
Exploring Lecturers' Perceptions on the Use of Inclusive
Pedagogical Strategies in Higher Education Contexts: A Case
Study of Lecturers at a Private Higher Education Institution in
Johannesburg, South Africa

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Abstract

Inclusive pedagogy is often narrowly associated with increasing enrolment and access to education for “disadvantaged” groups. This study sought to explore the wider view, which holds that inclusive pedagogy transcends the mere integration of students with disabilities into mainstream institutions or the admission of blacks into formerly white schools and universities. This notion is derived from the argument explored in literature, which purports that presence in an institution alone does not automatically translate to inclusion, as there is a myriad of barriers that limit effective learning for students of diverse dispositions and backgrounds. This research study followed the qualitative paradigm to explore lecturers’ levels of awareness and perceptions of inclusive pedagogy. The study also sought to establish if there was any correlation between lecturers’ perceptions of inclusive pedagogy and their classroom practices. This was done by analysing the participant lecturers’ teaching philosophies, preferred pedagogical strategies and perceptions towards teaching styles, differentiated learning styles, assessment preparation and parental involvement in the teaching and learning process at tertiary level. The results of the study showed that the respondents had varied perceptions on many issues although they converged on the notion that teaching style had an impact on student learning. In the concluding chapter, the thrust of the recommendations was that inclusive pedagogy was not limited to the lecture room, therefore, all stakeholders needed to work together to ensure its success.

Keywords: inclusive pedagogy; pedagogical practices; pedagogical strategies; teaching philosophy, teaching style; learning styles.

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Dedication

To Dorothy and Yolanda; this is just the beginning.

Abbreviations and Acronyms

ACC:	Accounting
AFRIK:	Afrikaans
BIS:	Business Information Systems
BUMA:	Business Management
Comm:	Commerce
COMSC:	Communication Science
DoE:	Department of Education
DHET:	Department of Higher Education and Training
ENG:	English
FIMA:	Financial Management
HRM:	Human Resources Management
Hum:	Humanities
IADL:	Introduction to Academic and Digital Literacy
INCED:	Inclusive Education
IT:	Information Technology
ITSA:	Introduction to Scholarship
LOG:	Logistics
LoLT	Language of Learning and Instruction
MIS:	Management Information Systems
MKT:	Marketing
OFAD:	Office Administration
PAYR:	Payroll
PHEI:	Private Higher Education Institution
PR:	Public Relations

PROJ:	Project Management
PSY:	Psychology
PURCH:	Purchasing
SETS:	Setswana
SOE:	School of Education
TRECON:	Transport Economics

Chapter 1: Introduction

1.1 Background and rationale of the study

This research study was exploratory in nature and this was necessitated by the dearth of literature on the perceptions of higher education practitioners on inclusive pedagogy, globally and in South Africa. Mills, Durepos and Wiebe (2010) posit that exploratory studies are ideally used when a researcher intends to examine a distinctive phenomenon in a discipline or topic where scant precedent research has been done. Admittedly, inclusive education has been traversed by many researchers globally, but in South Africa inclusive education has until recently been parochially associated with mainstreaming schools to embrace the formerly excluded social classes, racial, gender and ability groups. This study did not intend to adopt this narrow approach, but focused on the perceptions of lecturers towards classroom level pedagogical practices that promote effective learning, rather than just the mere enrolment of students of diverse dispositions. This is corroborated by Inclusive Education Canada's (2017) assertion that presence alone does not denote inclusion.

Thus, it can be posited that enrolment is not the be-all-and-end-all solution of student inclusion because classroom practices equally matter as well. Extant literature largely focuses on the narrow view of inclusive education as a practice of enrolling students with disabilities or special learning needs in the so-called mainstream educational institutions, rather than the wide view that focuses on catering for students of diverse abilities, interests, socio-economic, faith and linguistic backgrounds (Gudjonsdottir and Oskarsdottir, 2016). Without doubt, the 21st century higher education classrooms, be they face-to-face, distance or online, are arenas of diversity.

Gudjonsdottir and Oskarsdottir (2016) posit that such diversity is a source of diverse challenges for lecturers, as they are compelled to employ relevant pedagogical strategies and methods to cater for varying students' needs. Lecturers are viewed as vital cogs in the development and implementation of inclusive pedagogical practices (Gudjonsdottir and Oskarsdottir, 2016), yet it is apparent that the majority of educators in higher education barely drift from the traditional direct instruction method as they are hard pressed to complete prescribed module syllabi. Content coverage, thus, tends to be elevated to a more preponderate priority level than effective student learning. It can be surmised, thus, that an instructor's choice of pedagogical strategies is premised on his or her perception of that particular instructional style. Hence, this study intended to establish why lecturers in higher education contexts resort to using some pedagogical strategies at the expense of others.

Post-1994, South Africa has been consistently making attempts to drive the cause of inclusive education by using a multi-pronged approach, notably legislative and policy instruments and

this has seen exponential growth in higher education enrolment (Badat, 2010). The increase was not just numerical, but it also embraced the formerly excluded groups like women, blacks, the disabled and even immigrants. However, Sondlo (2013) and the Department of Education (DoE) (2001; 2004) argue that there is a mismatch between the inclusive enrolment efforts and the graduation or throughput rates and this can be attributed to high attrition rates, particularly among first year students. Inclusive pedagogy is arguably one of the approaches that can be used to improve retention rates in universities, thus, ultimately improving student success rates.

1.2 Problem statement

In spite of the government and other stakeholders' efforts to redress the legacy of past educational imbalances, South African higher education is bedeviled with a myriad of challenges, including high attrition and low graduation ratios, as mentioned above. Given this scenario, this study seeks to find ways of improving student engagement, and one way of doing such is using inclusive pedagogical strategies. Lecturers are the key drivers of pedagogical strategy, thus, there is need to explore their perceptions on the use of alternative teaching and learning methods, as well as their rationales for using them. Therefore, the key question that this research seeks to answer is: "How do lecturers view the concept of inclusive pedagogy and in what ways do their views impact on the constructive alignment of their teaching practices, and specific and universal student learning goals?"

Judging from the relatively low success rates among first year students at the case study institution over the past six years, the researcher assumed that most lecturers used teaching strategies that were not aligned to micro and macro level context teaching and learning goals. Inclusive pedagogy, thus, helps to constructively align students' learning needs and goals to the content and specific learning activities (Fink, 2003a; 2003b). Using inclusive strategies from the onset can arguably help students, particularly undergraduates, to transition to the demands of higher learning with relative ease, thus, minimising the attrition rates. Contrary to Plato's 'Cave Allegory', which alludes to educator empathy (Noddings, 2012), traditional pedagogy largely promotes exclusion, as "slower" students are trampled on by the "swifter" ones, thus, making higher education elitist and inaccessible, even to those who would have met the entry requirements, because traditional lecturers do not have time to "stoop too low" to reach out to students who would be facing some learning challenges.

Over the past six years, the researcher has observed how lecturers at the case study institution campus generally view the concepts and practices of inclusive instruction and assessment. Although the institution occasionally conducts staff development workshop that are focused on improving classroom practices and student attendance, it seems the lecturers

do not place much value on these efforts as most of them are adamant that in the higher education context the responsibility for learning lies with the student, while the lecturer simply needs to have mastery of subject matter. Hence, the staff development efforts do not seem to make much impact, as the lecturers apparently regard them as time wasting tick-box activities for the teaching and learning management team. Based on this observation, it can be surmised that inclusive pedagogy is hardly used in the classrooms hence; the persistence of the perennial challenges of absenteeism, non-submission and, at worst, attrition. All these challenges culminate into diminished success and graduation rates. There is, therefore, need to explore the extent of faculty and lecturers' culpability in the context of student failure. However, this is not an attempt to suggest that student success in higher education, particularly at the case study campus, is solely dependent on lecturers' attitudes and pedagogical practices.

1.3 Aim and objectives of the study

The aim of this study was to explore higher education lecturers' perceptions of inclusive pedagogy. Extant literature presents evidence that there is a correlation between instructors' attitudes and choice of instructional strategies and techniques hence; lecturers' perceptions of student learning directly influence their pedagogical practices (Stichler, Fields and Brown, 2011). Thus, this research study sought to establish the relationship between lecturers' perceptions and higher education goals, with specific reference to the case study institution. Ultimately, the study strives to establish the impact of inclusive pedagogical practices on remedying the attrition and failure rates that are being experienced in South African higher education contexts in general and at the case study institution in particular.

Davis (2014) cites du Plooy (2006), who advances that the main purposes of an exploratory research study include; clarifying and justifying the existence of specific phenomena in relation to intervening variables and determining the direction of a cause and effect between independent and dependent variables. This study, as posited earlier, was driven by the need to establish possible inclusive remedies to the low retention and throughput ratios on the one hand and the pedagogical practices recommended by the institution and implemented by individual lecturers, on the other hand.

1.4 Feasibility of the study

The research methodology, namely the case study, was chosen because it naturally restricted the researcher to collecting data from respondents, who are all lecturers at the case study organisation, where the researcher is also employed hence: time and travel costs were not ~~be~~ restrictive factors. In terms of feasibility, the research study was expected to be manageable, as the time available was adequate to collect data from the proposed sample size of 20

participants. Babbie and Mouton (2001) and Bezuidenhout and Davis (2014) concur that research should be manageable with regard to time, methodology, sample size and cost. According to Shetty (n.d.: n.p.), in qualitative studies the sample size “should be large enough to sufficiently describe the phenomenon of interest, and address the research question at hand.” Given the prescribed timeframe within which this study was supposed to be conducted, the sample size and research site were practically ideal.

1.5 Research questions

The main research question that this study sought to answer, as alluded to earlier, is: “What are the lecturers’ perceptions of inclusive pedagogy in higher education institutions?”

The following sub-questions will be used to complement the main question:

1. How do lecturers’ perceptions of inclusive pedagogy impact on their teaching practices?
2. Which pedagogical practices are the lecturers currently using?
3. What justifications do the lecturers have for using their preferred pedagogical strategies?
4. Are the classroom practices currently used by the lecturers aligned to specific/universal student learning goals?

1.6 Summary

This chapter began by outlining the background to the study and explaining its rationale. This was followed by the presentation and discussion of the problem statement, after which the researcher stated, contextualised and justified the aim and objectives of the study. The penultimate section of the chapter discussed the feasibility of the study, with particular attention to topic researchability, site and respondent accessibility and related cost factors. Finally, the chapter presented the research questions.

The next chapter presented and analysed scholarly literature that is related to inclusive pedagogy.

Chapter 2: Literature Review

2.1 Introduction

South Africa is regarded as the most unequal nation in the world (Beaubien, 2018). These inequalities are certainly pronounced in the education system and, conversely, the skewed education system itself perpetuates the socio-economic imbalances that bedevil the nation. The number of South Africans living in extreme poverty is reportedly on the rise and, according to Statistics South Africa (2017) the country has over 30 million people who can be classified as extremely poor. This implies that more than half of the population are likely to be excluded from quality education because they cannot afford it. Thus, poverty is the prime factor that excludes South Africans from higher education, in spite of the availability of intervention measures such as social grants and student loan facilities.

The roots of exclusionary education can be traced back to the apartheid era, during which differentiated race-based educational systems were created to serve the minority white and majority non-white population groups on unequivocally segregatory terms (Barnard, *et al.*, 2016). The vestiges of the racially differentiated education system are still imminent, as evidenced by the failure of the “weak education system” to produce quality professionals and academics (*ibid*). This study seeks to explore such educational inequalities and establish how best inclusive pedagogy can be used as an equalising and emancipatory tool.

Inclusive education is an ever-evolving concept. Previously, it focused only on mainstreaming learners with special educational needs such as the physically and mentally challenged. “This approach encourages an anticipatory approach to curriculum design and embeds the view of disability as an aspect of difference that can enrich the lives of all” (Hockings, 2010). However, the scope has grown wider and all-encompassing as it now embraces socio-economic, cultural and intellectual diversities as well. From a critical realist perspective, inclusive education is a product of emancipatory pedagogical activism. Previously, higher education was considered as a privilege for the academically gifted, thus, excluding those who were regarded as academically inferior (Badat, 2010). In the same vein, socio-economic disposition was another deciding factor and this meant the poor were alienated from higher education.

Instructional and learning strategies in higher education are also shifting from lecturer-centred to student-centred (Killen, 2010). In the past, it was not uncommon to have a thousand or more students quietly seated in a lecture theatre as the lecturer transmitted knowledge to them in more or less linear style. While direct instruction, in the form of lectures and demonstrations, can be very useful in the formative stages of education (Killen, 2010), repeatedly using it in higher education may become monotonous and exclude learners with different learning

preferences and shorter attention spans. These traits are largely characteristic of the millennial and post-millennial learners (Mokoena, 2015).

Unfortunately, the vestiges of the old pedagogics are still lingering on in higher learning as lecturers are hard-pressed to keep up with the preset syllabus pacer at the expense of promoting deep learning. It is also unfortunate that transmission instructional models do not effectively work with the typical 21st century students. It is therefore imperative to democratise the lecture room to accommodate the new crop of learners who hail from diverse backgrounds. Inclusive pedagogy is one such emancipatory tool that can effectively revolutionise education and make the process of acquiring it more fulfilling and worth the while.

The South African Department of Education (DoE) (2004) points out that the information revolution is sweeping through all sectors of society globally, including the economic and social spheres, therefore, the South African education sector has a mandate to rise to the occasion by equipping students to fit and function in the new order. Thus, education should be fine-tuned to meet the ever-changing global trends. In this case, the function of education, in particular higher education, is to prepare students for lifelong learning by fostering adaptability and the ability to apply knowledge in practical contexts (DoE, 2004; Griesel and Parker, 2009). As argued earlier, such gradueness can only be inculcated through participatory or inclusive pedagogy.

However, the DoE's White Paper observes that the post-apartheid curricula and pedagogical practices still fail to meet the expectations of different students, resulting in high "drop-outs, push-outs and failures" (DoE, 2004). This is buttressed by Sondlo (2013), who laments that although the successive post-apartheid governments significantly pushed higher education enrolment and access figures up, retention rates are comparatively very low, which points to lack of early interventions to support at-risk students by means of inclusive pedagogy (Sondlo, 2013).

The DoE (2004) cites Maclellan (2001), who claims that many students in institutions of higher learning fail to experience significant learning because of weak understanding of the purpose and requirements of formative assessment and its role as a learning opportunity. This can be attributed to apathetic perceptions by lecturers who leave students to their own devices on the assumption that the task requirements are simple and easy to understand. Thus, contrary to what Fink (2003a) recommends, lecturers renege on preparing students for assessments, leading to high failure rates and missed opportunities for significant learning.

