Towards a School-Based Framework for Supporting Learners with Dyslexia Symptoms in Under-Resourced Mainstream Schools

Thato Morweng[1], Maximus Monaheng Sefotho[2]

[1 2] Centre for Neurodiversity@UJ, University of Johannesburg, Johannesburg, South Africa

HOW TO CITE:

Thato Morweng, Maximus Monaheng Sefotho (2026). Towards a School-Based Framework for Supporting Learners with Dyslexia Symptoms in Under-Resourced Mainstream Schools. International Journal of Special Education, 41(16s), 1427-1435

COPYRIGHT STATEMENT:

Copyright: © 2026 Authors. Open access publication underthe terms and conditions of the Creative CommonsAttribution (CC BY) license (http://creativecommons.org/licenses/by/4.0/).

ABSTRACT:

This study explores the challenges teachers face in supporting learners who present with symptoms of dyslexia in under-resourced South African mainstream schools. Dyslexia symptoms, such as difficulties with reading, spelling, decoding, fluency, and written expression, often remain unidentified, which limits appropriate support. Guided by Shulman's Pedagogical Content Knowledge (PCK) framework, the study adopts a qualitative interpretivist design. Data were collected through semi-structured interviews with four purposively selected primary school teachers from the Gauteng West district of South Africa and analysed using the constant comparative method. The findings reveal three key barriers: large class sizes, unequal access to resources, and persistent negative attitudes towards learners with learning barriers. Despite these constraints, teachers demonstrated professional agency by developing contextually relevant teaching strategies and materials. The study proposes a school-based Dyslexia Identification and Support Committee (DISC) as a practical framework to strengthen early identification and structured support within mainstream schools. The study contributes to inclusive education discourse by highlighting the gap between policy and practice and offering a context-sensitive, school-level intervention.

Keywords: Dyslexia, Inclusive Education, Dyslexia Identification and Support Committee (DISC), School-Based Framework, Pedagogical Content Knowledge

1. Introduction

Despite South Africa's strong policy commitment to inclusive education, its translation into classroom practice remains uneven and, in many cases, ineffective. Mainstream schools continue to operate within systems that are structurally ill-prepared to support learner diversity, particularly for learners who present with undiagnosed learning difficulties such as dyslexia. In practice, teachers are positioned as the primary agents of inclusion, yet they are frequently expected to do so without adequate training, specialist support, or systemic resources (Adewumi & Mosito, 2019).

Learners who exhibit symptoms associated with dyslexia, persistent difficulties in reading, spelling, decoding, fluency, and language processing, are often absorbed into mainstream classrooms without formal identification or intervention pathways (Archer & Pammer, 2021; Giovagnoli et al., 2020). This absence of early identification systems results in the normalisation of failure,

where learning breakdowns are attributed to learner inability rather than systemic inadequacy.

The persistence of this challenge is not incidental but structurally embedded. Overcrowded classrooms, limited access to learning support materials, and insufficient teacher preparation collectively constrain the operationalisation of inclusive education (Mahlo, 2017; Hove & Phasha, 2023). Although the Screening, Identification, Assessment and Support (SIAS) policy provides a procedural framework for addressing learner barriers (Department of Basic Education, 2014), its implementation is inconsistently realised, revealing a persistent disconnect between policy design and classroom realities. This study positions this policy–practice gap as a critical point of inquiry. It examines how teachers in under-resourced mainstream schools navigate the responsibility of supporting learners who present with dyslexia symptoms in the absence of formal diagnostic or institutional support systems. The study further responds to this gap by proposing a school-based intervention model, the Dyslexia Identification and Support Committee (DISC), designed to strengthen early identification, coordinated support, and school-level accountability. The study is theoretically anchored in Shulman's (1986) Pedagogical Content Knowledge (PCK) framework, which challenges the assumption that content knowledge alone is sufficient for effective teaching. Instead, it foregrounds the necessity of adaptive pedagogical reasoning in contexts of learner diversity. Within this study, PCK is used to interrogate how teachers construct, modify, and sometimes compensate for pedagogical practice in environments where inclusive education is expected but not adequately supported.

