



Professional Development and Support Systems for Special Education Teachers

Mamphalela Rachel Malemela¹, Marubini Christinah Sadiki^{2*}

^{1,2}University of South Africa, Pretoria, Gauteng, South Africa

*Corresponding author: ¹59362790@mylife.unisa.ac.za, ²sadikmc@unisa.ac.za

ARTICLE INFO

Section:

Research Articles

Article history:

Received: September 21, 2026

Revised: September 26, 2026

Accepted: September 26, 2026

Published: September 30, 2026

Kata kunci:

pengembangan profesional; pendidikan inklusif; masalah pembelajaran perilaku; dukungan perilaku positif; dukungan guru.

Keywords:

professional development; inclusive education; behavioural learning problems; positive behaviour support; teacher support

How to Cite (APA Style 7):

Malemela, M. R., & Sadiki M, C. (2026). Professional development and support systems for special education teachers. *Ideguru: Jurnal Karya Ilmiah Guru*, 11(2), 199-207. <https://doi.org/10.51169/ideguru.v11i2.2583>



This is an open access article under the [CCBY 4.0](https://creativecommons.org/licenses/by/4.0/) international license. Copyright © 2026 Malemela, M. R., & Sadiki M, C.

ABSTRAK

Tujuan penelitian ini adalah untuk mengeksplorasi pengembangan profesional dan sistem pendukung bagi guru sekolah dasar khusus dalam mengelola masalah pembelajaran perilaku di Madibeng, Distrik Bojanala. Literatur menunjukkan bahwa meskipun guru umumnya mendukung pendidikan inklusif, pelatihan yang tidak memadai, sumber daya yang terbatas, dan kekhawatiran tentang kemampuan mereka untuk mengelola perilaku yang menantang dapat membatasi inklusi yang efektif. Pendekatan penelitian kualitatif digunakan, dengan menggunakan wawancara satu lawan satu untuk mengumpulkan data dari 16 partisipan yang dipilih secara purposif yang terdiri dari empat guru, empat kepala sekolah, empat anggota Badan Pengelola Sekolah, dan empat Kepala Departemen. Temuan menunjukkan pergeseran positif dalam pemahaman guru tentang masalah pembelajaran perilaku sebagai respons terhadap hambatan dan kebutuhan yang tidak terpenuhi, bukan sekadar perilaku buruk. Namun, beberapa guru terus menganggap lingkungan khusus lebih tepat untuk siswa tertentu, yang mencerminkan tantangan yang terus berlanjut terkait sikap terhadap inklusi. Penelitian ini menyimpulkan bahwa pengembangan profesional dan dukungan berkelanjutan sangat penting untuk memperkuat pengetahuan, sikap, dan keterampilan manajemen perilaku praktis guru. Rekomendasi ini mencakup pelatihan Dukungan Perilaku Positif di seluruh distrik, lokakarya wajib, kesempatan belajar antar rekan, pemantauan rutin terhadap sikap guru, dan program yang mendukung kesejahteraan emosional guru untuk mempromosikan pendidikan inklusif yang berkelanjutan dan bermakna.

ABSTRACT

The purpose of this study was to explore professional development and support systems for specialised primary school teachers in managing behavioural learning problems in Madibeng, Bojanala District. The literature indicates that although teachers generally support inclusive education, inadequate training, limited resources, and concerns about their capacity to manage challenging behaviour can constrain effective inclusion. The study was guided by socio-constructivist theory, which emphasises that knowledge is developed through social interaction and cultural contexts. A qualitative research approach was employed, using one-to-one interviews to collect data from 16 purposively selected participants comprising four teachers, four principals, four School Governing Body members, and four Heads of Department. The findings indicated a positive shift in teachers' understanding of behavioural learning problems as responses to barriers and unmet needs rather than simply misconduct. However, some teachers continued to perceive specialised settings as more appropriate for certain learners, reflecting persistent challenges regarding attitudes towards inclusion. The study concludes that ongoing professional development and support are essential for strengthening teachers' knowledge, attitudes, and practical behaviour-management skills. It recommends district-wide Positive Behaviour Support training, mandatory workshops, peer-learning opportunities, regular monitoring of teacher attitudes, and programmes supporting teachers' emotional well-being to promote sustainable and meaningful inclusive education.

