

Challenges Encountered by Teachers in Identifying Learners with Learning Barriers: Toward Inclusive Education

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ABSTRACT This study investigates the challenges teachers encounter in identifying learners with learning barriers in two primary schools in the East London district, South Africa. It focuses on diversity and inclusive education as well as practices and procedures within the school. Being a phenomenological study, it conceptualises Social Constructivism, Kurt Lewin's Field Theory, and Ecological Systems Theory. The literature review embraces three focal points: conceptualisation of inclusive education, inclusive education in South Africa, and learning barriers in inclusive classrooms. The study employed a qualitative research method through the use of semi-structured interviews and observations. The findings are analysed using content analysis. The key findings reveal the lack of effective training of the teachers, teachers' approach to identification, overcrowded classrooms, parental involvement, and lack of collaboration among educators.