In view of the abovementioned scenario, it is apparent that the spirit and practice of inclusive pedagogy should be adopted as it ensures that lecturers appreciate the rationale of adequately preparing students for all assessment tasks, rather than solely concentrate on delivering

modular content (Fink, 2003a; 2003b). Hyland (2000), cited in Bloxham and Boyd (2007) conducted a research which attributed student failure “to understand the language in assignment briefs and lacked ‘clear, precise and practical advice’.” As argued by Bloxham and Boyd (2007), one of the inclusive pedagogical strategies that is overlooked by college lecturers is to practically assist students to meet the expected academic writing and assessment standards. Adequate preparation for assessment enables formative assessments to be leveraged for significant and deep learning experiences, thus, immensely improving results and reducing attrition (Davies *et al.*, 2006 in Bloxham and Boyd, 2007).

Swann and Ecclestone (1999a), cited in Bloxham and Boyd (2007), posit that the higher education context is essentially an assessment community into which students need to be properly inducted and socialised. Krause (2001), also cited in Bloxham and Boyd (2007), reiterates the argument that students who experience assessment related difficulties from the onset are more highly likely to drop out than those who are adequately inducted. It is, thus, incumbent upon the lecturers to stem the tide of underachievement and attrition by improving assessment practices, so as to prepare students to comprehend the meaning and standards of assignments at their respective levels (Bloxham and Boyd, 2007).

2.2 What is inclusive pedagogy?

“Inclusive classrooms do not fail students” boldly declares Porter (2019), as cited by Trudel (2019). By inference, one can also posit that in the context of higher education, “inclusive lecture rooms” can immensely reduce student exclusion on the bases of learning preferences, orientation or socio-economic background. This statement unequivocally presents inclusive learning as the panacea for all educational ills. As highlighted in the introduction, inclusive education traditionally focused on embracing learners with disabilities into mainstream educational institutions and “regular classes [where they were] supported to learn, contribute and participate in all aspects of the life of the school” (Inclusive Education Canada, 2017). Earlier proponents of inclusionism, thus, limited their advocacy to lobbying for the built environment and learning resources to be adapted for students with special learning needs.

However, it remains clear that the barriers to accessing quality education are so ubiquitous that even students without disabilities can still be excluded on the basis of their socio-economic and cultural backgrounds, lack of proficiency in the language of instruction (LoLT) and learning preferences. Given this, it is pertinent to submit that the aim of inclusive education is to avail quality education for diverse students “in a way that is responsive, accepting, respectful and supportive” (Inclusive Education Canada, 2017). This entails personalising teaching and learning programmes to circumvent individual students’ learning barriers, some of which can be solved by creating diverse student support networks involving academics,

parents and professional student relations management officers. Such a student support structure is available at the higher education institution where this research was conducted. Thus, the study was intended to establish how the entire support structure network was utilised to promote inclusive learning (The Independent Institute of Education – Varsity College, 2019).

Inclusive Education Canada (2017) delineates four ideal attributes of inclusive pedagogical environments:

- The classroom is designed to enable all students to participate fully and meaningfully in individual and collective learning.
- The climate and atmosphere of the learning environment should be conducive to the fostering of “a sense of belonging and ensure student progress toward appropriate personal, social, emotional and academic goals.”
- Individual learning needs should be catered for through the use of student-centred instructional strategies.
- While instruction can be personalised according to the student’s predisposition, the learning environment should be common to allow for inclusionary sharing of learning experiences.

2.3 Main causes of student exclusion in the South African context

Some of the factors that result in learning exclusion have been alluded to earlier. In the South African context, there are several interrelated causes that can be classified into the categories that are identified below.

2.3.1 Historical exclusion

As pointed out earlier, some of the challenges experienced in the South African educational sector today can be traced to the country’s long colonial history and, subsequently, the promulgation of apartheid legislation in the early 1950s (Reddy, n.d.; Badat, 2010). According to Badat (2010), the current social inequalities were birthed by the historical exclusion faced by non-white people, women and people with disabilities. These inequalities and the respective institutions that propagated them are still prevalent in post-apartheid South Africa (Barnard *et al*, 2016). Although the differentiation is no longer legislated, it is still noticeably embedded in the country’s socio-economic fabric, given that higher education, even in public HEIs, is relatively costly, thus, excluding some needy students, notwithstanding the best efforts of funding initiatives (DHET, 2013). Inevitably, it pervades the education system – from foundation phase to postgraduate school, resulting in what Barnard, *et al*. (2016) call a weak

education system which, even to date, still perpetuates the racial and class differentiations that served the colonialists very well (Reddy, n.d.).

Reddy (n.d.) reiterates that the educational institutions that stood as the pillars of white privilege such as the former Model C schools and top universities, like the University of Cape Town and Stellenbosch, owing to inhibitive fees structures, are still largely closed to the majority of students from historically excluded groups. The efforts to transform higher education to align with the post-apartheid government's reconstruction and development programme (RDP) thrust, as enunciated in the National Council for Higher Education (NCHE) Report of 1996, has not seen much success since class divisions and hegemony have not been obliterated at all, argues Reddy (n.d.).

In a candid article entitled; *Higher Education and Social Transformation in South Africa Since the Fall of Apartheid*, Reddy (n.d.) further posits that the transformation policies laid out in the 1996 NCHE report are plausible, but the successive post-apartheid governments have found it rather daunting to implement them, resulting in the process being very slow and ambiguous and many formerly disadvantaged populations remain excluded from quality higher education. In concurrence with the foregoing submission, Badat (2010) adds that although the African National Congress (ANC) government has massified higher education, access to quality education for all is still unfathomable. Although enrolment in higher education has increased exponentially, Sayed (2007:8), cited in Badat (2010:35) argues that "...the simple reality is that enrolment is not the same as attendance and attendance does not imply learning."

To buttress the foregoing, Badat (2010) cites disturbing statistical trends that show the dire condition of South African education, as of 2010. South African students were reported to be faring very badly in international assessments, thus showing two possibilities; the tests were not in tandem with the prevailing South African curriculum or the teaching and learning process in South African institutions needed a complete overhaul. According to Willenberg (2018: n.p.):

South Africa ranked last out of 50 countries in the 2016 Progress in International Reading Literacy (PIRLS) study which tested reading comprehension of learners in their fourth year of primary schooling. The study found that 78% of South African pupils at this level could not read for meaning.

These observations and statistics seem to belie the fact that students were generally excluded from quality education, in spite of being in school. As of 2010, as Badat (2010) points out, 65% of matriculants were functionally illiterate. Given that some of the functionally illiterate students end up enrolled in higher education institutions, it is evident that such students are not cognitively ready for the rigours of college so they are excluded since the system would also not be ready to accommodate them. Badat (2010) adds that 60% of the matriculants who

achieve exemptions for higher learning come from only 20% of South Africa's high schools, particularly the erstwhile Model C schools that were citadels of white privilege during the colonial era. In addition, Badat (2010) finds that students in predominantly black schools are weak in the sciences and mathematics, thus excluding them from engineering and technology careers. It should be noted, however, that for nearly three decades most of these former whites-only schools have been deracialised, but remain better resourced than most public schools in "townships" and rural settings.

The above argument is quite damning, but it doubtlessly captures the state of education in South Africa hence; the need for inclusive pedagogy to remedy some of the wrongs that policies have failed to redress. To improve quality in higher education, there is need to improve the quality of the students who are being enrolled. Ultimately, all arguments will point to the need to decisively deal with the mediocre quality of pre-tertiary education. However, this should not imply that higher education institutions should close their doors and wait until the schooling system sends them the "right" calibre of students. In the meanwhile, there is need for holistic inclusion in HEIs, right from the point of enrolment and orientation up to classroom engagement. Such inclusiveness resonates with the Higher Education Act 101 of 1997, whose preamble underscores the need to embrace diversity and promote the realisation of each student's full potential.

2.3.2 Socio-economic factors

As mentioned above, HEIs should be legally bound to embrace student and staff diversity. The students who are entering tertiary education belong to a generation that has unique traits and dispositions, which academics should be aware of, if they are to effectively engage with them. The current generation is socialised by the media and is so highly opinionated that challenging the authority of lecturers and other adults is normal and trite. In addition, the 21st century learner tends to be entitled; thus, they shun taking responsibility for their own learning and actions. Malema (2019) attributes this to what he terms the RDP mentality, whereby the majority of South African citizens entirely rely on social grants.

Lack of respect for authority can also be attributed to the dysfunctional family set-up that is now prevalent in South Africa, especially in historically disadvantaged urban townships, where the phenomenon of absentee fathers is commonplace (Moen, 2017; Donga, 1998). As a result, generations of children grow up with resentment and feelings of rejection owing to this experience. Therefore, the wave of violence unleashed by students in schools and colleges has its roots in pent-up anger as well as constant exposure to domestic violence (Donga, 1998). While teachers and lecturers should avoid making decisions based on general trends, it is crucial for them to be aware that they are dealing with a generation that is broken,

existentially bewildered and searching for identity (Moen, 2017; Donga, 1998). The brokenness and bewilderment alluded to above are essentially sources of both social and pedagogical exclusion; hence the need to regard students as distinct individuals with varied learning goals and capabilities. As argued by Killen (2010) above, the traditional lecturer tends to perceive all students as identical and this reflects in the exclusive use of direct instruction, much to the exclusion of differently-disposed students.

Similar to what happens in developed countries, such as the United States of America, South African institutions of higher education play host to a relatively large population of international students who are likely to be shocked and overwhelmed by both the institutional and national cultures such that they need differentiated orientation to ease them into the prevailing trends (Almurideef, 2016). In the same vein new lecturers, including expatriates, need such institutional and cultural orientation, as throwing them into the deep end unawares might result in frustration and high turnover (Almurideef, 2016; Khanal and Gaulee, 2019).

2.3.4 Dysfunctional schooling

As discussed earlier, post-apartheid educational legislation has barely brought about the desired transformation and the patterns that characterised apartheid's differentiated education system are still prevalent, if not worse, as class divisions and inequality seem to have become more pronounced than obliterated (Reddy, n.d.; Barnard, *et al.*, (2016); Badat, 2010). Badat (2010) observes that the majority of schools in historically disadvantaged areas are technically dysfunctional as they seem to be failing in their core business, given that only 35% of matric graduates countrywide are functionally literate and these are mostly from the formerly whites-only schools.

Thus, the apartheid spatial segregation policies still have a stranglehold on post-apartheid South Africa, seeing that township, farm and rural schools are poorly resourced and manned by incompetent teachers (Higgs and Smith, 2017). It is apparent, therefore, that the output that the schooling system is handing over to higher education is ill-prepared to handle the demands of the new curriculum.

2.3.4 Pedagogical practices

At classroom level, inclusion and exclusion are dependent on the prevailing teaching strategies. Student-centred practices have lately gained more traction compared to educator-centred methods, mainly because of emerging educational philosophies that place the responsibility for learning on the student rather than on the educator. However, according to Killen (2015:25) educators should be wary not to become dogmatic, but be mindful that "... no single teaching strategy is effective all the time for all learners."

The use of a single teaching method certainly excludes most students from the learning process. Therefore, it is imperative for lecturers to always take cognisance of concepts such as diverse learning styles and multiple intelligences so that they can make use of a variety of teaching strategies in order to include as many learners as possible in the learning process. In the same vein, HEIs management should not assume that all lecturers are grounded in pedagogical principles; hence the need to continually hold professional development training and workshops (Wahlgren, n.d.; Ali and Hamza, 2018). Although there is controversy with regards to whether learning preferences and multiple intelligences really exist, it is important for educators, including lecturers in the higher education context, to be thoroughly grounded in teaching and learning theories and philosophy so as to create conducive learning environments and use plausible strategies to enhance student experience and inclusive learning (Killen, 2015; Siewierski, 2015).

Lately, many scholars have begun to argue for the use of diverse teaching strategies to enhance equitable or inclusive learning at all levels of teaching and learning. One such scholar is Mutekwe (2017), who advocates for social constructivist strategies and mediated learning activities that tap into what Vygotsky refers to as a learner's zone of proximal development, from which facilitators "scaffold students' skills from lower to higher psychological functions through the use of learning tools (material, psychological and semiotic tools)." It is important to note that Vygotsky's model does not exclusively apply to foundational and elementary stages of learning – it is transferrable even to the university lecture room, given that all content and concepts should be relatable to the students' lived experience. In concurrence with Mutekwe's (2017) argument, Wydeman (2015a) submits that teaching should transition from linear transmission models whereby the educator "dishes up" knowledge to expectant students who consume it without reflecting on it. The teaching and learning processes are equally important and need meticulous scrutiny to ensure expected results hence; it should be borne in mind that teaching does not automatically amount to learning (Wydeman, 2015a; Killen, 2015).

Mutekwe (2017) further posits that the use of learning conversation strategies, along with indigenous knowledge systems, create a constructivist platform for inclusive pedagogy since each student's unique lived experience is accommodated and used as a foundation for progression to higher cognitive taxonomies. This is in tandem with Killen's (2015) assertion that students' readiness to learn is incumbent upon the existence of conducive learning environments. It is the role of the facilitator/educator to create such an environment to ensure that deep learning and understanding of concepts take place.

Killen (2015) and Mutekwe (2017) caution educators to be reflective of each strategy they employ in order to ensure that all students, regardless of intellectual ability, cultural and ethnic background are exposed to equitable learning opportunities and activities. In addition to the social constructivist strategies suggested by Mutekwe (2017) above, Wydeman (2015a) singles out experiential learning, which subsumes problem-solving or creative thinking, conceptual and cooperative learning. The use of these strategies, Wydeman (2015) posits, enables all learners to have something to offer to the process of knowledge construction through participation and facilitator's guidance. Social constructive learning allows students to learn from their own mistakes, thus; facilitators should regard learners' 'blunders' as launch pads for future learning.

2.3.5 Motivation

Wydeman (2015a) advances that students' and educators' motivation is the key to effective classroom management and inclusive learning. Six of the motivational strategies alluded to by Wydeman (2015a) will be briefly outlined herewith. Interestingly, the first aspect of student motivation that should be heeded is **inclusion**. In this instance, both the educator and the learner need to feel accepted and respected as well as mutually connected to others. In the case of the educator, this implies that he/she needs to have cordial relationships with superiors and peers and feel that his/her efforts are recognised by both the institution and the students.

As alluded to earlier, when facilitators are not sufficiently motivated, they mentally and emotionally disengage from affairs of the institution and begin to carry out their duties mechanically. Thus, there is need for institutional leaders to ensure that educators have a sense of belonging. This way, that spirit will be transferred to the classroom as well, thus, ensuring all-round motivation. Mutual affinity and respect are rooted in the Ubuntu philosophy (Higgs and Smith, 2017). As a result, organisational harmony can be achieved by adopting the principles of Ubuntu in institutional and classroom management. It can, therefore, be surmised that the synergy generated by motivated educators and students results in less turnover and increased throughput. Ultimately, these enhance the reputation of the institution.