2. Methodology

2.1. Design

This study employed a qualitative research design within an inductive approach to explore teachers' experiences of supporting learners who present with symptoms of dyslexia in under-resourced mainstream schools. An inductive logic was appropriate because existing literature on inclusive education practice remains fragmented and does not fully capture the lived realities of teachers in classroom contexts. The approach allowed patterns and meanings to emerge from participants' accounts rather than being constrained by predetermined categories (Azungah, 2018).

The study was further guided by an interpretivist paradigm, which assumes that individuals construct meaning from their lived experiences (Pervin & Mokhtar, 2022). In line with this perspective, reality is understood as multiple and context-dependent rather than singular or objective (Omodan, 2022). Teachers' experiences of inclusion therefore cannot be generalised as uniform, as they are shaped by differing school contexts, resources, and professional conditions (Mann & MacLeod, 2015). Knowledge in this study was co-constructed through interaction between the researcher and participants, consistent with interpretivist epistemology (Junjie & Yingxin, 2022). Axiologically, the study recognised the value-laden nature of educational practice, and bracketing was applied to minimise researcher bias and ensure that participants' voices remained central (Tufford & Newman, 2012; Chan et al., 2013).

2.2. Participants and Sampling

The study used purposive sampling to select four primary school teachers from mainstream schools in the Gauteng West district of South Africa. Participants were selected based on three criteria: current employment in a mainstream school, a minimum of three years teaching experience, and direct exposure to learners who present with symptoms associated with dyslexia, regardless of formal diagnosis (Rai & Thapa, 2015; Nkomo et al., 2021).

Although the sample size appears limited, it is methodologically defensible within a qualitative interpretivist design, where depth, emotional complexity, and contextual meaning are prioritised over breadth or statistical representation (Subedi, 2021). In this study, the small sample size was intentional and ethically sensitive, given the emotionally charged nature of teachers' accounts, which often reflected

frustration, professional vulnerability, moral responsibility, and concern for learner progression. A smaller sample enabled prolonged engagement with participants' narratives, allowing for richer interpretation of how teachers navigate inclusive education under constrained conditions.

The participating schools represented contrasting socio-educational contexts, including township schools (Mohlakeng and Kagiso) and suburban schools (Randfontein and Krugersdorp). This variation strengthened the analytical value of the study by enabling cross-contextual insight into how resource disparities shape teachers' capacity to identify and support learners who present with dyslexia symptoms.

Access to schools was limited by institutional gatekeeping, resulting in nine schools being approached, with four granting permissions for participation. While only four teachers ultimately participated, the study did not aim for statistical generalisation but for conceptual and practice-oriented contribution. The richness of the data, combined with iterative coding and repeated thematic convergence across interviews, supported the attainment of data saturation (Aguboshim, 2021).

Importantly, the sample size was also aligned with the study's applied aim, namely the development of a school-based framework (DISC). The focus was not only to document experiences, but to extract actionable patterns from emotionally and professionally significant teacher narratives that could inform a practical, context-responsive intervention model for inclusive education.

2.3. Instruments

Data were generated using semi-structured individual interviews. This method was selected because it allows participants to describe their experiences while enabling the researcher to probe emerging issues related to dyslexia symptoms, inclusive education practices, and institutional constraints (Belina, 2023). Interview questions were shared in advance to allow reflection and enhance the depth of responses (Haukås & Tishakov, 2024). This approach ensured both structure and flexibility in capturing teachers' lived experiences within authentic school contexts (Qutoshi, 2018; Leko et al., 2021).

2.4. Procedure

Ethical clearance was obtained prior to data collection from the University of Johannesburg Research Ethics Committee (SEM 1427-1435-142). In addition, formal permission to conduct the study was granted by the Gauteng Department of Education, ensuring compliance with provincial research regulations. Access to individual schools was subsequently negotiated with school principals, after which informed consent was obtained from all participating teachers.

Interviews were scheduled at times convenient to participants and conducted within their school environments to preserve contextual authenticity. Each interview lasted between 30 and 60 minutes. With participants' consent, interviews were audio-recorded and transcribed verbatim to ensure accurate representation of their accounts.

