and may cause a motivation predicament. In such situation, some teachers maybe habitually absent from school or decide to leave the teaching profession (Wyatt, 2013). In addition, Engelbrecht and others (2003) noted that due to stress some teacher may develop hostile attitude towards the learners. Thus to postulate; if a teacher is dealing with a multitude of stressors

and has low self-esteem, one could expect there to be an impact on his/her teaching ability which in turn would affect the students.

Little support, in dealing deal with a multitude of occupational demands, working with identified stressors and not feeling knowledgeable enough to deal with these demands has resulted in some teachers becoming unmotivated. Wyatt (2013:225) discusses that a disturbing scenario is a teacher who lacks motivation. This applies to the lack of motivation to conduct a specific task and or multiple aspects of their work. The result according to Wyatt (2013:225) is 'non-engagement' and indications of this 'amotivation' can be seen in the global concern for teacher absenteeism. In Wyatt's (2013) study he discusses absenteeism as a cause for concern and highlights the significant absentee statistics of teachers in India, Indonesia, Uganda, Peru and Oman. Further studies have shown concern for the increased absentee records in the United States of America. This highlights absenteeism as an international problem.

Rasheed and others (2014:103) discuss that the efficiency of an organisation is based on how the human resources are managed. It was argued that if an organisation wants to be successful and to sustain this success, the key is a motivated work force. The educational sector of any country aims to be successful. However, Evans and Olumide-Aluko (2010) identified the gap in research regarding motivation in the teaching profession in relation to the achievement of educational goals. The educational sector of a country holds the future of all learners in its hands, by providing basic education and thus enables future opportunities for the learners. One of the important aspects of attempting to provide a good quality education for all, is paying close attention to human resource management, specifically of teachers. In a study conducted by Filak and Sheldon (2003) it was found that teachers' motivation was one of the largest contributing factors to their overall performance, and a direct correlation was found between the two.

2.5.2 Herzberg's theory

Herzberg's initial study involved the research into job satisfaction of engineers and accountants in Pittsburgh in the United States of America in the late 1950's. In Herzberg's book, *The Motivation to Work* (1959) he published his findings of 200 engineers and accountants interviews where they were asked to describe 'any kind of story you like – either a time when you felt exceptionally good or a time when you felt exceptionally bad

about your job' (1959:35). According to Herzberg, Mausner & Snydermann (1959:111) this research led Herzberg to rebuff what he termed as the flawed 'habits of scientific thinking' which according to Evans and Olumide-Aluko (2010:74) was to 'assume that opposing variables necessarily operated as two ends of a single continuum.' Herzberg deduced that these opposing variables, if present or absent, did not work to show opposite reactions to job satisfaction. Herzberg continued his research at 12 similar organisations. From the research findings he classified the identified traits or actions into motivators and hygiene factors. He thus created the motivation-hygiene theory (1962, 1965, 1966). This theory is also known as the two-factor theory or duality theory.

The motivating factors were produced from data collected from the descriptions of the satisfying events described by the interviewees. The hygiene factors were put forward from conclusions created from the stories of the interviewees where they recollected their actions in a story where they felt 'exceptionally bad' about their job. According to Evans and Olumide-Aluko (2010:74) the foundation of Herzberg's theory lies in the notion that there are 'two separate continua on which values of job satisfaction and job dissatisfaction should be placed, because the factors which enhance job satisfaction are totally distant from those which lead to dissatisfaction.' Herzberg deduced that if the satisfying factors decrease, this resulted in the subject becoming neutrally satisfied. Thus no satisfaction, but importantly noted was that the result did not cause a state of dissatisfaction. In parallel, if factors causing dissatisfaction were reduced, this caused the subject to possess neutral dissatisfaction, thus no dissatisfaction rather than one of satisfaction. Herzberg construed that there were two distinct sets of factors these being the motivation factors and the hygiene factors.

The motivation factors according to Evans and Olumide-Aluko (2010:75) are capable of 'motivating, or satisfying, employees.' Smerek and Peterson (2007:230) discuss that these motivation factors deal with the internal state of mind, are intrinsic to the work and tended to by the individual. These factors include: 'achievement, recognition, the work itself, responsibility, advancement and growth' Herzberg (1962, 1965, 1966). Hygiene factors were so named owing to Herzberg's belief that; these factors had a comparable effect on the worker, as 'medical hygiene has on any environment inhabited by people,; preventative of illness, but incapable, without the inclusion of additional factors, of creating good health' (Evans and Olumide-Aluko (2010:75)). According to Herzberg (1959:113)

these factors are: 'salary, supervision, interpersonal relationships – including relationships with supervisors, peers and subordinates, company policies and administration, personal life and working conditions.'

The hygiene factors according to Evans and Olumide-Aluko (2010:75) are capable to 'demotivate or create dissatisfaction.' Herzberg deduced that none of these factors are able to motivate people. However, Herzberg identified that there were minority cases where these factors brought about alternate results. Herzberg grouped these individuals whose motivation changed, owing to the change in the hygiene factors, under the term 'hygiene seekers.' The theories premise is that if motivating factors are adequately fulfilled one would be satisfied in ones work environment. The hygiene factors must be present for one to be sustained in the work environment. Both the motivators and hygiene factors are needed in order for effective work to be completed. Herzberg postulated that one could not improve job satisfaction by improving any of the hygiene factors. However, one could improve job satisfaction through increasing the motivators. Costello and Welch (2014:17) discuss that a worker will not try to improve and work efficiently unless the motivating factors are present. They continue to discuss that using Herzberg's theory that hygiene factors have to be met in order for workers to work efficiently.

It is important to note that Herzberg does not distinguish between the terms 'motivation' and 'job satisfaction'. These terms are used interchangeably in his work. Evans (1998, 2002) explores this and argues that this shortcoming diminishes his work by undermining the construct validity of the research. Herzberg (1966) wrote a book entitled *Work and the Nature of Man*, in which he includes a number of other researcher's works who were able to verify his work. However, Herzberg was highly criticised by psychologists who questioned his research in that they said that the range of jobs he researched was too narrow and he only used one measure of job attitudes (Ewen:1964). After much debate the result was that two camps of psychologist emerged. Herzberg's findings were scrutinised and it was found that similar findings in support of the two-factor theory were evident when Herzberg's critical-incident method was used to interview participants. However, if a uniscalar model was used to gather research then the results would conflict with the theory, as reported by Behling *and others* (1968) Herzberg's theory has been widely debated but what is evident is that according to Evans and Olumide-Aluko

(2010:74) there is considerable evidence that this theory has resulted in a 'significant impact on practical management training and thinking.'

2.5.3 *The application of Herzberg's theory in the study*

In Nias's (1981) study the question arose to the applicability of using a theory that was based in a different context; like Herzberg's theory being based upon finding of accountants and engineers, and then using the study specifically in the educational setting. According to Nias (1981:235) 'theory generated in studies of business or industry' may not actually be able to be replicated and thus a unique theory specifically for education should be created. Evans and Olumide-Aluko (2010:73) discuss the underlying assumption that the findings and perspectives from research can be widely applied and question the ability of Herzberg's theory to be generalised in a different context. Research has noted that the use of this two-factor theory has been both proven and disproven in different contexts.

Herzberg commented that context is significant, and that owing to certain contexts the two-factor theory is not always relevant. This was in response to a study in which it was concluded that the hygiene factors could play a significant role in one's motivation. According to Herzberg *et al* (1993:xvii) 'abnormal motivation-hygiene profiles did emerge in jobs where there were no opportunities for learning from the work itself.'

It must be noted that the applicability of Herzberg's theory has been tested in numerous settings and situations in a considerable number of studies. The research endeavours to discover which factors the participants in the study identify as being motivating or sustaining. These factors are those which will assist them to feel adequately fulfilled in their work environment and which result in one feeling sustained. With regard to job satisfaction and isolating specific descriptors, Herzberg's theory resonated from a theoretical perspective. The theory has had a noteworthy impact in the job satisfaction studies for the past 50 years (Basom and Frase, 2007:243). The theory still stands strong and its applicability to different environments has been tested. While studies have found that results differ, this does not affect the core aim of this research. This study does not aim to prove or disprove Herzberg's findings, but will use the factors of the motivator and hygiene theories to guide the data analysis.

In this study in the interview setting, by posing open-ended questions the participant will provide qualitative data. The nature of these questions will provide this data, and will be investigated. The results will be extrapolated with the view to identify motivation and hygiene factors as per Herzberg theory. This case study will identify motivators and hygiene factors that the participants highlight. These may not agree with Herzberg's theory in their classification of groups of factors. The aim, relating to theory, is to identify which factors play the role of motivating as characterised in Herzberg's motivation factors and which are needed as satisfiers as in the Hygiene factors. This research is of the opinion that the groups of factors are not on the same continuum, but are two different yet related concepts as in agreement with Herzberg's theory.

The context of this research is teaching and learning in inclusive classrooms from two private schools. In order to motivate these teachers, it has been said that leadership of the SGB's and the school organisations play a considerable part in promoting more effectual teachers in the work place (Basom and Frase, 2007:242). This can be done if they address the factors which the teachers deem to be motivating or are needed in order for sustainability in the workplace. Simply removing the stressors will not solve the problem as Herzberg theory highlights. In order to promote job satisfaction or motivation in the workplace the two groups of contributing factors must be explored and identified in this context.

This study aims to identify, which factors teachers, who work in inclusive classes, identify as motivating and sustaining factors and how the school management teams may use these factors to create more effectual work environments.

2.6 LITERATURE REVIEW SUMMARY

From the literature review it may be deduced that while inclusive practices in education may be positive, and are needed in order for education to be accessed by all, many concerns still must be addressed. The teachers who work in these environments is a major concern. Due to the numerous stressors on teachers, standards of teaching have dropped, teacher attrition has increased (Louw: 19 March 2015), and there is a stated lack of motivation amongst this workforce. According to Schwab and others (2015:238) the teachers all over the world may be actors in the process of change towards inclusive schooling. One of the most cited factors explaining the quality of the education system is

the quality of the teachers. In order to promote quality education, the motivation of teacher who work in inclusive classes, must be explored.

In some countries support for teachers in inclusive classes has been identified, but this is still a process and has not been implemented in many schools. Rasheed and others (2014:102) state that ‘there is very little research conducted on teachers’ motivation and how institutions can motivate their teachers so that they can work better and teach their students well.’ In addition Wyatt (2013:223) discusses that past research has generally focused on constructs of teachers’ motivation, not motivation in general. Addition research tends to focus on the psychological threats to a teachers motivation, rather than motivation in itself.

Other studies have identified that motivation is important and there is a direct link between teacher motivation and performance. However little is shown on how to assist teachers with low self-esteem, who need external motivation in order to work more effectively and more so in an inclusive school environment. Rasheed and others (2014:104) comment that teachers’ motivation is ‘an imperative and inevitable objective of the institutions’ management in any educational institution.’ This study agrees with Rasheed and others (2014:104) comment, as this highlights the need for further research and understanding of this globally pressing topic.

The reviewed literature highlights the need to investigate how teachers are motivated to teach in a more effective way. The researcher was motivated to explore the needs of the teachers who teach in inclusive classes, and how they are motivated using Herzberg’s Motivational-Hygiene Theory (Two Factor Theory) as the theoretical framework.

2.7 SUMMARY OF CHAPTER TWO

This chapter discussed the main aspects of the literature related to the current study. The challenges related to working in inclusive classroom are discussed and the teachers’ need for motivation. The Herzberg’s Two Factor theory, and its application to this study is deliberated. In the next chapter the research approach, design and methodology applied in this study are presented. Data collection and data analysis process are explained as well as measures used to ensure credibility and trustworthiness of the study. Lastly, ethical issues relevant to this study are discussed.

CHAPTER THREE

RESEARCH APPROACH, DESIGN AND METHODOLOGY

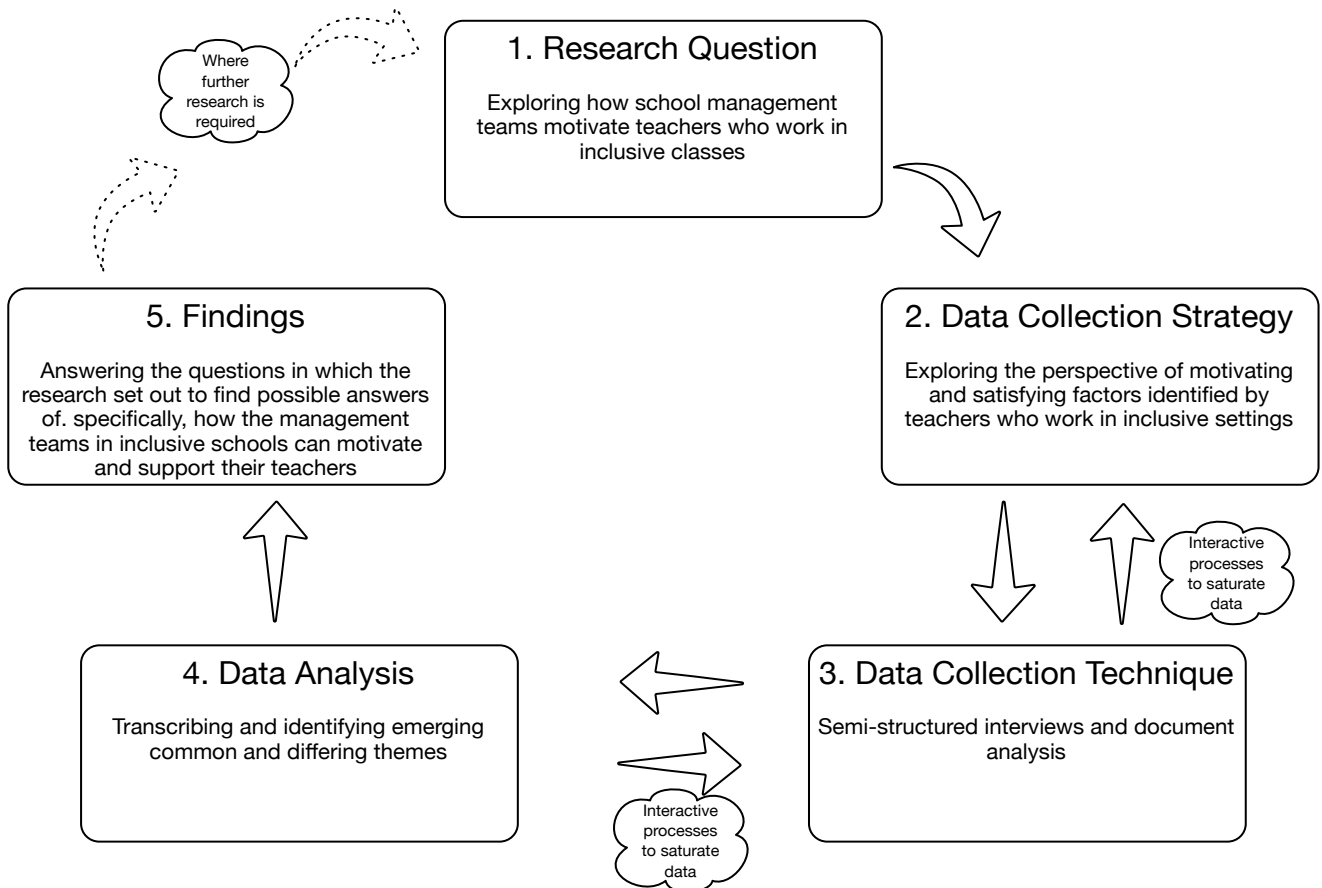
3.1 INTRODUCTION

In the previous chapter the literature regarding inclusion, the need for teacher support and motivation and Herzberg's Motivation-Hygiene Theory (1966) were discussed. The aims of the study is to explore the strategies used by the SMTs to motivate teachers both through planned and spontaneous intervention programmes in the inclusive setting, specifically focusing on identifying what teachers regard as specific 'Motivators' and 'Hygiene' factors in correlation to the factors as discussed in Herzberg's Motivation-Hygiene Theory (1966).