The second motivational strategy identified by Wydeman (2015a) is the **creation of a non-judgmental culture** in the institution. At classroom level, this culture creates an atmosphere that drives students to express themselves, intellectually or otherwise, without fear of censure. Hence, it is incumbent on the educator to ensure that no single culture becomes dominant in the classroom so as not to exclude the minority or those with exceptional learning needs.

In resonance with the non-judgmental classroom culture, Wydeman's (2015a) third strategy boldly advocates for the **eradication of grades and tests**. While adopting the above strategy might seem contrary to the essence of formal teaching and learning, the practical way of

adopting it would be for educators to refrain from teaching for assessment. In the same vein, the culture of learning for assessment also needs to be discarded. Admittedly, implementing the notion of lifelong learning as opposed to learning for assessment is a daunting task that requires a holistic policy approach that entails improving the quality of teaching and learning in primary and secondary schools, through to tertiary level.

The fourth motivational strategy that educators need to consider is **striking a balance between covertly and overtly assisting students** in their effort to learn constructively (Wydeman, 2015a). The implication is that too much guidance from the lecturer might engender resentment from the student. In higher education, the thrust is gravitating towards autonomous learning, therefore, lecturers should encourage learners to be self-directed rather than dependent. When students self-construct or discover knowledge, they are highly likely to be motivated. This is in sync with Albert Bandura's self-efficacy concept, which means that the learner's confidence increases as he or she accomplishes tasks successfully, either collaboratively or individually (Bandura, 1971). This also means that an achieving student feels included in the learning and institutional processes, while the one who experiences constant failure feels ostracised.

The penultimate motivational strategy concerns students' **transition from extrinsic to intrinsic motivation** for learning (Wydeman, 2015a). Intrinsic motivation is the drive to achieve that comes from within a person. In theory, this is what makes learners desire to meaningfully engage with content because doing so is self-fulfilling. This form of self-drive pushes learners to set their own study goals and this results in self-regulated and autonomous learning, attributes which are especially desirable in the higher education context, yet they seem tragically scarce as most students are only moved by extrinsic motivation, such as reinforcement and praise from lecturers and peers as well as scoring a pass mark in an activity or assignment. Other than that, the majority of millennials and Generation Z have no desire to learn, unless they know that the activity will contribute towards the final mark. According to Wydeman (2015a), the role of the facilitator is to coax learners from desiring to learn for rewards or recognition to independent and lifelong learning.

Lastly, Wydeman (2015a) cautions educators to use the **reinforcement** strategy cautiously, lest it results in the above-described scenario whereby learners are not directed by their own learning goals, if at all they have them, but by extrinsic motivators. As discussed above, in higher education learners who look forward to external reinforcements as the sole motivation to engage in learning can never be capable of attaining deep and autonomous levels of learning.

2.3.6 Parental involvement

Wydeman (2015b) submits that one inclusive strategy that should be wholly embraced, even by institutions of higher learning, is parental involvement in curriculum and classroom management. It might seem a bit intrusive for lecturers and administrative staff to engage with parents of learners who are adults themselves. However, given the fact that the 21st century college student is generally distracted by technology and social media as well as generally reluctant to academically engage, it is imperative for practitioners to enlist parental support in order to get better insight into each students' off-campus circumstances.

Given that in the higher education context lecturers have very limited contact time with students, it is difficult to keep a record of all students, let alone remember their names. However, doing so ensures on-going engagement as a quick check of a student's social register might give the lecturer an idea of the inclusive support and feedback might be required to help struggling students. Again, from a critical realist perspective, inclusive education is not about maintaining the status quo, but about disrupting systems and practices that inhibit effective student learning. One such stumbling block in the way of inclusive teaching and learning in higher education is the large class size.

2.4 Challenges of implementing inclusive pedagogy

DPSE Learners (2020) posits that while educators should strive to embrace learners' diversities, their efforts might be impeded by pre- and post-teaching planning challenges that can be quite overwhelming, resulting in burnout. Turnbull (2013) advances that the path to inclusive pedagogy is riddled with visible and invisible barriers and paradoxes. For example, if injudiciously implemented, inclusive strategies may result in individuality being totally ignored instead of being harnessed and channeled for the benefit of the collective (Turnbull, 2013). Gudjonsdottir and Oskarsdottir (2016) and Willenberg (2018) acknowledge that while instructional strategies have an impact on student learning and success, they are not a panacea for all teaching and learning challenges.

Schwartz (2013) and DPSE Learners (2020) cite some structural and operational challenges that hinder effective implementation of inclusive pedagogical practices. These challenges include complex classroom environments, spatial and ergonomic set-ups that are not compatible with inclusive teaching and learning, not to mention lack of experience by some lecturers to manage the complexities of diversity and inclusion, such as differentiated student abilities and experiences (Schwartz, 2013; DPSE Learners, 2020).

It cannot be disputed that inclusive pedagogy goes a long way in improving the quality of student-instructor engagement. However, the students themselves can hinder its

effectiveness if they do not match the lecturers' efforts by taking responsibility for their own learning. As argued earlier, some students tend to be averse to active learning, or any form of learning for that matter, thus, putting to waste the lecturers' efforts. The corollary is that the lecturers might end up demotivated. However, in the face of such diverse challenges, the lecturers need to continually innovate inclusive pedagogy, so as to accelerate the majority of learners to excellence (Newell, 2017).

2.5 Summary

The literature review outlined the main causes of educational and pedagogical exclusion in the South African higher education context, as well as how inclusive pedagogy can mitigate the dissonance. The causes and solutions outlined herewith are by no means exhaustive. It was argued that inequality, resulting from the historical segregation of the majority of the population and the current economic slump are the albatross around necks of many South African families as they find it difficult to afford quality education. It has also been revealed that the public schooling system is dysfunctional and its graduates are largely ill-prepared for the challenges of higher education. Thus, there is need for social reconstruction and restorative justice to include the excluded into the mainstream schooling and higher education context.

Inevitably, the literature study explored the schooling system because the formative experiences of university students are shaped in schools. In addition, some of the teaching and learning challenges encountered by lecturers and students at tertiary level are rooted in dysfunctional pre-university schooling. Implementing inclusive pedagogy in universities has some inherent challenges as well and these have been highlighted in this chapter.

In the next chapter, the researcher discussed the philosophical and theoretical underpinnings on which the research is based.

Chapter 3: Research Paradigm and Design

3.1. Theoretical Framework

Bryman (2012), cited in du Plooy-Cilliers (2014), defines a research paradigm as a set of beliefs that act as determinants of what should be studied or investigated, as well as how the inquiry should be conducted. A research tradition or paradigm guides the interpretation and analysis of the findings. In this instance, the researcher used the interpretivist or social constructivist paradigm to investigate the above-stated pedagogical and social phenomena in order to interrogate and lay bare the perceptions of different lecturers towards inclusive pedagogy. According to Creswell (2014), the interpretivist paradigm is compatible with the qualitative approach to data collection. Interpretivism is founded on the principles of hermeneutics, which focuses on “the study of the theory and practice of interpretation” (Nieuwenhuis, 2007:58).

Creswell (2014) identifies a number of tenets upon which the interpretivist paradigm is based and these include:

- Individuals (including researchers) seek to understand their immediate world and develop subjective meanings of their experiences,
- Meanings are derived from individual interpretations, which are many and varied,
- Research relies on participants’ views of phenomena,
- Researchers employ more open-ended questions when collecting data because meaning is socially and experientially interpreted,
- The personal experience and interpretation of the researcher are equally important in helping the researcher to make meaning of the respondents’ experiences and meanings,
- Theories and conclusions are inductively developed, as the researcher does not begin with a hypothesis, as is the case with positivist paradigms and quantitative research approaches.

The above-listed tenets largely speak to the intent and design of this research study, which sought to establish how lecturers’ perceptions influence their respective teaching philosophies and pedagogical practices. These are evidently human phenomena that stem from individual perception and its impact on interaction with others. As Creswell (2014) argues, the participants’, in this instance lecturers’, perceptions determine their interactions with others and their environment. In this study, the participants’ environment comprises, among others, the institution, fellow lecturers and, most importantly, the curriculum and the students.

Research within the educational discipline straddles across positivist, interpretivist and critical realist paradigms and, thus, is open to be viewed from multiple theoretical and methodological lenses, which Habermas regards as cognitive interests or sciences (du Plooy-Cilliers, 2014). Cognitive interests set the parameters of research by determining the aims and objectives of a given study and whether a phenomenon is worthy of study, thereby framing the axiological position of the investigation. By adhering to the tenets of the interpretivist or social constructivist tradition (Creswell, 2014), this inquiry intended to shape an understanding of how, if at all, the lecturers' perceptions influence their choice of pedagogical strategies and interactions with other lecturers and students, as posited by du Plooy-Cilliers (2009) and Yendol-Hoppey and Dana (2003).

Since the field of education is a confluence of the afore-stated cognitive interests, no single paradigm can convincingly unravel phenomena related to pedagogy and curriculum issues. According to Yendol-Hoppey and Dana (2003), the positivist and interpretivist approaches can ideally be used to inform educational research. However, in this study, the interpretivist or social constructivist paradigm and the qualitative research methodology were employed. These choices are principally informed by two considerations namely: the relatively small sample size and, as argued by Creswell (2009, 2014) the qualitative research design is congruent with the interpretivist paradigm.

Although Higgs and Smith (2017) contend that critical realism has a place in education and related research, because it encourages the pursuit of new frontiers of yet unknown but existent truth (alethic), rather than mere rejection of the notion of truth as held by extreme postmodernists, the paradigm was not suitable for the latitudinal case study design that was adopted in this research. Critical realism is associated with advocacy for universal social justice and change, both of which are beyond the scope of this localised single site research. Thus, in this instance, it was imperative to adopt the interpretivist framework and qualitative data collection and interpretation methodology.

As a result of adopting the abovementioned paradigm and methodology, it follows that the conclusions that were made in this study were inductively, rather than deductively generated, which is in keeping with social constructivism and qualitative designs. Qualitative research has its roots in disciplines such as anthropology, sociology and other humanities, thus, it is phenomenological in nature as it seeks to interpret the lived experiences and, in this case, the perceptions and practices of the participants (Creswell, 2009, 2014). In line with both the chosen paradigm and design, in this research data were collected by means of questionnaires comprising mostly open-ended questions, which the participants completed and submitted

online. The online version of the questionnaire was developed using the Microsoft Forms application.

The interpretivist paradigm posits that reality and truth are independent of human consciousness, which in itself is not objective since it is prone to individual perception (Oliver, 2011; du Plooy-Cilliers, 2014). In light of the foregoing, the study sought to explore the opportunities and challenges that are associated with using inclusivism as an emancipatory pedagogical, albeit andragogical, strategy. Although there is a considerably sizeable body of related knowledge arising from prior studies, this researcher intended to adopt a sceptical approach to extant literature, a stance which is the bastion of interpretivism and related philosophical frameworks. This stance also gives the researcher tools to critically analyse feedback from the research participants.

From an epistemological standpoint, the interpretivist paradigm enables the research to constructively build, analyse and apply knowledge in differentiated contexts (Oliver, 2011). This is contrary to the positivist lens, which regards scientifically constructed knowledge as indisputably true and universally applicable. Education, being a social or human science, is best interrogated from multiple lenses and, in this case, the interpretivist or social constructivist paradigm is the most suitable since it allows for multiple and varied interpretations, given that human worldviews are not homogenous.

The researcher hoped that, through constructive inquiry into prevailing pedagogical practices and the 21st century students' needs and dispositions, new knowledge will be added to the existing canon so as to help curriculum designers and classroom practitioners to make evidence-based decisions. In the same vein, the interpretivist and related frameworks, such as critical realism, awaken the researcher to be circumspect of the objectivity of the findings of the exploration (Epstein, 1988; Oliver, 2011). This consciousness ensured that both the researcher and the reader were aware of the context of the research data and findings in order to avoid generalising the results across contexts (du Plooy-Cilliers, 2014; Yendol-Hoppey and Dana, 2003).

The foregoing argument aligns with the tenets that Bhaskar (1986) and Oliver (2011) ascribe to the critical realist paradigm wherein knowledge and meaning construction are said to be linguistically and socially mediated, thus, making it impossible to avoid perspectivism. In this regard, critical realism is not dissimilar with its parent philosophy, interpretivism. Thus, as expected in this study, the researcher was by no means seeking the absolute "objective truth", since the research focused on a small sample from a single case study institution. However, that is not to claim that the findings cannot be applied in similar contexts across the globe.

In this proposed study, as earlier alluded to, the researcher collected data by means of online-based questionnaires. The collected data were, to a large extent, narratively presented and analysed. Relevant visual graphics were also used to summarise the narrative presentation and analysis. Although some methodological purists may construe the use of frequency tables and area graphs as an aspect of quantitative research methodology, in this research, the instructional graphics were used to summarise rather than to interpret or analyse data.

3.2. Summary

This chapter explored and discussed the paradigm or philosophical grounding as well as the design of this research study. Of the many possible theoretical frameworks, the interpretivist or social constructivist paradigms were adopted for this study, given that it sought to explore and inductively interpret subjective cognitive constructs and phenomena. The interpretivist paradigm was also chosen because it is compatible with the case study research design that was adopted for this study. The following chapter discussed the methodology that was used to collect and code data.

Chapter 4: Research Methodology

4.1 Research Site

The study was conducted at a private higher education institution (PHEI) located in South Africa's most populous province, Gauteng. The chosen PHEI is a well-established and resourced institution, being one of the many campuses and brands owned by The institution offers three streams of accredited post-schooling qualifications namely; higher certificates, diplomas and bachelor's degrees. The site was chosen because of its proximity to the researcher. In addition, the researcher is a lecturer in the higher education sector in urban Gauteng and is, to some extent, familiar with the corporate and academic culture of PHEIs.

4.2 Population and sampling

Strydom (2005) argues that the population is the primary factor in determining the parameters of the units of study units. The population of a study refers to the people or phenomena that have some common features that are relevant to the study (Strydom, 2005). In this case, the population of the study was made up of lecturers at a Johannesburg-based PHEI. The study population comprised in excess of 100 fulltime and part-time lecturers. Entry level fulltime lecturers are primarily engaged as teaching staff and, to a small extent, do some administrative tasks. The next level consists of fulltime lecturers who have supervisory roles, as they are in charge of specific programmes or qualifications as well as modules. They supervise lecturers in their respective programmes and those who teach the modules in their custody. Above this level, there are faculty managers, who also form part of the study population because some of them have teaching loads, albeit very light ones. Lastly, part-time lecturers are exclusively contracted to teach specific modules and they do not have any administrative duties.