To protect participants' identities, pseudonyms were assigned, and all identifying information relating to individuals and schools was removed during transcription and reporting. Participants were informed of their right to withdraw from the study at any stage without penalty. Given the reflective and, at times, emotionally sensitive nature of the discussions, care was taken to ensure that participants experienced the interview process as respectful, non-judgmental, and non-coercive. All data were stored securely on a password-protected device accessible only to the researcher, and will be retained in accordance with institutional data management policies before being securely disposed of. These measures ensured adherence to ethical principles of confidentiality, anonymity, voluntary participation, and responsible data management.

2.5. Data Analysis

Data were analysed using the constant comparative method, explicitly adopted from the study of Williams and Moser (2019). The analysis proceeded through three iterative stages. First,

open coding was conducted to identify meaningful units within the interview transcripts related to teachers' experiences of supporting learners presenting with symptoms of dyslexia. Second, axial coding was used to organise these codes into categories by examining relationships and patterns across the data. Finally, selective coding enabled the refinement of these categories into overarching themes representing systemic, pedagogical, and attitudinal barriers to inclusive education.

Constant comparison was applied throughout the analytic process to identify similarities and differences across participant accounts, ensuring that emerging interpretations remained grounded in the data. This iterative engagement enhanced analytic depth and supported the identification of recurring patterns despite contextual variation. The resulting themes were further interrogated against existing literature and interpreted through the lens of Pedagogical Content Knowledge (PCK), allowing the study to extend current understandings of how teachers adapt practice within under-resourced mainstream contexts (van Driel & Berry, 2017; Mabasa-Manganyi et al., 2022).

3. Results

The analysis yielded three major themes: (1) uneven learner numbers in mainstream classrooms, (2) unequal distribution of resources, and (3) societal perceptions from internal and external stakeholders.

3.1. Theme 1: Uneven Learner Numbers in Mainstream Classrooms

Participants consistently identified large class sizes as a barrier to supporting learners who present with symptoms of dyslexia. Teachers reported difficulty providing individualised attention due to overcrowding and classroom management demands.

Teacher 4 expressed this challenge directly:

"The large numbers are also a cause to the challenge that we have, because we have now this dyslexic child cannot cope, cannot focus due to the noise and the disorder that is in the classroom."

He further explained how this shifts instructional focus:

"Instead of focusing your attention on the dyslexic learner, you end up focusing your attention on that learner who is making a racket in the classroom."

Similarly, Teacher 1 highlighted the difficulty of maintaining control while offering individual support:

"Learners are not disciplined, when you give them work and give individual attention to work with one learner, the rest do their own thing."

Teacher 2 emphasised the complexity of diverse classrooms:

"If you are dealing with 4 or 5 learners and they all have a similar challenge, it is different from dealing with 30 learners who all have different learning abilities, so the number of learners in class it's a problem."

Teacher 3 reinforced this constraint within public schooling contexts:

"In government, uh, there is no time, and there is a lot of them in a classroom and there is no support."

In contrast, smaller class sizes were described as more manageable:

"I can manage with the learners in my class… Grade 7, there are 25… so roughly manageable."

3.2. Theme 2: Unequal Distribution of Resources

Participants reported uneven access to teaching and learning resources across schools, ranging from well-equipped environments to severe infrastructural shortages.

Teacher 1 described access to technological and practical tools:

"In our school, we use EduBoard and connect it to a laptop."
"This big mirror on the door of my storeroom is used by learners to practice how to move their mouths when pronouncing phonics."

However, Teacher 2 highlighted a different challenge—lack of training despite available resources:

"Before the resources come, there has to be the training first because we have books, we have a library… but because the people are not trained on that, the books end up not being utilised."

Teacher 3 described severe infrastructural limitations:

"There is no electricity, there is no overhead, there is no ink in the printer, so generally didn't always work."

She further noted personal financial strain:

"There were points where I started taking out of my own money to print papers because there was no ink or there was no electricity."

Teacher 4 identified missing essential tools:

"I need learner teacher support material… for example a projector, a screen… that is a powerful resource."

Despite these constraints, teachers demonstrated adaptive practices. Teacher 3 explained:

"I create my own or take some inspiration from online."