1. Introduction

Despite growing attention to teacher professional development in inclusive and special education, there is limited empirical research on ongoing professional development, mentoring, school leadership, peer collaboration and specialist support collectively enable special education teachers to manage behavioural learning problems. Much of the existing literature considers professional development as an isolated intervention rather than examining it as part of a broader support system. Consequently, insufficient is known about the extent to which teachers are equipped with practical, contextually relevant knowledge and sustained institutional support to understand and respond to challenging behaviours. This study therefore seeks to address this gap by examining teachers' experiences of professional development and the support systems available to them in managing behavioural learning problems within specialised educational settings.

This study explores professional development and support systems for special education teachers specialised primary school teachers' perceptions of managing behavioural learning problems in Madibeng, Bojanala District. Behavioural problems are characterised as socially inappropriate behaviours (Tan et al., 2020), whereas Waschbusch et al. (2022) view behavioural learning difficulties as impairments or disorders, including disruptive behaviour disorders. Learners experiencing behavioural problems often face academic and social challenges in school environments (Giannakopoulos, 2025). Therefore, teachers emerge as pivotal figures in supporting learners with behavioural problems (Wang, 2026). This study aims to investigate professional development and support systems for special education teachers' perceptions in specialised primary schools (SPS) regarding learners with behavioural problems as barriers to learning.

For the purpose of this study, specialised primary schools refer to schools which cater to learners with severe learning difficulties, physical disabilities, behavioural challenges, or other special educational needs. These schools provide tailored educational experiences that cater to the unique requirements of their learners. Despite increasing attention to digital literacy, limited empirical research has examined its role in vocabulary acquisition within rural EFAL classrooms in South Africa.

South Africa's 2001 White Paper 6 (WP6) outlines the country's commitment to inclusive education. This policy presents a picture of an inclusive education system in which learners with behavioural problems are included and given

adequate support (South African Department of Education, 2001). Even with the high goals outlined in WP6, there have been many obstacles to overcome in its implementation. Studies show that learners with behavioural problems consistently fail to attend school highlighting the disconnect between the goals of policies and the realities of education (Sepadi, 2025). According to a study conducted by Nomtshongwana and Manyakaza (2025) on primary schools in South Africa, challenges persist in inclusive schools despite the encouraging advancements. Teachers frequently struggle to control problem behaviours. While several approaches are used, they are typically only short-term solutions. More sustainable methods of behaviour management have been called for because of teachers' reports that problem behaviours not only ruin the learning environment but also consume up important instructional time Frempomaa Gyamfi, (2026). This study, therefore, aims to explore the professional development and support systems for special education teachers' perceptions of inclusive primary school teachers regarding the implementation of inclusive practices on the success of learners with behavioural learning problems in Madibeng, Bojanala District.

Karal, et al., (2026) pointed out that dealing with learners with behavioural learning problems is viewed by teachers as a considerable challenge in inclusive settings. European education policy, including Germany, has successfully implemented inclusion, which has been one of the most important goals in recent years (Molchanova, 2025). The inclusive education movement emphasises the need for suitable support mechanisms to enable effective learning for all learners. It promotes the inclusion of learners with behavioural learning problems in general education settings (Darwish et al., 2025). Studies have demonstrated that inclusive settings can have beneficial effects, such as increased academic achievement and a decrease in behavioural learning problems among learners (Akomodi, 2025).

2. Materials and Methods

The research approach is a framework or plan that guides how a researcher conducts their study. It outlines the strategies and methodologies employed to collect, analyse, and interpret data (Creswell & Inoue, 2025). Choosing the right research approach is critical for ensuring that the study aligns with its objectives and produces valid and reliable results. This study employed qualitative approach. Qualitative research involves purposefully selecting participants best positioned to address the research question (Samuel & Merkebu, 2026). To investigate how

teachers' opinions and ideas for modifications regarding learners who displayed behavioural learning problems have developed, as well as how to foster positive behaviour in Madibeng inclusive primary schools, this study employed qualitative methodologies. Cekiso (2024) asserts that qualitative research involves collecting and interpreting non-numeric data to gain a better and deeper understanding of the lived experiences of research participants. Qualitative research is particularly helpful for conducting in-depth studies or gaining a thorough understanding of a subject. Subject for coming up with original research ideas (Black & Tomlinson, 2025). The researcher's goal in this study was to explore the lived experiences of teachers' attitudes toward the implementation of inclusive practices for learners with behavioural problems; hence, a qualitative methodology was appropriate.