The chosen sample size of the study was at least 20% of the study population. The sample was selected using the non-probability purposive sampling technique, because the researcher's intention was to choose a sample with specific elements, characteristics and representative attributes that were pertinent to the study, as advocated by Singleton (2005). The afore-mentioned characteristics and representative attributes that the researcher considered included: the lecturer's faculty, modules, age, gender, and experience. The researcher's contention was premised on the conviction that lecturers were best placed to give insights into their preferred classroom practices, thus, their views and contributions were regarded as critical to answering the research questions.

Strydom (2005) postulates that purposive sampling yields a study sample that is based on the researcher's judgement, yet it is representative as it contains typical attributes of the entire population. Although the judgment of the researcher appears prominent in purposive

sampling, this researcher tried to avoid bias by ensuring that the selection of respondents was based on some pre-set benchmarks. The lecturers who constituted the study sample were chosen on the basis that, at the material time, they had a teaching load at the selected PHEI. Thus, the key criterion that was considered was that the sampled respondents were competently able to provide valid responses to the research questions. The sample was purposively chosen by selecting at least five respondents from each of the PHEIs four faculties. The researcher then sent emails requesting all the prospective participants to complete the attached electronic questionnaires, which were also accompanied by the annexures explaining the scope and reasons for the study and informed consent forms.

4.3 Data collection

As discussed above, data were collected using online questionnaires. The online option was adopted because, due to the current Covid-19 induced lockdown, it was impossible to collect data through the originally proposed traditional means, notably face-to-face interviews and focus group discussions. The envisaged interview and discussion questions were, thus, consolidated into the online questionnaires. This apparent setback was, hopefully, mitigated by using both closed and open-ended questions, so as to allow the participants to express their viewpoints in different formats (Nieuwenhuis, 2007; Creswell, 2014). The questionnaires were emailed to the 20 respondents who consented to take part in the study. Upon return of the questionnaires, the researcher did a preliminary analysis to determine the emerging patterns and gaps, as well as evaluate which questions, if any, were not satisfactorily answered.

4.4 Data analysis

This research is interpretivist in nature hence; qualitative data analysis principles were applied. When analysing qualitative data, Creswell (2009) advises that there is need to place due consideration on the word for word recordings so as not to distort the participants' responses. However, in this instance, no voice recordings will be used, but the researcher heeded Creswell's (2009) principle by repeatedly going over the participants' written narrative responses to ensure that they were not misinterpreted or misread.

In this study, the data were analysed using Creswell's (2009) data analysis model, which is described below. However, as indicated earlier, frequency tables and other instructional graphics were primarily used to summarise presented data. Creswell (2009) states that the first step in the data analysis model is **planning for recording of data**. In this study, the data were collected through an online-based questionnaire, which was developed using the Microsoft Forms application.

The second stage entails **data collection and preliminary analyses**. Greef (2011) argues that in any qualitative research, data collection and analysis are intertwined and integral processes. As a result, in this study the processes was simultaneously executed on a continuous basis.

The third stage involves **data management or organisation**. In this instance data coding was used to enable ease of organisation, interpretation and categorisation. The data were managed and organised manually and electronically to provide backup, in case of unforeseen data loss.

The fourth stage of Creswell's (2009) model involves **reading and writing memos**. This process enables the researcher to introspect on the data collected from the respondents, thus, enabling him to identify possible gaps and emergent issues. After doing this, the researcher **generated categories, themes and patterns** in order to summarise the collected data.

Creswell's (2009) sixth step is **data coding**. In this instance, coding was used to interpret, organise and arrange data before numerical or analytical data analysis methods were used. As with reading and writing memos, coding enables the researcher to identify emerging trends, patterns and issues. Next, the **emergent understandings** were tested on an on-going basis to establish if any pertinent relationships and outcomes related to the goal of the study would have emerged.

The penultimate step involves **searching for alternative explanations** to the observed outcomes. This process entails critical interrogation of the current findings in search of alternative strategies for promoting student-centred engagement and significant learning, apart from inclusive pedagogy. These were recommended as areas for possible future studies.

The final stage of Creswell's (2009) model is **writing the research report**, which is a compilation of all the findings, interpretations, inferences, conclusions and recommendations. This entails writing the draft and final research reports.

4.5 Summary

The chapter began with a description of the research site, which is a Gauteng-based PHEI. Next, the researcher described the population of the study and the sampling method that was used to select the participants of the study, namely lecturers at the case study PHEI. Finally, the data collection and analysis methods were outlined. The data were collected by means of questionnaires that were created using the Microsoft Forms application and these were subsequently emailed to the sampled respondents. The data analysis methods followed the qualitative data analysis principles, as prescribed by Creswell (2009).

In the next chapter of the research report, the findings of the study are presented, interpreted and analysed.

Chapter 5: Data Presentation, Interpretation and Analysis

5.1 Introduction

This chapter presented, interpreted and analysed the data that were collected from the fourteen participants, representing a 70% response rate, who responded to the questionnaire, which was primarily designed to gauge their respective perceptions towards the use of inclusive pedagogy in the higher education context. The hermeneutical approach was used as the key interpretation and analysis method. Hermeneutics entails interpretation, subjective understanding and detailed evaluation of text or behaviour in order to explain human and social phenomena (Bezuidenhout and Cronje, 2014; Babbie and Mouton, 2001).

The main aim of the study was to find possible answers to the following key question: “How do lecturers perceive the use of inclusive pedagogy?”

To complement the main question, the following four sub-questions were also used:

1. How do lecturers’ perceptions of inclusive pedagogy impact on their teaching practices?
2. Which pedagogical practices are the lecturers currently using?
3. What justifications do the lecturers give for using their preferred pedagogical strategies?
4. Are the classroom practices currently used by the lecturers aligned to specific/universal student learning goals?

The online questionnaire comprised of fifteen questions, all of which were designed to address the above research question and related sub-questions. Of these questions, eleven were closed-ended, while four were open-ended. The use of both question types was primarily meant to counterweigh their respective inherent weaknesses (Fielding and du Plooy-Cilliers, 2014; Bezuidenhout and Cronje, 2014).

5.2 Biographical profiles of the respondents

Fourteen out of the twenty participants successfully completed and submitted the survey questionnaires and, tabulated below are their profiles based on gender, faculty/department, education-related qualification, lecturing experience and duration of engagement with the case study institution. Apart from providing a clue on the transformation of South African higher education in terms of staffing dynamics, the researcher intended to establish whether or not one’s gender had an impact on one’s perception of inclusive pedagogy and choice of pedagogical strategies.

Table 1: Biographical profiles of the research participants

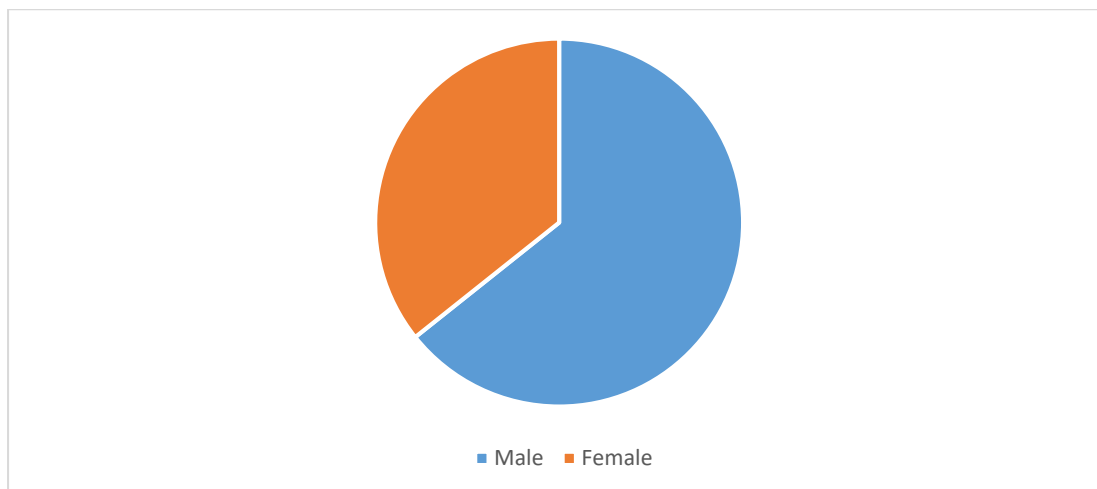
Participant	Gender	Faculty and Modules	Education-Related Qualification	Lecturing/Teaching Experience (Year/s)	Period with Current Institution (Year/s)
1	Male	Comm; IT; SOE (BUMA; MIS; BIS)	Currently Studying	11+	7-10
2	Male	Hum (PR, COMSC)	Currently Studying	4-6	4-6
3	Male	Hum (IADL)	Yes	11+	11+
4	Female	SOE (PSY; AFRIK)	Yes	1-3	Less than 1
5	Male	Comm (BUMA; MKT)	Yes	11+	11+
6	Female	SOE (ENG; SETS; ITSA)	Currently Studying	1-3	1-3
7	Female	SOE (INCED)	Yes	1-3	1-3
8	Male	Hum (ENG)	No	7-10	7-10
9	Male	Comm (ACC; PAYR)	Yes	11+	4-6
10	Male	Comm (LOG; PURCH; TRECON)	No	1-3	1-3
11	Female	Comm (OFAD; HRM)	Yes	4-6	4-6
12	Female	Hum (IADL; BUCO)	Yes	4-6	1-3
13	Male	Comm (FIMA)	No	1-3	1-3
14	Male	Comm (BUMA; PROJ)	No	4-6	4-6

5.2.1 Distribution of respondents by gender

Out of the 20 potential respondents (10 males and 10 females) to whom the researcher dispatched the questionnaires, five females and nine males managed to submit their responses. Apparently, the degree of respondent apathy was higher among the female lecturers, given that only 50% completed the questionnaire, compared to the 90% return rate from the male lecturers. In the context of this study sample, the response rates per gender seemed to indicate that male lecturers were more at liberty to participate in communities of practice than their female counterparts. Jakovljevic, Buckley and Bushney (2013:1109) describe communities of practice in higher education as platforms on which lecturers “engage in joint activities and discussions, help each other, and share information, [thereby building] relationships that enable them to learn from each other.”

Although the thrust of this study is not on gender-based differentiations, the influence of this biographical aspect on one’s pedagogical perceptions cannot be overlooked. Figure 1 below graphically summarises the distribution of respondents by gender, as presented in the foregoing paragraphs.

Figure 1: Distribution of respondents by gender



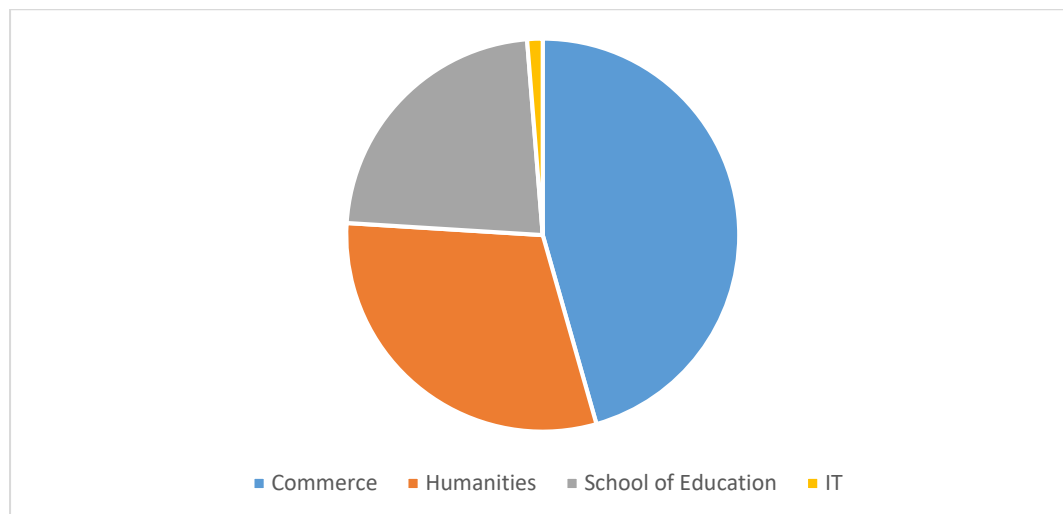
5.2.2 Distribution of respondents by faculty

The case study organisation had four faculties or departments namely: Humanities, Commerce, Information Communication Technology and School of Education. Out of the 14 respondents, only one was teaching modules across departments. The majority of the respondents (6 or approximately 42.9%) belonged to the Commerce department, followed by Humanities with 4 respondents (approximately 28.6%). Three respondents (about 21.4%) exclusively taught modules in the School of Education. The most underrepresented faculty was Information Communication Technology, where there was only one respondent (about 7.1%), who also happened to be teaching in multiple faculties.

Among them, the 14 respondents currently teach a total of 23 modules, the majority of which are naturally from the Faculty of Commerce. Among others, these module offerings include: Business Management, Business Information Systems, Management Information Systems, Psychology, Inclusive Education, Public Relations, Marketing, Afrikaans, Financial Management, Setswana and English. This range of subjects, some of which are in the critical skills shortage domains represents wide and varied educational backgrounds and experience among the respondents, some of whom offer modules in the scarce skills areas (Kwach, 2019).

The distribution of respondents according to their respective faculties is encapsulated in the pie chart (Figure 2) below:

Figure 2: Distribution of respondents by faculty

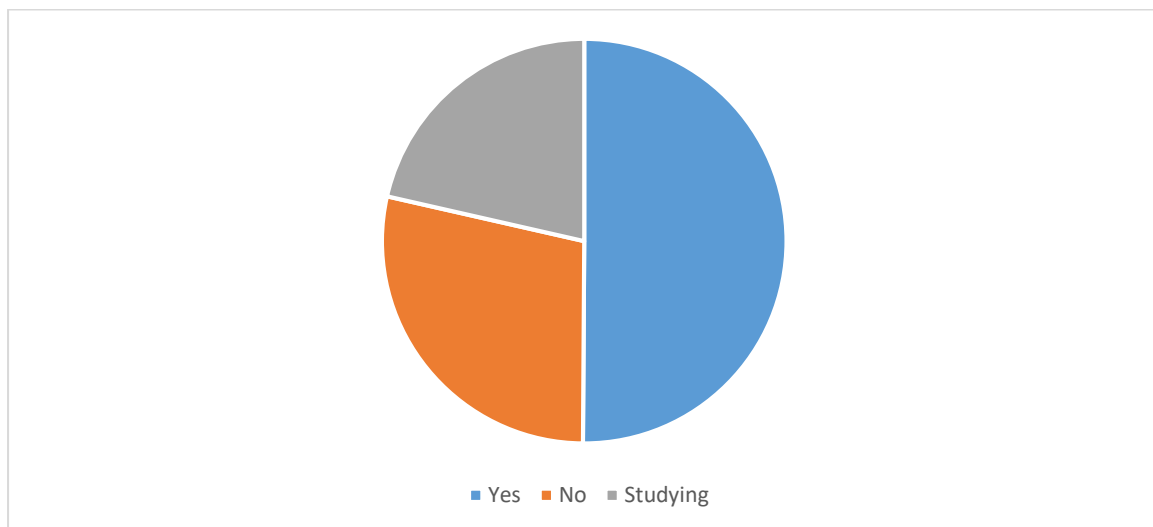


5.2.3 Distribution of respondents by education-related qualifications

As depicted in Figure 3 below, out of the 14 respondents, 7 (50%) held education-related qualifications, while 3 (approximately 21.4%) were still studying for a qualification in education, leaving only 4 (about 28.6) respondents who had neither acquired nor were then studying towards a qualification related to education. It can be concluded from these statistics that the majority of the participant lecturers are professional educators and, in theory, that was likely to have an impact on their pedagogical practices and perceptions thereof. Wahlgren (n.d.) buttresses the foregoing argument by emphatically stating that research has proved that teacher training and professional development programmes foster the ability and willingness to apply certain methods other than the traditional andragogical principles. This argument shows that there is, indeed, a correlation between lecturers' perceptions of inclusive pedagogy and possession of education-related qualifications and attendance of professional development courses. This is corroborated by Ali and Hamza's (2018:239) study, which established that professional educator training helps practitioners to adopt and utilise new teaching techniques and methods.

