THE PUBLIC PRIMARY SCHOOL TEACHERS' PERCEPTIONS ON INCLUSIVE EDUCATION: THE CASE OF SELECTED PUBLIC PRIMARY SCHOOLS IN MOSHI MUNICIPALITY

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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation titled: "***The Public Primary School Teachers' Perceptions on Inclusive Education. The case study of selected Public Primary School in Moshi Municipality***" in the fulfillment of the degree of Master of Education in Administration Planning Policy Studies, (MED-APPS) of the Open University of Tanzania.

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DECLARATION

I, Anna Godwin, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

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Signature

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Date

DEDICATION

This work is dedicated to my beloved father, Godwin N. Kweka and my beloved mother Regina M. Kimaro who made a wise choice to send me to school and taught me to have a good rapport with people. This dissertation is a result of their support, endeavors and profound sensitivity to the significance of education.

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Exceptional thanks should also be extended to all the respondents, including Head of schools and school administration in general, as well as all those who supported me in any way during the process of the study. Their responses have contributed to the success of this study. However, any weaknesses in this work remain to be solely the author's and should not be the responsibility of anyone who has been acknowledged in this study.

ABSTRACT

The fundamental purpose of this study sought to investigate on the Public primary school teachers perceptions on inclusive education in Kilimanjaro municipality, Tanzania. The specific objectives of the study were, to explore the perceptions of teachers on inclusive education, to assess the practice of Inclusive Education in Public Primary School, and to examine the challenges that teachers face as they implement inclusive education. The study employed a case study research design, where four public primary schools were selected as a case study. Moreover, a Quantitative and Qualitative approach was used in this study. Purposive and simple random sampling procedures were used to sample the respondents. The study consisted of 50 respondents who included four teachers, 16 teachers and 30 students from the four public primary schools. Data were collected through questionnaires, observation, and interviews. It was found that public primary schools teachers had positive perceptions on inclusive education in general, and negative perceptions towards inclusion of students with mental or intellectual disabilities especially the teachers have not been trained in special needs education. The study recommended that students with mental disability should be in separate class in learning and teaching process. Moreover, the Ministry of Education and Vocational Training should ensure that primary schools environments are friendly to all students, including those with various disabilities in the process of implement inclusive education.

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LIST OF ABBREVIATIONS AND ACRONYMS

BEST   Basic Education Statistic in Tanzania

CIPP   Context, Input, Process and Product

EFA   Education for All

ESDP   Education Sector Development Program

HIV AI Ds   Human Immunity Virus/ Acquired Immune Deficiency Syndrome

ICT   Information and Communication Technology

MMES   Mpango wa Maendeleo ya Elimu ya Msingi

MOEVT   Ministry Of Education and Vocation Training

NGOs   Non Government Organisation

PEDP   Primary Education Development Programme

PTR   Pupil Teacher Ratio

T C   Teachers College

UN   United Nation

UNESCO   United Nations Educational, Scientific and Cultural Organization

UNICEF   United Nations Children Fund

CHAPTER ONE

1.0 INTRODUCTION

1.1   Introduction

This chapter presents background and statement of the problem, purpose of the study, specific objectives, research tasks and questions, significance of the study and conceptual framework. Furthermore, it covers delimitation and limitation of the study and definition of operational terms.

1.2   Background to the Problem

According to UNESCO, (1994) the salamanca World Conference on Special Needs Education states that Inclusion and participation are essential to human dignity and exercise of human rights. It continues to state that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Exclusive education is a consequence of negative attitudes and lack of response to diversity in terms of race, economic status, social class, ethnicity, language, religion, gender, sexual orientation and ability can only be overcome by inclusive education. Therefore, inclusive education is essential to achieve social equity and is a constituent element of lifelong learning.

The idea of inclusive education in Tanzania came into the effect of the Dakar and Jomtien Conferences in 1990's, when it adopted inclusive education system and free primary education as strategies for ensuring that all children are attending to school without segregation and discrimination of any form. However, there were no Teacher's Training Colleges offering programs that would equip trained teachers to

teach in inclusive classrooms or schools. It believed that professional perception has influence on the implementation of inclusive education policy. This study intended to examine the perception of primary school teachers towards inclusive education in Tanzania, It should be noted that inclusive education is defined by the United Nation as a human right in The Convention on the Rights of Persons with Disabilities (UN, 2006). The education has to be adaptable to different styles of learning so that it suits all learners, in particular children (UNESCO, 2002a; 2002b). Children with disabilities are still combating blatant educational exclusion they account for one third of all out-of school children.

UNESCO (2004) defines inclusive education as a process intended to respond to student's diversity by increasing their participation and reducing exclusion within and from education. It is related to the attendance, participation and achievement of all students, especially those who due to different reasons, are excluded or at risk of being marginalized. It further continues to elaborate that even though EFA and inclusive education intended to ensure access to education but does not imply the concept of inclusive education. Inclusive education involves access to high-quality education without discrimination of any kind whether within or outside the school system. This requires an in-depth transformation of the education systems. Without inclusion, certain groups of students are likely to be excluded.

UNESCO (2004) contends that Inclusive education can be categorized into two forms namely partial or full inclusive practice. "Inclusive practice" is not always inclusive but is a form of integration. For example, students with special needs are

educated in regular classes for nearly all of the day, or at least for more than half of the day. In the "full inclusion" setting, students with special needs are always educated alongside students without special needs, as the first and desired option while maintaining appropriate supports and services. Some educators say this might be more effective for the students with special needs. At the extreme, full inclusion is the integration of all students, even those that require the most substantial educational and behavioral supports and services to be successful in regular classes and the elimination of special, segregated special education classes.

Burnett (2009) explains that inclusive education is very important because it eliminates exclusion, that is a consequence of negative attitudes and lack of response to diversity in race, economic status, social class, ethnicity, language, religion, gender, sexual orientation and ability.

UNESCO (2005) highlights the following as the importance of having inclusive education:

(i)   It realizes the right to high quality education without discrimination and having equal opportunities

(ii)   It advances towards more democratic and fair societies

(iii)   It improves the quality of education and the professional development of teachers

(iv)   Should learn to live together and build our own identity

(v)   It improves the efficiency and cost-benefit relationship of the education systems

1.3   History of Inclusive Education

Historically, inclusive education came into being as a response to learners' diversity in classrooms. This phenomenon created a need for special programs, which initially these programmes usually were separate from the scope of general education (Sands, Kozleski and French, 2000). Learners with disability or any specific needs who could not be catered for by the dominant education system were separated and taught in "special" institutions. The realisation that education practices were inappropriate was solidified when, in 1948, the Universal Declaration of Human Rights was created by the United Nations. The international human rights movement exposed educational practices in many countries as questionable.

Inclusion is about the extension of the above ideas in education. A new understanding took shape around the mid 1990"s, focussing on the need for an "inclusive society" and closely focussing on an education systems role in doing so. The differences became apparent between integration and inclusion: inclusion was seen as a reconceptualisation of beliefs and values (Artiles *et al.,* 2006). These values celebrated diversity and were to become a way of being not simply a set of practices or policies (Swart and Pettipher, 2005).

This approach to education received its first major boost at the World Conference on Special Needs Education in Salamanca, Spain in 1994. The purpose of the conference was to extend the objective of education as a fundamental human right. This conference paved the way for fundamental policy shifts to occur internationally and nationally. The Salamanca Statement described specifically what the ideal was

that all countries and education systems should be leading towards. These ideals and aims were emphasised at many conferences worldwide, the World Conference on "Education for All by the year 2000" that was held in Thailand, was one such influential event (Lomofsky and Lazarus, 2001).

The U.N. Convention on the Rights of Persons with Disabilities (United Nations, 2006). States that all humans have the same rights, yet a separate treaty was created because the "needs" of people with disabilities are different. South Africa became a signatory of this international law in 2007. These conventions and policies all began to create an awareness of the importance of, not just approaching disability differently, but of looking at difference and diversity in a different light. The Salamanca Statement can be interpreted broadly, it creates an understanding that inclusion and inclusive practices are about more than just disability, it is about embracing and learning from diversity and difference in general. Internationally, a move toward inclusion is in motion, policies are continuously being revised and there is constant effort to make practices more inclusive.

Within America, the beginnings of change in paradigm became evident when "normalisation" was introduced. The concept of normalisation originated in Scandinavia but came to the fore in America in the late 1960's. "Normalisation can be defined as making available to all handicapped people patterns of life and conditions of everyday living which are as close as possible to the regular circumstances and ways of life of society" (Swart and Pettipher, 2005). This process placed children with special needs into "normal" schools and expected them to adjust and fit in like the other "normal" children.