Teacher 2 added:

"Whatever it is that you have, it's either something that you go online and google… strategies."

Teacher 1 reflected strong professional agency:

"Resources are not a problem; I will design them."

3.3. Theme 3: Societal Perceptions from Internal and External Stakeholders

Participants highlighted systemic and attitudinal barriers that contribute to the marginalisation of learners presenting with symptoms of dyslexia.

Teacher 2 reported frequent referrals to special schools:

"Since I have been here, I think we have referred about 10 learners to a nearby special school."

He further noted system strain:

"There is another school that is going to be changed to a special school… all the learners… will be referred there."

Teacher 3 described the long-term impact of inadequate support:

"We are unfortunately creating a society where learning barriers are ignored."

She added:

"Their learning becomes kind of stunted, because they are not keeping up with their peers."

Extending this concern beyond schooling, she stated:

"They are surprised when people cannot type out emails… cannot fill forms… and none of it makes sense."

Teacher 4 expressed emotional strain and limited capacity:

"If I don't receive this course, I can only help these learners up to a certain level."

Participants also highlighted stigma. Teacher 3 noted:

"There is still a massive stigma against any sort of learning disabilities."

Teacher 1 recalled a concerning incident:

"I am marking a book of that stupid learner."

At the same time, positive outcomes of appropriate support were noted. Teacher 2 shared:

"Where I am right now, I am fine. I feel like I belong there… I wake up, looking forward to go to school."

4. Discussion

4.1. Interpretation of findings in relation to objectives and literature

This study aimed to explore teachers' experiences of supporting learners presenting with symptoms of dyslexia in under-resourced mainstream schools and to propose a school-based support framework. The findings indicate that inclusive education in such contexts is constrained by three interrelated factors: overcrowded classrooms,

unequal resource distribution, and negative societal attitudes.

Firstly, classroom overcrowding significantly limits the implementation of inclusive pedagogical practices. Teachers reported that attention is frequently diverted away from learners with learning difficulties due to behavioural disruptions and large class sizes. This is evident in Teacher 4's statement that "instead of focusing your attention on the dyslexic learner, you end up focusing your attention on that learner who is making a racket in the classroom." This aligns with Hove and Phasha (2023), who argue that large classes reduce teachers' capacity for individualised instruction, particularly for learners requiring additional support. Similarly, Teacher 2's observation that managing "30 learners who all have different learning abilities… is a problem" reinforces literature indicating that heterogeneous, overcrowded classrooms undermine inclusive education implementation (Chitsa & Mpofu, 2016; Pappas et al., 2018).

Secondly, unequal resource distribution emerged as a significant barrier, confirming existing findings that inclusion cannot be realised without both material and human support systems (Mahlo, 2017). While some teachers reported access to digital tools, others experienced severe infrastructural deprivation. Teacher 3's account that "there is no electricity, there is no ink in the printer" highlights how systemic shortages directly disrupt teaching and learning. However, even where resources exist, they are not always usable due to lack of training, as reflected in Teacher 2's statement that resources remain underutilised because "people are not trained on that." This supports the argument that resource provision without professional development limits the effectiveness of inclusive education (Du Plessis & Mestry, 2019).

Thirdly, societal and institutional attitudes continue to reproduce exclusion within supposedly inclusive systems. Teacher 1's account of a colleague referring to a learner as "that stupid learner" reflects persistent deficit-based thinking, which is widely documented as a barrier to inclusion (Dapudong, 2014). Additionally, high referral rates to special schools, as reported by Teacher 2, indicate a structural tendency towards exclusionary practices, despite SIAS policy expectations that such referrals should be a last resort (Department of Basic Education, 2014). These findings align with Nel et al. (2016), who argue that systemic constraints often override policy intentions in practice.

4.2. Implications for theory, practice, and policy

From a theoretical perspective, the findings reinforce Shulman's Pedagogical Content Knowledge (PCK) framework by demonstrating that teacher knowledge alone is insufficient without enabling conditions. Teachers in this study displayed adaptive pedagogical strategies, such as resource creation and self-directed learning, yet their effectiveness was constrained by systemic limitations. This suggests that PCK in inclusive contexts must be expanded to include institutional and ecological dimensions of teaching practice.