While acknowledging the value of professional education-related qualifications and teaching experience in perception formation, Loyalka, Popova, Li and Shi (2018) are sceptical about the effectiveness of ad-hoc theory-heavy and rote professional development programmes on qualified and experienced educators. It can, therefore, be surmised that although they have varying degrees of effectiveness, both education-related qualifications and professional development training doubtlessly contribute to lecturers' choices and usage of different pedagogical strategies.

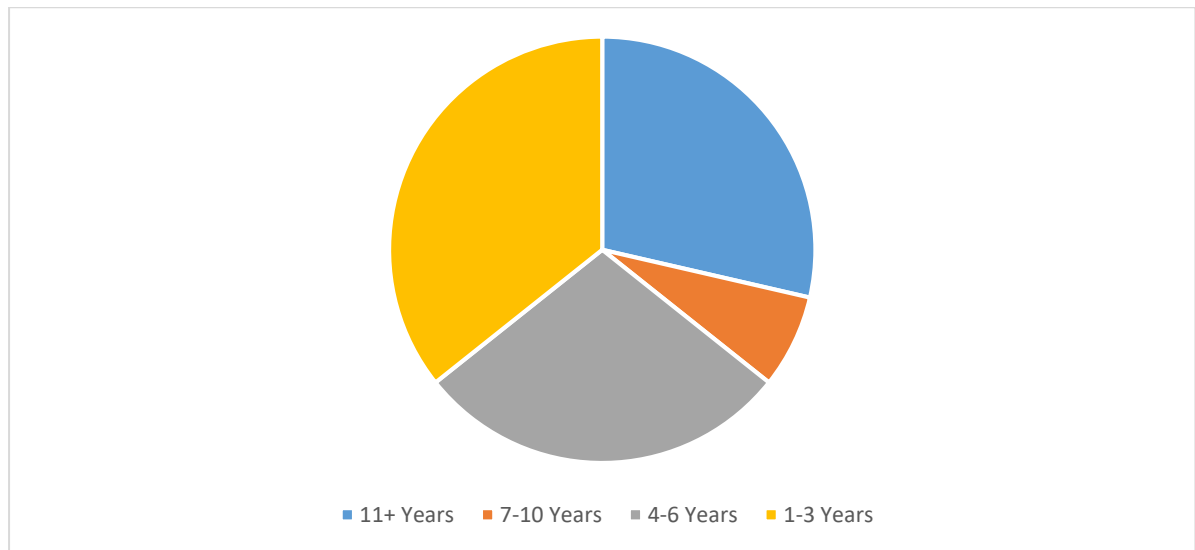
Figure 3: Distribution of respondents by education-related qualifications



5.2.4 Distribution of respondents by lecturing/teaching experience

Four (28.6%) of the respondents had over 11 years teaching/lecturing experience, while only one (7.1%) had been in the field for between 7 and 10 years. Four other (28.6%) participants had been teaching for between 4 and 6 years. Five (35.7) of the lecturers had been lecturing for between 1 and 3 years. This distribution, graphically summed up in Figure 4 below, seems to show that the staffing pattern at the case study institution is a judicious mixture of seasoned lecturers and relatively new entrants. Thus, communities of practice in the form of formal and informal platforms can ideally be leveraged to enable lecturers to share experiences for their mutual professional benefit. Ultimately, if such interfaces were to be effectively practised, the students are likely to benefit from this set-up as well.

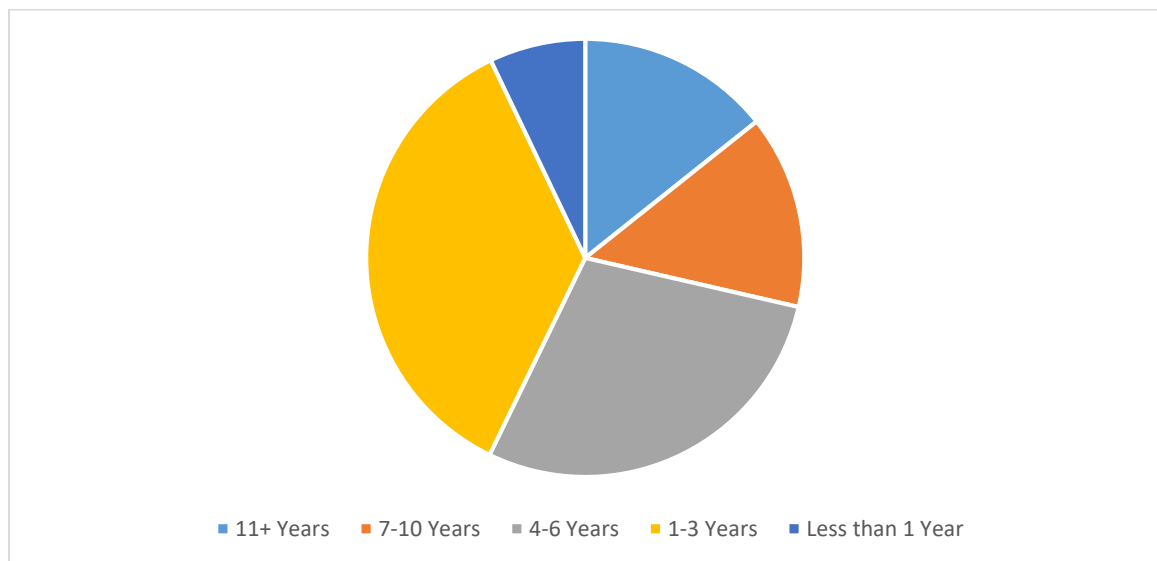
Figure 4: Distribution of Respondents by Lecturing/Teaching Experience



5.2.5 Distribution of respondents by duration of service at the case study institution

The distribution pattern of respondents by duration of service at the case study institution was not radically dissimilar to the former, which showed the respondents' experiences in the education field. Two (14.3%) of the participant lecturers had been with the institution for more than 11 years, while another two (14.3%) had served for 7-10 years. There were four respondents (28.6%) who had taught at the institution for 4-7 years, while the majority (5 or 35.7%) had only served the institution for between 1 and 3 years. Only one of the respondents had worked for the case study institution for less than a year. This distribution pattern, as depicted in Figure 5 below, is reflective of immense experience and institutional memory that were likely have contributed in the shaping of the respondents' perceptions of pedagogical practices and perceptions in certain ways, given that the institution had a specific teaching and learning policy, which was continually communicated in various lecturer forums, lecturer handbooks and learning management system platforms.

Figure 5: Distribution of respondents by duration of service at the case study institution



5.2.6 Thematic analysis of findings

This section attempted to establish how the participant lecturers' responses addressed the four sub-questions and, subsequently, the main research question. The research questionnaire contains fifteen questions, ten of which are designed to elicit data pertaining to lecturers' perceptions of inclusive pedagogy. The first sub-question encapsulates the essence of the latter ten questions on the research questionnaire. The questionnaire comprised six closed questions and the respondents' responses to these were presented and analysed first, followed by the presentation and evaluation of results elicited through the open-ended questions.

5.2.6.1 Presentation and analysis of responses to closed questions

5.2.6.1.2 The impact of teaching style on student learning

Of the 14 respondents, 11 (approximately 78.6%) strongly agreed, while three (21.4%) agreed that teaching style had an impact on how students learn. This emphatically proved that all the participant lecturers perceived teaching style as a very important aspect of pedagogy. It can, thus, be extrapolated that the respondents seemed to have critical awareness of different teaching styles, which could either be inclusive or traditional, as well as the respective effects of these styles on student success. It is also worth noting that the sampled lecturers had varied lengths of teaching experience and service at the case study institution. As well, the

respondents' had diverse educational discipline backgrounds, given that, they were respectively teaching modules ranging from languages, Inclusive Education, Project Management, Payroll, Logistics, Financial Management, to Business Information Systems.

It is possible to make an informed assumption that all the respondent lecturers employed different lecturing styles, either as per discipline tradition or in keeping with the underpinnings of the pedagogical theories they studied or gleaned from the professional development forums offered by the case study institution.

As stated above, Table 2 below visually shows that all the respondents perceived teaching style as highly impactful on student learning. Tacitly, the respondents unanimously divulged that there were different teaching styles.

Table 2: Teaching style has an impact on student learning

Response	<i>Strongly Agree</i>	<i>Agree</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Total</i>
Number	11	3	0	0	0	14

5.2.6.1.3 Catering for learner differences

As shown below in Table 3, all the 14 respondents (100%) strongly agreed that lecturers ought to be mindful of learner differences. It can be surmised from these responses that all the participant lecturers were aware of the existence of learner differences, although none explicitly indicated how this was factored in their lesson planning and delivery. Hence, based on the responses, it can be assumed that all the respondents most likely used varying inclusive pedagogical strategies in order to cater for the learner diversities, whose existence they were keenly aware of.

Table 3: When engaging students, it is important to consider and cater for learner differences

Response	<i>Strongly Agree</i>	<i>Agree</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Total</i>
Number	14	0	0	0	0	14

5.2.6.1.4 Perceptions of learner differences

As could be expected, based on the previous question in which the respondents unanimously strongly agreed that it was important for lecturers to cater for learner differences, 11 (78.6%) and two (14.3%) of the respondents to this question respectively strongly disagreed and disagreed to the notion that learner differences and learning styles did not exist. Acknowledging the existence of learner differences is indeed the most basic step in inclusive pedagogy, as such knowledge will push the educator to identify and cater for the different learning styles.

Surprisingly, one (7.1%) respondent strongly agreed that learner differences and diverse learning styles did not exist. Among many other reasons, this apparent contradiction may be attributed to misreading or misinterpretation of the question by the respondent. Alternatively, it shows that the respondent strongly believed that the notions of learner diversity and different learning styles are myths, a perception which does not bode well for inclusive teaching as such a lecturer is likely to use one pedagogical strategy, much to the disadvantage of some learners.

Table 4 below summed up the respondents' perceptions pertaining to the existence of diverse learning styles or learner differences.

Table 4: There is no such thing as learner differences or different learning styles

Response	<i>Strongly Agree</i>	<i>Agree</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Total</i>
Number	1	0	11	2	0	14

5.2.6.1.5 Calibre of tertiary students and lecturers' roles

In contrast to the previous three questions, this question yielded a variety of answers across the Likert Scale range. Notably, three (21.4%) of the respondents strongly agreed and three others (21.4%) agreed that tertiary students were mature and should be left to decide what and how they want to learn without much guidance from the lecturer. This shows that approximately 42.8% of the respondents were of the conviction that their respective students are independent and self-directed learners, a perception which conflicts with the precepts and assumptions of inclusive pedagogy. In principle, lecturers who are pro-inclusive pedagogy generally consider and cater for student diversities such as intellectual disposition, learning

style and socio-economic background, given that learners have differentiated access to learning-enhancing gadgets like computers and smartphones as well as connectivity.

One of the inclusive teaching and learning strategies that is embedded in the case study institution's policies is blended learning, which makes online engagement integral rather optional to the teaching and learning process. It is, therefore, important for both the institution and the lecturers to exercise empathy in curriculum design and mediation. This means keeping students' differentiated access to online platforms in mind, so as not to exclude those with limited access. It is, thus, imperative for lecturers to acknowledge that not all tertiary students are capable independent learning or can access and utilise blended learning facilities off-campus.

In respective order, three (21.4%) and four (28.6%) of the respondent lecturers strongly disagreed and disagreed with the premise that tertiary students were capable of independent learning and, therefore, lecturers did not need to be too involved in monitoring learner progress. Only one (7.1%) respondent, a seasoned male lecturer with more than 11 years lecturing experience, as well as having served the case study institution for over 11 years, was neutral. This probably indicates that the respondent, who also had an education-related qualification, drew his ambivalent stance from both his long-service experience and theoretical grounding in pedagogy and andragogy. Surprisingly, in spite of his long teaching experience at tertiary level, as well as at the case study institution, which gave him exposure to diverse student cohorts, the respondent should not have found it difficult for him to affirm or disavow the notion.

However, lecturers' perceptions cannot be solely attributed to length of service and possession of teaching qualifications. A cumulative seven (50%) of the respondents five of whom have education-related qualifications and two with over 11 years teaching/lecturing experience, either strongly disagree or disagree with the notion that all tertiary students are mature and self-direct; hence lecturers can adopt laissez-faire student monitoring styles. Of the three respondents who strongly disagree with the notion, one is an Inclusive Education specialist and, in this instance, it can be concluded that one's area of professional specialisation can influence one's perception on the adoption of inclusive pedagogy.

Table 5: Tertiary students are mature and should be left to their own devices; my role as a lecturer is to monitor learning without getting too involved

Response	<i>Strongly Agree</i>	<i>Agree</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Total</i>
Number	3	3	3	4	1	14

5.2.6.1.6 Parental involvement in the teaching and learning process at tertiary level

As shown in Table 6 below, four (about 28.6%) respondents strongly agreed with the assertion that parental involvement is important at tertiary level, while eight (approximately 57.1%) agreed. This translated to twelve (approximately 85.7%) respondents who perceived parental involvement as an important inclusive pedagogical strategy. Of the twelve participants who viewed parental involvement as crucial, only four did not possess any teaching-related qualification, while the other eight either did or were in the process of studying towards one. The twelve respondents had teaching experience and case study institutional memories varying from less than one year to over 11 years. It can be concluded from this pattern that seasoned and new lecturers' perceptions are likely to converge on specific pedagogical issues, in this case, parental involvement.