Normalisation was the idea or concept that gave rise to "mainstreaming" in education. Mainstreaming suggested that people with disabilities have a right to life experiences similar to others in society. As Swart and Pettipher (2005) explain, the goal of mainstreaming was to return learners with disabilities to the mainstream of education. This usually only applied to some learners (those with mild disabilities), as learners would still have to prove their readiness to enter the education mainstream. This was required because upon entering the mainstream, learners had little or no access to support services. When entering a mainstream class, the child with a disability had to prove their readiness to fit in, yet the schools or classrooms never adjusted to fit the needs of the incoming students. One could say that mainstreaming actually reinforced the medical paradigm by focussing on the problem within the individual and the individual's need to be fixed or cured (Sands, 2000).

During the 1970s humanitarian and civil rights movements drove policies leading to "integration". Integration is different from mainstreaming as it relies heavily on political and social discourse (Swart and Pettipher, 2005). The goal of integration is "to ensure that learners with disabilities are assigned equal membership in the community. Integration aims to maximise the social interactions between the disabled and the non-disabled (Swart and Pettipher, 2005). Integration was different to mainstreaming because special support services followed learners into the schools, whereas this did not occur through mainstreaming. European countries however refer to integration as the translation for inclusion. Among the many barriers facing inclusive education is wrong perception concerning it.

The society has wrong traditional myth on ability of disabled children to learn as other children in one classroom or school. Some parents and teachers thought that disabled children can't learn as other children. Many cases have been reported on neglecting disabled child to be enrolled to school. Take an example of Rose Mary a 15-year old girl as reported by Daily News (2012) She has never been to school in her lifetime because she is blind and deaf. Her father believes that she is not capable of learning because of her disabilities.

Since disability is not always an inability, Mary says, "I believe that if am taken to school I will learn like other students and achieve a better life that enable me become independent, Wrong perception of that like Mary's father is also among many teachers. They believe that disabled and non-disabled students cannot be taught together in the same classroom or schools because most of the disabled children are not fast learners as non-disabled children.

In Tanzania many primary school teachers are not prepared to teach inclusive environment. The syllabus for teachers colleges do not pay much attention on inclusion. Evidence are from various syllabus used in for certificate level, Among eleven subjects which student teachers study in colleges there are few subject syllabi with some element of inclusion in their objectives. "*Ualimu*" subject syllabus indicate the following in (e) "*Kupata maarifa na ujuzi wa kutumia vifaa/zana katika ufundishaji na ujifunzaji wa darasa jumuishi*" In *translation* means to get knowledge to use teaching aids in the process of teaching and learning in inclusive classes And (f) "*Kuwatambua watoto wenye mahitaji maalum na kubuni mbinu za kuwasaidia*

wajifunze vizuri." In translation to identify the children who are in need of special care and to give out the methodologies which will help them to learn very good. How? The syllabus doesn't explain under which strategies, not explained. Back on I C T and Geography subject syllabus has one of the objective as on (d) *Kuzingatia masuala mtambuko na elimu jumuishi wakati wa kujifunza na kufundisha* How? In *translations* to insist on current issues with inclusive education when teaching and learning. No explanations'. This shows that they just set as objectives but no implementation or strategies mentioned to work on it. On the other hand implementation becoming difficult even for these objectives to be successfully from those syllabuses objectives since there is lack of professional and experienced tutors to teach and practices in our Schools/Colleges.

On the subject's syllabus like Communication Skills targets teacher education trainees who will specialize in primary school, pre-primary school and physical education. The aim of introducing this new course at certificate level is to enhance the student teachers ability to communicate using English language. Communication Skills, includes skills of searching information, listening, reading, speaking and writing. These will empower student teachers to become effective in searching, managing and delivering information within and outside the college environment.

The tutor is STRONGLY advised to use those strategies, though at times, other appropriate strategies and resources may be used to further help students' understanding of the different topics, under this subject syllabus nothing written for inclusion and special education. Likewise on Uraia /Civics, Tehama subject syllabus,

Kiswahili syllabus and Haiba na michezo subject syllabus didn't mention anything about inclusive education and special need education even on the learning and teaching resources for that group of learners (MOEVT, 2009).

1.4   Statement of the Problem

Tanzania has signed different international education agreements including EFA. In 1997 Education Sector Development Programme (ESDP) was introduced so as to ensure EFA goals are achieved. Primary Education Development Program (PEDP) commonly known as Mpango wa Maendeleo wa Elimu ya Msingi (MMES) was introduced in Tanzania in early 2004-2014 in order to ensure all children have accessibility to primary education without segregation and discrimination. From that time there was shifting of paradigm from integrated education to inclusive education. Inclusive education is different from other systems such as integrated, special education needs and mainstreaming system since it meets the needs of learners despite of their biological and mental variations at the same time. Moving from integration to inclusion requires changes/adaptations at various levels including to the curriculum, attitudes, values, language etc. These adaptations are made by fully involving the learners in the process.

Lack of programs on inclusive education from either public or private Teachers College (TC) to student teacher (trained teachers) might hinder them to implement the policy of inclusive education in classrooms. This, therefore, critically analyze and assess perception of primary school teachers on inclusive education in delivery education in the schools in general and practically in the classrooms in Moshi Municipality.

1.5   Purpose of this Study

This study intended to assess the perception of teachers on inclusive education in public primary schools in Moshi Municipality.

1.5.1 Specific Objectives of the Study

Specifically the study intended;

(i)   To explore the perceptions of teachers on inclusive education.

(ii)   To assess the practice of inclusive education in primary school.

(iii)   To examine the challenges that facing teachers in the implementation inclusive education.

1.6 Research Tasks and Questions

(i) Task 1

To investigate the perception of teachers on inclusive education

Questions Guiding the Study

(a) How public primary teachers perceive inclusive education?

(b) How do public teachers' perception of inclusive education differ in terms of education level, gender and age?

(c) How do the teachers' perception of inclusive education shape the way they implement inclusive education is implemented inside and outside the classrooms?

(ii)   Task 2

To assess the practice of inclusive education in primary school

Questions guiding the study

(a) What are the practices of inclusive education in Primary schools (in terms of infrastructure, teaching resources, etc)?

(b) In what areas do teachers practice inclusive education?

(c) Which students are left out of education system in Primary schools?

(iii) Task 3

To examine the challenges that teachers face as they implement inclusive education

Questions Guiding the Study

(a) What are the challenges that teachers face in practicing inclusive education?

(b) What strategies do teachers use to minimize the challenges?

(c) What strategies do schools and the local government use to minimize the challenges of implementing inclusive education in primary schools?

1.7   Significance of the Study

The findings from this study will not only add the knowledge on to the existing literature but also will enable educational planners and policy makers to make plans and come up with a compatible with inclusive education. And which will help primary school teachers to implement the policy of inclusive education easily.

1.8   Delimitation of the Study

This study will focus on perception of public primary school teachers on inclusive education. The study will be conducted in public primary schools in Moshi Municipality in Kilimanjaro Region.

1.9   Definition of key Terms

In order to provide common understanding across the study the following terms will feature the study:

Perception refers to the way of regarding, understanding or interpreting something or intuitive understand and insight.

Inclusive Education refers to the kind of education whereby handicapped and non-handicapped students are learning in one class at different levels of education.

Public Primary Teacher refers to a person who teaches or directs a group of pupils/students in public primary schools.

Public Primary Schools: refers to primary schools owned by the government of Tanzania through the Ministry of Education and Vocational Training (MoEVT). It offer primary education (seven years of schooling before entering secondary education i.e. form I).

Integrated Education: System of education whereby learners with disability are placed in a regular school without making any changes in the school to accommodate and support the diverse need.

1.10   Chapter Summary

The chapter presents the introductions on the many concepts of inclusive education as a way to show its importance in modern day. It also contains the background to this study. The chapter also presents the objectives of the study, the significance and

the key concepts. Chapter 2 presents the reviewed literature related to this study. It also presents the theoretical and conceptual frameworks for this study. Chapter 3 is confined into the research design and chapter 4 presents the findings of this study. Chapter 5, which is the last chapter, presents the summary of the study, the discussion of the findings and the recommendations.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents the theoretical framework of the study, empirical studies and the review of related literature about teacher perceptions on inclusive education. The chapter also explores the practice of inclusion in primary schools, challenges and other reviews from other countries. Also the chapter shows the Conceptual Framework which guides the study.

2.2 Theoretical Framework of the Study

In this study "Capability approach". Was used to guide the study, the approach has been developed by Martha Nussbaum, (2006). This approach is a purely political philosophical theory on social justice. The capability approach was chosen to guide this study because it has a specific focus on increase social justice to persons with disabilities, which is the aspect most relevant to this study, Nussbaum recognizes that there is lack of rightful justice to people with physical and/or mental impairments (Nussbaum, 2006).