Research paradigm: interpretivism

Interpretivism is a research philosophy that emphasizes understanding how individuals interpret and assign meaning to their experiences within social contexts. It contrasts with positivism, which seeks objective and measurable facts. Junjie and Yingxin (2022) perceive interpretivism focuses on the subjective meanings and experiences of individuals, viewing reality as socially constructed (Acharya, 2025). Researchers use qualitative methods, such as interviews and observations, to explore human experiences in depth, aiming to uncover how people create and interpret meaning in their lives.

Research design

Almusaed, et al., (2025) describes research design as a planning framework where researchers consider project selection, planning, literature review processes, and project feasibility. Additionally, Annamalah et al. (2026) conceptualises study design as the procedures for data collection, evaluation, interpretation, and reporting in research endeavours. The researcher claims that the approach that allowed them to conduct research logically, ensuring that the study successfully addressed the research problem and included data analysis, may be characterised as research design. This study employed a single case study research design.

The study, according to the researcher, demonstrated how critical it is to address teachers' concerns, improve their perceptions, and give them the tools and support they need to successfully implement inclusive education and establish welcoming and inclusive learning environments for learners with behavioural problems in the Madibeng area of the Northwest Province. Due to their flexibility and capacity to

elucidate the stages of qualitative inquiry, the researcher selected Tariq (2025) methodologies as the foundation for this study.

Population

A research population is the total population of participants from which a sample may be taken. Within a particular population, it is a clearly defined group of individuals or objects that have a common, uniting characteristic or group of characteristics (Clark et al., 2021). The population for this study consisted of four principals, four School Governing Body (SGB) chairpersons, four foundation phase teachers on disciplinary committees, and four Heads of Department (HoDs) across the four specialised primary schools in Madibeng Local Education Office, Bojanala District, and Northwest Province. These individuals were engaged directly in the provisioning of support to learners with behavioural problems in Madibeng and thus possessed firsthand experience and knowledge of the phenomenon being investigated.

Sampling

Sampling involves selecting a subgroup from a larger statistical population to infer the attributes of the whole (Zumitavan, 2026). In this study, convenience purposive sampling was applied for practical reasons, limiting interviews to participants who held the essential and pertinent knowledge related to the research (Ahmad & Wilkins, 2025). Purposive sampling, a technique or strategy that guaranteed a representative and instructive sample, was used to choose and identify study participants. Additionally, they were specifically chosen for the sample because of their knowledge and experience working with learners who exhibit behavioural learning problems.

The research population comprised 4 principals (2 males, 2 females) from specialised primary schools, 4 SGB chairpersons, 4 foundation-phase teachers who serve on the school disciplinary committee (2 males, 2 females), and 4 HoDs from the Madibeng area office in the Bojanala District, North West province, all of whom provided consent to participate in the study. Consequently, the researcher was able to gain a comprehensive and varied understanding of the strategies of the teachers in addressing learners who have behavioural learning problems due to the purposeful sampling. The researcher carefully examined the teachers selected from these schools, taking into consideration their backgrounds, qualifications, and experience working with learners who had behavioural learning problems.

Data analysis

Data analysis entails systematically inspecting, cleaning, transforming, and interpreting collected data to uncover key insights, generate recommendations, and support decision-making (Alaba, et al., 2026). Data analysis refers technique of dividing data into manageable and significant sections. In this study, data from semi-structured interviews underwent rigorous thematic analysis to identify patterns, themes, and insights aligned with the research objectives (Ahmed et al., 2025). This approach emphasised themes emerging directly from participants' responses. Firstly, the researcher gathered information from participants, secondly, the researcher processed the data, thirdly, explored data, and lastly, conducted data analysis. Sub-themes and the main theme were further developed by the researcher.