In this chapter the manner in which the research was conducted is explained. The research is qualitative in nature, and this chapter discusses the case study design used. This chapter also justifies the rationale for using case study design to explore how school management teams support and motivate the teachers who work in inclusive classes. The research is based in the qualitative interpretive paradigm to gain an in-depth understanding of the factors which teachers consider to be motivating or hygiene factors. Detailed discussion of the research site, participants that were involved in the study as well as data generating methods and the analysis of the data are presented.

The diagram below represents the flow of the research process in this study.

Figure 3.1 Research process



3.2. RESEARCH APPROACH

The research approach selected for this study is qualitative. It focuses on exploration, investigation and deductive reasoning. According to Merriam (1998:11) qualitative researchers strives to give meaning to a phenomenon based on the experiences and the worldviews of their participants. Qualitative research is known for its in-depth data investigations (Creswell, 2007) and thus provided an apt approach allowing for the exploration into how school management teams motivate teachers in an inclusive setting. The purpose of this study was to understand and establish the views of the teachers with regard to effective motivation and supportive contributions in their work environment. The study involved understanding the of the participants motivation using Herzberg’s Two factor theory as a lens for understanding the meaning of the experiences of the participants.

A qualitative approach with a phenomenological strategy is used to explore the perceptions of teachers as to what they deem to be motivating and satisfying practices. Xaba (2011) discusses the approach that enables the researcher to understand human behaviour, focusing on phenomena that occur in context, and in complexity, as well as to gain an understanding of how participants perceive occurrences. Using a phenomenological strategy as part of the qualitative approach promotes the research aims to establish the connections, links and patterns between the views of the SMTs and those of the teachers regarding motivation .

Qualitative research approach enabled the researcher to explore; the experiences of the teachers who work in inclusive settings, and how and what they perceive to be motivating factors in their workplace. The study aims at generating data that brings to light the teachers' perceptions and understanding of the above-mentioned factors, and thus the data is detailed (Marshall & Rossman, 2011). Qualitative unlike quantitative research focuses on understanding and interpreting a phenomenon, whereas quantitative deals with statistics and predictions. The qualitative approach used in this study allowed for generation of experiences, rich in emotions, feelings and thoughts of the participants. Qualitative approach provides an 'insider's' perspective on the research (Creswell, 2007). This approach enables the researcher to answer the research question as; expressive, meaningful, forthcoming and honest data, that can be extrapolated from the case study using qualitative research methods.

An advantage of the qualitative research approach is that research is conducted in the participant's natural setting; the inclusive school. This enables a holistic setting, where the participants firstly feel comfortable and in addition, the surroundings can be analysed as part of the case study. Context in the qualitative approach is accepted and acknowledged as having a significant impact on the participants and the data that will be collected. Being able to conduct the research in the natural setting allows for flexibility and the ability to engage with the participants in a non-threatening manner in their natural environment (Marshall & Rossman, 2011).

An additional advantage of qualitative research is that the researcher is able to obtain rich in-depth data from the participants. (Marshall & Rossman, 2011). The approach enables the researcher to give participants the opportunity to be flexible in responding to the questions, and sharing their personal feelings attitude and thoughts with the

researcher (Creswell, 2007). In this study the researcher was able to explore through the SMTs what the teachers' identify or deem as motivating and satisfying, with regards to teaching in inclusive classes, from their own perspective.

The disadvantage of qualitative research approach is that the researcher is usually physically present and actively engaged with the participants and this is time consuming. There is also an element of possible bias by interpretation of data conducted on an emotional level, rather than that of an unbiased observer. In this study researcher bias was reduced by involving the researcher supervisor as a critical reviewer and advisor during the research process. Another disadvantage is that a small sample is normally used in qualitative studies instead of a large, random sample size in quantitative studies. This reduces the generalization of the research findings.

To address the disadvantages of qualitative approach, several methods of data collection may be used to collect rich information regarding a phenomenon. In this study semi-structured interviews are used to gain detailed descriptions of the participants. This is included as part of the case study requirements. The use of various approaches in collecting data, and the various information sources reduces researcher bias (McCulliss, 2013).

3.3 RESEARCH PARADIGM

In doing research, the researcher position him/herself within certain philosophical assumptions. A set of the assumptions is what is referred to as research paradigms (Myers, 2009). These philosophical assumptions are; ontological, epistemological and methodological (Creswell, 2009). Ontological assumptions focuses on reality and what is considered as the nature of reality (Grix, 2001). Qualitative researchers believe in multiple realities that are constructed between the researcher and the participants. The researcher perception of the knowledge of the phenomenon is shaped by the researcher's ontological beliefs (Creswell, 2009). Epistemology assumptions deal with how knowledge is produced that is, the theory of knowledge (Grix, 2001; Schwandt, 2001). The way in which the researcher formulates the research questions is based on the paradigm assumptions held by the researcher.

The qualitative approach lies on the foundation of the constructivism paradigm in that according to McMillan and Schumacher (2001:396) it assumes that a reality as interpreted

by individuals is multi-layered, interactive and a socially shared experience. The mind-set of the researcher in this study is informed by the principles of constructivism. In this paradigm, knowledge is co-produced by the researcher and the participant. Reality of a phenomenon is socially constructed. The focus is on relativism and local and specific constructed realities. Therefore, as Blanche and others (2006:6) discuss, the ontological dimension of the research acknowledges that subjective experience and socially constructed realities are created from the participants lived experience, and must be taken sincerely. The epistemological dimension through the constructivism paradigm assumes that versions are created by the observer and findings are created through the researcher researching the participants in context, and through their lived experiences (Grix, 2001; Schwandt, 2001).

The qualitative research approach in this study was guided by the constructivism paradigm which focuses on the meaning that is attached to the lived experiences of the teachers in the context of their inclusive classes.

3.4 RESEARCH DESIGN

The study used a case study design, as according to Yin (2003) this design allows the researcher to explore; the participants, the phenomena, programmes and relationships in a logical manner, with the aim of collecting rich data for both analysis and interpretation. The case study design was deemed suitable, as the aim of the study was to increase the understanding of the factors that teachers consider to be motivational and satisfying in their workplace. Qualitative research according to Henning, van Rensburg and Smit (2004) allows the participants in the study to employ an open ended manner in which to provide their views. This leads to complex and rich data open for interpretation and deduction. In using a case study the finding of this study provided knowledge relevant to possible solutions on how management may effectively motivate and support staff. However, in this study the generalisability of this case study findings are limited to the delineated field.

A case study according to Cousins (2005) targets obtaining understanding of the lived experiences of the participants. In this study specifically, the aim is to investigate how SMTs motivate and support teachers who work in an inclusive classroom. Nieuwenhuis (2007) describes case study design as an orderly strategy used to inquire meaning of a phenomenon.

There are three types of case studies; intrinsic, instrumental and collective (Stake, 1995). The intrinsic case study aims at understanding the specific case studied. Such case studies are usually used for evaluation research, as they aim to assign meaning to a specific experience or activity. These cases usually focus on a single participant studied in context of an event and the findings can usually not be generalised. The instrumental case study explores a case as an instance in order to understand and explore an issue. In this case, the researcher has taken into account the effects of the context and may be able to generalise the findings of the study (Cousins, 2005).

The collective case study uses more than one case to enrich the data collection and achieve more of a possibility of the finding being able to be generalised. The aim is to achieve 'some kind of representation' (Cousins, 2005:422). The collective case study will be used in this research as this is a study which will be done at two different private schools, thus two different sites. A collective case study was selected as it would help to provide substantial descriptive material for analysis regarding the perceptions of teachers and what they deem to be motivating and satisfying. This in turn would assist in answering the proposed research question on how the SMTs could motivate and support teachers who work in inclusive classrooms. Picciano (2004) discusses in his research, that a case study is used to explain a phenomenon through exploration and description.

An advantage of using a collective case study method, is that the study is often researcher-centred, which results in the researcher being involved in activities and observing the participants in their environment. Cousins (2005:423) assert that the case study provides an understanding of the research setting from the holistic perspective. This allows for a better grasp of what may affect the participant's perspectives, but conversely may also result in bias on behalf of the researcher. This has to be carefully monitored. A case study is a relevant design to employ in that it uses a range of research methods. In a case study as this one, data is collected through semi-structured interviews, using open ended questioning techniques and with analysis provide detail rich information for interpretation. Another advantage of the case study design is that it attempts to capture realities and deduce meaning from the data provided while still taking cognisance of the context in which the study takes place. In order for motivating and satisfying factors to be identified, substantial comprehensive and meticulous data is investigated. This design is suitable for this study because it provided the methods for data capturing and evaluation

through the qualitative constructivism paradigm, and allows for meaning to be deduced and created from the interpretation of texts.

The disadvantage of a case study is that it has been considered to be bias from the point of the researcher interpreting the data. It has been said that the approach is neither scientific nor credible (Cousins, 2005:425). This is further discussed, to be a challenge for researchers to deduce findings without attributing any emotion or feeling to the interpretation. The researcher must focus on seeing the bigger picture, and not to fixate on only looking for what he/she wants to see, but rather strive for a 'reflexive distance from the data' (Cousins, 2005:425). Another disadvantage or limitation of a case study is that case studies cannot be generalised beyond the content of the study and thus this is seen as a disadvantage of using the approach. However, Denzin and Lincoln (2000) states that the findings from a case study may not be applied to other settings.

Another highlighted disadvantage of using a case study is that in some cases the sites in which these studies are preformed are limited and thus the researcher is restricted; through accessibility, number of participants and the time in which he/she is able to spend at these facilities. While this is a concern for some studies, in this case both research sites were situated in same locality as the researcher own work place. The sites and the participants were easy to access.

In order to create a more scientifically sound study while using the case study design, the researcher used triangulation to strengthen the evidence generated from the data. In addition the researcher provided detailed descriptions of events to provide clear understanding of the interviewees' perceptions. The researcher shared the findings of this study with the participants, to enable them to confirm and discuss the results. This would validate the researcher's understanding in relation to their contribution.

The researcher believes that the case study design may be applicable to the current study. The advantages of this design highlight the ability to reveal the unique perceptions of the teachers in this context, as well as to provide rich contextual evidence of the phenomenon. In addition, this study is in agreement with Yin (2003) who discusses that a case study is appropriate and relevant to use in research situations where the phenomenon is context bound.

3.5 RESEARCH METHODOLOGY

The research method according to Myers (2009) is a strategy of enquiry with the focus on data collection. The methods selected to provide clarification as to how the data was generated and how it was analysed is discussed.

3.5.1 Research site

The research sites were two inclusive private schools in the Northern suburbs of Johannesburg, Gauteng, South Africa. A private school in South African context is a school that is not run by the government. The socio-economic status of the area is mostly middle-class families. Both schools pride themselves on having small classes where they cater for a variety of needs and abilities. The smaller classes allow for more individualised attention and assistance when needed. Both school offer grade R to grade 7. At site 1 they offer one class per grade and the numbers in the classes range from 5 to 18 depending on the grade. At site 2 they offer up to 5 classes per grade, no class has more than 12 learners.

Teachers who work at both of the schools involved in the study have a degree and SACE accreditation. Similarly, the schools work off the mainstream curriculum, specifically CAPS. At both sites differentiation of activities occurs and the curriculum is adapted.

The schools' grounds are spacious, tree filled and allow for further development. One of the schools endeavours to keep its 'country-style' atmosphere and embraces the relaxed atmosphere and promotion of a healthy lifestyle. This is evident in the schools meal plan offerings, organic garden and focus on weekly whole school sport and cultural activities.

It is interesting to note that both schools are expanding to offer high school in the future. Currently one of the schools has commenced with grade 8 and 9, while the second school has plans to open grade 8 in 2018.

3.5.2 Sampling

The sample consisted of participants from two inclusive primary schools, as mentioned above. In accordance with the constructivist premise the research does not draw on a large random sample but rather specifically selects the participants (Blanche and others, 2006:49). This study uses purposive sampling to select the participants who fulfil the criteria to provide detailed data to explain the phenomenon. This means that the

participants have to fulfil certain criteria in order to be deemed fit to take part in the study. The benefit of purposive sampling is that the participants have an understanding and experience of the phenomena under scrutiny, and thus are able to provide detailed insight and information on the topic (Merriam, 1998).

The criterion for selection of participants in this study was that all the participants must have at least 2 years teaching experience in an inclusive school. There were no age criteria for the participants in this research. Participants from different races, sexes, and religious beliefs and culture groups will, where possible, be part of the study. Diversity of the sample group is needed to gain diverse opinion, and experiences of participants. From each school members of management and teachers were interviewed. Five participants were interviewed from each school, giving a total of ten participants being involved in the study.

3.5.3 Data collection methods

The data techniques employed in this study was semi-structured interviews with teachers and management. Xaba (2010) states that the qualitative approach enables the researcher to discover three aspects of the study at hand. These are to understand human behaviour and experience, focus on the phenomenon under study in the natural setting, and understand how participants perceive things.

3.5.3.1 Semi-structured interviews

Interviews are methods of gaining information from a participant in a direct face to face manner. Interviews were the main data collection method for this research. Semi-structured interviews were preferred because the conversation during the interview was flexibility (McCaig, 2010). This flexibility of the interviews allowed the participants to speak openly and freely as opposed to a rigid interview where only specific set questions are asked. In this case, in order to promote consistency with participants the interview protocol provides set core questions to be a guide for all interviews. While these were not be the only questions used in the interview, all participants were asked to answer the same set questions. The participants were given the opportunity to elaborate and add additional information to their answers. The questions were open-ended and allowed for detailed answers regarding the research question (Creswell, 2007). This is an advantage of using

this data collection method, according to Naicker and Mestry (2013) using open ended questioning allows the participants to provide detailed data.

In this study, the researcher used semi-structured interviews and in the process encouraged the participants to discuss their thoughts by posing open ended questions and prying for meaning and understanding from their accounts of events and perceptions. The researcher used the core questions to guide the conversation. The participants were given the questions prior to the interview to facilitate consideration about their responses to the questions. All interviews were recorded and transcribed verbatim. These notes have been used in the discussion of the participants.

3.5.4 Research procedures

The research procedure regarding data collection initially began with the identification of the research sites, and their fit with the criteria for the research. These criteria were; it was an inclusive school, and had been running as an inclusive establishment for more than 2 years. Once the two sites were selected the sample group of 10 participants was selected. These participants were provided with information regarding the research and asked for consent to participation. Once consent was given interview times were discussed and finalised. The interview questions were then sent to the participants. A suitable time was agreed and booked. Data for the interviews was transcribed after the interviews; additional interviews were scheduled and conducted where additional clarity was required. The data from the interviews were then scrutinised for meaning.