The capability approach is a theoretical framework that entails two core normative claims: first, the claim that the freedom to achieve well-being is of primary moral importance, and second, that freedom to achieve well-being is to be understood in terms of people's capabilities, that is, their real opportunities to do and be what they have reason to value. The approach has been developed in a variety of more specific normative theories, such as (partial) theories of social justice or accounts of

development ethics. It has also led to a new and highly interdisciplinary literature in the social sciences resulting in new statistics and social indicators, and to a new policy paradigm which is mainly used in development studies, the so-called 'human development approach'. The basis of the capabilities approach is presented in a list of ten entitlements, which Nussbaum characterizes as the central human capabilities. Nussbaum explains, that the list should be regarded as a:

> Philosophical underpinning for an account of core human entitlements that should be respected and implemented by the governments of all nations, as a bare minimum of what respect for human dignity requires. The best approach to this idea of basic social minimum is provided by an approach that focuses on human capabilities, that is, what people are actually able to do and to be, in a way informed by an intuitive idea of life that is worthy of the dignity of the human being (Nussbaum, 2006).

Nussbaum further emphasize three aspects of the capabilities approach such as, source of political principles for a liberal pluralistic society (specific political goals), presented with absence of metaphysical grounding, The list of capabilities represents goals for each and every one, where all are treated as an end, and none as simply tools to reach the ends of others, the idea of a threshold level of each capability; no human can truly function beneath the threshold which the list represents, regarded as the ultimate social goal to obtain social justice (Nussbaum, 2006).

The capability approach has the following Central Human Capabilities that everybody should be capable to acquire in life as follows: Life, Being able to live to

the end of a human life of normal length; not dying prematurely, or before one's life is so reduced as to be not worth living.

Bodily Health; Human being should be able to have good health, including reproductive health; to be adequately nourished; to have adequate shelter.
Bodily integrity; Being able to move freely from place to place; to be secure against violent assault, including sexual assault and domestic violence; having opportunity of sexual satisfaction and a choice of matters of reproduction.

Senses, Imagination, and Thought; Being able to use ones senses, to imagine, think and reason-and to do these things in a "truly human" way, a way informed and cultivated by an adequate education, including, but by no means limited to, literacy and basic mathematical and scientific training. Being able to use imagination and thought in connection with experience and producing works and events of one's own choice, religious, literary, musical and so forth. Being able to use one's mind in ways protected by guarantees of freedom of expression with respect to both political and artistic speech, and freedom of religious exercise. Being able to have pleasurable experiences and to avoid non-beneficial pain.

Emotions; Being able to have attachment to things and people outside ourselves; to love those who love and care for us, to grieve at their absence; in general, to long, to grieve, to experience longing, gratitude and justified anger. Not having once emotional development blighted by fear and anxiety. (Supporting this capability means supporting human association that can be shown to be crucial in their development).

Practical Reason; Being able to form a conception of the good and to engage in critical reflection about the planning of one's life. (This entails protection for the liberty of conscience and religious observance).

Affiliation; (i) Being able to live with and toward others, to recognize and show concern for other human beings, to engage in various forms of social interaction; to able to imagine the situation of another. (Protecting this capability means protecting institutions that constitute and nourish such forms of affiliation, and also protecting the freedom of assembly and political speech). (ii) Having the social bases of self-respect and non-humiliation; being able to be treated as a dignified being whose worth is equal to that of others. This entails provision of non-discrimination on the basis of race, sex, sexual orientation, ethnicity, caste, religion, national origin. Others Species. Being able to live with concern for and relation to animals, plants and the world of nature.

Play; Being able to laugh, to play, to enjoy recreational activities. Control over One's Environment:

(i)   Political. Being able to participate effectively in political choices that govern one's life; having the right of political participation, protection of free speech and association.

(ii)   Material. Being able to hold property (both land and moveable goods), and having property rights on an equal basis with others; having the freedom from unwarranted search and seizure. In work, being able to work as a human being, exercising practical reason and entering into meaningful relationships of mutual recognition with other workers.

Capabilities and Disabilities; the failure to deal adequately with the needs of citizens with impairments and disabilities is a serious flaw in modern theories that conceive of basic political principles as the result of a contract for mutual advantage. This flaw goes deep, affecting their adequacies of accounts of human justice more generally. A satisfactory account of human justice requires recognizing the equal citizenship of people with impairments, including mental impairments, and appropriately supporting the labor of caring for and educating them, in such way as to address their associated disabilities (Nussbaum, 2006).

With regards to education and persons with disabilities, such an approach is more suitable because it can dissolve the many stigmas that are held towards children who are learners with special needs, including the ones who are considered "normal". The capability approach acknowledges education to be essential in empowering persons that are disadvantaged. However, it is a community responsibility to enable all its members to develop a rich personality and achieve to his or her full potential. In helping these disabled student in inclusion schools, principles of positive discrimination (provide most to those in most need) should be the base of health and social policies.

Through Nussbaum (2006) three aspects of the capabilities approach especially "the list of capabilities represents goals for each and every one, where all are treated as an end, and none as simply tools to reach the ends of others" that means all children's should reach at the end despite of their ability might be talented, mental retarded, physical disability and others and on the other side of teachers and stakeholders

should perceive positively to the inclusive education since they have the same right to those with no disability.

On the other side this capability theory through the central human capabilities will help students in schools, the teachers, stockholders and community to understand that every human have capability regardless the way they are. On the capability and disability one should note that the satisfactory account of human requires recognizing the equal citizenship of people with impairment, in this study the theory was used to analyses various aspects including finding out the extent to teachers with negative perception on inclusion to understand that every citizen have the equal right and equal opportunity.

Generally capability approach has all priorities and concerning about the disability and inclusive education. Through the different principle and explanations from the theory, this theory will help and strength the education on inclusion will be strengthened hence changes on ideology and perceptions on this kind of education, especially in Tanzania.

2.3   Empirical Studies

2.3.1   The Perceptions of Teachers on Inclusive Education

Tumbo (2011). Conducted a study on Teachers attitudes and support towards teaching pupils with intellectual impairment in Tanzania schools in Dare-Es-Salaam, The purpose of the study was to investigate and identify the attitudes of teachers towards pupils with intellectual impairment. And to investigate types of support they need in teaching pupils with intellectual impairment.

The researcher findings was that, teachers had positive attitude toward children with intellectual disabilities, Also the children were learning communication skills daily leaving skills physical education vocational skills, Again limited academics, Teachers were delayed in supporting and interventions, And last inadequate of teachers financing, instructional resources and motivation to teachers. The researcher had suggestions on this but mainly was that, teachers should be more supportive and help to children with disabilities.

Kapinga (2010) did a Study on Regular primary schools teachers attitudes towards the inclusion of pupils with intellectual disability in inclusive schools in Iringa Municipality, the researchers had the following objectives as: to examine regular primary school teachers attitudes towards the inclusion of pupils with intellectual disabilities in inclusive schools. Second to explore regular primary school education program for pupils with intellectual disabilities in inclusive schools, Third to find support with regular primary schools teachers get for teaching pupils with intellectually disability in inclusive schools.

The finds was that, Regular primary school teachers have negative attitude towards the inclusion of pupils with intellectual disabilities in inclusive schools. Another is the education program of few regular teachers for pupils with intellectual disabilities focused on basic subjects; and little support from administration, parent and society. The researcher recommended that pupils with disabilities should be placed in special schools or classroom and educated by special education teachers.

Senkondo (2010), did a study on learning achievement of pupils with disabilities in inclusive primary schools in Temeke, Manicipality, Dar-es-Saalam. Researcher had

these objectives one is to assess the strategies used by different stakeholders in improving learning achievement. Two, to examine challenges encountered by inclusive school teachers in facilitating learning. Three is to identify the opportunity offered to pupils with disabilities in developing competence in their future labour market. Four, to Examine the inclusive school organization proceed and routines which led to development of learning achievement.

Finds from the field was as follows (a) Poor organization of inclusive school led to unconducive environments. (b) Large class size. (c), Vocation training and other important services decreased the enrolment number for pupils with disabilities that led to poor academic. (d) The social performance another poor organization of inclusive school led to insufficient projects.

Researcher recommended that the government should organize the inclusive school and to make sure that the environment is suitable for learners. Shortcoming had been the cause of what we see to our teachers on inclusive education. A document presenting recommendations of the Presidential Commission on Education (Tanzania Education System 1981–2002) had recommended that, wherever possible, children with disabilities should be provided with education equivalent to that of other children (MNE, 1984).

The shortcoming of the report it remain silence on how to attain together children with disabilities and non-disabilities in the same class or school. Lack of good strategies to attain education for all as suggested in Jomtien Conference in 1990 had hindered Tanzania to achieve the intended goals. Most educational practitioners

(including teachers) had no intensive training on inclusive education; on how to deal with students with disabilities and non-disabilities at the same class or school. This has demoralized primary school teachers to include disability student in their classes. Ghani and Ahmad (2010) conducted a study on teachers perception towards the implementations of inclusive education in Penang, Malaysia. The objective of this study was to measure teachers' perception towards the implementation of inclusive education in Penang, Malaysia.