Only two (approximately 14.3%) of the respondents, both highly experienced male lecturers with over 11 years in the profession, strongly disagreed with the idea of parental involvement in the teaching and learning process at tertiary level, a perception which betrays some semblances of the rigidities of traditional andragogical strategies. Of the two respondents who strongly opposed parental involvement in the teaching and learning matters at tertiary level, one was a certified educator, with more than 11 years' worth of institutional memory at the case study institution. The other respondent had been with the institution for between 7 and 10 years and was in the process of studying towards an education qualification. It can be inferred from the foregoing findings that lecturers' length of service and institutional memory probably have an impact on shaping negative perceptions towards parental involvement.

However, the foregoing inference is countered by the positive perceptions of three respondents, two of whom were qualified educators who had been lecturing for more than 11 years and had served the institution for over 11 and 4-6 years, respectively. Although the third respondent did not hold an education-related qualification, he had between 7 and 10 years lecturing experience and institutional memory, which renders some validation and credibility

to his perception. The respondents' negative perceptions of parental involvement could have been influenced by unpleasant past encounters with some parents or guardians.

Table 6: It is important to involve parents in the teaching and learning process at tertiary level

Response	<i>Strongly Agree</i>	<i>Agree</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Total</i>
Number	3	3	3	4	1	14

5.2.6.1.7 The role of the lecturer as an assessor

Two (about 14.3%) of the respondents strongly agreed that the role of the lecturer as an assessor was restricted to marking only. This view is reminiscent of traditional andragogy, whereby lecturers assume that university or college students are self-directed and independent learners who can navigate their ways through the modules with minimum or no guidance. It is worth noting that the two lecturers who subscribed to this traditional notion were not novices, but respectively had over 11 years and 4 to 6 years lecturing experience as well as length of service at the case study institution. The fact that senior lecturers can hold such perceptions is buttressed by Loyalka, Popova, Li and Shi (2018), who posit that experienced lecturers are more impervious to change than new lecturers.

As noted above, the assumption that lecturers' assessment roles are restricted to marking conflicts with the tenets of inclusive pedagogy, notably inclusive assessment and constructive alignment in curriculum design and delivery. Norton (2009) and Fink (2003a) decry the fact that modern-day lecturers tend to misunderstand the nature and purpose of assessment; hence they tend to be overly concerned with summative assessment, a tendency that results in misalignment between teaching and assessment. On the contrary, Norton (2009) argues that instead of the summative-teaching orientation, lecturers should adopt the assessment *for* and assessment as learning approaches, which constructively embed assessment in curriculum design and mediation, thus making formative assessment on-going, rather than periodic.

As shown in Table 7 below, 7 (50%) and 4 (28.6%) of the sampled lecturers strongly disagreed and disagreed with the notion that the role of the lecturer in assessment begins and ends with marking. This is reflective of the fact that the majority of the lecturers (78.6%) seem to subscribe to pro-active and inclusive approaches to assessment, as advocated by Norton (2009) and Fink (2003b) above.

Table 7: The role of the lecturer as an assessor starts and ends with marking

Response	<i>Strongly Agree</i>	<i>Agree</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Total</i>
Number	2	0	7	4	1	14

5.3 Presentation and thematic analysis of participants' responses to open-ended questions

To complement the six closed-ended questions, whose responses were presented and analysed above, the questionnaire also contained four open-ended questions. The responses to these questions are presented, interpreted and analysed in the next four sub-sections.

5.3.1 Identifying and defining teaching philosophy

The participants submitted a range of responses, some very insightful and others rather vague and incomplete. What can be gleaned from these submissions is manifold; some lecturers took their time to understand the questions and think their responses through. However, one of the respondents who had been lecturing in the higher education context for 4-6 years and had an education-related qualification, surprisingly gave some vague and incomplete responses that betrayed lack of understanding of concepts such as teaching philosophy and inclusive pedagogy.

Although some teaching philosophies were not spelt out in clear terms, five broad categories namely: constructivist, reflective, pragmatic/eclectic, democratic and *others* were identified. Seven (50%) respondents explicitly or implicitly indicated that their teaching philosophies leaned towards constructivism and student-centred instruction. The common thread among the respondents was an acknowledgement that learners were not empty vessels and the knowledge and experience they brought to class should be valued and leveraged for building new knowledge. This means that any subsequent learning ought to consider students' related prior knowledge and innate disposition to learn as the bases, as encapsulated in Respondent 1's description of his teaching philosophy:

I believe in the constructivist paradigm. It is my view that students know a lot and lecturing is about bringing what the students know by starting from the known before abstracting things.

One (7.1%) participant (Respondent 7), an INCLED lecturer, described her teaching philosophy as reflective, as shown in the ad verbatim response below:

As a teacher I need to have an awareness of who I am, what I value and my natural default preferences. I begin with a process of self-reflection. As we learn more about our own tendencies, how they may have limited us in the past, and come to understand the needs of our students, especially those who are different from us, we naturally discover more tools to meet the challenges of teaching.

According to the above-cited respondent, the reflective teaching philosophy enables educators to gain insight on the merits and demerits of their past practices, thus, yielding solutions for future action. This is echoed by Yendol-Hoppey and Dana (2003), who posit that a reflective teacher is capable of self-generating solutions and continually improving his/her classroom practices.

Two (about 14.3%) respondents' teaching philosophies can be summed pragmatic or eclectic, while another two (approximately 14.3%) respondents indicated preference for open or democratic classroom practices. It is patently clear that the respondents had varied understandings of the tenets of inclusive pedagogy. For example, although Respondent 8 teaching philosophy was vaguely expressed as "to teach students to be their own masters", one can argue that it is student-oriented and emancipatory in nature, as advocated by Paulo Freire in *The Pedagogy of the Oppressed* (Freire, 1970). Respondents 10 and 13 respectively described their teaching philosophies as "open-minded lecturing" and "open class". Although the descriptions were rather too brief and vague to pass for teaching philosophies, it can be gleaned that the respondents believed in lecture room democracy, in which students' voices were heard and respected, which is clearly an aspect of inclusive pedagogy. This is akin to what Mutekwe (2017) describes as conversational learning strategies, whereby students prior learning and lived experiences form the basis of teaching and learning.

Two (14.3%) other respondents' teaching philosophies were classified as *other* since they were stated in such ways that they could not be pigeon-holed into specific pedagogical philosophy categories. For example, Respondent 5's teaching philosophy reads:

My teaching philosophy is that I assist my students to express themselves and accept themselves for [who] they are as well as embracing the differences of others.

It can be noted that although it is not easy to put the respondent's teaching philosophy into a specific category, the lecturer takes into cognisance two aspects of inclusive pedagogy namely: promoting students' voices and recognition of diversity. Thus, although the teaching

philosophy is rather vaguely expressed, Respondent 5's perception can be described as pro-inclusive pedagogy, as it was inclined towards conversational learning. The response also reflected the lecturer's awareness, conscious or unconscious, of the need to promote academic self-efficacy, as advanced by Bandura (1971).

Respondent 14's teaching philosophy was also rather too ubiquitous to be classified as constructivist, reflective, democratic or pragmatic. Ad verbatim, the respondent writes:

I believe that teaching is a two-way thing, the student needs to be willing to learn in as much as the lecturer is willing to teach and learn from students.

The above-cited teaching philosophy summed up the symbiotic nature of the teaching and learning process. However, the respondent either deliberately or inadvertently betrayed an exclusivist attitude by implying that only students who are willing to learn are the only ones the lecturer would be obliged to accommodate.

To some extent, Respondent 14's teaching philosophy, although compact and defied clear classification, resonated with Respondent 3's student-focused teaching philosophy. The latter respondent also believed that the teaching and learning process was a symbiotic ecosystem in which both the educator and the student mutually learnt from each other. This shows that although Respondent 14 did not have a clear plan to accommodate the reluctant learner, he was aware that the lecturer was not the ultimate source of knowledge in the classroom, which was a subtle admission that students' prior knowledge and experiences were important in the teaching and learning "ecosystem", as Respondent 3 posited. Thus, the coinage "exclusivist constructivist" can be the best description of Respondent 14's teaching philosophy and perception.

Table 8: Respondents' Teaching Philosophies

Teaching Philosophy	<i>Constructivist or Student-Centred</i>	<i>Reflective</i>	<i>Pragmatic or Eclectic</i>	<i>Democratic</i>	<i>Other</i>	<i>Total</i>
Number	7	1	2	2	2	14

5.3.2 Lecturers' understanding of inclusive pedagogy

Unlike the varied and relatively divergent responses to the previous question, in which the respondents described their teaching philosophies, the responses to the above question demonstrated more convergent rather than divergent perceptual patterns among the participants. The participants generally understood inclusive pedagogy or alternative teaching to be a set of lecturers' strategies and institutional policies that were designed to, among other things, accommodate students' cognitive, gender, racial, disability and social class diversities. Below are some ad verbatim samples of some participants' divergent understandings of inclusive pedagogy:

Respondent 2:

Addressing the diverse needs of all students or learners by reducing the barriers of teaching and learning.

Respondent 3:

It is an approach to education that allows for the existence of diversity prompting transformation approaches that deviate from classic and existentialist approaches in that it is not only inclusive of diverse students but diverse approaches to curriculum design and delivery. I am aware that the definition is contested widely.

Respondent 5:

Inclusive pedagogy is defined not in teachers' choice of strategies but in their use of them e.g. by extending what is available to all learners in ways that attended [sic] to individual differences but avoided [sic] the stigma of marking some learners as being different.

Respondent 7:

Inclusive pedagogy is a learning environment that promotes the full personal, academic and professional development of all students irrespective of race, class, gender and disability.

Although the above-quoted perceptions were not dissimilar, the respondents revealed some interesting views that cumulatively showed broad and in-depth understanding of the concept of inclusive pedagogy. Respondent 2 posited that the role of inclusive pedagogy was to dismantle any possible teaching and learning barriers. By implication, the inclusive educator or institution continually seeks to eliminate any factors that are contrary to effective teaching and learning. This observation was buttressed by Respondent 3, who argued that, in the process of catering for student diversity, it was imperative to use transformative approaches

of curriculum design and mediation. According to Respondent 5, apart from catering for student diversity, inclusive pedagogy should be used to expunge any possible stigma that may disadvantage learners.

Although the majority of the respondents' perceptions of inclusive pedagogy or alternative teaching and learning strategies were quite clearly expressed and insightful, two respondents in particular gave rather vague and unsubstantiated answers, as shown below, thus, making it rather difficult to clearly determine their understanding of the concept of inclusive pedagogy.

Respondent 11

Lecturer presentation, peer to peer learning, and individual researching [sic].

Respondent 13

It means students are allowed to participate in the teaching philosophy.

As the above-cited quotations reveal, Respondents 11 and 13 had fuzzy understanding of the nature of inclusive pedagogy, therefore, their perceptions are ambiguous as well. For example, Respondent 11 simply listed the following instructional and learning strategies: lecturer presentation, peer collaboration and research, instead of explaining the concept of inclusive pedagogy. Likewise, Respondent 13 vaguely equated inclusive pedagogy to allowing students "to participate in the teaching philosophy", a statement which was in itself devoid of clear meaning. Understandably, Respondent 13 was a fairly new lecturer who did not possess any education-related qualification, hence, might not have had full grasp of the jargon of the trade. However, the same cannot be said of Respondent 11, who, according to her biographical profile, was a certified educator with 4-6 years lecturing experience, all obtained at the case study institution, which regularly provided professional development programmes and lecturer forums, where teaching and learning theory were the prime focus of discussion. This validates Loyalka, Popova, Li and Shi's (2018) finding that teacher training and professional development programmes per se do not necessarily translate to enhanced educator perceptions and practice.

5.3.3 Identifying and justifying preferred pedagogical strategies

Most of the respondents clearly knew the different teaching and learning strategies that are compatible with inclusive pedagogy. However, some of them simply listed the pedagogical strategies and avoided the second part of the question which required them to justify their preferred teaching methodologies. There were also other respondents whose knowledge and understanding of pedagogical were questionable, a trait which is not expected of lecturers. For instance, Respondent 8 simply stated his pedagogical strategy as "inclusive teaching", but

did not provide any elaboration or justification to demonstrate his understanding of the chosen strategy. This can be interpreted as a pointer that the lecturer did not clearly comprehend the question or what “inclusive teaching” entailed, hence, the partial question avoidance strategy. Respondent 8’s response was in sharp contrast with that of Respondent 7, who identified the chosen pedagogical strategy as “inquiry-based learning” and attempted to justify the choice of strategy by arguing that it prioritised student-centred teaching and learning and promoted critical thinking and understanding. This response patently showed that Respondent 7, unlike Respondent 8, was not only mindful of the nature of inclusive pedagogy, but the aims of higher education in South Africa and beyond as well.

Presented below is a sample of answers that demonstrate selected respondents’ knowledge and perceptions of inclusive teaching and learning strategies.

Respondent 3:

Any approach that offers opportunity for collective and cooperative learning is good for me, especially if it offers students opportunity to unravel concepts for themselves prior to my interaction with them. I however blend my approaches as dictated by my students or nature of the material I would be dealing with.

Respondent 4:

Any student centered [sic] with a combination of digital engagement.

Respondent 6:

Constructivism. It allows me [sic] student interaction and peer learning. The students can be actively engaged in the learning process and make use of their prior knowledge when the lecturer makes use of a subject matter that they can relate to.

Respondent 10:

Inclusive pedagogy, I think is effective [sic].

Respondent 13:

Open class philosophy where the students are allowed to vector [sic] their opinions.

Out of the sampled five ad verbatim responses above, only Respondents 3 and 6 gave comprehensive answers that both identified and justified the respective teaching and learning strategies. Respondent 3 clearly perceived collective and cooperative learning and activities as the most ideal strategies. However, he revealed that the nature of the content and student cohort were the most preponderate factors in determining his choice of pedagogical strategy, thus, showing that the respondent lecturer was flexible. Respondent 6 also clearly identified

constructivism as her teaching strategy and provided a succinct rationale for using it. Both Respondents 3 and 6 perceived choices and use of teaching strategy as dependent on students' learning needs and dispositions. This contrasts with the submissions made by Respondents 10 and 13 because the pedagogical strategies they identified were largely ambiguous, thus, making it impossible to establish their perceptions. Although Respondent 4's preferred teaching strategies were explicitly stated, her perception could not be explicitly identified.

5.3.4 Preparing students for assessment

Here, the respondents were asked to describe and justify how they prepared students for assessment, if at all they did. Five respondents' answers, cited ad verbatim below, were summarised, interpreted and analysed in the ensuing paragraphs.

Respondent 1

I prepare ... students for various types of assessments including formative assessment of and for learning because assessments are an integral part of the learning process.

Respondent 2

It is important to prepare students for both test and assignments, the reason, [sic] the kind of students that we have are lazy and not critical thinkers. By preparing them for actual submission, as a lecturer you want them to understand the content and also visits the [sic] updated sources. The last thing [is that] as a lecturer I want a good pass rate.