In terms of practice, the findings highlight the need for structured, school-based support systems. Teachers' reliance on improvisation and personal resources, as seen in "I will design them," indicates a gap in institutional support. This supports the need for formalised mechanisms such as the proposed Dyslexia Identification and Support Committee (DISC), which could strengthen early identification, coordinated intervention, and teacher collaboration. At a policy level, the findings suggest a persistent implementation gap between inclusive education policy and classroom reality. Although SIAS provides a structured framework for learner support, the high frequency of referrals and lack of in-school support indicate that policy translation into practice remains weak. Strengthening monitoring systems, increasing resource equity, and prioritising in-service teacher development are essential to closing this gap.

4.3. Limitations of the study

This study has several limitations. First, the sample size was small, consisting of four teachers from the Gauteng West district, which limits

transferability to other contexts, particularly rural or highly under-resourced schools. Second, the study relied on self-reported data, which may be influenced by recall bias or subjective interpretation of experiences. Third, although rich qualitative insights were obtained, the study did not include learner or parent perspectives, which could have provided a more comprehensive understanding of inclusive education practices. Despite these limitations, the study provides in-depth contextual insights into teachers' lived experiences and contributes to ongoing discussions on inclusive education implementation in South African mainstream schools.

5. Conclusion

This study found that inclusive education for learners presenting with dyslexia symptoms is constrained by overcrowded classrooms, unequal resource distribution, inadequate teacher training, and persistent stigma. Despite these challenges, teachers demonstrate strong professional commitment and adaptive practices in attempting to support diverse learners.

A key contribution of this study is the proposed Dyslexia Identification and Support Committee (DISC), a school-based framework designed to strengthen early identification, teacher development, and coordinated inclusive support in mainstream schools. As a practical recommendation, the DISC can be established within mainstream schools to facilitate the inclusion of learners who present with undiagnosed learning barriers but display symptoms associated with dyslexia. The committee is designed to be adaptable to the needs and staffing structures of individual schools and should operate with support from the School Management Team (SMT), Learning and Teaching Support Materials (LTSM) committee, and Senior Education Specialist (SES) as required.

Within this structure, the LTSM committee may extend its role to include sourcing funds, collecting donations for resource libraries, and establishing reading corners in classrooms. In collaboration with DISC, it can identify and budget for dyslexia-friendly materials and assistive tools, while also engaging community and private sector support. Over time, this would strengthen resource availability and promote classroom-level inclusion.

A Committee Coordinator should be appointed to oversee DISC operations, support selected champions, and report progress, challenges, and achievements to both the SMT and SES. Within DISC, multiple champions may be assigned to each role to promote shared responsibility and sustainability.

The Training and Development Champion will support teacher training, parental education, and school-wide awareness campaigns on dyslexia. In response to identified gaps in teacher preparedness, this role involves participation in workshops, consultation with specialists, and dissemination of knowledge to staff. The champion should also facilitate targeted parental workshops and quarterly awareness sessions for teachers and learners to reduce stigma and improve understanding of learning barriers.

The Inclusive Education Policies Champion will ensure correct interpretation and implementation of IE policies within schools, addressing the study's finding that many teachers are either unaware of or unable to apply policy frameworks effectively. This role also strengthens school capacity to engage meaningfully with district-level support structures.

The Identification and Screening Champion will support early identification of learners experiencing persistent academic difficulties using SIAS (2014) guidelines and appropriate screening tools. This role ensures systematic documentation and collaborates with other champions to align classroom and home-based interventions.

The Accommodations and Concession Champion will ensure that learners receive appropriate classroom and assessment adjustments such as extra time, modified worksheets, and spelling concessions, while monitoring their effectiveness in collaboration with other stakeholders.

The Referral Champion will oversee accurate and policy-aligned referral processes to district-level support services. This includes ensuring complete documentation and building networks with external specialists such as social workers and health professionals to strengthen intervention pathways beyond the school.