3.5.5 Data analysis

The purpose of data analysis is to find evidence to answer the question that the research posed. While this research is qualitative in approach it follows suite that the data analysis would be an inductive process (Merriam, 2009).

The data from the interviews was transcribed verbatim from the audio-tapes into written text. These were then cross-checked by the participants, and changes made where applicable. After first being analysed as a whole, the data was then broken down into more specific groupings. In line with Engelbrecht and others (2015:5) the researcher highlighted keywords and descriptive phrases and made notes regarding meaningful sections of the interview transcripts. In analysing data McMillan and Schumacher (2201:461) discuss that

specifically the researcher looks to organise the data into categories and through this is able to identify patterns and similarities.

While the process of data analysis is systematic, when using a case study design this emphasises the need to highlight the 'patterns' present in the data (Yin, 2003). These 'patterns' may explain the fundamental links in the data. Once these have been identified the patterns are grouped into categories and themes. Categorisation of data will assist in highlighting the grouping of perceptions of the participants in the study. Specifically, the categories will be in line with Herzberg's two specific categories of Motivators and Hygiene factors (1962, 1965, 1966). A process of 'open coding' (Strauss and Corbin: 1990) was used in the analysis of the data. The researcher used this to name and identifies the categorisation in which the data is grouped. This allows for a preliminary framework to be created, thus utilising the inductive techniques of this research approach and design. Finally the data is consolidated. This was accomplished through validating the data from the different sources. In order to promote trustworthiness, triangulation occurred by comparisons between the data sources, and in order to verify the findings produced.

3.6 ETHICAL ISSUES

This study employs a qualitative approach and uses a case study design thus inevitably the researcher will interact with the participants while collecting data. Ethical considerations require researchers to be mindful of the participants' emotional state when conducting interviews (McMillan & Schumacher, 2001:420). The research must to show respect to the views of the participants and protect their privacy (Creswell, 2003). Other ethical considerations are protecting the right of dignity of the participant as well as confidentiality and anonymity. The informed consent must address protecting the participants from harm during the research process as well as assuring voluntary participation.

3.6.1 Informed consent

According to Henning (2005:73) all the participants should have a sound understanding of what the research entails and must have given informed consent to participate. This consent was given in writing and retained by the researcher. The consent form outlined the privacy and sensitivity which was promoted by the researcher. The participants were given a verbal account of the confidentiality, ethical considerations and anonymity when the

semi-structured interviews took place. This re-assured the participants and made them aware of the ethical considerations of the study both verbally and in writing.

3.6.2 Harm and Risk

Within this study the researcher aims to ensure that no participant comes to any harm during the study, by any result of the research. Thus the researcher always protected the participants from humiliation. In addition the researcher upheld the position of trust placed on her by the participants. Specifically, this research ensured that no participants were placed in any physical, emotional or physiological harm.

3.6.3 Honesty and Trust

In order to promote honesty and trustworthiness the ethical guidelines of this research were strictly upheld. In addition, honesty was adhered to in the analysis of the data and only truthful interpretation of the information was presented.

3.6.4 Privacy, confidentiality and anonymity

To ensure that privacy was maintained in this study, the sites of the research are not named, neither is any of the participants identity revealed. All participants are given code names in form of letters and numbers. In this study, the researcher used letters and numbers to conceal the true identity of the participants.

3.6.5 Voluntary participation

The participants were at any time able to leave the study. Their participation in the study was voluntary. The participants were informed that they were not forced to participate and if they choose not to participate there will be no consequences or penalties.

3.7 ENHANCING QUALITY OF THE RESEARCH

Cohen, Manion and Morrison (2007) state that the quality of research may be enhanced by ensuring credibility, transferability, dependability and conformability.

3.7.1 Credibility

The credibility of the research pertains to the ability of the research to be believable and trustworthy. In essence credibility promotes the internal validity of the research, in that the research findings must reflect a true representation of reality. In a qualitative study the

research findings are subjective and as this study upholds the constructivist school of thought, these findings have been created from deductions. In accordance with this, the credibility of the research is placed on the reader to understand the findings from their point of view.

Following this same pool of thought, perceptions differ and may be interpreted differently. All interview scripts have been validated by the participants to ensure that their perception and intentions are correctly reflected, thus improving the trustworthiness of the study through validation. Member checking is one of the ways in which a researcher checks credibility of the collected data (Creswell, 2007). In this study the researcher did member checking with the research participants.

3.7.1 Transferability

The transferability of this research is debatable. As qualitative research use a case study with a small purposive sample of participants, the findings are specific to the sites. The findings of this research need to be tested in further situations to establish their generalizability. Generalizability or the ability for the findings to be evident in another setting at a different site is in question. The transferability of this qualitative research is a challenge. However, this study is enhanced through the detailing of research methods, contexts and the underlying assumptions of the study.

The outcome and direct benefit of the case study may not be measurable, as human behaviour is not always rational or predictable, and therefore what might work as a motivator or satisfier for one may not for another. Nieuwenhuis (2011) states that 'reliability and validity specifically as far as the research instruments are concerned, are crucial aspects in quantitative research' (Nieuwenhuis 2011:80).

3.7.3 Dependability

Dependability is the extent to which a researcher may repeat the study with similar subjects in a similar context. (Creswell, 2008 Yin 2009) As established, the findings in this study would require further research to ascertain if they may be replicated. However the dependability of the research may be enhanced through collection of detailed data and through thorough unbiased interpretation of the findings. Dependability may be accomplished by providing details of the research process (Creswell, 2009).

3.8 SUMMARY OF CHAPTER THREE

In this chapter the researcher discussed how the data was generated. How the emergent themes were identified and grouped was outlined, as well as the link to Herzberg's motivators and satisfiers explained. The researcher used the research question discussed in chapter one to identify the themes. The research question gave direction and influenced chooses made in determining the research approach, paradigm, design, methodology, and ethical issues. Credibility and trustworthiness of the research is also discussed. The findings of this study are presented and discussed in the next chapter.

CHAPTER 4

RESEARCH FINDINGS AND RECOMMENDATIONS

4. 1 Introduction

In this chapter, the data generated through semi-structured interviews with the school principals, members of the school management team and the teachers are presented and discussed. The themes identified from the data reflect the options of the participants who work in the two inclusive school environments. A total of ten participants was interviewed; five participants from each of the two research sites. The interviews took place in the periods allocated by the principal and a member of the SMT from the two schools. In some cases, interviews took place over two days depending on the availability of the participant.

The interviews aimed at exploring specific actions that the members of SMT employ to motivate and support their teachers who teach in inclusive classrooms. This study strived to identify the needs of the teachers who teach in inclusive classes and how the SMTs motivate the teachers. However, in order to define and explore the needs of how the teachers are motivated, the researcher explored how the participants understand the concept inclusion, and the challenges they face. This provided insight into the areas in which the teachers need support and how the members of SMTs can support their teachers in an inclusive classroom environment.

4.2. Biographical Information

Table 4.1: The biographical information of the participants involved in the study.

Site	Participants	Gender	Position	Grade	Teaching Experience	Years at Current School
Site 1	A1	Female	Acting Head of school	Grade 1	20 years	1 year, 6 months
	A2	Female	Teacher	Grade 2	3 years	1 year
	A3	Female	Senior teacher	Grade 4	4 years	4 years
	A4	Female	Teacher	Grade 5, 6 and 7	11 years	1 year
	A5	Female	Part owner, school founder and manager	NA	NA	4 years
Site 2	B1	Male	Owner, school founder and principal	NA	48 years	3,5 years
	B2	Female	Vice principal	Grade 5	9 years	3,5 years
	B3	Male	Vice principal	Grade 5, 6 and 7	11 years	3 years
	B4	Female	Teacher	Grade 4	19 years	3,5 years
	B5	Female	Teacher	Grade 4	7 years	3,5 years

How do school management teams motivate teachers who teach learners in inclusive classrooms?

Sub-questions

- How do SMTs and teachers in schools define and understand the concept of inclusive classes?
- What are the needs of the teachers who teach in inclusive classes?
- What are the challenges experienced by the SMTs and the teachers working in inclusive schools?
- How do SMTs motivate teachers in inclusive classes?

4.3 Research Questions and Themes

The research questions and the themes are reflected in the following table which is followed by a detailed explanation.

Table 4.2: Research Questions and Themes

RESEARCH QUESTION	THEMES/SUB-THEMES
How do SMTs and teachers in schools define and understand the concept of inclusive classes?	<p>Theme 1: How the participants define and understand the concept inclusion</p> <ul style="list-style-type: none"> • The concept of Inclusion • Inclusive classroom
What are the needs and challenges of teachers who teach in inclusive classes?	<p>Theme 2: The needs of the teachers who teach in inclusive classes</p> <ul style="list-style-type: none"> • Training on knowledge and skills for inclusive classes • Teaching and learning support time • Teaching and learning resources • Curriculum implementation • The need for support and recognition
What are the challenges experienced by SMTs and teachers working in inclusive	<p>Theme 3: Challenges experienced by SMTs and teachers working in inclusive</p>

schools?	<p>schools.</p> <ul style="list-style-type: none"> • Recognition of teachers' role in an inclusive class • Effective communication
How do SMTs motivate teachers in inclusive classrooms?	<p>Theme 4: How SMTs motivate teachers in inclusive classes</p> <ul style="list-style-type: none"> • Motivation Factors: • Hygiene Factors:

4.3.1 Theme 1: How the participants define and understand the concept inclusion.

In this theme the term inclusion is defined and explored from the view point of the participants in this case study.

4.3.1.1. The concept of Inclusion.

In this study the researcher explored how the participants perceived the concept inclusion. The participant's responses show similar understanding of the concept inclusion. The participants described inclusion as follows:

It is education that allows absolutely anybody with any disability, or learning difficulty, or disorder to be part of the mainstream education system, race, religion all of it. (A4)

Inclusion is accommodating all children of all spheres no matter what their barriers to learning are, or their learning difficulty - whether it be emotional, social, academic, cognitive and all of that. It is to be able to include them and incorporate them within a classroom, and the teaching of other children to tolerate differences (B4).

The participants understand the concept as one which allows all learners irrespective of their different abilities, race, religions and backgrounds to attend one school and be taught in the same class.

You know we don't turn a child away because their IQ is below average. You will see that children come with gaps in their learning, or different difficulties, we look at it and see if we can address it and accommodate this child (A4).

So I think we all do our best to accommodate these learners but as I said it really depends on the individual teacher (A3).

I think every teacher tries to differentiate and accommodate the different learner's needs in a personal capacity (A2).

This research further revealed that the basis of inclusion is formulated on the keyword 'accommodation' which is made in an inclusive context. Accommodation is used in explaining the access of children from all races, different cultural and religious backgrounds, abilities and other differences in one class, and tolerating these differences in the teaching and learning environment. The definition of inclusion in this study appears to be in line with UNESCO (1994:6) which states that 'schools should accommodate all children regardless of their physical, intellectual, social, linguistic or other conditions.' Miles and Singal (2010:7) reiterates the statement as their definition of inclusion discusses its foundations to be; based on equality and social justice through the promotion of democratic principles allowing all children to participate in teaching and learning. The definition and understanding of inclusion relates to the right to equality as stated in the Constitution of South Africa. The finding shows that the participants are aware of the Bill of Rights and specifically the right to equality. A participant said:

I think that the most important thing to remember for an educator is that every child is different. But it is an enormous challenge to try and maintain a system of fairness and equality with treating children according to their needs at the same time (A4).

It is giving all children a fair opportunity to learn and to be included in the classroom (B2).

Inclusivity for me just means making everybody feel at home. Not discriminating against somebody. A child regardless of race, sex, disability should be treated the same (B4).

The participants understanding of the concept inclusion includes the principles of unity, equity and equality which were highlighted in homogenous school environment. The above

quotations show not only the awareness and understanding of the right to equality but also demonstrate how the right is put to practice in the school environment. No divisions, separations and divergence in relation to segregation were noted in the ideology of inclusion. Schwab and others (2015) echo the need for accommodation and the homogenous notion of inclusion; however they allude to this being problematic in practice. Schwab and others (2015:240) state that the 'heterogeneous composition of the class and the accompanying conditions for learning make it impossible for all students to learn at the same pace.' This leads to the exploration of philosophy and theory of inclusion.

It is a philosophy well suited to the well-resourced countries on the planet, and ill-suited to third world countries. In my experience it doesn't work anywhere in this country, as it is intended or envisage to work. So, I am not saying it doesn't deliver value, what I am actually saying to you is that for South Africa's needs', inclusive education is rubbish (B1).

My personal thing, just on a government's idea on inclusivity. I love the idea, but in practice in a school in South Africa it does not work (B3).

Some of the participants regarded inclusion as a philosophical concept. Two participant were of the opinion that the concept is not applicable in the South African context. The two participants relate the concept inclusion to availability of resources and consider the idea an ideal that does not fit in the reality of diverse South African schools. Such perceptions could work against the efforts put in place to accommodate learners with diverse needs some of which may not be material needs. Engelbrecht and others (2015) found that teachers seem to be in favour of the principles of inclusion, but acknowledge that the South African educational system does not have the resources needed for effective implementation of inclusive education. This refers back to the suggestion made by the participants in the current study that inclusion is philosophical, rather than applicable in practice. Reference being made to the system not working as it should. Engelbrecht and others (2015) suggested from their study that the conceptual and philosophical challenges are evident with regard to inclusion programmes and teacher competencies in South African schools.

The collective understanding and definitions of inclusion from this research show that the participants have a common grasp of the concept and relate it closely to the provisions of the Right to equality in the Constitution and the Bill of Rights in the South African context.

4.3.1.2. Inclusive classroom

Collectively six distinguishing attributes were noted to be required or evident in the inclusive classroom. These can be grouped into the three subheadings; assistance, the teacher and logistics.

In the inclusive classroom, assistance is given in the form of another pair of hands, knowledge and guidance from specialists. At Site B the classes have assistants or facilitators who help the teachers by facilitating learning on a one on one basis with the child.

We also have quite a few, I want to call them assistants, but teachers who are finishing off degrees and qualifications, who do time here and they form a facilitator role, so they fill in, they sit one on one with a child in the classroom (B1).

Having teacher assistants for the child's need for individual assistance in the classroom as mentioned by (A3) is advantageous.

The findings of this study show that there is need to have more than one person in the class to assist the learners. This highlights the intensity of care and attention that the learners need, which is not possible for one teacher to provide. Mamas (2013) comments that in her research, teachers considered that a child who had specialised needs should be assisted by a specialist with a specific area of expertise, for example a speech therapist or psychologist. Such suggestions imply that teachers do not have certain skills to fulfil particular needs of some learners and that the professional with expertise of particular needs of the learners should be part of the inclusion. Schwab and others (2015) agrees with this idea in that in their study, it was evident that teachers also believed that learners with special needs were better off being taught by teachers who had specialist knowledge and expertise. The current study affirms the findings of the study by Mamas (2013 and Schwab and others (2015) calling for the need of therapist in inclusive schools. The participants in the current study said:

We allow feedback between the therapist and the teacher. There is no tiptoeing around confidentiality (B3).