This study involved 133 mainstream teachers and 37 special education teachers from Penang. Research instrument for this study was adapted from the instrument that indicate the whole procedures of Contexts, Input, Process and Product, by Stufflebeam in (1971). The results of this study are present in terms of frequencies, percentages, independent *t*-test and One-Way ANOVA. The results showed that 32.35% of the respondents had positive perception while 50.59% had moderate perception towards the implementation of inclusive education.

On the other hand, this study also revealed that 17.06% of the respondents have negative perception towards the implementation of inclusive education. The findings of this study also highlighted that different types of teachers and their academic qualification do influence or create the difference in term of their perception towards the implementation of inclusive education. In addition, the findings of this study also showed that there is a positive relationship between the types of teachers and their perception towards the implementation of inclusive education Researchers suggested that the training and support needed especially to pre-service teachers so that they will be able to maintain the positive perception on inclusive education.

Barners (2011), Conducted a qualitative study on teachers perceptions and understanding of diversity and inclusive education in one of the South Africa schools. The aim of this study was to investigate the perceptions and understandings of diversity and inclusive education held by teachers in one of the South African school. In this research, the researcher aimed to identify and describe the perceptions and understandings held by teachers regarding diversity and inclusive education. Elements of school culture, such as values, practices and procedures were looked into in relation to the paradigm used in this research which is an interpretive constructivist paradigm.

The key findings of this study showed that the teachers working in schools where the research was conducted had a good understanding and sense of what diversity and inclusive education entails. Their attitudes were generally positive and they embrace diversity and see inclusive education was seen as having many advantages. The teachers felt that they were well-supported in their school environment and displayed a sense of belonging among member of the staff. The shared value system of the school is one of acceptance, respect and embracing difference and diversity.

There is a culture in the school that encourages the uniqueness of each learner and each child is seen as having potential and subsequently supported in their quest to reach their own unique potential. There are also elements within the schools functioning that require attention, for example, there are two classes of special education learners that are not entirely included in the regular classes. But, even though there are still elements that need to be addressed and refined within the school.

Through the findings researcher came out with a numbers of suggestions as the following, schools have to work hard to approach diversity in such a way that creates the environment in which inclusive ideals and practices can continue to grow and develop, schools should be encouraged to look into the possibilities of incorporating the learners from the two extra special needs classes into the mainstream classes of the school, management team of the school should ensure that all staff members are always kept abreast of the latest developments, changes and advancements in inclusive education and education in general.

Continuous training opportunities should be made available to all staff members, the management of school and its teachers should constantly work to keep up the high motivation levels and the support between the staff, as this will help to ensure that inclusive practices continue to develop in the school. School should continue to encourage the maintenance of the current culture of respect and acceptance. They should constantly work at keeping the view that every child can learn and should be helped to reach his or her own potential.

Evans (2010), Conducted a study on attitudes of 33 Korean general education teachers from three primary schools in Seoul towards inclusion; gap between belief and practice. In the Republic of The results show that 41.37% of general education teachers had positive attitudes towards inclusion programs, while 55.16% were unwilling to actual participate. The results indicate that Korean general education teachers are divided in their attitudes toward inclusion. While teachers who perceived inclusion positively slightly outnumbered those who perceived it

negatively, actual willingness to teach students with disabilities was lower than the favorable attitudes indicated. Teachers with positive attitudes towards inclusion, the study found, could be reluctant to teach students with disabilities in their regular classes. Evans suggested that in order for collaboration and inclusion to be successful, the attitudes and problems of special education teachers regarding the implementation of inclusion should also be investigated**.**

Kern (2006), explored teacher attitude regarding inclusive education with an urban school district in Pennsylvania. Kern used quantitative with descriptive statistics and a single group design. He interviewed 241 certified staff, 49 regular education teachers, 5 special education teachers, 5psychologists, 7 counselor, and 4 social workers. The findings show that there was no significant difference between male and female teachers in relation to their attitudes regarding inclusive education.

On the other hand the researcher found that a more positive attitude is held by teachers who had exposure to courses in teaching with special needs. The researchers suggested that administrators have an important role in shaping teachers attitudes towards inclusive education.

Research has shown that Perceptions of teachers on inclusive education seems to be the same. Although teachers understand what inclusive education is, and may respond positively about it, they may not practice it (Evans, 2010). This study went beyond these studies and looked into the challenges that teachers face when they practice inclusive education.

2.4   Practices of Inclusive Education in Primary Schools

Inclusion Education largely depends on teachers' attitudes towards pupils with special needs and on the resources available to them. In quite a number of studies, the attitude of teachers towards educating pupils with special needs has been put forward as a decisive factor in making schools more inclusive. If mainstream teachers do not accept the education of the pupils as an integral part of their job, they will try to ensure that someone else (often the special teacher) takes responsibility for these pupils and will organize covert segregation in the school e.g. the special class. Meijer (2001).

In his study of inclusive education and effective classroom practices in Luxemburg, Meijer, (2001) indicates that for most professionals, integration of a disabled child was quite a positive experience. Three-quarters of the questioned professionals thought that for the disabled child, integration was a rather good experience. Nearly 70% thought the same for the other pupils in the class. The author found that teachers' attitudes, available instruction time, the knowledge and skills of teachers and teaching methods and materials seem to be important prerequisites for special needs education within mainstream settings.

From the research it was recommended that for effective practice of inclusive education in mainstream setting, teachers need to be equipped with inclusive education knowledge and appropriate methodology in teaching diverse classroom, enough time, and materials for children with special needs. Angelides, (2004) Wrote a paper with the purpose was to examing how the policy of inclusive education is

implemented in pre-primary schools in Cyprus, it also to investigated whether some children are still marginalized (after the implementation of the new law). This study seeks to contribute directly to the improvement of the education environment in Cyprus and elsewhere by enabling policy-makers to overcome obstacles to the implementation of inclusive education. In addition, it sought to enable teachers to identify and deal with those factors that act as barriers to the provision of equal education opportunities for all children in their classrooms.

In a brief analysis, they have identified some factors that have acted as barriers to the implementation of an inclusive education in pre-primary schools in Cyprus. Further consistent researches are, of course, needed for a better understanding of these and other factors that militate against improvement and development. They suggested that, Government policy should be grounded on such research findings and, in addition, teachers should participate in in-service training courses, so that *all* teachers are able to teach *all* children equally. The most important factor here is that the children themselves, their views together with the emotions they bring and their relationships, should be taken into account.

UNICEF, (2003), conducted a study on the example of inclusive education in Nepal, The study focused on the education of children with disabilities in Nepal. Its purpose is to increase the knowledge base and strengthen the capacity of educators and programmers to develop or improve the existing programmes focusing on inclusive education for children with disabilities. The schools practicing inclusive education are few in number. Based on analysis of the state of special needs and inclusive

education in Nepal in terms of policies, resources, and practices, and the documentation of 'potential good practices' in inclusive education, the following key observations were made.

There is a lack of awareness among the general public regarding the causes, early detection, and prevention of disabilities. Also children with disabilities are often marginalized within the general education system and within society in general. Moreover some professionals advocate special schooling, whereas others favor integrated education in mainstream schools. And lack of professional training. There are few examples of good practice models for inclusive education. They are relatively new, and need to be strengthened to make programmes more child- and disability-friendly. The educational system does not adequately meet the learning needs of diverse learners, including children with disabilities.

Based on these key observations, researchers recommended the following for the promotion of inclusive education. There must be recognition and acceptance that people with disabilities have a right to participate, as equal citizens, to the same extent as the rest of the community. Secondly; there is need for policy and legislative provisions to ensure that children with disabilities access to schools Third; Resources and efforts must be re-organized and reallocated to accelerate the progress of educating children with disabilities in mainstream schools Fourth; A positive impact on the attitude of the general public and policy-makers can be made by intense advocacy, through organizing awareness-raising seminars and workshops, and by utilizing the media. The fith forming partnerships between schools, parent groups,

community leaders, NGOs, and government and professional groups is essential in the promotion of inclusion in schools and the community. Lastly it was recommended that early intervention programmes should be expanded to reduce the incidence of disabled children

being able to access education.

Generally the practice in schools especially primary school is still poor and not well implemented as supposed to be and this proved by the challenges, such barriers facing teachers, parents, government and stakeholders from the challenges that means more efforts are needed to improve inclusive education from the primary level to higher level of education.

2.5   Challenges Facing Inclusive Education

There are many challenges that teachers face in their attempt to implement inclusive education in mainstream classrooms. Some of these challenges emanate from the parents, both of the children with disabilities there are also problem from the students themselves, and from the community at large. Other challenges emanate from the teachers in terms of profession, experience and attitude. In his study on the barriers to the provision of quality education for children with disabilities in all educational contexts, Peter, (2004) found that lack of early identification and intervention services, negative attitudes, exclusionary policies and practices, inadequate teacher training, particularly training of all regular teachers to teach children with diverse abilities, inflexible curriculum and assessment procedures, inadequate specialist support staff to assist teachers of special and regular classes, lack of appropriate

teaching equipment and devices, and failure to make modifications to the school environment to make it fully accessible as key barriers to successful implementation of inclusive education. These barriers, according to author can be overcome through policy, planning, implementation of strategies and allocation of resources to include children and youth with disabilities in all national health and education development initiatives available to nondisabled children and youth. Governments, in collaboration with other stakeholders, need to provide sport, leisure and recreational activities and facilities for persons with disabilities, as the fulfillment of their basic rights to the improvement of life.