The researcher systematically analysed qualitative data through thematic analysis to identify, interpret, and validate emergent patterns in participants' perceptions of supporting learners with behavioural challenges in inclusive education settings. Thematic analysis is defined by Chand (2025) as a qualitative research method that focuses on identifying and analysing themes within qualitative data, such as interviews, focus groups, or textual data. It aims to provide a detailed and nuanced understanding of the data by organizing and interpreting patterns of meaning. This method is particularly useful for exploring people's views, opinions, experiences, and values across various fields, including psychology, sociology, and health sciences.

Data organisation began with transcribing interviews, followed by iterative coding to generate initial themes from raw accounts of daily school practices (Mugwe & Runo, 2026). Interpretation involved grouping codes into higher-order themes, such as resource constraints and perceptual barriers, while cross-referencing with field notes for contextual depth (Almusaed, et al., 2025). To ensure rigor, the study incorporated member checking sharing preliminary findings with participants for verification and peer debriefing with independent reviewers to enhance theme credibility and minimise interpretive bias (Bang, 2024).

3. Results and Discussion

The primary aim of this study was to investigate how teachers at specialised primary schools in Madibeng, Northwest Province, South Africa, implement inclusive practices for learners with behavioural challenges. This theme captures how special schools and education systems provide ongoing training, resources, and collaborative support to equip teachers for

managing diverse learner needs effectively. The following themes were derived from theme 3, namely, (i) Continuous Professional Development and Specialised Training, (ii) Collaborative Support Structures and Multi-Disciplinary Teams, (iii) Resource and Staffing Challenges, (iv) External Partnerships and Community Involvement, (v) Self-Directed Learning and Limited Formal Training.

The themes for this study emerged from data collected during individual interviews. These themes were derived from verbatim participant responses to each question. The main research themes are outlined below, with detailed themes and sub-themes presented in the subsequent section, organised in alignment with the study's objectives: (1) factors influencing teachers' attitudes and perceptions towards inclusive education; (2) strategies for implementing inclusive practices; and (3) professional development and support systems for special education teachers.

Theme 1: Continuous Professional Development and Specialised Training

Teachers in special education received ongoing, targeted training both internally and externally to build their knowledge and skills related to behavioural management and specific disabilities. This continuous professional development was essential for teacher confidence and effectiveness. PR4 articulated:

"Special schools support teachers through internal and external workshops. I have done ACE special needs education. Learned about different learners like dyslexic and ADHD." (PR4).

With the goal to improve their capacity to assist learners, SG3 highlighted that, they often attend workshops that include topics such as differentiated curriculum, autism, ADHD, and Down syndrome. It is clear from this continuous learning approach that education is not a one-size-fits-all process and that tailored approaches are necessary to promote inclusivity and to improve outcomes. It demonstrates a commitment to development, flexibility, and responsiveness in the practice of education overall. SG3 said:

"We continuously do workshops on ADHD, autism, Down syndrome, differentiated curriculum... to be better equipped." (SG3).

A comprehensive approach to teacher development was shared by HoD3, PR3, SG2 as they pointed out the following statements.

"Teachers also receive training on managing behavioural issues and their own emotional wellbeing." (HoD3). "I attended discipline and behavioural workshops from Arista Training." (PR3). "There are always workshops and training on how to intervene with behavioural learners." (SG2).

The approach recognised that teachers struggle to manage their own mental and emotional well-being in addition to managing the behaviour of the learners. Teachers who receive training in handling behavioural difficulties are better prepared to foster a healthy learning environment in the classroom and minimise disruptions.

In support of the above with literature, these approaches collectively underscore the importance of cognitive dimensions in fostering an inclusive educational environment that supports all learners. The fundamental goal of inclusive education is to guarantee that every learner, regardless of their abilities, experiences, or barriers, has access to high-quality education (Setiawan, et al., , 2024).

Theme 2: Collaborative Support Structures and Multi-Disciplinary Teams

"Good SBST team that follows up with social worker." (SG4). "We have the disciplinary committee, SBST, and SMT." (HoD2). "Special disciplinary team helps a lot." (SG2).

The quoted above statements by SG4, HoD2 and SG2 highlighted how crucial a functioning School-Based Support Team (SBST), School Management Team (SMT) and disciplinary committee is to offer learners comprehensive support.