A therapists would have to come in, paid for by the parent, arranged by the parent with the schools consent to do OT during the school day. However, I do not see that being allowed in the intermediate and senior phase. I think that in the foundation phase they are a lot more relaxed about it. But if I have a child who goes to OT and his parents were to ask if the OT could come during school time, I can almost guarantee that it would be a big no. So making allowances, like special allowances like that, we are quite careful about. Even though it is in line with inclusive education and that is what the child needs. I think she, well management feels that if you allow for one you would have to allow for all (A3).

In this study, there were therapists in Site B who work on the premises and form part of the learner's multi-disciplinary team. Parents, in their contract with the school, consent for transparent communication between the therapists that see the child and the class teacher. In Site A the teachers worked with therapists who took the children off the school premises for therapy during school time. There is an assumption that this type of intervention is not promoted at Site A. The insinuation is that the learner who requires additional intervention in the class would be better placed at a different school.

Here it is far easier to send a child out, to where they are going to get a better, not necessarily better education, but better assistance in their specific learning barrier (A1).

I think a lot of times our school tries to sort of, pass these learners on to other schools or institutions who are better equipped to accommodate them, which is wrong (A2).

These findings suggest the concept inclusion does not actually include learners with special needs that are beyond the training and expertise of the teachers. What both sites have in common is that inclusivity is promoted through assistance given to the teacher by other teachers in the classroom as well as advice from specialists to promote teaching and learning in the classroom. Schwab and others (2015: 239) comment that co-teaching is beneficial for students with barriers to learning. In turn, co-teaching is considered to

improve teaching practices and is an important step towards inclusion. It is clear that the role of the teacher is vital for effective teaching and learning to take place.

The participants disclosed that the teacher was pivotal in the inclusive classroom. Specifically, three characteristics of a teacher became evident when describing an inclusive classroom. Firstly, the ability of the teachers to be flexible requires them to be willing to adjust to the needs of different learners. It was commented that the teachers are responsible for the inclusive practices and the accommodation of learners in inclusive environments. The teachers work with learners at different paces to meet the expectations of the curriculum. The participants said:

I can see who is struggling or whatever and sit with them individually or send them extra homework or like change the way I explain something to help them understand (A2).

We structure our lessons, and our curriculum, so that we target the strong, the middle and the weak children of each class and exercises are given accordingly. But our curriculum is very flexible for those who are not managing, whereby we can reduce amount, we can structure content, we can change certain things (B2).

B2's statement reiterates flexibility as well as the ownership of accommodation in the use of 'we.' Flexibility is also evident in the teaching style where it is explained that:

You don't teach in the same style all the time (B5).

The collective understanding is that flexibility is a key performance area of the inclusive teacher. This is achieved through differentiation of tasks, different approaches and methods to convey meaning and actual teaching of concepts as well as identifying the specific needs of the learners and working with them as individuals.

In my opinion, well you first need to ascertain who and what your learners are, where they are at... (A1).

For me firstly, it is to build up the actual child. So, looking at it holistically, I want to see the individual child (A3).

The demands for individual attention of the learners further complicate the role of the teacher in an inclusive classroom, which suggests a need for special training and skill

development for such teachers. Many of the participants in this study commented that the teaching style in an inclusive classroom is unique. A teacher needs to employ multitude approaches to promote learning, specifically to the different needs of individual learners. Flexibility is evident in the teachers' medium of instruction, resources used, activity chosen and differentiation of task through which the content of the lesson is taught. Engelbrecht and others (2015) explores this notion within the South African context. Their results show that teachers continuously need to tweak, develop and create strategies to provide quality educational opportunities for the individual learner in the classroom context. Engelbrecht and others (2015) further comments that the teachers' own sense of self-efficacy in the implementation of inclusive education in their classrooms is important to the success of inclusion. This self-efficacy may be linked to how the concept is interpreted by the participants.

The participants highlighted that in their inclusive classroom the teacher is actively invested in the students. It was noted that in these classrooms the teachers are deemed to be more dedicated and devoted to the learners than in a mainstream school.

I present the syllabus but also encourage and foster thinking, creativity, provide an opportunity to learn and I think that is the more important side of facilitating education. I think taking care of children's social and emotional well-being is hugely important. As well as their cognitive and academic, because their emotional wellbeing, that all is such a huge part of the whole school experience (A3).

Teaching is more personal, more one on one and no children fall between the cracks because we have got a finger on everybody (B4).

I really view education as making a difference in somebody's life. I don't think it is about teaching a subject at all. In fact, I think that the subject is the side part of your teaching. In fact, what you are teaching is teaching skills. You are teaching them how to become part of a society. You are teaching them how to become successful at whatever they choose to do. You are teaching them integrity, how not never to give up (B3).

It is evident that the focus of the teacher is not only on the academic curriculum; cognisance is placed on the learners' emotional, social well-being and their societal responsibilities as well. The characteristic of a somewhat more caring individual who

teaches in an inclusive class was evident in the head of Site B's comment regarding the type of teachers who are hired at his establishment.

The teachers that I employ are wired not to simply want to work with top end performers. They have the disposition, to be sympathetic and empathetic for the challenges that a child with learning barriers faces. They don't mind repeating themselves. They work affirming (B1).

It became apparent that the characteristics of flexibility and an invested nature of the teachers lead to the notion of the teacher having a dynamic temperament in inclusive schools. Being a dynamic teacher in the inclusive classroom requires attention to the various needs and abilities of all learners; being flexible and resourceful in meeting challenges.

In terms of personality you definitely need to have an encouraging personality and a patient personality. The person needs to be quite flexible. You cannot absolutely be a rigid person here. Not in the slightest. And I suppose you need a problem-solving type of personality, because things do take you by surprise (B3).

Inclusive education is ensuring that you don't specifically teach in one way and that you are aware that there are children with different challenges in the class and you do your best to make sure that all the children with the challenges are taught in a way that will benefit them the best (B4).

Some of the participants in this study believe that there are certain personality traits that speak to needs of teachers who teach in inclusive classes. The attributes such as flexibility, the ability to solve problems and being sensitive to the different needs of the learners enables the teachers to cope with the demands of learners in inclusive classrooms. Schwab and others (2015) comment that inclusive education needs instructional methods that mirror the principles of inclusion. It therefore implies that inclusion requires differentiated learning and a mixed method approach (Schwab et.al., 2015). Engelbrecht and others (2015) concluded from their study that the personal interpretations of teachers determine the manner in which inclusion is enacted in the classroom.

The inclusive classroom is also dependant on the number of learners in the class.

I suppose I am lucky because we have such small classes. So as I am teaching concepts and asking questions I can see individually who needs assistance because my class only has 16 children in it (A2).

Size plays a big part in it. So it is basically pupil to teacher ratio (B2).

We have a maximum of 12. We normally have between 8 and 10 in a classroom (B1).

It appears that when classes are small in terms of the number of learners, teachers are encouraged and are more able to give individual attention to the learners. Both sites A and B had few learners per class. At Site A classes range from 5 pupils to 18 pupils, while at Site B no class is bigger than 12 pupils.

4.3.1.3 Summary of theme 1

The findings in this theme reveal that inclusion is a concept that promotes accommodation of students who have a variety of different needs, abilities, beliefs, cultures, races, backgrounds and opinions into one classroom. Accommodation is achieved through the encouragement of tolerance, unity, equity and equality. In the inclusive classroom the findings advocate; the need for assistance, a specific type of teacher and defined logistical elements to be in place to facilitate this concept. While the advocacy for inclusion was evident, it was noted that inclusion was deemed to be a philosophical, unrealistic concept for the South African context, by some of the participants. The research showed that the participants at Site A were not collectively aware if their school was inclusive or not, which lead to confusion. Neither school had a policy which could be analysed to give inclusion a shared meaning. The allusions to challenges in the implementation and maintenance of this model were made and will be explored in the next theme.

4.3.2 Theme 2: *The needs of the teachers who teach in inclusive classes*

This theme explores the needs of the teacher relating to the requirements for the actual function or role of being an inclusive teacher. As B3 states below, there are numerous needs the teacher accounts for in an inclusive class. The consolidated results lend themselves to two themes; the first being, teaching in an inclusive classroom and the second, motivation. With regard to teaching, the participants talked about; training and

knowledge of inclusion, realistic time frames, more resources, class size, differentiated curriculum and less paperwork as essential for inclusive teacher.

4.3.2.1 Training on knowledge and skills for inclusive classes

In this study, there is a general assumption that if a participant had a sound grasp of the concept inclusion, they would then be able to identify strategies to implement to ensure its effectiveness in their own work environment. While all ten participants in this study defined and explained term inclusion it was noted that the participants lacked knowledge and skills of how to assist the learners. The participants' responses regarding the necessity for further training, specifically through courses that included a practical element imply an urgent need for such training. The participants stated:

In other words one term of teaching at a College of education teaches you nothing. But then they say to you a teacher teaching a class of 30/35 please deal with these specialist demands and make those children successful. The answer is that it is not possible to do, and therefore does not happen (B1).

In South Africa it appears that teachers are not trained for teaching in inclusive classes. A two hour workshop on inclusion does not prepare a teacher to deal with 30 children of which 5 are 'inclusive' (B3). It was clear that the participants felt that tertiary education does not equip the teacher for teaching in the inclusive classroom. The need for further training on knowledge and skills for inclusive teaching was important. The participants said:

Your training is theoretically based, you need good old practice in a school that has been doing it for a while, that will give you tools and equip you with little things that they don't give you in theory (A1).

I do feel that actually experience is more important. But you do need the theoretical knowledge to know what you are dealing with (B3).

I don't think that teachers don't really know how to deal with these children and help them in a constructive way. It basically comes down to discipline and structure and not really knowing what you can do in your classroom or how to adapt your teaching and approach. I think we lack a lot of practical examples. So even when we go on courses, there is a lot of theory but there is not a lot of practice (A3).

I think even if you studied it, a lot of those things you need to get it in practice. It is very different to be getting it on paper (B3).

The participants showed that they needed more practical examples along with the theory of how to accommodate and facilitate learning of all children in an inclusive classroom. While this was needed at a tertiary level the need for continuous development was mentioned in the following statements:

I don't think that as a school in general we are really, um we don't really have those skills. I would like for us to develop that more. A lot of our professional development and training goes towards assessment and curriculum. Not so much inclusion and barriers to learning and sort of strategies to help those learners (A3).

Lots and lots of training. I have had one morning, like a 4 hour workshop on disruptive learning, um, actually disruptive behaviour. How to handle kids with learning difficulties and learning disorders. That's it. I have forgotten half of that (A4).

Participants felt that there was not enough emphasis placed on the importance of professional development in the area of inclusion. In addition the need for the continuous training was highlighted. A4's response showed how ineffectual a once-off course/training is in that she cannot recall what she learnt. The need for further training is in line with Sokal & Katz's (2015) research which comments that the general trend is that teachers request more professional development. It has been highlighted as a need. Training and continuous development is dependent on time and the time with which the teacher is available outside of her duties for additional training. This leads to a strongly viewed challenge faced by the teachers, the challenge of time.

4.3.2.2 Teaching and learning support time

The participants need adequate time for them to complete the work they wish to complete as teachers teaching in inclusive classes. Assisting learners, with barriers to learning, is time consuming, and the time available for the teachers in such classes is not realistic compared to what they are expected to do. The participants explained:

I have got to physically make time to go to his stuff. (Talking about helping a child with barriers to learning.) Usually this is my break time. I do it during breaks or after school hours. I haven't got time in the class to help the learner (A4).

I think time is a huge constraint and I think fairness as well. We want to try and give our time to all the students. There are just students who are going to need more help, support (A2).

The lack of adequate contact time in inclusive classes suggests a need for more than one teacher in the classroom and a differentiated teaching timetable. The findings of this study suggest that the needs of the learners is putting strain on the teacher in that in A4's response, she uses her break time or after school hours to ensure that the learners with barriers get the help they need in their studies. Another concern is fairness with regards to the amount of time the teachers spend to assist an individual learner compared to teaching the whole class as alluded to by A2 and stated by B1 below:

The problem is not a problem only of training; it is a problem of conflict of interest. Children with significant special needs need hands on time. If that time were to be provided in the classroom by a teacher, the children without the problems would be being cheated. In other words, they would be getting less than what their parents expect or think. It is a philosophy that robs Peter to pay Paul. But the actual result is that the children who actually get robbed are special needs children (B1).

It's really tricky I find my weaker learners in different areas I will need to spend more time with and sometimes that is to the detriment of the learners who actually need that extension, who are so bright and you could really push them. I feel that a lot of the time they get neglected course you are focusing on a child who needs that assistance. So I think that having support or having a teaching assistant in that respect would be so fantastic (A3).

The demand on the interaction time between and learner or learners with the teacher seems to bring up a question of moral dilemma regarding the right thing to do between helping learning with special needs at the expense of the other learners, and what is fair or unfair practice. The issue of supporting an individual learner verses the whole class is apparent. It has been established that children with barriers need additional time and support in the classroom. B1 reiterates this statement where he alludes to the fact that the

time pressure results in the teacher not being able to get to the child with barriers to learning. This is then detrimental to the child. Allowing for more time in the classroom is not always realistic, assistance in the classroom to help the teacher and additional resources may be the solution, which leads to the following highlighted need.

There is need of a professional therapist to assist the learner in reaching his or her full potential. There is also a need for an extra helping hand. This is to enable the teacher to manager his or her time more effectively to benefit all the learners.

Lots of assistance (A1).

Assistant to have an extra pair of hands and eyes. To help the children (A2).

I do think that assistance is required. Like you need an assistant, to get to these guys who cannot follow at the same pace (A4).

4.3.2.3 Teaching and learning resources

It is evident from the previous sub-theme that both teachers and learners could benefit from extra assistance in an inclusive class. Engelbrecht and others (2015) points out that the lack or shortage of resources is considered to be an additional obstacle for the teachers who are trying to make inclusion work.

I have two dyslexic learners and they are so many wonderful resources and tools out there. However as a school these need to be provided. Things like printing books and worksheets on yellow paper, getting them tracing paper to help them read to move down the page, various fonts, there are wonderful applications we could use. Scribes, that's something that we have been told that at this point in time is not possible. This is because of the cost and the training involved (A3).

We certainly are not equipped. There are not enough resources to manage the inclusion. We spend our own money on the resources needed in inclusion (A4).

I think that we are under resourced, especially when it comes to material that would help with children who have barriers to learning or difficulties or challenges (A5).

A teacher needs as many resources as they can get. We are lucky here we have WiFi, Internet access, computers, projectors, an amazing photocopier, and laminator, we have whatever we need (B2).

The responses show two different aspects; where the one site (Site B) is privileged in materials and assistants and the other, and (Site A) not having these needs met owing to monetary restraints. Engelbrecht and others (2015) in their study discussed the problem of inadequate resources in South Africa stemming from the result of economic inequalities of the past. While this may not be the cause of the problem at Site A, the economic inequalities between schools is still relevant and highlighted by these results.

Both Sites has small classes in terms of the number of learners. Although the size of classes was small it seems that the teacher felt that they were straining to fulfil the needs of the learners.

There is only one of you and there is only so much you can do, and you want to do it all, but it is just not always possible. The same for your children with emotional needs, you know the other children do notice, they also want that attention and that love and that time to chat with you (A3).