After studying the implementation of inclusive education in many schools, Lewis, (2007) put forward eight (8) key challenges towards implementation of inclusive education and some suggestions.

Poor understanding of concepts; none of the reviewed documents from any of the countries can be considered to have presented a completely clear or consistent message about inclusive education.

Unequal focus on access and quality; Policies and plans within the reviewed countries commit their governments to improving the quality of education (participation and achievement of all children). This is an essential element of inclusive education.

Lack of joined-up thinking; Lewis indicates a tendency to focus on separate groups (a 'one-at-a-time' mind-set) rather than to focus on whole system change for the improved inclusion of all learners. Experience from other countries suggests this may

stem from low confidence in tackling the challenges of inclusion (so policymakers focus on those groups they know best or that are most visible/vocal); or from a lack of understanding about the underlying bases for discrimination and exclusion that may be common to many marginalized groups.

Unclear financing mechanisms for inclusive education; The main challenge, as indicated by the reviewed documents, may be to find a funding approach that does not simply provide time-limited funding to isolated inclusive education projects, while at the same time ensuring that system-wide investment is genuinely used to bring about improved diversity and reduced discrimination, and not diverted to cover immediate, short-term crises (like teacher shortages or classroom repairs).

Limited data collection; processes for identifying excluded children, monitoring and evaluation the reviewed documents highlight an apparent lack of policies or plans for data collection relating specifically to educational exclusion. The review found that, despite strong commitments and targets around identifying out-of-school children, none of the documents offered substantial details relating to how these children would be identified or by whom. Excluded children are often those most 'hidden' within society (the hardest to identify), so it is significant that the documents reviewed do not acknowledge this.

Insufficient or inappropriate teacher education; on inclusive education Teachers need to constantly reflect on (and then adapt) their practice and the impact this has on learners' presence, participation and achievement, if they are to make education more inclusive of excluded groups, more child-friendly, and generally higher quality.

Teacher education therefore needs to teach the skills required for such reflective practice.

Developing flexible curricula; Inclusive education is built around the development of flexibility across the education system, so that teachers, classrooms and schools are able to work in a way that accommodates every child's needs.

Limited application of human rights and international instruments; certain international human rights conventions and other documents can provide governments and civil society with incentives and guidance in relation to inclusive education (though not all such instruments are as clear or decisive as they could be in relation to inclusive education).

Lewis (2007) suggested that donors could support initiatives of ministries in discussing and gaining deeper understanding of the links between key international instruments and inclusive education, and of the obligations they have under these instruments. Other suggestions include building teachers' capacity and accountability in relation to data collection on educational exclusion issues, in particular emphasizing participatory processes through which all stakeholder groups assist in identifying and measuring the scale of exclusion challenges. Furthermore, debates around how to more comprehensively link curriculum (and curriculum material) development activities with inclusive education would work.

Kapinga, (2010), did a study on regular primary schools teacher's attitudes towards the Inclusion of pupils with Intellectual disability in inclusive schools in Iringa

Municipality, both approaches used qualitative and quantitative approaches were used in research. Kapinga came up with a major challenge as other researcher may get that regular schools teachers stems from the current educational movement towards inclusion, a process that emphasize the provision of special education services to children with disabilities within the inclusive school/classrooms. Kapinga recommended that pupils with disabilities should be placed in special schools or classroom and educated by special education teachers.

Kilulu, (2010), did a study on the challenges facing teachers and pupils in Inclusive Primary Schools in Tanzania, A holistic approach used to investigate the challenges facing teachers and pupils in inclusive primary schools, research conducted in Kinondoni, Temake, Mkuranga and Morogoro (parts in cost region). Researcher came out with some challenges like almost all inclusive schools had inaccessible physical facilities, there are no libraries, visual and learning materials, Moreover 90% of the inclusive classroom were small and overcrowded with more than 65 pupils each. Kikulu suggested that all stakeholders should take collective measures so as to inject more resources available to support the inclusive primary schools in Tanzania.

In his study on learning achievement of pupils with disabilities in inclusive primary schools in Temeke, Senkondo. (2010), found challenges such as lack of trained inclusive teachers, overcrowded classroom, and shortage of teaching and learning materials, poor working environment, poor government and parent support, large number of periods per teachers, shortage of time per period, difficult in handling pupils with mental retardation.

Senkondo suggested that, the government should organize the inclusive schools and to make sure that the environment is suitable for learners so that they can achieve better. Generally the observed challenges still seems to be the same in different places that means all over the word the challenges are still there and mostly having the same suggestions on how to handle them what is needed is just to give education to people so that they can understand what, why and how on inclusive.

2.6   Knowledge Gap

The reviewed literature reveals that there is a lack of programs and undefined strategies to implement inclusive education to students' teachers. Several studies such as those by Kern (2006), Meijer (2001) and Mowes (2000) show that there is a problem on implementing and programmes on the special needs for students teachers on inclusive schools to help the students with disabilities, which is the results of different factors, including little attention of the teachers in all students in classrooms when teaching and learning taking place, and because of this most students especially who are in need of this kind of education get difficulties to go to schools especially in the schools which is inclusive.

In Tanzania, studies such as those by Kapinga (2010), Kakulu (2010) Mmari (2008) assert that student teachers are not well prepared to teach, leading to a management of inclusive education in primary schools. Therefore there is a lack of realistic scenarios that could help trainees to understand how children with disabilities can be handled in schools and class compounds. And what the teacher should do in terms of teaching aids, group work supervision and formative evaluation. Adaptability and

classroom management are recognized as important, but the extent to which TCs contribute to develop such capacities is unclear. All these lead to poor teaching of literacy in primary schools which cause some of pupils to remain illiterate a case study design will be employed to get in depth information on public primary schools teacher perception on inclusive education.

2.7   Conceptual Framework

Conceptual framework is a research tool to assist a researcher to develop awareness and understanding of the situation under scrutiny and to communicate (Guba and Lincolin, 1994) as cited in Kombo and Tromp, (2006). Once it is clearly articulated a conceptual framework has potential usefulness to assist a researcher make meaning of subsequent findings.

This study employed CIPP model which consists four parts namely context, input, process and product as shown in Figure 1.1.
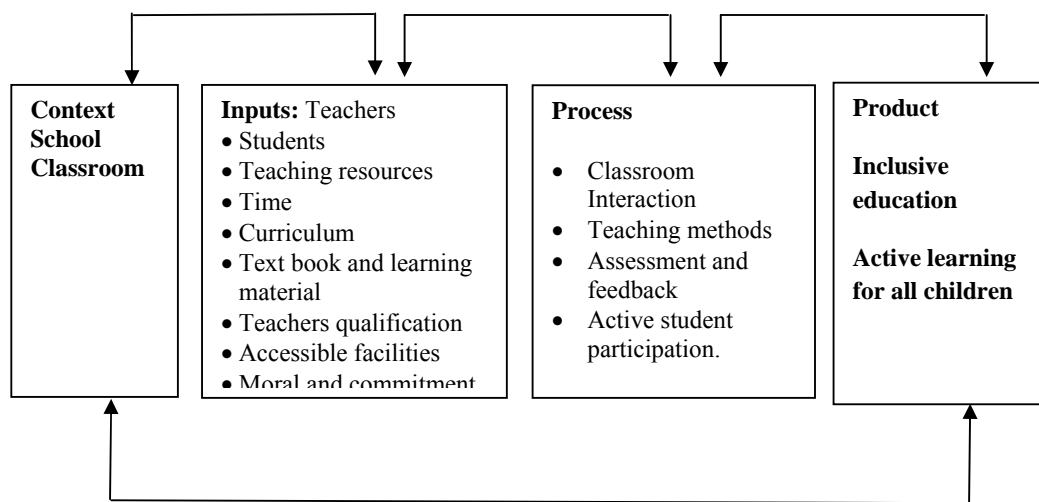
Figure 2.1: Conceptual Framework on Perceptions of Teachers on Inclusive Education

Source: Researcher, (2012)

The **Context** of this study was the school where we found teachers and students. **Inputs** such as school facilities, curriculum, teacher's qualification, moral and commitment of teachers, textbooks and learning materials are very important to be at the school.

Process involved classroom interactions, teaching methods, assessment and feedback, class size, and curriculum. Inputs include teachers, students, teaching resources and time. Product and process have a significant impact on perception of teachers towards inclusive education. Therefore, perception of teachers either being negative or positive are determined by education requirement found at school and the degree of quality and quantity of elements in the process part (see Figure 1.1).