Respondent 4

I emphasize that they need to master the core of the Module and master and practice higher order cognitive skills.

Respondent 9

I teach the entire curriculum to enable students to learn what the module says they need to learn for each topic, then after that is done, I then embark on past papers so that they have a feel of how the respective topic is examined. I prepare students for assessment since module success is measured by their ability to pass the assessments given to them. My effectiveness as a facilitator to some extent can also be reflected by the ability of my students to pass assessments given to them.

Respondent 10

Firstly, I test them through learning unit assessment to see if they understand the unit, then from that assessment I can see which unit gives them a problem that way I can emphasize on parts that are hard for them to comprehend. We also use past papers to get them used to the assessment question.

A number of thematic trends emerge from the participants' answers, some clear and comprehensive and others too brief and devoid of explanation and justification on how and why the respondent prepared students for assessment. For example, Respondent 4's assessment preparation strategy was equivocally stated as emphasising the need to master the core of the module and practising higher order cognitive skills. It is, therefore, not clear how and why the respondent prepared students for assessment. However, by alluding to higher cognitive skills, the respondent demonstrated an appreciation of the objectives of higher education, as enunciated in numerous South African government policy documents, notably *Education White Paper 3: A Programme for the Transformation of Higher Education* (DOE, 1997) and *White Paper for Post-School Education and Training: Building an Expanded, Effective and Integrated Post-School System* (DHET, 2013).

Generally, most of the respondents understood the concept of assessment, although a few had limited understanding of the concept as simply the summative assessment. Thus, the latter group of respondents did not consider assessment as an ongoing process, which is embedded in the whole curriculum, as argued by Fink (2003b) and Norton (2009). For example, Respondent 9 perceived teaching and assessment as distinct entities that were attended to separately or sequentially rather than simultaneously. Respondent 9's perception was at variance with that of Respondent 1, who viewed assessment, not as an end-of-module or curriculum delivery activity, but as an integral part of the teaching and learning process. Although expressed differently, Respondent 10's response alluded to the curriculum-assessment integration identified by Respondent 1.

The strategy of using past examination papers was mentioned by a number of respondents, notably Respondents 9 and 10, who both justified the practice by arguing that it helped the students to get a feel of the summative assessment. Although the respondents did not attempt to explain exactly how they used past papers to prepare students for assessment, it can be assumed that, according to the two respondents, the term assessment is synonymous with final examination.

Apart from getting students ready for summative assessments, various other reasons for preparing students for assessment were posited, with the most prominent being to assist students to understand some difficult concepts or parts of the curriculum; fostering higher

order cognitive skills and improving module success rates, thus, proving the lecturers' competence. The motivation for the latter two reasons can be attributed to the need for self-preservation and job security, given the assertion that the institution seemingly attributed high pass rates to the lecturer's ability and competence. Inversely, low pass rates were blamed on the lecturer's incompetence and, given that the case study institution is a private entity, it can be argued that it uses a business model that is more performance or results-driven than public institutions. This means that the respondents were rather fearful that the institution viewed student and module success rates as reflections of the lecturers' own capabilities.

Interestingly, Respondent 2 noted a very unique motivation for preparing students for assessment. He pointed out the students were generally lazy and lacked critical thinking skills, therefore, they needed to be handheld through completion of all forms of assessments. Although handholding higher education students is contrary to some of the objectives of higher education, such as promoting independent and self-directed learning (Mokoena, 2015). On the other hand, the handholding is relatable to Porter's (2010) argument that inclusive classrooms do not fail students.

Students' laziness, as noted by Respondent 2, may result from lack of motivation, poor pre-tertiary schooling culture and essentialist teaching and learning practices (Badat, 2010; Higgs and Smith, 2017). It can be concluded that, while the handholding practice suggested by Respondent 2 does not augur well for the promotion of the aforementioned aims of higher education, Porter (2010) views it as an inclusive teaching strategy. However, Wydeman (2015a) is highly critical of linear instruction practices, whereby educators dish up knowledge to passive learners. According to Bandura (1971), direct teaching also deprives students of the feeling of self-efficacy that comes with self-learning. It can also be further argued that students who are exclusively exposed to direct instruction end up developing an academic dependency syndrome, such that they become incapable of acquiring needful lifelong learning skills.

Based on Respondent 2's response, one can posit that job insecurity, emanating from the fear of producing poor results, rather than inclusivism orientation, drives HEI lecturers to resort to using linear instructional strategies. The findings of a research by Dorasamy and Letooane (2015) indicate that the issue of job insecurity in South African institutions of higher learning is real and pervasive, thus, it is not limited to PHEIs. It can, therefore, be concluded that quality of work life has a direct or indirect impact on shaping lecturers' perceptions and classroom practices.

5.4 Conclusion

Although it is difficult to conclusively deduce the correlation between the respondents' biographical backgrounds and their respective perceptions on inclusive pedagogy, there were some traits that could be attributed to experience, educational background and faculty. For example, some lecturers with at least four years' teaching experience and service at the case study institution tended to perceive parental involvement in the teaching and learning process negatively. This group of respondents also generally managed to clearly describe their teaching philosophies and explain and justify how they prepared students for assessment. In the case of the four respondents who teach in the School of Education, there was unanimity in rejecting the notion that tertiary students are mature and do not need much guidance from lecturers. The findings also indicated that lecturers' teaching philosophies were generally aligned to their classroom practices and perceptions on aspects such as learner differences and assessment. All the respondents had similar perceptions, as they either strongly agreed or agreed with two premises namely: teaching style impacted on student learning and lecturers should cater for diversity when engaging with students. This proves that, in principle, all the respondents subscribe to some principles inclusive pedagogy.

5.5 Anticipated contributions of the study

Given the foregoing, the study sought to complement existing literature on inclusive education by investigating how perceptions of practising higher education lecturers impact on their choices of pedagogical strategies. It can be posited here that the predominant pedagogical methods used by some lecturers are misaligned to the universal 21st century teaching and learning goals (Fink, 2003a). The assumption of this study was that if educators were conscious of the impact of their strategic choices in the classroom, they were likely to adopt more positive and inclusive pedagogical practices, thus, placing all students, as co-participants, at the centre of their own learning (Bloxham and Boyd, 2007; Fink, 2003a). This study further assumed that the use of appropriate inclusive pedagogical strategies can play a crucial role in improving student achievement and graduation rates. It can be argued that although inclusive pedagogy is not a panacea for all instructional ills, it holds immense promises for remedying the academic challenges South African students currently face.

The envisaged epistemological value of this study, as posited earlier, is to add new insights to an existing body of knowledge, built through related and diverse studies. Thus, this research was designed to generate solutions to remedy challenges such as low retention and graduation rates (Kirst-Ashman, 2017), not to mention lecturer burnout and frustration. It is thus envisioned that the findings of this study will contribute in numerous ways to the betterment of classroom practices in higher education contexts, which are still arguably

dominated by obsolete instructional practices that are misaligned with the higher education goals of modern society (Fink, 2003a; Killen, 2015; Mokoena, 2015).

5.6 Limitations of the study

The research was conducted as a single case study at a private higher education institution (PHEI) in Johannesburg, South Africa. The research findings and their subsequent contributions might have incidental parallels, but the researcher refrained from arbitrarily generalising and their applicability to organisations that are similar to the case organisation (Babbie and Mouton, 2001) hence; the results will be regarded as unique to the institution and respondents under study. Time was another limiting factor, therefore, only one institution was selected for the case study, as it was conducted within a specified academic calendar. In addition, data collection was conducted online, thus, limiting the researcher's contact with the participants. As originally planned, focus group interviews were supposed to be conducted as follow-ups to questionnaires. However, due to the current health crisis caused by the COVID-19 global health crisis, the participants completed and returned the questionnaires online. This adversely impacted on the researcher's ability to ask follow-up questions, as well as impeded the possibility of obtaining new insights from focus group interviews.

5.7 Ethical Considerations

By nature, research in education and related sciences disciplines encompasses dealing with human beings. This type of research involves activities that touch on the respondents' feelings, emotions and private lives, in so doing impacting on their dignity. Since the units of this study are human beings, the researcher took heed of the below-listed ethical considerations (Strydom, 2005). The research was, thus, conducted in adherence to a set of ethical standards meant to ensure the avoidance of harm to the participants. The following ethical guidelines were adopted in conducting this research study:

5.7.1 Informed consent

All the respondents were given accurate and complete information about the study, so that they could be able to clearly understand the nature of the study before deciding on whether or not to participate in the study (Strydom, 2005). The participants were also advised of their right to withdraw from the study at any given stage without giving prior notification, if they wished to do so. Thus, the participants were not forced or deliberately misinformed in order to lure them into taking part in the study. The researcher also took the utmost precautions by ensuring that the participants were provided adequate information about the study before they decided on whether to take part or not. This was formalised through the distribution of informed consent forms to the participants, which they were encouraged to duly study and sign.

5.7.2 Avoidance of harm, confidentiality, anonymity and privacy

The researcher took preventive measures to avoid any harm that might befall the respondents as a direct consequence of participating in this research. As Strydom (2005) advises, the researcher had to verify that none of the questionnaire questions were likely to cause offence or emotional harm to the participants. In addition, the participants' responses were treated in the strictest confidence and their names or the name of the institution were published in the research report.

5.7.3 Compensation

The researcher refrained from offering any cash or material compensation or incentives to induce any one of the respondents to participate in the study. The respondents were initially approached in their natural environment, that is, the workplace and, subsequently, by email. This enabled the researcher and the potential respondents to engage at a professional level, rather than at an informal one.

5.7.4 Competence of the researcher

The researcher believes that he has the prerequisite competencies and ability to carry out a research of this nature. Owing to the theoretical and practical knowledge of research that he acquired in his prior studies and work, the researcher has some experience of conducting academic research. The researcher holds a Diploma and a Bachelor's degree in Education, at which levels he conducted research projects as prerequisites for graduation. Besides, the researcher is an experienced educator, with a considerable number of years as a lecturer in different higher education contexts. Thus, according to Strydom (2005) the researcher is ethically competent and adequately skilled to undertake the proposed study.

6.2. Summary and conclusion

The findings of the research were summarised according to four thematic trends, all derived from the manner in which the respondents addressed the research question and sub-questions. The following sections provided an overview of the respondent lecturers' teaching philosophies and classroom practices and how these strategies are aligned to the principles of inclusive education and universal goals of higher education.

6.2.1. Teaching philosophy and perception of inclusive pedagogy

The majority of the respondents indicated that they subscribed to constructivist teaching and related student-focused philosophies. One respondent lecturer in this category argued that, as a student-centred educator, his teaching philosophy was empathetic in nature because students' emotions were integral to the teaching and learning process. There were two

respondents each whose respective teaching philosophies were classified as democratic and pragmatic/eclectic.

The other two respondents' descriptions of teaching philosophies were so vague that they could not be placed into specific pedagogical philosophy categories. One respondent described herself as a reflective lecturer, who continually sought to improve her conduct through conscientious reflection on past actions. Two of the respondents' teaching philosophies revealed that they perceived teaching and learning as a symbiotic ecosystem in which facilitators and learners mutually benefitted from the engagement.

The four closed-ended questions also elicited important data on respondents' teaching philosophies. The respondents unanimously indicated that teaching style certainly had an impact on student performance. In other words, all the respondents acknowledged that their teaching philosophies and, ultimately, classroom practices influenced how students learn. However, there was no unanimity in terms of the need for parental involvement in post-schooling level teaching and learning processes, with some respondents strongly agreeing while others strongly disagreed. Likewise, there were polarised views with regards to a lecturer's role in the assessment process, as well as the extent of tertiary level students' maturity and self-directedness.

6.2.2. Pedagogical strategies and practices

In most cases, the respondents identified pedagogical strategies that were aligned with their teaching philosophies. For example, the constructivists/student-centred lecturers stated that they designed and built their teaching on the bases of students' relatable prior knowledge, hence, the spiral teaching and learning strategy was the most preferred pedagogical strategy, followed by discovery learning, collective and cooperative learning and inquiry-based learning. The use of digital platforms and social media was also mentioned as an inclusive instructional strategy meant to cater for learners who, for various reasons, could not attend class.

Eclectic-oriented respondents indicated that they used a variety of strategies, as dictated by the prevailing teaching and learning dynamics. Some of these strategies include peer collaboration, direct instruction or the traditional lecture method, with the aid of PowerPoint presentations. The democratic/open class oriented lecturers tended to prefer discussion as their teaching and learning strategy.

6.2.3. What influences lecturers' choices of pedagogical strategies?

As argued above, the instructional strategies that the respondent lecturers chose or frequently used were directly aligned to their stated teaching philosophies. Thus, except in the two instances in which the respondents' teaching philosophies and strategies were unclear, there

were hardly any discernible mismatches between a respondent's teaching philosophy and preferred pedagogical strategies and practices.

Some of the prime considerations for choosing instructional strategies, as indicated by the respondents, included the general calibre of the students, the nature of the content and module and student success rates. In turn, there were a number of motivations influencing the lecturers' desire to produce good results. Such motivations include fear of students' failure being attributed to the lecturers' competence. Hence, one respondent revealed that he actually practised what can be termed "teaching for assessment" when needs be, especially when dealing with "lazy" students whose performance might lower success rates.

6.2.4. Alignment between pedagogical practices and higher education goals

Overall, the respondents' preferred pedagogical strategies and justifications showed that the majority of the respondents were aware of the universal goals of higher education, such as digital literacy, interpersonal skills, creativity and critical thinking. These skills, among others, were fostered by employing the identified pedagogical strategies and practices namely: inquiry-based learning, discovery learning, discussions and other cooperative learning activities like peer-to-peer instruction. Digital engagement, which was identified by one respondent as an inclusive strategy that accommodates learners who, for various reasons, would have missed classes, enhances students' online skills as well as provides opportunities for blended learning.

One respondent noted the need for facilitators and institutions to ensure that curriculum design and delivery are aligned and integrated with assessment, thus, making assessment an integral part of the teaching and learning process rather than a peripheral or detached entity (Fink, 2003a; Norton, 2009). The other respondent demonstrated awareness of the importance of inclusive assessment to cater for different cognitive levels and abilities by implying that she applied hierarchical taxonomies in designing teaching and learning activities.

However, a few responses showed that the respondents did not fully appreciate the trajectory and aims of 21st Century higher education. This trend was noticeable among those whose responses gave traditional instructional methods a more preponderate position than constructivist and democratic teaching and learning strategies.

Next, Chapter 6 presented the recommendations that are based on the research findings of the study.

6. Recommendations

6.1. Introduction

This chapter discusses the extent to which the findings of the study addressed the key research questions and summarised the key findings of the study. The conclusions on the findings are also presented in this chapter. From these conclusions, the researcher drew recommendations for the intended audiences of the study namely: lecturers, faculties and higher education institutions (HEIs). Finally, on the basis of the foregoing research findings, conclusions, recommendations, the researcher provided suggestions for future studies.