The findings of this study shows that teachers are working under the pressure of time and resources.

4.3.2.4. Curriculum Implementation

As learner's educational needs are varied there is need for differential planning and curriculum implementation. There is need for a curriculum that is suited to the individual level of each child or group of learners. This is not always the case as is evident from the responses below:

I find the curriculum quite heavy and all consuming. And I struggle to finish it, so we are rushing constantly (A3).

I mean we have, in my class I have a Serbian and a Venezuelan boy. The Venezuelan student has complete lack of education, not only language. And then the Serbian child has been in South Africa for a few years, but has lack of language severely. I find it incredibly difficult to teach them with the curriculum pressure (A4).

But our curriculum it's very flexible for those who are not managing, whereby we can reduce amount, we can structure content, and we can change certain things. A child can get five sums instead of 20, something like that. It is very flexible, because the class is very small, the teacher is able to do that. You know, there is not a one fits all system in place (B3).

I could say we have the liberty of pulling, I don't want to say the lesser important, it's quite a judgement call, but we pull some of the curriculum out and we don't do it to an extent in which they require. So we can spend longer on other content and concepts which we find to be more important (B4).

The approach to implementation of the curriculum is difference between the two schools. In Site A, there is pressure to cover the curriculum in its entirety, resulting in strain placed on the teacher. In Site B the approach is more flexible and the teachers have modified and adjusted the curriculum to suit the needs of the learners. The need for the flexibility in the curriculum is highlighted again through the need for varied approaches to teaching content, the resources needed, and the pressure of this as a result.

Also being able to multi-task I suppose. To change your approach. Not everything is going to work for every child (A3).

I suppose constantly looking for resources, new resources and then I suppose here in particular is fitting in the caps curriculum work in teaching and extra time is used for certain concepts (B4).

The results in this study show that the sites differed with regard to their approach to the flexibility and accessibility of the curriculum for all. Engelbrecht and others (2015) infer that the prescriptive requirements of the curriculum create challenges in trying to assist a learner with barriers to learning. Their study discusses that flexibility is needed in the curriculum to allow it to suit the specific child. This is achieved through modifications. Currently the Curriculum and Assessment Policy in South Africa does not support the 'flexible' curriculum as suggested by White Paper 6. When faced with teaching a class of varied ability learners who for one reason or another are not meeting the basic requirements of the grade, the need for flexibility in the curriculum is evident. The pressure put on educators to complete the curriculum to meet each terms schemes of work becomes a difficult task. In addition to the pressure to cover the curriculum and there is

extra time spend on doing administrative work. Teachers are tasked with ensuring the administrative requirements of their classes are fulfilled. The participants said the following:

So it's not dealing with the learners themselves but it's the additional admin and marking. We do a lot of paper work (A2).

...you feel so overwhelmed with the amount of marking and assessment and admin and correspondence and communication sheets you have to fill in. This really takes away from their teaching experience (A3).

'The amount of admin is huge (B4).

The findings of this study show how teachers regard administrative work as additional strenuous responsibility. The administration tasks consume teaching and learner support time taking the teachers away from the learner.

4.3.2.5. The need for support and recognition

The need for the recognition and support mentioned by participant A1 was reiterated by the participants.

Being recognised for what you do is important. I think support and motivation are very important. When teachers feel like they are floating their own boat, they flounder in what they are doing, and to become unmotivated because you are not recognised for what you are doing (B4).

It's that support and knowing that you are supported in your discipline, in the way that you work, in parent meetings and things like that from people who are higher up (B5).

It is clear that the need for support and recognition is evident across both Sites. This need is clear because working in an inclusive classroom results in pressure on the teacher in different areas. The principal at Site B feels strongly about this matter. When discussing teachers who teach in inclusive classroom who are not supported through training and the management team he commented that the following occurs.

So, the net result is that it leads to immense guilt on the part of the teachers being saddled with that (being ill equipped to teach in an inclusive classroom.) The people in the profession are there because their hearts can be touched. Now when you set them up to fail, you tackle their idealism. So they either become less caring or non-caring to this need, or they beat themselves up and leave the profession due to stress, or find it unpalatable (B1).

This clearly states that if a teacher is not equipped to deal with the demands of teaching in an inclusive classroom it results in attrition or poor performance on the teachers' part. The feeling of the teachers was further echoed.

I mean even in a school like ours that (teaching) leads to frustration, teachers will take that out on the children and it's not necessarily intentional but it becomes a, you know there is an extra burden, to allocate your time to all these different needs (B3).

I would say frustration would probably be number one. Because, you can try your best, you can say instructions five times and write them on the board and then there are still children that will say what must I do? So I would definitely say frustration and I would say, it has taught me a lot of patience working here (B5).

4.3.2.6 Summary of theme 2

The teachers in this case study collectively presented their requirements for teaching effectively in an inclusive environment. The teacher needs an adequate and realistic timeframe in which to promote teaching and learning. Time relates to the time in which it takes to teach the child, who has barriers to learning in the classroom, as well as enough time to spend on all the individual needs of his/her learners and as well as time to create differentiated learning material. Differentiation was deemed to be significant in the need for specific resources and a modified curriculum that meets the needs of the child. The results showed that the teacher has to deal with a number of stress producing and frustrating situations and dilemmas. This illustrated the necessity for the teacher to receive support and recognition in this environment. This reiterates the importance of this case study, as this specific need is explored.

4.3.3 Theme 3 Challenges experienced by SMTs and the teachers working in inclusive schools

4.3.3.1 Recognition of the teachers' role in an inclusive class

While it is clear that the teachers work hard, long hours and have to deal with a number of challenges the suggestion is that their income does not compensate for this. This lack of compensation may lead to the feeling that one is not appreciated.

I think in general, teachers are not appreciated for what we do. We are busy growing the next generation, but we are not recognised as being part of an elite job set, job group (A1).

A1's response shows that she does not feel recognised or appreciated in her role as a teacher. This highlights the need for support and understanding of teaching in their roles by members of the school community. Both participants mentioned that they become frustrated in their roles as teachers. This frustration can lead to poor performance and impact the teacher's role on teaching and learning.

I suppose support from other teachers. Support from other teachers, you know, if I am struggling with a child, so I can go to someone else say what I can do, how do you think I could approach the situation? (A2).

The teacher needs the understanding of the principal who has worked in the classroom and understands how a classroom works. Many principals understand teaching from a point of view of, you know on paper it looks good but when implementing certain things in the classroom doesn't work (B2).

The responses show that the participants feel that their role as a teacher in the inclusive class results in a lot of strain. This highlights the need for support in their roles from both management and their colleagues.

Motivation praise, appreciation, affirmation and validations were high frequency key words in this case study. The responses show that there is a need for a teacher to feel supported and motivated by their SMTs.

I think a private note would be sufficient. I think that it would be nice to be publicly shared. But more for the benefit of everybody else. I am typically quite shy, even

though I talk a lot. When the spotlight is on me I tend to cringe. I think just a little note would be amazing. Just to validate what you are doing (A3).

We had a teacher who said they felt very unappreciated because at her last school they would always have little notes slipped into their pigeonhole. Or a little something for Valentine's Day or spring day, Easter whatever it was. Also a little note of thanks or appreciation or a gift. She said here she really struggled because there isn't anything (A3).

The teachers see the challenge in that the SMTs at Site A are not showing this type of motivation at all or enough. A3 reiterated the importance of motivation as she said a previous colleague found the lack of motivation and feeling of appreciation, at the school, by the SMTs, really challenging. She resigned from the school. A4 states that recognition and appreciation does make her feel motivated. The challenge lies in the fact that the example she gave was a once off and A3 highlighted that smaller acts of appreciation are not done. Site B is a contrast to Site A in this regard.

He (the head) is very good at showing gratitude and recognising things that you do. He also sees the things that you don't do too, but he makes a point of noticing what you do which is great (B4).

Right now I picked up a chocolate out of my pigeonhole with a little note. I did a parent interview with somebody yesterday. My vice principal put the chocolate in my pigeonhole to say thank you for helping with the feedback (B4).

Our headmaster is extremely supportive (B5).

The SMTs are showing their support for the teachers. The teachers acknowledge this motivation and validation. It is evident that the SMTs and teachers at Site A and Site B are not facing the same challenges in this specific regard.

The Principal of Site A showed a different side of the challenges to motivation where she alludes to the fact that she does not feel motivated and supported by the staff that work for her.

I think I would want my staff all on board. Don't get me wrong when I say this, generally they are on board. But they have got very lax and lazy. Because I am a

teacher full time and I don't always get to do what I need to do in a teaching day, with the other classes, with my colleagues. I don't need to hold their hands. Please. I don't care how old you are. And it's more with my younger teachers, and again it stems from inexperience. And we all learnt and we all had to start somewhere, I get that, but, I think the integrity of teachers today coming out is frightening. So, I think for me, if I had the support from them, again, and I am not saying that I don't, but I am saying if I could have the consistent support (A1).

Concern is raised about her belief in her staff and their support of her. It is difficult motivate an individual one does not feel has high integrity and who are lax and lazy, in addition to them being young, inexperienced and not always on board. The challenge for her in management will be to try to motivate these staff and to change the perceptions of them in order for support to occur. Interesting to note neither sites have or know of a policy at their schools where motivational practices are stated.

Not here that I am aware of (A1).

I don't know of a policy (A2).

No, I write, I am involved in writing some of the policies. Our headmaster has a set rule on as little paperwork as possible. Only the very necessary documents get written and typed up and filed, and followed strictly. Those necessary documents and policies are in place for obvious reasons, but I would not say that there are trivial policies in place (B2).

Both sites are clear that they do not have a policy that outlines the process and procedure for management to motivate staff, nor how teachers can be expected to be motivated.

If I had to write policy documents all day... Government education is smitten with the idea that you have to put your ideas on paper. Whether or not they're enforced or working. I make sure that my systems are done, even if I don't have them on paper. You cannot put every, because a school is so diversely complicated, you will add to the frustration of teachers, if they are forever having to read policy documents or produce policy documents. You will turn teaching in to talk shops. So all my major things are in policy documents (B1).

The principal at Site B feels strongly that writing a policy regarding this concept is futile. This is reiterated in B2's above-mentioned discussion of his rule that there is as little paperwork as possible. The focus is that things are working efficiently and effectively rather than the notion captured on paper. There is too little evidence to prove that not having a policy is either beneficial or detrimental to an organisation. Further research is needed into this area.

4.3.3.2 Effective communication

Communication was deemed to be a challenge between the management team and the staff in the promotion of motivation.

I just think that, I don't know how to word this, some of the communication that comes through is quite harsh. So I think a lighter more encouraging communication would be nice (A4).

I think sometimes frustration comes with miscommunication between staff members, I think this happens in every school. I think if we could maybe clarify communication (B5).

Experiences of some of the participants from both sites suggest that the manner in which the messages from management to the teachers are being communicated is a problem. Specifically A4 feels that a different 'lighter' communication would be in itself more motivating. With regard to communication from the SMTs side, A1 does allude to the fact that at times communication does sound 'autocratic.'

There are certain unanimous decisions that are made, respectfully. There are other ones that I am brought into and we make a fair decision for all of us as a school. It would sound autocratic at times, but if you were in our shoes and saw how things worked you would realise that it was not as autocratic as it came across. And that's more from directors than from myself (A1).

This is in contrast to B5's response about the communication with the principal of the school.

So it is nice that he is very open to discussion on ideas, he is very willing to give us whatever resources we ask for, because he wants whatever is best for the children and for us (B5).

The type of communication in B5's response alludes to a democratic and open style of communication, in contrast to that of the SMTs at Site A. However a concern with SMTs communication is shown in B5's response:

I would want everything to be fair all the time and it's not, that's the communication and setting for deadlines and the checking on those deadlines needs to be done a little better which would probably lessen the frustration (B5).

Unfair or seemingly different requirements and deadlines given to staff by SMTs has resulted in frustration which is not motivating. This is a challenge that the teacher feels the SMTs face when trying to motivate staff fairly.

It is evident from the responses, that the teachers feel that clear, kind, supportive communication is needed. The SMTs acknowledge this but find the challenge in that some decisions are autocratic in nature and thus cannot always promote the attitude of support. This results in the perceived notion of their coming across as neither supportive nor fair.

The concept of perception was brought up by one participant at Site A. She felt strongly that how she was perceived played a role in communication as well as motivation.

It is a curse of a school, where teachers are often treated as kids. And unfortunately I do feel that management comes down on us like a ton of bricks. Um, fair enough there are people who are guilty, but it does make it hard, for me, because I work very hard and I put a lot of effort in and as much time as I can you know at night and on weekends (A4).

The perception that she has that she is spoken to as to a child has resulted in frustration and she alluded to not being appreciated for the work she is doing. This is a challenge that SMTs are facing which they may be unaware of. The manner in which they communicate with their staff is as important as the message they are trying to enforce.

Communication is again highlighted as a challenge for management, in that they are not always aware that a teacher may require motivation.

Sometimes they (the teachers) don't like to admit that they are not good at their jobs and they are afraid if they say they are not coping with this that it's saying they're not good. Which isn't actually the case? But that is often a personal feeling (B3).

B3 a vice principal discussed that he does not always know that his staff are in need of specific support or motivation as they do not voice this as they feel that they will be seen as not being good at their jobs. This is a challenge that the SMTs at a school will face when trying to motivate staff.

4.3.3.2 Summary of theme 3

The lack of support and recognition of the challenges facing teachers, and the expectation that the educators should manage as best they can, with little support are factors impacting on teachers and teachers satisfaction. Even passionate, dedicated teachers feel frustrated. This highlights the importance of motivation and support in their roles. Site A's participants specifically found the lack of recognition, validation, motivation, support and belief in each other's capabilities and leadership a challenge experienced by all. Participants collectively sited communication and the aspect of fairness to be a challenge at both establishments. Neither site has a policy that addresses these needs. In this case study the lack of support and motivation was prevalent mostly at Site A. It was evident that the teachers at both sites find their job taxing and frustrating resulting in them taking strain. The challenge is then to establish how to effectively motivate and support these teachers who face these challenges in their work place.

4.3.4. Theme 4: How SMTs motivate teachers who teach in inclusive classes

The following findings reveal the importance of motivation. This theme is explored through motivation and hygiene factors as explained in Herzberg's motivation theory. Herzberg's theory stipulates that there are two factors that play a part in the job satisfaction of a worker. These two integrated yet parallel groups of factors are motivating and hygiene factors. The participants were asked how they were motivated and supported in their work environment. The results from the question on how SMTs motivate teachers are grouped into two sub-themes namely motivating factors and hygiene factors.

4.3.4.1. Motivating Factors

The motivating factors, according to Herzberg are able to satisfy and motivate one in their work environment. In this study four of Herzberg's motivational factors were apparent. Welch and Costello (2014:17) state that motivators are usually intrinsic in nature thus relating to the individuals desires. The responses from the participants in this study may be link to internal motivators and hygiene factors. Teaching like any other profession requires a dedicated person to be able to cope with all the needs of the modern day child. Poor pay, lack of resources, lack of support and motivation make education a challenging career. Owing to these factors it was noted that there is a need in the teachers themselves to be passionate and goal driven.