2.8   Summary

Every school is unique in different aspect like environment and the people surrounding including teachers and students, where by many element interact and forming the day to day functioning of the educational is for this reason that this study is very important it providing the perceptions of teachers on inclusive education and how its practices in classrooms, that we have to move forward to work on inclusive. In this chapter relevant concept were explained the perception of inclusive education internationally and in Tanzania was focused and relevant literatures was described showing how Teachers, Parents, and Stakeholders perceive inclusive education. Therefore the change is required on all level and everybody is concern.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the general methodology of the study. It presents research design and approach, area of study, population, sampling, sampling techniques and respondents prrofile. It also explained research instruments, validation of instruments and ethical considerations**.**

3.2 Respondents' Profile

Data on respondents' profile were collected through questionnaire schedule and interview guide (See Appendices 1-VI). The demographic characteristics such as respondents age sex, working experience, Student class level and education qualifications were recorded to assist in making the conclusion of the study. Working experience characteristics only recorded from teachers and head teachers. Those characteristics are presented in Table 3.1.

In Table 3.1 the number of female teachers were 15(93.7%) and 1 male (6.25%), where by age 21-30 was only 1 (6.25%) teacher, 31-40 was 3 teachers (18.7%), 41-50 was 2 teachers (12.5%) and 51 and above was 10 teachers (62.5%) due to this result the large number of teachers age were above 51 this implying that they will retire very soon since the age of retiring is 60 according to National ageing policy (2003), so this will led to the scarce of teachers with experience in the short time period while those teachers expected to be potential and guider to the new appointed teachers whose have no experience and new to the field.

On the side of academic qualifications All 16 (100%) teachers were certificate teachers as Tanzania education policy state that primary school teachers should qualifying to level of certificate.

Table 3.1: Demographic Characteristics of Sampled Respondents

Characteristics	Sample of Respondents		
		Teachers	Head Teachers
		Female = 15	Female= 2
		Male = 1	Male = 2
Age group			
21-30		1	
31-40		3	
41-50		2	3
51+		10	1
Working experience			-
Less than 10 years		3	1
11-20 years		1	3
21 years and above		12	
Academic qualification			
Certificate		16	3
Diploma			1

Source: Researcher, (2013)

In the same Table 4.1, in this study there were 4 head teachers among 2 (50%) were female, and 2 (50%) were males. On the age characteristics head teachers whose

between 41-50 years were 3 (75%) and above 51years was 1(25%). The working experience of one head teacher among four ranged between 11-20 years. And there was above 21 years of experience. Their academic qualifications were almost the same with the level of certificate; only one head teacher had diploma level of education.

3.3   Research Design and Approach

A research design refers to conceptual structure within which the research is conducted (Kothari, 2004). This study used a case study design in order to get intensive information on perception of public primary school teachers on inclusive education. When using a case study was ultimately the researcher must look for a convergence (triangulation) of the data; many separate pieces of information must all point the same conclusion (Leedy and Ormrod, 2001). Therefore, this study employed qualitative and quantitative methods.

3.4   Area of Study

This study conducted in Moshi Municipality in Kilimanjaro region. Kilimanjaro region is found in Northern Part of Tanzania. Moshi Municipality is the one of the area where there is a good number of schools with inclusion education at primary schools and lowest Pupil Teacher Ratio (PRT) of 1:34 (BEST, 2011). The respondents (inclusive primary schools head teachers, teacher's and pupils) traced from this area. The area has an advantage of having a good number of inclusive primary schools located in Moshi municipality. These facilitate the process of data collection.

3.5   Population and Target Population

A population is defined as all existing members of group from which samples are drawn (Fraenkel and Wallen, 2000).Targeted population is a researcher population of interest from which he/she can make generalization about the results (Gayi, 1981). Therefore, the population of this study were all people who found in primary schools who given reliable and valid data to a researcher. The targeted population was public primary schools teachers, head teachers, and primary schools students.

3.5.1   Sample Size and Sampling Techniques

According to Kothari (2004), a sample is a set of respondents from a large population for the purpose of collecting information. The participants for this study consisted of (75) respondents that head teachers (04) other teachers (16) and (30) students. The researcher decides to choose such number of respondents to extract in depth and qualitative information from them. In this study purposive sampling and simple random sampling techniques used. The purposive sampling used to get the Head teachers, while simple random sampling used to get the sample form large number of Teachers and pupils.

3.5.2   Sample

Kothari (2004) defines sample as small group of respondents drawn from a population about which a researcher is interested in getting information so as to arrive into conclusions in this study. The researcher expected to use 30 students from the sampled public primary schools and 50 primary school teachers drawn from group of public primary schools in Moshi municipality. Among 50 teachers, 5 were

head teachers, 40 will be other teachers. The researcher used head teachers because they are in administration so will be easy to get some information because they are the ones who know how they administrate those schools and will be able to explain the difficulties and strategies which had help after the research. The other teachers included since they use a lot of time in teaching and learning process and helped to give out the challenges which they face when they teach in those schools. Pupils were selected to give out the information about how teachers act in class in the all process of teaching and learning through teaching methodologies and teaching aids used in a class.

Table 3.2: Sample Composition

Category of sample	Number of respondents	
	Expected	**Actual**
Head Teachers	5	4
Teachers	40	16
Students	30	30
Total	**75**	**50**

Source: Researcher, (2012)

3.6 Data Collection Methods

Data collection method refers to both the selection of sampled units and the way data is collected from them (Seidman, 1991). Both primary and secondary data collected during the study. Primary data (either qualitative or quantitative) is freshly collected in the course of research, it consists original information collected from individuals (Kothari, 2004). The researcher used the questionnaires, interviews, systematic observation, and check list to gather information from teachers.

Secondary data this is the second hand information collected from the second information sources (documents such as magazine, books, journals and papers). This study obtained secondary information from internets, libraries and primary schools head teachers.

3.6.1 Interviews

The interview is gathering information orally (Best and Kahn, 1993). The method is said to be unique because it involves the collection of data through direct verbal interaction between individuals. The interview also permits follow up of the leads and thus helps to obtain more data and greater clarity. It also permits greater depth than the other methods of collecting data (Borg and Gall, 2003).

Furthermore, interviews are commonly used to collect qualitative data since they allow the researcher to enter into persons' inter-perception and the meaning they make from such perspectives (Patton, 1990). The study used face-to-face interviews to extract information from the sample respondents. Semi-structured interviews conducted to complement information from the questionnaires.

3.6.2 Questionnaires

Questionnaires (open ended questions) were used because they gave desired factual information (Best and Kahn, 1993). They are simple to use compared to observations and experiment (Kothari, 2004). He maintains that the technique does not exert much pressure on respondents. Consequently, questionnaires distributed to primary school teachers and some students and head teachers. The technique enabled the collection

of more information on perception of primary teachers on inclusive education from the respondents with great freedom.

3.6.3   Observation

McMillan and Schumacher (2001) define observation as a particular kind of data gathering tool in which the researcher observes, visually and through auditory, some phenomenon and systematically records the resulting observations. Again Ratclff (n.d) shows that observation techniques are methods by which an individual or individuals gather first hand data on program, process or behaviors being studied. By directly observing operation and activities, the investigator can develop the holistic perspective that understands the context within which the study operates (ibid). There are two types of observation which are participatory and non-participatory observation. In this study the non-participatory observation was used to study on how teachers use to act in classes when teaching and learning process. The observations helped to get the actual classroom practices to see how teachers and students learn in class. The classroom observed and recorded by note taking to find out the teachers perceptions when teaching.

3.7   Data Analysis

Data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences (Denscombe, 1998). It also involves scrutinizing the acquired information and making inferences. Bogdan and Buklen (1992) maintain that data analysis is a process of systematically working with data or applying statistical and logical techniques to describe, organize, summarize, compare

data, and divide them into small portions. Methods of data analysis in a case study include categorization and interpretation of data in terms of common themes, and synthesis into an overall portrait of the case (Leedy and Ormrod, 2001).

The study used content analysis to analyze qualitative and quantitative data. In the study qualitative data refers to information derived from experiences of school heads and teachers, while quantitative data refers to the information presented in form of numbers, frequencies, percentages or statistics (Cohen *et al.,* 2000). During analysis of the data, data synthesized in order to find out important aspects, which led to logical conclusions.

3.8   Validity and Reliability of the Research

According to Shensul *et al.* (1999), in qualitative research validity is the accuracy and trustworthiness of the instrument, data and findings in the study. Validity has for a long time been used in quantitative research to mean the absence of subjectivity (Mtahabwa, 2007). Several studies assert that validity is not applicable, though there is a need to have a measure for qualitative research (Golafshani, 2003). Thus these different concepts led different scholars to accept different terms to mean validity in the qualitative research, the terms namely; quality, trustworthiness and rigor (ibid). Reliability refers to certainly of an instrument to yield similar results over time which is a difficult criterion in qualitative research approach (Mtahabwa, 2007). In qualitative research, reliability like validity depend on how transparent the narrative is (Shensul *et al.,* 1999). To insure validity and reliability in this study the triangulation of data gathering instrument (interview observation, documentary

review and focus group discussion) used. Ary *et al.* (1990) argue that triangulation is as typical strategy for improving both validity and reliability. Nonetheless, participant has given an opportunity to explain, clarify their responses in depth to improve and maximize the validity and reliability.