"We have a social worker who's working with us so as to help us with this behaviour." (SDC2).

The fact that SDC2 indicated working together with a social worker suggests that there is a close connection between the school and outside resources, guaranteeing that learners receive comprehensive care outside of the classroom. This partnership implies that the group not only recognises and resolves behavioural or academic issues but also links learners to more extensive social and emotional support systems. Overall, it emphasises an integrated approach to academic care in which social workers and school personnel collaborate closely to address complex challenges affecting the advancement of learners and their well-being. HoD3 and SG3 added by stating the following:

"Psychologists also visit and provide talks on behavioural issues." (HoD3). "More occupational therapy, speech therapy, and extra hands would help." (SG3).

Effective behaviour management relies on collaborative teams within schools, including School-Based Support Teams (SBST), disciplinary committees, social workers, psychologists, and therapists. These multi-disciplinary teams provide holistic support to both teachers and learners.

The idea of inclusive education emphasises that every individual should have access to high-quality education regardless of their differences, indicating an important paradigm shift in the field of education (Jili et al., 2021).

Theme 3: Resource and Staffing Challenges

"More therapists needed as current staff is overworked." (SDC3). "According to PAM, we should have 11 therapists but currently only have two." (PR3).

The statements by SDC3 and PR3 draw attention to a serious staffing shortage when measured against accepted norms or criteria. Personnel Administrative Measures (PAM) most likely refers to a framework or policy that specifies the ideal number of therapists required to provide learners with sufficient support. The fact that there are just two therapists rather than the recommended eleven points to a significant resource shortage that may make it more difficult for the school to offer learners timely and efficient therapeutic support. Longer wait periods for learners, more work for the current therapists, and maybe unmet needs could result from this shortfall, which could have a detrimental effect on learners' development and general well-being. PR3 and PR2 stressed the staffing challenges as follows:

"Most special schools lack therapists and psychologists." (PR2). "You only get a social worker maybe once a month or once a term." (PR2).

Access to social work support in the school or community environment was very limited, as mentioned by PR2 seen in the comment, Social workers are essential in addressing social, emotional, and family-related issues that impact learning and welfare, but their uncommon availability implies that teachers and learners have little opportunity to interact with them. The effectiveness of interventions may be diminished by the inconsistent presence of a social worker,

which could cause delays in recognising and addressing serious situations. Additionally, it puts more strain on school employees to handle challenging circumstances without regular expert assistance. All things considered, this points to a service gap that may prevent learners from receiving the full attention and assistance they require to succeed.

"No specific training received." (SG4).

The quote indicated by SG4 showed a lack of professional development in certain areas, such as behavioural management or special education. It implies that some teachers lack the formal abilities or knowledge necessary to handle difficulties or needs, even when they exist effectively. This lack of training may make it more difficult to offer professional support, which could affect the standard of care and intervention for learners who need support.

"More skills and good materials." (SG4).

Despite training efforts, SG4 pointed out that schools face significant shortages of specialist staff and resources, limiting the support available for learners and teachers. There is a clear need for increased staffing and better materials to meet learners' complex needs.

Giving teachers the tools they need to create an inclusive learning environment in the classroom requires professional development (Holmqvist & Lelinge, 2021). Teachers who get focused training in inclusive education are more equipped to meet the individual needs of learners they teach (Haug, 2021). To improve classroom dynamics and foster an environment of mutual respect and understanding among all learners, training should cover not just teaching measures but also emotional and social support techniques (Oleson, 2023). Developing these connections can result in more support for learners as well as teachers.

Theme 4: External Partnerships and Community Involvement

Schools actively engaged with external agencies and community partners to supplement internal resources. These partnerships provided additional expertise and support that enhance behaviour management and learner wellbeing. This was shared by the following participants, PR2, SDC2 and HoD3:

"We collaborate with NGOs, police station... Adopt-a-Cop... professionals from correctional services to talk to them." (PR2). "If we can work hand-in-hand with SAPS... social services,

social workers... they will help us to deal with behavioural learners." (SDC2). "We invite external experts for lectures on disabilities and behavioural challenges." (HoD3).