The proposed DISC is illustrated in the organisational diagram below:

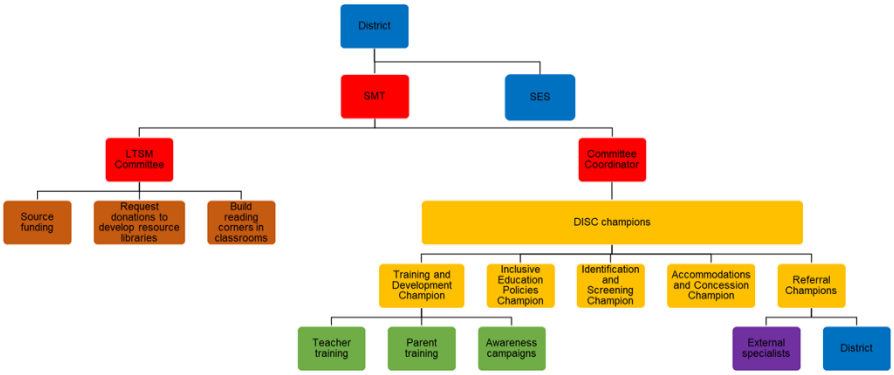

Figure 1: Organisational structure of the Dyslexia Identification and Support Committee (DISC) (author's own construction).

Future research should explore the implementation of school-based frameworks such as DISC across diverse educational contexts and evaluate their effectiveness in improving identification, support systems, and learner outcomes within inclusive education settings.

Future studies should:

- Expand sample sizes across multiple provinces to improve transferability.
- Investigate learner perspectives on inclusion in dyslexia-support contexts.
- Explore long-term outcomes of learners referred to special schools versus those retained in mainstream settings.
- Examine the effectiveness of the teacher-led intervention framework such as DISC in real classroom implementation.

References

Adewumi, T. M., & Mosito, C. (2019). Experiences of teachers in implementing inclusion of learners with special education needs in selected Fort Beaufort district primary schools, South Africa. Cogent Education, 6(1), 1703446. DOI:10.1080/2331186X.2019.1703446

Aguboshim, F. C. (2021). Adequacy of sample size in a qualitative case study and the dilemma of data saturation: A narrative review. World Journal of Advanced 140 Research and Reviews, 10(3), 1427-1435. DOI:10.30574/wjarr.2021.10.3.0277

Archer, K. J., & Pammer, K. (2021). Dyslexia. European Lisp Symposium, 2, 1427-1435. DOI:10.1002/9780470015902.a0029348

Azungah, T. (2018). Qualitative research: Deductive and inductive approaches to data analysis. Qualitative research journal, 18(4), 1427-1435. DOI:10.1108/QRJ-D-18-00035

Belina, A. (2023). Semi-structured interviewing as a tool for understanding informal civil society. Voluntary Sector Review, 14(2), 1427-1435. DOI:10.1332/204080522X16454629995872

Chan, Z. C., Fung, Y. L., & Chien, W. T. (2013). Bracketing in phenomenology: Only undertaken in the data collection and analysis process. The Qualitative Report, 18(30), 1427-1435. DOI:10.46743/1427-1435/2013.1486

Chitsa, B., & Mpofu, J. (2016). Challenges faced by grade seven teachers when teaching pupils with dyslexia in the mainstream lessons in Mzilikazi District Bulawayo Metropolitan province. Journal of Research & Method in Education, 6(5), 1427-1435. DOI:10.9790/7388-0605016475

Dapudong, R. C. (2014). Teachers' knowledge and attitude towards inclusive education: Basis for an enhanced professional development program. International Journal of Learning & Development, 4(4), 1427-1435. DOI:10.5296/ijld.v4i4.6116

Department of Basic Education. (2014). Policy on screening, identification, assessment and support (SIAS). Pretoria: Government Printers.