3.9   Ethical Consideration

Consideration of the ethics and values in research reminds the researcher her responsibility for acknowledging literature sources, keeping the public informed and protecting privacy as well as welfare of human subjects (Masson and Bramble, 1997). Also the researchers have to seek the consent of those she was going to interview, observe or take materials before data collection process began. Moreover, she have to inform them about the use of the data which was being collected. In this study, ethical codes in term of data collection, data presentation and analysis of findings will be observed.

3.10   Chapter Summary

Chapter three has focused on Research Design and Methodology for this Study as well as Justifications for why the Design and Methods Chosen and seemed most appropriate.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1   Introduction

This chapter presents the study findings on the perceptions of five selected primary school teachers on inclusive education. The findings are based on three objectives of the study, namely To explore the perceptions of teachers on inclusive education, assess the practice of inclusive education in primary school, and examine the challenges that teachers face as they implement inclusive education.

4.2   The Perception of Teachers on Inclusive Education

The first objective of the study was to explore the perceptions of primary schools teachers on inclusive education. The researcher wanted to first, determine whether the teachers had an understanding of what inclusive education is.

4.2.1   Response Rate

Questionnaires were distributed to all the 16 teachers in the selected primary schools in Moshi Municipality. All the research participants returned the resulting in a 100% response rate. However, a total of 13 surveys were useable for statistical analysis while a total of 3 were excluded due to incomplete answers for all of the questions in the survey, or the first part was answered but not the rest of the survey. As can be noted from Table 4.1, a total of 13 contained useable data for statistical analysis which means the response rate was approximately 81%. Table 4.1, indicate that teachers expressed most agreement on physical disability, stuttering, and those with diabetics.

Table 4.1: Perception on Inclusive Education

Statements	SA	AG	Unc	DS	SD	Total
1. In general, inclusive education (inclusion) is a desirable educational practice.	12	2	2	-	-	16
2. Learners (all learners) should have the right to be in regular classrooms.	13	1	1	-	-	15
3. It is feasible to teach gifted, normal and intellectually disabled learners in the same classroom.	6	4	2	2	2	16
4. Learners who have mild intellectual disabilities should be in regular classrooms.	4	5	2	1	4	16
5. Learners with visually impairments who can read should be in regular classrooms.	11	5	-	-	-	16
6. Blind learners who cannot read should be in regular classrooms.	7	1	3	2	2	15
7. Hearing impaired learners, but not deaf should be in regular classrooms.	10	3	3	-	-	16
8. Deaf learners should be in regular classrooms.	10	3	2	1	-	16
9. Physically disabled learners confined to wheelchairs should be in regular classrooms.	11	3	1	1	-	16
10. Physically disabled learners **not** confined to wheelchairs should be in regular classrooms.	16	-	-	-	-	16
11. Learners who cannot control movement of one or more limbs should be in regular classrooms.	6	4	3	2	1	16
12. Learners who stutter should be in regular classrooms.	16	-	-	-	-	16
13. Learners with speech difficult to understand should be in regular classrooms.	13	1	1	1	-	16
14. Learners with epilepsy should be in regular classrooms.	10	2	1	1	2	16
15. Learners with diabetes should be in regular classrooms.	16	-	-	-	-	16
16. Learners who are short tempered and easily angered should be in regular classrooms.	12	1	1	2	-	16
17. Learners who are defiant and non-compliant should be in regular classrooms.	12	2	-	2	-	16
23. Inclusive education will be sufficiently successful to be retained as a required educational practice.	9	4	3	-	-	16

Key: SA = Strongly Agree; A = Agree; Unc = Uncertain; D = Disagree; SD = Strongly Disagree

Source: researcher, (20013)

According to teachers' responses to these items, it can be said that primary school teachers in Moshi Municipality in this study demonstrated almost positive perspectives that students with s physical disability, stuttering, and those with diabetics will be able to complete their classrooms' tasks; they also hesitatingly believe that the inclusive setting will increase understanding and acceptance of differences among students with and without disabilities, and the teachers nearly positively indicated that schools should provide these students with every opportunity to function in inclusive setting when it is possible.

The least agreeable was the aspect of teach gifted, normal and intellectually disabled learners in the same classroom; those with intellectual disability; blind children, those who cannot control their movement of one or more limbs and whether inclusive education will be sufficiently successful to be retained as a required educational practice. From these responses, it can be said that primary school teachers in Moshi Municipality in demonstrated almost negative perspectives on the feasibility to teach gifted, normal and intellectually disabled learners in the same classroom; those with intellectual disability; visual impared children, those who cannot control movement of one or more limbs and whether inclusive education will be sufficiently successful to be retained as a required educational practice.

These findings indicated that teachers in this study strongly disagree to teach gifted, normal and intellectually disabled learners in the same classroom; those with intellectual disability; blind children, those who cannot control movement of one or more limbs and whether inclusive education will be sufficiently successful to be

retained as a required educational practice is better done by special education teachers instead of general classroom teachers, that the inclusive education will necessitate extensive retention of general-classroom teachers, and that the inclusive education will require significant changes in public school procedures.

Generally, the teachers' responses indicated that the Moshi Municipality teachers' perspectives toward the inclusive education for all the students regardless of the type and severity of their disability occurred between disagree and closely to neither agree nor disagree. It can be said that the teachers' perspectives toward the inclusive education for students with disabilities was slightly negative.

4.2.2   Responses to Open-Ended Question

The first question posed during one on one interview was: How do you understand by the concept, inclusive education? All the 16 teachers responded to this question. Their answers match their educational level, gender or work experience. However, when you assess the answers along the age, there were slight variations of their responses accordingly to age. The responses for this question was:

Ni elimu kwa wote (education for all).

Ni elimu itolewayo kwa watoto wote bila kujali hali ya mtoto (education provided to all students regardless of their differences).

Ni elimu inayojali zaidi watoto walemavu (education that cater more for those with disabilities)

Ni elimu jumuishi, yaani inayojumuisha watoto wote, wenye ulemavu na wasio walemavu (education that include all, those with and without disabilities).

Older teachers were more likely to attach inclusive education with education for all, without talking about children with abilities and those with disabilities. Also the older teachers were more likely to associate inclusive education with children with disabilities. The younger cohort of teachers was more likely to mention children with and without disability.

However, all the teachers who responded had the concept of inclusive education. Having established the knowledge base, the second question was: How do you perceive inclusive education? This question intended to get the perceptions of the teachers, which would determine their level of motivation in the practice of inclusive education. All the teachers were positive about inclusive education although their perceptions differed. Some of the narratives are as follows:

> "Elimu jumuishi ni kitu kizuri kwa sababu inawafanya wanafunzi wakae pamoja na kujifunza pamoja, kwani elimu jumuishi inawafunza watoto kupendana na kushirikiana na watoto wenye ulemavu. Lakini ujumuishi huu usihusishe wanafunzi wenye ulemavu wa akili kwa sababu wao wana ulemavu tofauti amabao hauwezi kuchanganywa na watoto wengine kwenye darasa moja. Ujumuisho wao uwe kwenye shule na si darasani. Hii itampa mwalimu mwanya mzuri wa kufundisha wanafunzi wenye uwelewa wa kukaribiana".

> In translation
> *Inclusion is a good thing because all student being and learn together from the lower level of education and are taught t to love one another and cooperate with all the people regardless of individual condition. However this inclusion should be for all students with disabilities except those with mental disorders*

because this group has a very special type of disability that cannot be mixed with other students in the same classroom and the inclusion should be in school compound and not in classroom. This will give the teacher a room to teach children with more or less capacities to learn.

Such response show that teachers perceive inclusive education selectively, including only the children with certain disabilities and excluding others (those with mental retardation). This response is in line with Kapinga (2010) who found that some of teachers had negative perception on inclusive due to the fact that mental retarded children have a tendency to salivate. Likewise, Moyi's (2012) study on Access to education for children with disabilities in Uganda, where he found about 71% of children with visual problems attending school compared to about 36% of children who had difficulty with self care.

Moreover, UNESCO (2010) reports, "impairments that affect the capacity to communicate and interact in ways common in mainstream schools can impose particularly high practical and social obstacles to participation in education" (p.182). A follow up question required the teachers to suggest ways to make inclusive education more successful. The question was: What do you think should be done to make inclusive education more successful?