She needs to have a flair for what she does. She needs to want to do this for a desire and not for the money and I am very upfront when I say that. Cause a lot of these teachers go into teaching and then realise it's not for them. And their heart isn't in it. And that is sad, because the children suffer at the end of the day (A1).

Because teachers are driven by altruistic motives. And 'In other words they (the teachers) have the disposition, to be sympathetic and empathetic for the challenges that a child with learning barriers faces (B1).

I think just having a constant reminder to be compassionate towards these children. Because they are often the children that you get impatient with or lose your temper with. I know for me I always try to remember that this is somebody's child. This is somebody's whole world. So I try to look at them all as though they are precious little beings. As a teacher you need to be reminded of that and this is the support I get (A3).

The responses serve to explain the type of teacher needed in this environment. The need for flair, altruism, sympathy, empathy and caring are key characteristics. In relation to Herzberg's theory the satisfier factors or motivators relate to their jobs specifically and not only to their specific characteristics. Inclusive classroom teaching has a number of training, resource, curriculum and logistical requirements in order for it to be deemed effective. The type of teacher that has to comply with these demands is also of equal importance if true efficacy is to be reached. In order to promote this efficacy, motivation is needed. Herzberg's motivation factors of: recognition of achievement, the work itself, increased responsibility and advancement are seen in this studies data through the examples given

of how the SMTs motivate their staff. Herzberg states that if these factors are present in appropriate amounts within an organisation they will lead to positive attitudes of job satisfaction.

Recognition is acknowledgement given to one for an action of work done which may be a motivating factor. Acknowledgement may be shown in various forms. In some cases this is verbal, saying thank you for a job well done, written praise and validation, or in some cases an action or event to show gratitude. In this case study recognition through acknowledgement was evident through the verbal and written affirmations and events acknowledging gratitude. One of the participants said:

We get encouraged all the time. If a parent emails the school to congratulate the school for doing something, then the head will read the email to us and say well done you are doing a good job. So we get loads of verbal feedback. I feel like, if we do something to deserve thanks or gratitude they are very good at giving it. It is not just taken for granted that you did your job, they appreciate what you do and it is verbally announced in a staff meeting. So when you do something or you go above and beyond, it is taken notice of, and it doesn't go unnoticed. This motivates you to carry on doing it (B4).

In this study, being acknowledged by SMTs, seems to result in one wanting to continue the 'good job.' The verbal feedback is affirming. Wyatt (2013) discusses that teachers' intrinsic motivation may increase if they feel appreciated. This is evident through fostering the teachers' sense of ability, confidence and self-efficacy. One of the participants commented:

I think the verbal affirmation is huge. We had actually all just ended out second academic cycle. Our headmaster just said that we are not having a staff meeting and he had organised hamburgers for us from the tuckshop. He was recognising that we had been working really hard (B3).

The above quotation shows recognition in the form of an event to acknowledge that staff had been working hard and thanking reward them. Both comments from Site B show that the staff members are positively acknowledged through verbal responses and action taken. The staff also receives written notes to say thank you for work done. Three methods of recognition are mentioned in this study. This shows that the Head and the SMT are

aware of the importance of recognition in the workplace. Wyatt's (2013) research suggests that if a teacher is given feedback on their work done the result is that their intrinsic motivation increases and they develop.

He (the head) is also very aware about making other people aware of what we have done that is above and beyond. This also ensures that the other people appreciate what we have done too (B5)

Recognition of all staff occurs at site B, in addition to the recognition staff members are getting for doing their jobs as teachers. The head also recognises the individuals.

We have a few staff who are very athletic, so our principal pays for us to do certain sporting events. (B2)

Herzberg focuses his study in recognition of work place achievements. It is interesting to note that in this study the Head of the school is firstly aware of his staffs interests outside the school environment. These interests are acknowledged and then promoted. This is in contrast to Site A.

As a teacher you would feel great and you would feel motivated to get that positive feedback. I suppose it is not always possible.' (A3) 'I think a private note would be sufficient. I think that it would be nice to be publicly shared. Just to validate what you are doing (A2).

Both respondents at Site A allude to the fact that this is not occurring at their school, but they would like the validation and the recognition as would help them to feel appreciated and motivated. Wyatt (2013:220) agrees with this sentiment as his research suggests that if a teacher is given feedback on their work the result is that their intrinsic motivation increases and they develop as teachers and individuals.

Recognition is a form of motivation, dependant on others, to achieve. Herzberg found that motivation can be achieved through the work itself being the stimulus.

The work of teaching in some cases is the incentive which promotes one to work harder, be motivated and achieve. Rasheed and others (2014:105) discuss in their research that the educational environment affects motivation, whereby the learners play a fundamental role in boosting teachers' motivation.

I think as a teacher I just want to be excited about teaching. And so often that just revolves around I suppose the kids and their performance. The more you can get them interested the more fulfilling and motivating it is for you as a teacher (A2).

My motivation has always been the kids performing and improving (A4).

SMT members A2 and A4 acknowledge that working with children and watching them learn, grow and achieve is how they stay motivated in their occupation. This is a work based motivation in that the joy of the task is the motivating factor. Wyatt's (2013) research found that motivation from the task itself is deemed to be intrinsic. If a teacher engages enthusiastically in a task this task itself becomes the motivator. There are however conditions in order for this type of motivation to occur. That is feelings of competency, and receiving feedback, recognition and responsibility.

The third focal point is that of responsibility. Employees need to take responsibility for their actions as well as being given responsibility in their duties.

You know as a teacher you need to feel that you are supported and backed up in the necessary situations. But as a teacher it is your responsibility to follow necessary protocol and to behave in a way, behave accordingly in the appropriate manner (B2).

There is only one class per grade. So we are very much allowed to go through the work how we feel is beneficial to our class. We have the freedom to do it how we want to do it with our class and everyone is allowed to have their own teaching styles. We are encouraged to think out of the box and be creative. We are very much supported in that sense (B3).

'One of the things that he has taught me is one of the best things is to make people feel useful. To give them responsibility. Let staff feel useful and let them grow (B3).

The participants who perceived giving teachers responsibility as empowering and motivating, were from Site B. At this site the teachers felt empowered and could adopt the curriculum to the needs of the learners as compared to the teachers in Site A who felt less empowered less flexibility. The feeling of adequacy is reiterated in Wyatt's (2013) research which shows that if teachers feel able to adjust the curriculum to suit the needs of the learners, which they are responsible for, the result is increased intrinsic motivation. It is

however key that one is also responsible for following protocol and behaving in an acceptable manner. The statement by B2 links to the hygiene factor of supervision. Responsibility is a key motivational factor but in some cases the consequences for not being responsible and acting in accordance with the prescribed norms play a part too.

The case study has drawn attention to the importance of continuous staff training in addressing the needs of additional knowledge and skills required by teachers who work in inclusive classes. Advancement knowledge and field of expertise is significant. In the work place getting a promotion and advancing ones career comes with many perks and is regarded as motivating.

At Site B advancement and promotion is clearly established by the principal.

I think it's a bit of a culmination between motivation and being the subject specialist. I think it is recognition from the headmaster, in that he recognises that certain people are the best people for certain jobs. He has said this is what you need to do to be recognised for promotion. He tells you that you need to put yourself out there and go above and beyond to be recognised for certain promotions when they come about, and that type of thing. He lets you know what he expects from you. So if that's your goal, and for some people that is not their goal, but either way you know (B4).

Having set expectations, goals and understanding of what needs to be done to advance one's career is motivating in that one will work harder to achieve these goals as they will be rewarded. The reward is the advancement of careers and ultimate growth as skills are learnt through observation, adaptation and acquisition.

Growth in one's job is also achieved through knowledge acquisition.

I think that we get motivated by our training, outhouse speakers that come to educate us and teach us a bit more (B4).

As management we never want to trap anybody, including a child actually, into our school. We want to up skill them, so if they wanted to they could move on, they can get promotions they could go somewhere else and if they go there that person will hire them (B3).

B3 uses a key word of 'up skilling' staff by providing them with skills, knowledge and opportunities in which they can learn and excel. The thought behind it is not to trap staff at their site but open up opportunities for growth for them. This causes a cyclic motivational effect as staff will become better equipped through the up skilling process. More effective and motivated teachers will have more opportunities for growth and promotion within the school, and in the open market place as well. Interestingly, in his research Herzberg (1982) identified a 'possibility of growth' category in his data. Not much influence was placed within this category, but more recognition was given to the influence of growth as an aspect of advancement. Herzberg specified that growth is more influential as a motivating factor when seen and experienced as an element of advancement which is evident at Site B through 'up-skilling.'

The principal at Site B has an in-service training file where articles are placed which he expects his staff to read. These articles are aimed in an attempt to broaden the scope of the staff and improve their knowledge base and motivate them. B3 said:

...then we have to read it and sign off that we have read it. And then our principals will double check that sneakily.'

The principal of Site B seems to relate knowledge to motivation and encourages the teachers to read, develop interest in their work while acquiring knowledge.

This brings to focus the next aspect of Hygiene factors; supervision.

4.3.4.2. Hygiene Factors

Motivation factors assist in this motivating stream, although the hygiene factors themselves do not promote motivation. However without them, dissatisfaction in the work place increases. Welch and Costello (2014) link hygiene factors of Herzberg's theory to extrinsic factors. Thus these aspects of job satisfaction are usually initiated by the organization. Four of Herzberg's hygiene factors; remuneration, supervision, status and working conditions were identified in this study.

According to Herzberg salary is not a motivating factor but rather a hygiene factor that does not lead to higher motivation, but without it will lead to a higher level of dissatisfaction (Bett *et al*, 2013). Remuneration is still grouped under this theme as it links to drive and incentive based stimulus of the teachers. Remuneration was a need that was brought up

by some of the participants. While not all of the participants found this to be a noteworthy area to discuss A1 and B3 felt strongly on the matter.

Besides the remuneration, because it doesn't matter if you are in state or certain private schools, you will never be remuneration for what you do. Well if I look here if I could have some more children so that I could pay better salaries - that is top for me. (A1)

Jokes aside, money is always a motivational factor. (A5)

I suppose, like any teacher you would say monetary. I suppose that's a cliché. You work so hard and the salary never seems to touch that in any teaching career. I am not saying that we are properly paid here, but if you had to compare it to other careers, it doesn't. (B3)

The responses of the participants show that they feel that they are not compensated adequately or fairly in comparison with other occupations. The response from Site B is that they are not poorly paid, but in comparison to other occupations they are. At Site A the assumption is that they are not as well paid owing to the fact that they have a small school. This results in a challenge faced by the SMTs at Site A. It is clear from the head of the school (A1) that paying better salaries would be a top priority for her. If this were possible.

The participants at Site A mostly talked about money and salary linking to motivation.

We have an appraisal system; it is not IQMS, although I really like IQMS. I mean we have our incentive bonus at the end of the year, our 13th cheque. This is dependent on IQMS sort of standards. But that is not really motivation but is more a fear tactic to keep everyone in line and make sure you are doing your job. (A4)

We do have performance bonuses at the end of the year. It is my first year here so I don't know what they look like or if they are worthwhile. So, um, that has never been my motivation (A4).

They have a performance based bonus which is given at the end of the year.' (A5).

Salary is important, according to Herzberg but it does not play a role in making one work harder or more effectively or efficiently but it is needed as a satisfying factor. It is interesting to note that while some of the candidates did state that money was not a

motivating factor to them, these answers were all in response to how they could be motivated. The findings show that monetary rewards were used by the management as incentives and to reduce attrition rate. The teachers did not feel motivated as a result of receiving the monetary rewards. They still lacked the drive to make the work more fulfilling, interesting and satisfying. It seems that it takes more than money to motivate teachers in inclusive schools.

Supervision is deemed to be necessary in order for job satisfaction to take place. Supervision in a school is usually the role of the SMTs as they are required to monitor performance, set acceptable consequences for ineffective work and ensure that the organisation is running effectively. In this study, the findings suggest that the SMTs supervision is done by being involved in the work done by the teachers and monitoring completion of the tasks through close interaction with the teachers. The participants narrated:

We, motivate them. We give them praise and encouragement as often as possible, I check in regularly with them, to see how they're doing. I offer my help where ever they need it, if they need me to sit in on parent meetings, I help them draft emails, I glance over anything that they may need assistance with regards to preparing or anything like that I am very lucky we have a very wonderful principal who understands, he is sympathetic towards parents and teachers. He defends his teachers wholeheartedly, but is not afraid to call a teacher in and say look you are in the wrong (B2).

He is quite black and white. He definitely knows what would be successful and not. He is not afraid to confront. But in the same regard is not afraid to recognise what you are doing (B3).

I tell them what to do. So, I don't leave teachers to find their own alternatives, because some teachers will never find the right one. Some teachers will take a year to do it and I want it done efficiently (B1).

In this study, close supervision of the work done by the teachers seem to be perceived as the effective way of ensuring that the teachers do their work. Positive interpersonal relationship seems to be a motivating factor. Supervision according to Wyatt (2013) is changing from the previously directive role to one that promotes reflection. Wyatt

(2013:231) states that this type of supportive supervision, similar to the examples stated by B2, build the teachers sense of competency. At Site B the respondents are aware that the SMTs are cognisant of what their staff is doing and that the principal will confront them if he feels that they are not being successful in their tasks. The SMT play a big role in this factor.

I don't do sheltered employment. And it's a very interesting thing, when you drive a hard bargain of teachers, when you are wishing to employ smart people and get them to produce smart work. Smart people generally have intrinsic desire to outperform. Then you have to create amenable circumstances to cause them to outperform as a manager. Which means, you have to lay down the expectation? But you have got to actually see what they are doing. So I am a believer in, I am a believer in the philosophy of management by walkabout. I can tell you a significant amount about every teacher on my staff. I try my best to affirm people, for what they are doing. But to do that you've got to see it (B1).

B1 emphasises two key points of motivation in schools. Firstly, you have to create an environment where staff is motivated to perform. This is done by hiring smart intrinsically motivated staff. Secondly in order for supervision to be effective, you have to actually know what is happening in your organisation. “Hands on” approach to management of the work done by the teachers seems to be the strategy used in Site B to ensure that the teachers perform their functions. As a principal or a member of an SMT there have to be clear expectations and outcomes in order to effectively supervise the teachers and keep them interesting in their work. The participants at Site A did not mention supervision in their responses. Thus implying that this may not be seen as a crucial element in motivating teachers and getting them to do their work as expected.

The third evident hygiene factor is that of status. In a school this is seen in its hierarchical structure.

I create a promotional hierarchy and appoint to senior positions practitioners that have a marked degree of knowledge in the field. And these intermediaries are the go to people for the teachers when they need help (B1).

An individual's standing is linked to expertise. This system allows for recognition to be given to the staff who is expert in his or her field, and they are given a title in recognition.

In addition, this system promotes support as members of staff are able to ask for assistance from identified knowledgeable and capable team members.

We recognise the need. I think this is so because we are quite well structured in terms of who is in charge of who. So there are teams. Obviously there is the headmaster, vice principals, subject specialists (B3).

I furthermore create systemic approaches within the school that all the teachers have to follow because the school systems themselves are educative to the teachers and supportive of the teachers if they stick to them (B1).