Du Plessis, P., & Mestry, R. (2019). Teachers for rural schools–a challenge for South Africa. South African Journal of Education, 39(Suppl. 1), s1–s9. DOI:10.15700/saje.v39ns1a1774

Giovagnoli, S., Mandolesi, L., Magri, S., Gualtieri, L., Fabbri, D., Tossani, E., & Benassi, M. (2020). Internalising symptoms in developmental dyslexia: A comparison between primary and secondary school. Frontiers in psychology, 11, 461. DOI:10.3389/fpsyg.2020.00461

Haukås, Å., & Tishakov, T. (2024). Sharing interview questions in advance: Methodological considerations in applied linguistics research. European Journal of Applied Linguistics, 12(1), 1427-1435. DOI:10.1515/eujal-2023 0045

Hove, N., & Phasha, N. T. (2023). Inclusion of learners with learning disabilities in the Vaal Triangle mainstream classrooms. African Journal of Disability, 12, a1163. DOI:10.4102/ajod.v12i0.1163

Junjie, M., & Yingxin, M. (2022). The discussions of positivism and interpretivism. Online Submission, 4(1), 1427-1435. DOI:10.36348/gajhss.2022.v04i01.002

Leko, M. M., Cook, B. G., & Cook, L. (2021). Qualitative methods in special education research. Learning Disabilities Research & Practice, 36(4), 1427-1435. DOI:10.1111/ldrp.12268

Mabasa-Manganyi, R. B., Mamabolo, J. M., Sepadi, M. D., Kgopa, F., Ndlhovu, S. M., & Themane, M. (2022). Enabling environments that South African teachers create to accommodate diversity in their classrooms: A case study on the Limpopo Province. South African Journal of Education, 42(4), 1427-1435.

Mahlo, D. (2017). Teaching learners with diverse needs in the foundation phase in Gauteng province, South Africa. Sage Open, 7(1), 1427-1435. DOI:10.1177/2158244017697162

Mann, K., & MacLeod, A. (2015). Constructivism: Learning theories and research approaches. Researching Medical Education, 1427-1435.

Nel, N. M., Tlale, L. D. N., Engelbrecht, P., & Nel, M. (2016). Teachers' perceptions of education support structures in the implementation of inclusive education in South Africa. Koers, 81(3), 1427-1435. DOI:10.19108/koers.81.3.2249

Nkomo, D., Mulaudzi, P., & Dube, B. (2021). Assessment of learners with dyslexia in mainstream primary schools: An investigation. South African Journal of Education, 41(2). DOI:10.15700/saje.v41n2a1855

Omodan, B. I. (2022). A Model for selecting a theoretical framework through epistemology of research paradigms. African Journal of Inter/Multidisciplinary Studies, 4(1), 1427-1435. DOI:10.51415/ajims.v4i1.1022

Pappas, M. A., Papoutsi, C., & Drigas, A. S. (2018). Policies, practices, and attitudes toward inclusive education: The case of Greece. Social sciences, 7(6), 90. DOI:10.3390/socsci7060090

Pervin, N., & Mokhtar, M. (2022). The interpretivist research paradigm: A subjective notion of a social context. International Journal of Academic Research in Progressive Education and Development, 11(2), 1427-1435. DOI:10.6007/IJARPED/v11-i2/12938

Qutoshi, S. B. (2018). Phenomenology: A philosophy and method of inquiry. Journal of Education and Educational Development, 5(1), 1427-1435. DOI:10.22555/joeed.v5i1.2154

Rai, N., & Thapa, B. (2015). A study on the purposive sampling method in research. Kathmandu: Kathmandu School of Law, 5(1), 1427-1435.

Subedi, K. R. (2021). Determining the sample in qualitative research. Online Submission, 4, 1427-1435. DOI:10.3126/scholars.v4i1.42457

Tufford, L., & Newman, P. (2012). Bracketing in qualitative research. Qualitative Social Work, 11(1), 1427-1435. DOI:10.1177/1473325010368316

Van Driel, J. H., & Berry, A. K. (2017). Developing pre-service teachers' pedagogical content knowledge. The SAGE handbook of research on teacher education, 2, 1427-1435.

Williams, M., & Moser, T. (2019). The art of coding and thematic exploration in qualitative research. International Management Review, 15(1), 1427-1435.

Author Declaration

The author declares that this manuscript is an original work and has not been submitted or published elsewhere for consideration of publication. All sources used in the study have been appropriately acknowledged and referenced in accordance with academic standards. The author further declares that there are no conflicts of interest, financial or otherwise, that could have influenced the outcomes or interpretation of this study.