6.2. Recommendations

For inclusive pedagogy to be successfully implemented, there is need for all stakeholders namely: students, facilitators, student relations officers, faculty management, parents and institutions to altruistically play their respective roles. The following recommendations, based on both literature review and the findings of this research study, can go a long way in assisting different stakeholders to promote and implement inclusive and transformative pedagogy:

- Given the global developments and technological advances, it is now more imperative than before for the case study PHEI lecturers to be more well-versed in the tenets and practices of inclusive teaching and assessment. For example, the COVID-19 pandemic health crisis has created an urgent need for both the lecturers and students to engage online.
- For the above recommendation to be successfully implemented, the institution needs to invest more in information communication technology infrastructure and software, as well as improve the efficiency and usability of existing ones so to avoid a mismatch between capacity and usage.
- Training and professional development programmes can also be arranged on regular bases to enable lecturers and faculty management to use learning management systems and related technology efficiently. Similar training should also be extended to students and other users, such as student relations management officers. Involving the student relations officers in the process enables them to access student academic, participation and attendance records, so that they may identify at-risk categories, and devise and implement relevant intervention strategies timeously.
- In order for lecturers and other stakeholders to fully understand pedagogy-related jargon and implement institutional teaching and assessment policies, institutional and faculty management should plan and schedule workshops and forums way in advance, rather than on ad hoc basis. There is also need for the institution to incentivise

attendance and meaningful participation, as some seasoned lecturers might not be sufficiently motivated to attend or participate in such forums.

- At classroom level, the lecturers should devise varied ways of motivating and including “lazy” and indifferent students so that they may get used to self-directed and independent learning.
- As noted in the literature review, the majority of students in South Africa are excluded from the teaching and learning process due to inability to fully understand English, which is the main LoLT in tertiary institutions. To minimise the learning challenges emanating from LoLT, there is need for the case study institution to assist struggling students by providing inclusive English language training and improvement programmes that cater for diverse competencies.
- Inclusive pedagogy, even at tertiary level, cannot be complete without parental involvement, therefore the institution should employ an integrated channel for student relations management, faculties and lecturers to communicate with parents, especially in instances of at-risk behaviour by students.
- In order to improve module and graduation rates, it is imperative for the institution to implement a more comprehensive learner management policy and practice, especially at first-year, so as to provide relevant support, thus, minimising attrition rates.

6.4. Suggestions for future studies

Inclusive pedagogy is a very wide concept, as it encompasses, among other issues, physical access to the built environment and bespoke technology for disabled learners and accommodating diverse learner differences. Yet, the concept seems to be under researched. Future studies may focus on how institutions and facilitators incorporate and accommodate the needs of different categories of students. In addition, future studies can counter the shortcomings of this research by conducting longitudinal research at multiple HEI case study sites. Larger population and sample sizes are also likely to yield more comprehensive and generalisable findings and recommendations, in contrast to the smaller population and sample that were used in the current research.

ANNEXURE C: EXPLANATORY INFORMATION SHEET AND CONSENT FORM FOR PARTICIPANTS

To whom it may concern,

My name is **Rodwell Chindomu** and I am a student at The Independent Institute of Education. I am currently conducting research under the supervision of **Susan Benvenuti** about **lecturers' perceptions on the use of inclusive pedagogical strategies**. I hope that this research will enhance our understanding of the **value and application of inclusive pedagogy in increasing success rates and mitigating high attrition rates** in tertiary education.

I would like to invite you to participate in my study. In order to explain to you what your participation in my study will involve, I have formulated questions that I will try to fully answer so that you can make an informed decision about whether or not to participate. If you have any additional questions that you feel are not addressed or explained in this information sheet, please do not hesitate to ask me for more information. Once you have read and understood all the information contained in this sheet and are willing to participate, please complete and sign the consent form below.

What will I be doing if I participate in your study?

I would like to invite you to participate in this research because your input and experience will form part of the findings of this study and ultimately contribute towards the improvement of the teaching and learning experience in higher education. If you decide to participate in this research, I would like to respond to written questionnaires and oral interview questions.

You can decide whether or not to participate in this research. If you decide to participate, you can choose to withdraw at any time or decide not to answer particular interview questions.

Are there any risks/ or discomforts involved in participating in this study?

Whether or not you decide to participate in this research, there will be no negative impact on you. There are no direct risks or benefits to you if you participate in this study. You might, however, indirectly find that it is helpful to talk about your **teaching/learning experiences in the higher education context**. If you find at any stage that you are not comfortable with the line of questioning, you may withdraw or refrain from participating.

Do I have to participate in the study?

- Your inclusion in this study is completely voluntary;
- If you do not wish to participate in this study, you have every right not to do so;
- Even if you agree to participate in this study, you may withdraw at any time without having to provide an explanation for your decision

Will my identity be protected?

Appendix 3: Questionnaire

1. Which module(s)/subject(s) do you teach?

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2. How long have you been a lecturer in the higher education context?

Less than 1 year ☐

1 - 3 years ☐

4 – 6 years ☐

7 – 10 years ☐

11+ years ☐

3. How long have you been with the current institution?

Less than 1 year ☐

1 - 3 years ☐

4 – 6 years ☐

7 – 10 years ☐

11+ years ☐

4. Do you have any education-related qualification?

Yes ☐

No ☐

I am currently studying for one ☐

5. Teaching style has an impact on student learning.

Agree	Strongly Agree	Disagree	Strongly Disagree
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6. Syllabus completion is the most important aspect of teaching?

Agree	Strongly Agree	Disagree	Strongly Disagree
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7. In my teaching, I consider and cater for learner differences.

Agree	Strongly Agree	Disagree	Strongly Disagree
-------	----------------	----------	-------------------

8. There is no such thing as learner differences or different learning styles.

Agree	Strongly Agree	Disagree	Strongly Disagree
-------	----------------	----------	-------------------

9. Tertiary students are mature and should be left to their own devices; my role as a lecturer is to monitor learning without getting too involved.

Agree	Strongly Agree	Disagree	Strongly Disagree
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10. It is important to involve parents in the teaching and learning process at tertiary level.

Agree	Strongly Agree	Disagree	Strongly Disagree
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11. The role of the lecturer as an assessor starts and ends with marking.

Agree	Strongly Agree	Disagree	Strongly Disagree
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12. Briefly describe your teaching philosophy?

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13. Briefly explain your understanding of inclusive pedagogy or alternative teaching methods/strategies.

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14. Which pedagogical strategies do you use the most and why?

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15. Briefly explain how you prepare students for assessment, if you do.

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Appendix 4: Returned Questionnaires

8/4/2020

Microsoft Forms

Respondent

< 5 Anonymous >

19:26
Time to complete

1. Gender *

Male

2. Which module(s) do you teach? *

Business Management, Marketing, Supply Chain Management, Entrepreneurship

3. How long have you been a lecturer in the higher education context? *

- ☐ Less than 1 year
- ☐ 1 - 3 years
- ☐ 3 - 6 years
- ☐ 7 - 10 years
- ☒ 11+ years

4. How long have you been with the current institution? *

- ☐ Less than 1 year
- ☐ 1 - 3 years
- ☐ 3 - 6 years
- ☐ 7 - 10 years
- ☒ 11+ years

<https://forms.office.com/Pages/DesignPage.aspx?Analysis=true&FormId=uCST-bEkb0KQP7KRGLVmv4I46MBGCLBGixTZIueHuotUM0ZBVkFC...> 1/5

Respondent

< 4 Anonymous >

13:26
Time to complete

1. Gender *

Female

2. Which module(s) do you teach? *

Psychology and Afrikaans

3. How long have you been a lecturer in the higher education context? *

- ☐ Less than 1 year
- ☒ 1 - 3 years
- ☐ 3 - 6 years
- ☐ 7 - 10 years
- ☐ 11+ years

4. How long have you been with the current institution? *

- ☒ Less than 1 year
- ☐ 1 - 3 years
- ☐ 3 - 6 years
- ☐ 7 - 10 years
- ☐ 11+ years

Respondent

< 3 Anonymous v

16:57
Time to complete >

1. Gender *

Male

2. Which module(s) do you teach? *

IADL5111p

3. How long have you been a lecturer in the higher education context? *

- ☐ Less than 1 year
- ☐ 1 - 3 years
- ☐ 3 - 6 years
- ☐ 7 - 10 years
- ☒ 11+ years

4. How long have you been with the current institution? *

- ☐ Less than 1 year
- ☐ 1 - 3 years
- ☐ 3 - 6 years
- ☐ 7 - 10 years
- ☒ 11+ years

Respondent

< 2 Anonymous v

24:37
Time to complete

>

1. Gender *

Male

2. Which module(s) do you teach? *

Public Relations, Communication Sciences, Media studies, Practice for Public Relations and WIL

3. How long have you been a lecturer in the higher education context? *

- ☐ Less than 1 year
- ☐ 1 - 3 years
- ☒ 3 - 6 years
- ☐ 7 - 10 years
- ☐ 11+ years

4. How long have you been with the current institution? *

- ☐ Less than 1 year
- ☐ 1 - 3 years
- ☒ 3 - 6 years
- ☐ 7 - 10 years

Respondent

< 1 Irvine Mutsungi >

05:58
Time to complete

1. Gender *

Male

2. Which module(s) do you teach? *

Business management, Management information systems, Business Information systems

3. How long have you been a lecturer in the higher education context? *

- ☐ Less than 1 year
- ☐ 1 - 3 years
- ☐ 3 - 6 years
- ☐ 7 - 10 years
- ☒ 11+ years

4. How long have you been with the current institution? *

- ☐ Less than 1 year
- ☐ 1 - 3 years
- ☐ 3 - 6 years
- ☒ 7 - 10 years
- ☐ 11+ years

Respondent

< 14 Anonymous v

11:41
Time to complete >

1. Gender *

Male

2. Which module(s) do you teach? *

Business Management & Project Management

3. How long have you been a lecturer in the higher education context? *

- ☐ Less than 1 year
- ☐ 1 - 3 years
- ☒ 3 - 6 years
- ☐ 7 - 10 years
- ☐ 11+ years

4. How long have you been with the current institution? *

- ☐ Less than 1 year
- ☐ 1 - 3 years
- ☒ 3 - 6 years
- ☐ 7 - 10 years
- ☐ 11+ years

Respondent

< 13 Anonymous v

05:40
Time to complete >

1. Gender *

Male

2. Which module(s) do you teach? *

Financial Management

3. How long have you been a lecturer in the higher education context? *

- ☐ Less than 1 year
- ☒ 1 - 3 years
- ☐ 3 - 6 years
- ☐ 7 - 10 years
- ☐ 11+ years

4. How long have you been with the current institution? *

- ☐ Less than 1 year
- ☒ 1 - 3 years
- ☐ 3 - 6 years
- ☐ 7 - 10 years
- ☐ 11+ years

Respondent

< 12 Anonymous v

24:29
Time to complete

>

1. Gender *

Female

2. Which module(s) do you teach? *

Introduction to Digital Literacy (IADL5111) and Business Communication (BUCO020)

3. How long have you been a lecturer in the higher education context? *

- ☐ Less than 1 year
- ☐ 1 - 3 years
- ☒ 3 - 6 years
- ☐ 7 - 10 years
- ☐ 11+ years

4. How long have you been with the current institution? *

- ☐ Less than 1 year
- ☒ 1 - 3 years
- ☐ 3 - 6 years
- ☐ 7 - 10 years
- ☐ 11+ years

Respondent

< 11 Anonymous v

06:31
Time to complete >

1. Gender *

female

2. Which module(s) do you teach? *

OFAD &,HRM

3. How long have you been a lecturer in the higher education context? *

- ☐ Less than 1 year
- ☐ 1 - 3 years
- ☒ 3 - 6 years
- ☐ 7 - 10 years
- ☐ 11+ years

4. How long have you been with the current institution? *

- ☐ Less than 1 year
- ☐ 1 - 3 years
- ☒ 3 - 6 years
- ☐ 7 - 10 years
- ☐ 11+ years

Respondent

< 10 Anonymous v

17:20
Time to complete >

1. Gender *

Male

2. Which module(s) do you teach? *

Logistics, Purchasing, Transport Economics

3. How long have you been a lecturer in the higher education context? *

- ☐ Less than 1 year
- ☒ 1 - 3 years
- ☐ 3 - 6 years
- ☐ 7 - 10 years
- ☐ 11+ years

4. How long have you been with the current institution? *

- ☐ Less than 1 year
- ☒ 1 - 3 years
- ☐ 3 - 6 years
- ☐ 7 - 10 years
- ☐ 11+ years

Respondent

< 9 Anonymous v

10:22
Time to complete >

1. Gender *

Male

2. Which module(s) do you teach? *

Accounting, Payroll

3. How long have you been a lecturer in the higher education context? *

- ☐ Less than 1 year
- ☐ 1 - 3 years
- ☐ 3 - 6 years
- ☐ 7 - 10 years
- ☒ 11+ years

4. How long have you been with the current institution? *

- ☐ Less than 1 year
- ☐ 1 - 3 years
- ☒ 3 - 6 years
- ☐ 7 - 10 years
- ☐ 11+ years

Respondent

< 8 Anonymous v

03:33
Time to complete >

1. Gender *

Male

2. Which module(s) do you teach? *

English

3. How long have you been a lecturer in the higher education context? *

- ☐ Less than 1 year
- ☐ 1 - 3 years
- ☐ 3 - 6 years
- ☒ 7 - 10 years
- ☐ 11+ years

4. How long have you been with the current institution? *

- ☐ Less than 1 year
- ☐ 1 - 3 years
- ☐ 3 - 6 years
- ☒ 7 - 10 years
- ☐ 11+ years

Respondent

< 7 Anonymous v

21:39
Time to complete

>

1. Gender *

Female

2. Which module(s) do you teach? *

Inclusive Education

3. How long have you been a lecturer in the higher education context? *

- ☐ Less than 1 year
- ☒ 1 - 3 years
- ☐ 3 - 6 years
- ☐ 7 - 10 years
- ☐ 11+ years

4. How long have you been with the current institution? *

- ☐ Less than 1 year
- ☒ 1 - 3 years
- ☐ 3 - 6 years
- ☐ 7 - 10 years
- ☐ 11+ years

Respondent

< 6 Anonymous >

27:09
Time to complete

1. Gender *

Female

2. Which module(s) do you teach? *

English, Setswana and ITSA

3. How long have you been a lecturer in the higher education context? *

- ☐ Less than 1 year
- ☒ 1 - 3 years
- ☐ 3 - 6 years
- ☐ 7 - 10 years
- ☐ 11+ years

4. How long have you been with the current institution? *

- ☐ Less than 1 year
- ☒ 1 - 3 years
- ☐ 3 - 6 years
- ☐ 7 - 10 years
- ☐ 11+ years

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