The opportunity for promotion, growth and achieving one's goal status are needed in order for one to feel motivated. In order for these to occur the optimal environment is needed. The organisational environment is one which stands for the promotion of the organisation. It included the relationships between staff, the culture and the climate created in the environment. Wyatt (2013:220) discusses the importance of favourable conditions at schools allowing for the facilitation of self-motivation. In this study, the participants said the following with regards to their working condition:

We actually mentioned it yesterday that we are such a close knit group that we are able to vent. We talk there is no hiding of this from this one or anything, we can't afford to be because we are too small for that. We are very good in that way, we talk a lot. (A1)

The response from this site implies that because the school is small and has few staff members, and there is transparency in what they do and they work as a team. The culture evident at Site B is one of a community.

We have a few social events at the school which I set up to try and help people make friends and gel together. This is in an attempt to get a primary school and the college teachers to get to know each other. We have had Friday night braais where everybody set up the braais and everybody will come and play and run around, the dogs will run staff members are encouraged to take part, the principal very kindly put some money towards everybody who went, for their tickets or to pay for dinner for the night. That encourages staff to befriend each other, socialise, you know it makes a little community (B2).

We would like everybody to get along. Because if your teachers are happy and comfortable then probably they are going to be happier and comfortable in class. Then your pupils are going to be as well.(B3).

We also often have staff lunches, and staff teas which encourage us to talk to each other which also make work a little bit more pleasant (B4).

The quotation shows the different efforts and events organized by the school to create a communal school culture and motivate teachers through establishing positive interpersonal relationships within the school as well as the community. The respondents show that their organisation promotes community through socialisation and knowing one another on a more personal level than just an acquaintance that socialises through necessity during work hours. Rather the focus of this organisation is to build a work environment that is pleasant. This allows links to the motivational factor of fulfilment found in the work itself owing to the community caring environment. Wyatt's (2013) states that the feeling of being psychologically close to people in the school community increases intrinsic motivation.

While this environment promotes a culture of recognition, ownership, understanding and oneness there are still specific organisational needs to fulfil such as commitment to teaching and learning.

I make my teachers work very hard at a very high level. I never employ teachers that view teaching as a half day job, ever (B1).

Ja, then I think, ja we are supported in that we can make suggestions, and we are heard, but I don't always feel motivated. We have had a change now recently. It was lovely. Where we were asked to come in on a public holiday and there was wine and beer provided. We had a little party and it was really nice. That type of thing does motivate. That type of thing is something special. No we are, we are sort of thanked for what we do, definitely (A4).

The expectation at Site B is clearly that all staff is expected to perform at a very high standard. This creates an environment of expected hard work and determination. For people who are extrinsically motivated this type of environment within itself promotes satisfaction. The implication of a teacher working in a supportive environment, with a

sense of competence and being part of a community results in teachers focusing on effective teaching (Wyatt, 2013).

4.3.4.4 Summary of theme 4

In this theme, the relationship between Herzberg's theories of motivation, including the intrinsic and extrinsic factors which came to light through the data coding and analysis, were explored. The researcher explored eight factors that have been highlighted as actions or a strategy used by the SMTs to motivate and support their staff. These factors have been analysed through Herzberg's motivation theory. The findings suggest that there are four identified factors in each of Herzberg's motivation and hygiene groups that correlate. It is evident that there are similarities between what was found in this case study and the theoretical framework of Herzberg's theory. However, due to the fact that only eight of the factors could be identified is not proof enough that this theory is relevant or accepted as being fully effective in the promotion of motivation in an inclusive classroom. What is evident is that the eight factors were believed to be effective by the participants in creating motivation in their establishments. This theme shows that teachers working in inclusive classrooms face a number of challenges, and in order to support the teachers in coping with these needs and challenges, the SMTs motivate and support their staff through various strategies. These strategies in part comply with Herzberg's Motivation theory.

4.4 Recommendations

The definition of inclusion has been established. The needs of teachers as well as the challenges experienced by the SMTs and teacher working in inclusive class have been recognized and identified. These challenges must be acknowledged and addressed at schools. In order to promote effective and efficient teaching and learning the teachers must be supported and motivated. Motivation and support are indispensable factors needed by inclusive teachers in the South African context. Thus the following recommendations are made:

4.4.1 Theme 1: How the participants define and understand the concept inclusion.

- The schools' stance, philosophy, procedure and policy on inclusion have to be clear and understood by all employees. There should be a common and shared

understanding of the concept, inclusion, which should be used as a framework for the approach to teaching and learning in an inclusive class.

4.4.2 Theme 2: The needs of the teachers who teach in inclusive classes

All educators and SMTs must receive assistance in addressing the established needs. The following may be considered:

- SMTs and teachers should receive comprehensive practical training in how to deal with learners who have varying needs in one class.
- Therapists and specialist teachers who work in the school, and who understand the needs in the environment may be used as part of this training to promote collaboration.
- Practical training should occur continuously through professional development in which teachers share their actual class based experiences and needs. Solutions and recommendations to their concerns must be addressed in these sessions.
- In line with best practice from other countries, in inclusive classes, where possible; a facilitator should be hired to assist the teacher to help the child reach his/her full potential. This facilitator or assistance, under guidance from the teacher, will assist with ensuring that each child receives differentiated work, special assistance with curriculum concepts and one on one attention.
- An annual budget for resources to assist the learners with barriers should be prioritised, established and utilised.
- At national level, the curriculum implementation and assessment standards for learners, who will not be able to reach the requirements, must be addressed. Differentiated curriculum standards for learners in primary school need to be created and implemented for specific learners.

4.4.3 Theme 3: Challenges experienced by SMTs and the teachers working in inclusive schools

- Strategies that outline the process and procedure that management to motivate staff should be implemented in schools.

- School management teams should be seen to recognise and validate teacher's achievements. This may be done in the form of private verbal acknowledgement, written thanks in a notes, small gifts, public acknowledgment or praise.
- Support through effective communication between the SMTs and their staff is recommended through transparent, where possible, staff meetings.

4.4.4 Theme 4: How SMTs motivate teachers who teach in inclusive classes

SMTs should consider accomplishment of the following in their schools:

- Recognising and acknowledging staff for their accomplishments.
- Providing positive feedback through verbal and or written acknowledgement of work well done.
- Create an environment which promotes a community ethos and understanding were the work itself becomes a motivating factor. This can be achieved by promoting friendships between colleagues and encouraging staff to know each other on colloquial/informal basis. This may be achieved by encouraging social interactions outside of the school environment.
- Provide opportunities for staff to be made useful and take responsibility for tasks and activities. This may be achieved through effective delegation and allowing staff to be responsible for a task without dictating or stipulating a process.
- Up skilling staff through useful continuous professional development
- Supervision is needed. The principal and SMTs should be involved in the school and school based activities. The principal of the school needs to be seen and known by his/her teachers.
- Consequences for actions both good and bad need to be enforced by the SMTs.
- High expectations for performance, standards and the normalised level of work are needed.
- A creation of a hierarchical structure that allows status, promotion and goal development to occur is needed/recommended.

Nationally, the payment scale of teachers in South Africa in comparison to other skills based occupations should be addressed.

4.4.5 Future research

The research was limited by the fact that only ten participants at two sites were interviewed. The research included a small scope of participants, and as it was a case study, it is limited by its methodology. Both schools were established in the last 6 years and are private schools. These allow for identification of additional research to take place.

This research highlighted that some teachers who worked in an inclusive school did not know that their school was in fact inclusive. Research may be conducted into the effect this has on their performance in this type of environment.

Not enough participants were included to definitively establish if all Herzberg's motivational and hygiene factors were in fact present amongst individuals who work in the school environment. Further research may be done to establish this.

Further research may include the effect of not having a policy on motivation in schools, as opposed to schools that establish a policy that governs their process and procedure to support and motivate their staff. A study to determine the effectiveness of the strategies identified in this research used by the SMTs to motivate staff may be explored.

4.5 Conclusion

The purpose of this research was to reveal what the teachers who teach in inclusive class define as the term inclusion. This definition lead to the exploration of the needs and challenges that teachers are often faced within these settings. These needs were established and the importance of supporting teachers to deal with the strain, frustration and challenges, was highlighted. The SMTs play a vital role in this motivation and support of teachers through the implement a variety of external and internal strategies. The research emphasised that; recognition, validation, the work itself, responsibility given, advancement, status, salary, supervision and consequences and high expectations, play a fundamental role in promoting drive, enthusiasm and a good practice in the work place. These factors link to Herzberg's two factor theory and while not all factors were identified,

eight factors that Herzberg identified in his study were highlighted in this research. The findings answered the questions that the research aimed to answer. The researcher was able to establish how the SMTs at two sites motivated their staff. These findings were mostly in line with findings evident in other research, which discussed the importance of motivation in the workplace.

This research begins to address the gap in the research whereby other South African studies have reported that little is known about how teachers are supported by the school management. This is important in our South African context where the statistics for attrition rate and poor performance of our teachers is reaching critical proportions.

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6. Annexures

Permission letters



Catherine Raynham

Supervisor: Dr Ogina

Department of Education

Faculty of Education, University of Pretoria

0001 Pretoria

HOW SCHOOL MANAGEMENT TEAMS SUPPORT AND MOTIVATE TEACHERS IN INCLUSIVE EDUCATION

I give consent for Catherine Raynham to do research in my school. I have allowed her to approach my SMTs and teachers and invite them to participate in her study. I have read and understand the purpose of this study. I understand that:

- Participation by the SMTs and the teachers in the school is voluntary and participants may withdraw anytime during the research process.
- Only teachers who have consented to participate in the research will be interviewed.
- Data collected will be handled with confidentiality.
- The school name and the names of the participants will not be identifiable in any report.

For more information and clarity on the project I may contact Catherine Raynham on 0721599004 or email her at Catherine_raynham@yahoo.com

Sign

Dr Ogina, her supervisor, via E-mail at Teresa.Ogina@up.ac.za.

Sign



Principal: _____ Date: _____

Signature: _____

Letter of informed consent



Department of Education
Faculty of Education, University of Pretoria
0002 Pretoria

HOW SCHOOL MANAGEMENT TEAMS SUPPORT AND MOTIVATE TEACHERS IN INCLUSIVE EDUCATION

I agree that I have been informed about the nature of the research and that my rights have been explained to me. I have discussed the project with the researcher, Catherine Raynham, who is conducting the project for her MEd degree, supervised by Dr Ogina in the Department of Education at the University of Pretoria. I understand that if I consent to participate in this project I will be interviewed.

I understand that if I participate in this study my contribution will be kept confidential. I also understand that there are minimal risks associated with this study. I understand that I will remain anonymous, my participation is voluntary and I have the right to withdraw anytime during the research process. My withdrawal will not affect me in anyway.

For more information and questions I may contact:

The Researcher: Catherine Raynham: Cell number 0721599004 email:

Catherine_raynham@yahoo.com;

Sign_____

The Supervisor: Dr Teresa Ogina: Teresa.Ogina@up.ac.za.

Sign 

I understand that by signing the consent letter I am agreeing to participate in this study.
I understand that my contribution will be used primarily for a MEd dissertation.

Name: _____

Date: _____

Signature: _____

Interview protocol/schedule

INTERVIEW PROTOCOL FOR PARTICIPANTS

1. Tell me about yourself (how long have you been in this school and a member of SMT)
2. In your opinion, what is your role in facilitating teaching and learning?
3. What can you tell me about inclusive education in your school?
4. Describe an inclusive classroom.
5. What do you think are the needs of teachers in an inclusive classroom?
6. To what extent do you think that the identified needs are being met?
7. In what ways do you as a SMT member support teachers who teach inclusive education to overcome the identified challenges?
8. What intervention do SMTs use to motivate teachers in inclusive schools?
9. What policy strategies do SMTs use to support teachers who teach in inclusive classes?
10. What intervention do SMTs use to motivate teachers in inclusive schools.
11. What policy strategies do SMTs use to support teachers who teach in inclusive classes
12. Is there anything that you would like to tell me regarding your role as a member of SMT and inclusive education?

Thank you for your participation in this interview

Interview transcript (One transcript)

B1 Interview

Thank you so much for coming to the interview. In order to make you feel more comfortable during this interview I would like to remind you that all information collected will be held in the strictest of confidence. A pseudonyms for the name of the school and the person interviewed will be used in the research. You may at any time decline to continue with this research interview. This interview will be taped. May we begin?

B: Yes

Could you please tell me a bit about yourself?

B: I am a career educator. I have been working for 48 years. I plan, God giving me health, to continue until the point that I recognise I need to step down. So, I have a doctorate in education. I have been headmaster of three separate schools. The first two were mainstream schools. The latter one an LSEN school. I have been headmaster for 22/23 years. I spent 16 years as an inspector of education in the TED.

Thank you, and the school where we are now, you have recently started?

B: 3 1/2 years ago.

Why did you decide to start a school like this one?

B: For a number of reasons. I am not built for retirement. So I knew that I needed to do something with my talent and my abilities. I have had a soft spot for years for children who experience struggles in their educational development, and I realised years ago, that they were far too few people catering for them. Which made me aware that it would be a very good field to create a new venture.

When you say the school is for children who experience struggles in education, what do you mean by that?

B: I I have shaped the school, to make, or attempt to make children successful, who would naturally be hurt in a big fast moving mainstream environment.

So, what changes have you put in place so that this isn't that fast moving mainstream environment?

B: The teachers that I employ are wired not to simply want to work with top end performers. In other words they have the disposition, to be sympathetic and empathetic for the challenges that a child with learning barriers faces. Therefore they don't mind repeating themselves. Therefore they work affirmingly. The class size is small, not exceeding 12. Which is better than your ratio at the moment. As a result children get more hands on time.

In your understanding, what is inclusive education?

B: In my understanding, inclusive education is a philosophical approach to helping children such as those described by me about. Within a homogenous education system. It is a philosophy well suited to the most well resourced countries on the planet, and ill suited to 3rd world countries. In my experience it doesn't work anywhere in this country, as it is intended or envisage to work. So, I am not saying it doesn't deliver value, what I am actually saying to you is that for South Africa's needs inclusive education is rubbish. But I understand full well, that the government couldn't put a counter model there, because of lack of resources. So, what the government does with inclusive education is that it says to all generally qualified practitioners, who have not been told to deal with inclusive education properly. In other words one term of teaching in, at a College of education teaches you nothing. But then they say to your teacher teaching a class of 30/35 please deal with these specialist demands and make those children successful. The answer is that it is not possible to do, and therefore does not happen. So, the net result is that it leads to immense guilt on the part of the teachers being saddled with that. Because teachers are driven by altruistic motives. The people in the profession are there because their hearts can be touched. Now when you set them up to fail, you tackle their idealism. So they either become less caring or non-caring to this need, or they beat themselves up and leave the profession due to stress, or find it unpalatable.

Thank you.

B: I can tell you plenty more but I won't.

That was a really in-depth answer when you said that generally the teachers are not qualified or not taught to deal with the diverse learners that they might have in a class, and that you need a specialist do you think that there are any other specific skills or training a teacher would need?

B: The problem is not a problem only of training, it is a problem of conflict of interest. Children with significant special needs, need hands on time. If that time were to be provided in the classroom by a teacher, the children without the problems would be being cheated. In other words, they would be getting less than what their parents expect or think. It is a philosophy that robs Peter to pay Paul. But the actual result is that the children who actually get robbed are special needs children. Because most teachers default to make in the CAPS curriculum progress that they are required, and will be held accountable for, and where they know the parents will be on their case if they don't.