One important aspect unites all three statements, acknowledging that outside experts were frequently needed to provide advice on behavioural and special needs issues in educational settings. These collaborations enable schools to provide a more complete support system, including law enforcement, social services, non-governmental organisations, correctional officials, and special needs specialists. The statements demonstrate a willingness to learn from others, a respect for local resources, and a team-based strategy to support the success of all learners, particularly those facing behavioural learning problems.

Theme 5: Self-Directed Learning and Limited Formal Training

Teachers report limited access to formal training in behavioural management and rely heavily on self-education. This highlighted gaps in systematic professional development that need to be addressed. SG2, SDC1 shared the following:

"I haven't received proper training specifically on behavioural management. "I educate myself by researching online and using resources like the DSM-5." (SG2). "It's up to you to do your own research." (SDC1).

SDC1 and SG2 demonstrated one example of a self-directed and resourceful approach to professional learning. It displayed a person's initiative to learn more on their own, particularly in situations where access to official information or assistance might be limited. They demonstrated a dedication to firmly establishing their knowledge in reliable, evidence-based sources by using respectable resources such as the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) a crucial resource in psychology and psychiatry. This strategy implies a proactive effort to remain knowledgeable about difficult conditions, which can improve their capacity to identify and successfully address the requirements of a diverse learner's body. It also emphasises the value of ongoing, independent learning in domains where specialised knowledge is essential.

Professional development and support systems for special education teachers, Special education teachers benefit from ongoing professional development and multi-disciplinary support teams, which are vital for equipping them to meet diverse behavioural and learning needs effectively. However, critical shortages of

specialist staff and gaps in formal training limit the full realisation of these benefits.

The Positive Behaviour Support (PBS) strategies were found to be useful by fourth-year in-service teachers in South Africa for enhancing instruction and dealing with difficult behaviours (Naidoo, 2021). highlights gaps in accessible professional development. The findings reinforce calls in South African education policy for stronger investment in specialist training, continuous professional development, multi-sector collaboration, and adequate resourcing to improve inclusive education. To assist learners in becoming more self-aware and accountable for their behaviours, teachers are essential (Praipruek & Suksen, 2024). Teachers equip learners to deal with obstacles in a positive way by teaching them that making mistakes is a normal aspect of learning (Storey, 2023).

4. Conclusion and Suggestions

The study concludes that effective management of behavioural learning problems requires continuous professional development, adequate resources, and sustained support for teachers. Although teachers demonstrate a growing understanding of behavioural challenges as responses to barriers and unmet needs, some attitudes towards specialised settings remain. Ongoing training in inclusive education and Positive Behaviour Support, together with emotional support and practical behaviour-management strategies, is therefore essential for strengthening teachers' capacity and promoting meaningful and sustainable inclusion in specialised primary schools. Future research should investigate the long-term effects of different teacher professional development programmes on teachers' attitudes, knowledge, and capabilities in inclusive education and behaviour management. Comparative studies should also examine the effectiveness of Positive Behaviour Support (PBS) in relation to other behaviour management strategies in inclusive special education settings, with particular attention to learner outcomes and teacher stress. Further research should assess appropriate staffing levels and resource allocation in specialised education schools to determine how these factors can enhance learner support and promote staff well-being. In addition, studies should explore effective ways of integrating community agencies, non-governmental organisations, and law enforcement agencies into behaviour management and broader learner support systems. Such research could contribute to the development of coordinated, sustainable, and contextually appropriate support systems for teachers and learners.