Do you think that these needs are being met?

B: Which needs?

The needs of the SEN child needing additional time in the classroom and some extra training, but not necessarily training in isolation?

B: I am not intending to be rude to you, and never would be, but really if you analyze my answers they are obviously are not being met.

Thank you.

B: A pretence is made to meeting them.

In your school you have teachers that deal with children with a variety of needs. How do you as a manager help them to feel supported?

B: Help the teachers to feel supported?

Yes.

B: I create a promotional hierarchy and appoint to senior positions practitioners that have a marked degree of knowledge in the field. And these intermediaries are the go to people for the teachers when they need help, I furthermore create systemic approaches within the school, that all the teachers have to follow because the school systems themselves are educative to the teachers and supportive of the teachers if the stick to them. Let me illustrate, I have three, three staff meetings per week for 15 minutes at 7:15 in the morning just to deal with Ops matters. In addition I have a 1 1/2 hour staff meeting every Tuesday afternoon. Where matters requiring more debate or thought can be dealt with. In this morning's Ops meeting, I reminded my teachers that all of the emails, that all of the school email addresses have been sent to every parent in the school. That they are to, have to have a turnaround time of 24 hours. If a parent writes to them, they must show that they have read it, and respond within 24 hours. Even if the answer requires more thought, they must send the parents and indication that they have noted that and are dealing with a problem. Now that is a practical system in the school. But if the teachers adhere to it they will get into far less conflict with the parents. Because the frustration level of the parents, would cause them to in due course, function, function in combative mode, because they feel that their time is being wasted in their child's life, progress is not being made etc...

Okay, you said that these are practical systems that you have put in place. Do you have any of these in writing or in a policy?

B: Some, by no means all of them. In fact many of my systems are mechanical systems. If I had to write policy documents all day... Government education is smitten with the idea that you have to put your ideas on paper. Whether or not they're enforced or working. I make sure that my systems are done, even if I don't have them on paper. You cannot put every, because a school is so diversely complicated, you will add to the frustration of teachers, if they are forever having to read policy documents or produce policy documents. You will turn teaching in to talk shops. So all my major things are in policy documents, but let me illustrate. I am having to tweak my detention policy at the moment, because there are slipups. So I'm tweaking it. I am not going to produce another three foolscap pages on on that just because I have seen it needs a tweak. I told the staff that we will discuss it tomorrow afternoon. I did start the discussion the previous Tuesday afternoon. The slipups in the policy are coming at the level of normal factors. For example some teachers are getting frustrated with little offences that they are repeatedly talking about. And then on a given bad hair day they suddenly put a child into a detention. Whereas the system needed to be managed differently by the teacher and compliance would have been achieved.

Do you have the teacher to find different alternatives to dealing with the child?

B: I tell them what to do. So, I don't leave teachers to find their own alternatives, because some teachers will never find the right one. Some teachers will take a year to do it and I want it done efficiently. So I would say to her teacher, just because the child hasn't covered his book, is not reason for him to be in Friday detention. What have you tried before that? Have you, have you are the other methods in the school that we could try?

Great, is there anything else that you would like to share with me about support you give your teachers?

B: I give them lots of support, but... I do not let parents attack them. Just because a parent is frustrated is not a sufficient reason for the teacher to be on the brunt of the parents' frustration. So I created protective rules for parents, so if teacher perceives parental interviews to be hostile I have told them how to deal with it, and that is not to deal with it but to say... For example I will illustrate this, if you find the parents becoming abusive to you terminate the interview. Say Mr and Mrs so-and-so, I do not think we are making the progress required. I think we need to take this meeting to B and discuss it together there. I have the skill not to take the parents abuse and neither will I allow it. But I also have the skill to solve the problem so the parents walk away feeling that something is being done. So I protect my teachers. I make my teachers work very hard at a very high level. Because if I didn't, they would be attacked. The parents have rights. In other words if a parent is paying lots of money for the services of a school like they have expectations that are valid. And so for example I never employ teachers that view teaching as a half day job, ever. If they view teaching, if they actually want to be mothers following their children's sporting progresses around the various schools they might be in, I respect that because at one stage in my life, my wife did that. Then I must go work for someone else. Um, they don't have a human right, to be working for me, but then doing what they want to do. So, in the first place I don't do sheltered employment. And it's a very interesting thing, when you drive a hard bargain of teachers, when you are wishing to employ smart people and get them to produce Smart work. Smart people generally have intrinsic desire to outperform. Then you have to create amenable circumstances to cause them to outperform as a manager. Which means, you have to lay down the expectation. But you have got to actually see what they are doing. So I am a believer in, I am a believer in the philosophy of management by walkabout. I can tell you a significant amount about every teacher on my staff. I try my best to affirm people, for what they are doing. But to do that you've got to see it. So when you see that a teacher put effort into that, like entrepreneurial day on Friday, then, which two of my teachers did, it was a very good success, you have got to interrogate its actual performance. Then say was is it a success, was is it better than last year's one, how much better was it? So B1 and C did the entrepreneurial day, all the work and admin work and the teaching work. This morning I said to B1, in the staff meeting, and she was thanking the staff for the participation, this morning I said to B1, how much did you make? She said R 12,000. I said, how does that compare with last year. She said we were six last year. I said wow, so did all the staff say wow. So I caused, I caused her to feel rewarded for her endeavour and C, by being interested in their endeavour. And then caused all the staff to see it.

Do you think that validation and like you questioned her in front of other staff works better than having an individual meeting with her and showing appreciation to her?

B: Most people, all people I would say not even most, all people want everybody that they work with to think that they are good at what they do. I clearly would have said that to her privately, which I had already, before that point. But I deemed that there was more needed. And what was needed was to cause her, her colleagues to see to the degree which it had been a job well done. So, you asked me a generic question, it was what do you do to support your staff? I create a very well structured, efficiently functioning school. If the school is chaotic nobody will perform for long, and even if they do they won't be recognised for their performance so they will move. So, if the leadership of a school is poor, the school becomes poor. As was evident, some years earlier in the place you work, when they appointed a person who couldn't cut the cake, recognised it in due course, and people

moved on. But in that space of time, a school with excellent, excellent credentials in the public zone started to, started to find people complaining, which beforehand was not happening. Am I wrong?

I can't answer that question.

B: Good girl.

But do you believe that that is because of poor leadership?

B: Schools are, if the absolute top leader of a school is less competent it nearly always results in the whole organisation being less good. It can be counteracted by a few smart people, in positions just under that person, but only to a degree. It can't be totally obviated compensated for. So, same with the country. If you put an inadequate person in the top position, then you will progressively find the country will lose its rhythm and more and more conflict will arise within it. So I gave you a trick question and you answered it very correctly, good girl. You have been taught well.

Laughter.

Thank you. Thank you so much for letting me interview you I have learnt a lot. Thank you.

B: Well I am hoping, I am not trying to be superior, I am hoping to help you, because I once did research, and I was helped. More than that, it's not in anybody's interest for research to qualify for a degree but actually not to contribute to general knowledge. And far too much, far too much answer provision is given to subjects like you are dealing with, deals with politically correct answers that people are expected to give. But at the end of the day, in any industry there are many people that ply their trade, buy by no means will you ever find in any area where everybody is good. So some are always better than others, and the ones that are better than others, do a better job than those who don't. Do you write shorthand?

Yes.

B: That is a smart ability. Very few folk have that. Where did you learn it?

It is my own shorthand, I have my own code for things.

B: That is smart, I wish I could.

I write my own code for different words and things that come up a lot.

B: Gee that is clever.

It really makes taking notes go a lot faster.

B: Now I wanna ask you a few things, if you wanna put it off you can.

Thank you very much for agreeing to being interviewed.

Example of Analysis table



How do SMTs and teachers in schools define and understand the concept of inclusive classes?

Responses	Segments	Comments/codes	Themes/sub
<p>Participant A1: In my opinion, well you first need to ascertain who and what your learners are, where they are at...But in a way we are blessed with the children we do get in. We do have children that struggle with learning barriers from whatever area it might be. It doesn't necessarily mean it's a socio economic issue. It comes from all walks of life.</p> <p>Participant A2: A2: Okay, so I suppose it is to ensure that the curriculum per what your year is to be taught, ensuring that each child individually understands what needs to be taught. And making sure that you keep and are up-to-date with assessments and what they need to know and making sure and see where they struggle. Expanding on where they struggle, you know keep revising.</p> <p>A2: Yes, well here I suppose I am lucky because we have such small classes. So I am able to as I am teaching concepts and asking questions I can see who individually because my class only has 16. So I can see who is struggling or whatever and sit with them individually or send them extra homework or like change the way explain something to help them understand.</p> <p>Participant A3: A3: Sho, that's such a big question. I would say it is you are obviously present the syllabus but also to encourage and foster thinking, creativity, provide an opportunity to learn and I think that is the more important side of facilitating education. It is providing the opportunity and then obviously assessment is huge part of that even though we as teachers, we actually hate assessment. I think taking care of children's social and emotional well-being as well as their cognitive and academic, because that all is such a huge part of the whole school experience.</p> <p>A3: Well it's getting a little bit better, but it certainly was challenging to start off with. I think that the most important thing to remember for an educator is that every child is different. But it is an enormous challenge to try and maintain a system of fairness and equality with treating children according to their needs at the same time.</p> <p>Participant A5: A5: It's not, there isn't as much</p>	<p>ascertain who and what your learners are, where they are at. (1)</p> <p>ensure that the curriculum per what your year is to be taught, ensuring that each child</p> <p>sure that you keep and are up-to-date with assessments and what they need to know and making sure and see where they struggle.</p> <p>as I am teaching concepts and asking questions I can see who individually</p> <p>I can see who is struggling or whatever and sit with them individually or send them extra homework or like change the way explain something to help them understand.</p> <p>present the syllabus but also to encourage and foster thinking, creativity, provide an opportunity to learn and I think that is the more important side of facilitating education (2)</p> <p>providing the opportunity and then obviously assessment</p> <p>taking care of children's social and emotional well-being as well as their cognitive and academic, (3)</p> <p>the most important thing to remember for an educator is that every child is different.</p> <p>it is an enormous challenge to try and maintain a system of fairness and equality with treating children according to their needs at the same time.</p> <p>there isn't as much</p>	<p>Most teachers spoke about the need to identify / know the child well in order to identify the child's starting point for learning. This has to happen first before teaching can be truly effective.</p> <p>Curriculum is an important aspect of the role of a teacher as it is a guide and tool.</p> <p>The pressure placed on teachers to complete the curriculum and the required assessments was noted</p> <p>More important than the curriculum is that the teacher needs to teach more than 'pure academics', but has to help the child in any way they may need. The role is to facilitate learning of both academic and cultural life based values, morals and ethics. This links with seeing the child as an individual with individual needs.</p>	<p>There are 3 areas that the teachers identified as their role to facilitate teaching and learning these are:</p> <ol style="list-style-type: none"> 1. To identifying the needs of the child and meeting the learners at their starting point. Thus the teaching and facilitation of learning occurs through a child centred approach. 2. The curriculum is an important tool in facilitating learning as it forms the basis for what needs to be covered annually. 3. The holistic approach that incorporates more than just the academic component with regards to the role of the teacher. The teacher also imparts values, moral and ethical skills to the learner.



<p>facilitation as they should be, because of the curriculum. I find the curriculum quite heavy and all consuming. And I struggle to finish it, so we are rushing constantly. So unfortunately with the languages there is a lot of teaching teaching, like lecturing. The facilitation mainly comes in with tasks and projects. But in the classroom itself with languages, I am finding it difficult to bring in facilitation.</p> <p><u>Participant B1:</u> B1: I have shaped the school, to make, or attempt to make children successful, who would naturally be hurt in a big fast moving mainstream environment.</p> <p><u>Participant B2:</u> B2: I would say my role is to impart as much knowledge as I can to the children in my subject areas. I do a lot of support groups, so in the afternoons I do extra lessons and support.</p> <p><u>Participant B3:</u> B3: Sho, to teach stuff. Um, no! I really view education as being making a difference in somebody's life. I don't think it is about teaching a subject at all. In fact, I think that the subject is the side part of your teaching. In fact, what you are teaching is teaching skills. You are teaching them how to become part of a society. You are teaching them how to become successful at whatever they choose to do. You are teaching them integrity, how not never to give up. So I view for example, my English, all I am really teaching them there, I quite honestly couldn't care less if they don't know what a verb or a noun is. I want them to communicate properly. But to communicate properly, they need to know what a verb and a noun is and that. But my ultimate goal is that they must communicate. With natural science, it is to open their eyes to the world. You know, to get enquiring minds, to seek out answers which are all things, no matter what job they do, they will use. You know, whether they decide to become a scientist or not is also irrelevant.</p> <p><u>Participant B4:</u> B4: For me firstly it is to build up the actual child. So, looking at it holistically, I want to see the individual, and particularly when a child comes to our school often they are coming broken out of a mainstream situation, within their personality their self-esteem, confidence et cetera. For me that is way up high on my priority list. It is just to make them again believe in themselves, hey I can do this whether it is just by half a percent up or for 50% up. It's just the self</p>	<p>facilitation as they should be</p> <p>there is a lot of teaching teaching, like lecturing.</p> <p>I am finding it difficult to bring in facilitation.</p> <p>make, or attempt to make children successful, who would naturally be hurt in a big fast moving mainstream environment.</p> <p>impart as much knowledge as I can to the children in my subject areas.</p> <p>to teach stuff making a difference in somebody's life. I don't think it is about teaching a subject at all (3)</p> <p>subject is the side part of your teaching.</p> <p>what you are teaching is teaching skills.</p> <p>how to become part of a society. (3)</p> <p>successful at whatever they choose to do.</p> <p>integrity, how not never to give up.</p> <p>I quite honestly couldn't care less if they don't know what a verb or a noun is. I want them to communicate properly. (3)</p> <p>build up the actual child. So, looking at it holistically, I want to see the individual, and particularly when a child comes to our school often they are coming broken out of a mainstream situation, within their personality their self-esteem, confidence et cetera.</p> <p>make them again believe in themselves.</p>		
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<p>assurance within themselves. That is number one for me. And then, also integration with families which is important for me. So, I tend to have high, be quite relational with the parents with regards to constant feedback about the child. And then just also we have WhatsApp groups, it's not actually WhatsApp and it's called, an app called Remind, it's for me to send information to parents not necessary for them to reply.</p> <p><u>Participant B5:</u> B5: Um, our role is as much as everybody hates the word it is to facilitate the learning. It's, especially in this school it is to help the children to grow in their confidence and to learn and teach them the ability to tackle new tasks and work confidently. And I suppose, ja, to facilitate the learning so they know what is going on.</p>	<p>integration with families which is important for me.</p> <p>facilitate the learning.</p> <p>to help the children to grow in their confidence and to learn and teach them the ability to tackle new tasks and work confidently (3)</p>		
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Proof of language editing (Letter from the editor)

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To Whom It May Concern

**Re: School Management Teams' motivation of teachers in inclusive
classrooms**

by

Catherine Louise Raynham

This serves to confirm that I have Language Edited the above
thesis.



R. C. Nash
20th November 2016