References

- Acharya, R. (2025). Examining interpretivism in social science research: Exploring subjectivity, context, and meaning in social inquiry. *Education Science & Technology*. <https://doi.org/10.3459/2025/ST8>
- Ahmad, M., & Wilkins, S. (2025). Purposive sampling in qualitative research: A framework for the entire journey. *Quality & Quantity*, 59(2), 1461–1479. <https://doi.org/10.1007/s11135-024-02022-5>
- Ahmed, S. K., Mohammed, R. A., Nashwan, A. J., Ibrahim, R. H., Abdalla, A. Q., Ameen, B. M. M., & Khedhir, R. M. (2025). Using thematic analysis in qualitative research. *Journal of Medicine, Surgery, and Public Health*, 6, 100198. <https://doi.org/10.1016/j.glmedi.2025.100198>
- Akomodi, J. O. A. (2025). The psychological impact of behavior on student learning at high school and university levels. *International Journal of Recent Innovations in Academic Research*, 9(2), 394–406. <https://doi.org/10.5281/zenodo.15603026>
- Alaba, F. A., Osaretin, U. K., & Rocha, A. (2026). Qualitative research data preparation and cleaning process. In *Fundamentals of qualitative research* (pp. 247–277). Springer Nature Switzerland. https://doi.org/10.1007/978-3-032-18427-6_6
- Almusaed, A., Almssad, A., & Yitmen, I. (2025). Data analysis in qualitative research. In *Practice of research methodology in civil engineering and architecture: A comprehensive guide* (pp. 455–486). Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-97393-2_14
- Annamalah, S., Abdullah, S. A. K., Anthonysamy, L., & Ahmed, S. (2026). Case study research in qualitative inquiry: A structured guide to design, data collection and analysis. *Qualitative Research Journal*, 1–28. <https://doi.org/10.1108/QRJ-11-2025-0429>
- Asmare, M. A. (2025). Teachers' experiences of continuous professional development: Implications for policy and practice. *Social Sciences & Humanities Open*, 11, 101514. <https://doi.org/10.1016/j.ssaho.2025.101514>
- Bang, T. C. (2024). Ensuring credibility and trustworthiness in qualitative inquiries. In H. P. Bui (Ed.), *Applied linguistics and language education research methods: Fundamentals and innovations* (pp. 70–85). IGI Global. <https://doi.org/10.4018/979-8-3693-2603-9.ch006>
- Black, R. W., & Tomlinson, B. (2025). University students describe how they adopt AI for writing and research in a general education course. *Scientific Reports*, 15(1), 8799.

- <https://doi.org/10.1038/s41598-025-92937-2>
- Cekiso, M. P. (2024). Students' reading self-concepts at an institution of higher learning in South Africa. *Reading & Writing*, 15(1), 1–10. <https://doi.org/10.4102/rw.v15i1.509>
- Chand, S. P. (2025). Methods of data collection in qualitative research: Interviews, focus groups, observations, and document analysis. *Advances in Educational Research and Evaluation*, 6(1), 303–317. <https://doi.org/10.25082/AERE.2025.01.001>
- Clark, T., Foster, L., Bryman, A., & Sloan, L. (2021). *Bryman's social research methods*. Oxford university press.
- Creswell, J. W., & Inoue, M. (2025). A process for conducting mixed methods data analysis. *Journal of General and Family Medicine*, 26(1), 4–11. <https://doi.org/10.1002/jgf2.736>
- Darwish, S., Alodat, A., Al-Hendawi, M., & Ianniello, A. (2025). General education teachers' perspectives on challenges to the inclusion of students with intellectual disabilities in Qatar. *Education Sciences*, 15(7), 908. <https://doi.org/10.3390/educsci15070908>
- Frempomaa Gyamfi, C. (2026). *Exploring teacher perspectives on managing learners' challenging/disruptive behaviours in some Ghanaian basic schools within the Akuapem North Municipality*. Doctoral dissertation, University of Lincoln.
- Giannakopoulos, G. (2025). Adolescents with ADHD in the school environment: A comprehensive review of academic, social, and emotional challenges and interventions. *Journal of Clinical Images and Medical Case Reports*, 6(3), 3528. <https://doi.org/10.52768/2766-7820/3528>
- Haug, S. (2021). A Thirdspace approach to the 'Global South': Insights from the margins of a popular category. *Third World Quarterly*, 42(9), 2018–2038. <https://doi.org/10.1080/01436597.2020.1712999>
- Holmqvist, M., & Lelinge, B. (2021). Teachers' collaborative professional development for inclusive education. *European Journal of Special Needs Education*, 36(5), 819–833. <https://doi.org/10.1080/08856257.2020.1842974>
- Jili, N. N., Ede, C. I., & Masuku, M. M. (2021). Emergency remote teaching in higher education during COVID-19: Challenges and opportunities. *International Journal of Higher Education*, 10(5), 1–9. <https://doi.org/10.5430/ijhe.v10n5p1>
- Karal, M. A., Tan, S., & Unluol Unal, N. (2026). Primary school teachers' approach to problem behaviour in inclusive classrooms in Turkey. *International Journal of Disability, Development and Education*, 73(1), 70–85. <https://doi.org/10.1080/1034912X.2024.2411287>
- Kumar, B. R., & Madhuri, A. (2025). Tailored teaching strategies: Differentiation for students with special educational needs (SEN). In *Power of differentiation: Tailoring learning for every student* (pp. 20–29). Redshine Publication. <https://doi.org/10.25215/9141001575.03>
- Ma, J., & Ma, Y. (2022). The discussions of positivism and interpretivism. *Global Academic Journal of Humanities and Social Sciences*, 4(1), 10–14. <https://doi.org/10.36348/gajhss.2022.v04i01.002>
- Monteleone, C., Cliff, K., Andrews, R., Babic, M., Smithers, K., Winslade, M., & Hay, I. (2025). Perspective of supervising teachers and tertiary supervisors on professional learning for professional experience. *Education Sciences*, 15(10), 1–21. <https://doi.org/10.3390/educsci15101413>
- Mugwe, J., & Runo, S. (2026). Qualitative data analysis. In *Research methodology in agricultural sciences* (pp. 561–583). Springer Nature Singapore. https://doi.org/10.1007/978-981-97-6808-4_27
- Naidoo, V. (2021). SME sustainability in South Africa post-COVID-19. In N. Baporikar (Ed.), *Handbook of research on sustaining SMEs and entrepreneurial innovation in the post-COVID-19 era* (pp. 419–437). IGI Global Scientific Publishing. <https://doi.org/10.4018/978-1-7998-6632-9.ch020>
- Nomtshongwana, T. A., & Manyakaza, A. (2025). Learning barriers for children with disabilities in inclusive primary schools in Chris Hani East District, South Africa. *International Journal of Inclusive Education*, 1–25. <https://doi.org/10.1080/13603116.2025.2596977>
- Office for National Statistics. (2023). *Profile of the older population living in England and Wales in 2021 and changes since 2011*.
- Oleson, A. (2023). *Integrating inclusive design and computing education*. Doctoral dissertation, University of Washington.
- Praipruek, T., Phrakhrudhammapissamai, P., & Suksen, A. (2024). Empowering teachers' learning to enhance students' accountability skills. *World Journal of Education*, 14(3), 54–65. <https://doi.org/10.5430/wje.v14n3p54>
- Samuel, A., & Merkebu, J. (2026). Exploring sampling strategies to maximize qualitative research studies in adult education. *Adult Learning*, 37(2), 89–99. <https://doi.org/10.1177/10451595251349183>

- Sepadi, M. D. (2025). Teachers' understanding of implementing inclusion in mainstream classrooms in rural areas. *Education Sciences*, 15(7), 889. <https://doi.org/10.3390/educsci15070889>
- Setiawan, A., Wibawa, A. P., & Susrama, M. (2024). *What is the purpose of inclusive education*.
- South African Department of Education. (2001). *"Education White Paper 6: Special Needs Education"*.
- Storey, A. (2023). *Profile of the older population living in England and Wales in 2021 and changes since 2011*. Office for National Statistics, 3.
- Tariq, M. U. (Ed.). (2025). *Qualitative inquiry in doctoral research: Pathways to effective design and implementation*. IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-3693-7200-5>
- Wang, W. (2026). Socio-pedagogical support for students with special educational needs in inclusive mainstream schools: A systematic review. *Psychology Research and Behavior Management*, 19, 577631. <https://doi.org/10.2147/PRBM.S577631>
- Waschbusch, D. A., Babinski, D. E., Fosco, W. D., Haas, S. M., Waxmonsky, J. G., Garon, N., Nichols, S., King, S., Santor, D. A., & Andrade, B. F. (2022). Inhibitory control, conduct problems, and callous unemotional traits in children with ADHD and typically developing children. *Developmental Neuropsychology*, 47(1), 42–59. <https://doi.org/10.1080/87565641.2022.2032713>
- Zumitzavan, V. (2026). Sample selection methods. In *Social science methodologies for management research: From philosophy to practice in the AI era* (pp. 79–95). Springer Nature Singapore. https://doi.org/10.1007/978-981-95-4318-2_6