A content analysis was used to examine teachers' comments and suggestions regarding strengthening inclusive education. Major themes included: (a) favorable placement of the students with same type of disability and level of disabilities, (b) the

facilities or components of successful inclusive education, (c) the training of teachers on the inclusive education setting, (d) the role of stakeholders, (e) the improvement of general education curriculum development,

The first theme emerging from the data related to the favorable placement of the students with the same type and level of disabilities. For example, some teachers suggested that special classrooms in primary schools would be a good placement for different types and levels of students with disabilities because it provides a supportive environment to develop their social and behavior skills, and they should only be included with students without disabilities in non-curricular activities. This can be seen in the following narrative:

> "Hapa kwa mfano tuna wanafunzi wenye ulemavu wa aina nyingi au waliozidiana kwa ulemavu. Ukiwaweka pamoja darasani ni kutafuta matatizo. Kwanza mwalimu hataweza kuwahudumia na pili, hata wale wasio na ulemavu hawataweza kusoma. Ni vyema kuwatenga kulingana na aina na kiwango cha ulemavu ili kuweza kuwasaidia wote"

> In translation
> *Here for example, we have students with a variety and different levels of disability. Putting them in one classroom together is to seek a problem. First, the teacher will not be able to help them and second, those without disabilities will not learn. It is better to separate them during classroom teaching and let them interact outside the classrooms.*

The facilities or components of successful inclusive education that should be considered when these students are included in the schools is the second theme that

emerged. For example, some teachers suggested that the physical environment should be prepared for the inclusive education of students with variety of disabilities by modifying classroom entry, toilets and passages on school compound.

Differences in Teachers' perceptions of inclusive education in terms of education level, gender and age. In the analysis of data, there was a slight difference in responses along the age group of teachers. For example, there were older teachers who expressed negative attitudes towards statements 4; 6; 11 and 14. Comparison of attitudes that teachers from older group as a group expressed towards statements: earners who have mild intellectual disabilities; blind learners who cannot read; learners who cannot control movement of one or more limbs; and learners with epilepsy shows that the majority of older teachers than younger generation hold negative attitudes towards these statements.

4.3   Practice of Inclusive Education in Primary School

This part was intended to assess the practice of Inclusive education in primary schools. Three tasks were guided the study to achieve the intended objective.

4.3.1   Kinds of Disability found in Primary School

Through questionnaires collected from teachers and students, the study area had the following students with disability as presented in Table 4.2.

Table 4.2 shows that, the studied schools had students with almost all kind of disabilities. However, the number of students with mental retarded was higher followed by albinism and Visual impaired; in which 9 students (45%) out of 20

students mentioned mental retarded students were seen more in their school. Ten teachers (62.5%) out of 16 also mentioned mental retarded, 3 head teachers (75%) mentioned the same as teachers and students did.

Table 4.2: Responses from Respondents on Kinds of Disabilities from Sampled Schools

Kinds of Disability	Categories of Respondents		
	Number of Students	Number of Teachers	Number of Head Teachers
Blind	8	1	1
Deaf	5	2	1
Physical disorders	6	1	1
Albinism	7	5	3
Skin Cancer	-	3	1
Mental disorder	9	10	3
Dumb	1	2	1
Site impaired	-	6	1

Source: Field Data, (2013)

From the findings, it shows that mental retarded students were many than other kind of disabilities in selected schools due to several reasons. Among those reasons were sickness and preference of parents to send to school those students compared to other kind of disabilities. Through observation, school A had large number of students with visual impaired and albinism compared to other kind of disabilities. Although mental retarded students were many in other schools (school B-D) other kinds of disabilities also were present though in small number. Therefore, this tool conquered with findings obtained through questionnaire and interview tools.

The researcher also observed that, many students failed to distinguish between visual impaired students from blinds. Whoever who wore glasses to them referred to "blinds". Therefore, more education to students was needed to enable them to distinguish kind of disabilities hence they can support them properly on behalf of their teachers.

4.3.2   Support from Government to School which Implement Inclusive Education

There was effort done by government to ensure implementation of Inclusive education. The response on the question of support from the government was summarized as shown below.

Table 4.3(a): Responses of Teachers on Government Implementation on Inclusive Education

Responses	Number of Teachers
Yes	7
No	9

Source: Field data (2013)

Table 4.3 shows that, government support for schools which implement Inclusive education policy was practiced in the study area though in very few schools even in inclusive schools. The number of teachers who agreed on the question was 7(43.7%) and disagrees were 9 (56.2%). This meant that even the school which has started to implement the policy of inclusive education received little support from the government.

Some of the effort done by government to schools which started to implement inclusive education policy was construction of dormitories for blinds students, provision of school gears such as school uniform and stationary, provision of clothes and food and gave training and workshop to some teachers. However, the findings show that the government had put more effort on provision of school gears like uniform and stationeries. Issues of infrastructures had forgotten by government. Physical infrastructures were not friendly to disabled students. For instance see Table 4.3(a) which shows efforts done by government towards schools practice inclusive education as recorded from teachers.

Table 4.3 (b): Responses of Respondents on Government Effort towards Schools Practice Inclusive Education

Type of Effort	Frequency of Respondents
Construction of dormitories	3
Provision of school gears such as school uniform and stationeries	6
Provision of foods and clothes	3
Provision of training and workshop on inclusive education to teachers	3
Provision of hospital treatment	1

Source: Field data (2013)

Table 4.3(b) shows that, support from government was on provision of school gears particularly stationeries and school uniforms. Other angles of support were forgotten. The schools which practiced Inclusive education rely much on head teachers' efforts on finding supporters or donors. Most of the time support came from school sponsors and not government has said by one teacher;

"Wafadhili hufadhili shule kwa jitihada za walimu wakuu"

Translation

Schools get sponsors through head teachers' efforts

The summary of findings as summarized in Table 4.3(b) indicates that efforts of government on implementation of inclusive education was low, the survival of implementing the policy of inclusive education rely much to donors even to these few schools which started

4.3.3   Practice of Inclusive Education Classroom

The second objective of this research was to assess the practice of inclusive education in primary school. To gain the data for this objective, observation was used to see the actual practice. The research was able to observe several classrooms and one classroom was particularly interesting. This was a Geography class which consisted of students with visual impairments. The teacher used a sketch map of Tanzania to show rivers. Through demonstrating the sketch map the teacher used the following phases:

> *"... Can one show where the Pangani River is? Show where it starts and where it ends. Can all see?*

During this lesson the researcher noted that the language used was not inclusive, for the teacher kept repeating, 'can you see' without considering those with visual impairment. Using observation checklist, the data is presented in Table 4.4.

Table 4.4 Presents the findings in relation to teachers' practice with regards to how they enhance learning in inclusive classroom. This checklist was a guide of score

ranged from very often- rarely/never. To support the interview data, the researcher carried out observations of teaching and learning activities of the selected 2 specialist teachers and 2 regular teachers from each selected secondary school. The researcher observed each teacher's class on two occasions (with a maximum of two days interval). Consequently, the participant observations helped to understand the complexity of the phenomenon as well as the context.

Table 4.4: Participants Observations in Inclusive Classrooms

S/N	Classroom activity	1	2	3	4
1.	Created friendly and inclusive classroom	00%	00%	12%	88%
2.	Employs Individualized Educational Program	00%	00%	00%	100%
3.	Encourages self-regulated learning	00%	00%	25%	75%
4.	Provides different strategies to cater special needs	00%	00%	12%	88%
5.	Employs co-operative group teaching	00%	00%	37%	63%
6.	Employs Peer Tutoring	00%	00%	25%	75%
7.	Employs reciprocal teaching	00%	00%	50%	50%
8.	Provides appropriate teaching and learning materials	00%	00%	00%	100%
9.	Adapts appropriate and flexible curriculum	00%	00%	00%	100%

Source: Field data, (2013)

The findings explore the natural situation of the classroom. The table above reveals that 88% of respondents rarely ensured friendly classroom atmosphere on the following aspects classroom teaching skills, such as professional skills and attitudes includes discipline, attitude, presentation, responsiveness, feedback, planning, content knowledge, communication, group management, methods and classroom

management, engagement, questioning, relationships, and evaluation. Moreover, through researcher's observations it was revealed that 100% of teachers did not prepare Individualized Education Plan (IEP) for monitoring the progress of students with disabilities in their diverse classrooms. Participants' concepts regarding the focus of the lessons were not clear in most of the cases. Most of the teachers had no formal lesson plan stating that they just came up with the planning in their heads. Some teachers did not appear well-prepared for class.

Furthermore, 75% of teachers observed were rarely and 25% were occasionally provided limited support for self-regulated learning. Observation data reflected that 88% of respondents were rarely provided different strategies to cater special needs of students. Furthermore, most of teachers employed teacher-centric instructional approaches rather than student-centric approaches. A portion of teachers' time was often insufficient in relation to the lesson. It may be due to the congested classroom with fixed benches (seating arrangement). Furthermore, the researcher observed that 63% of teachers were rarely employed co-operative group teaching strategy, while 37% of teachers were occasionally utilized the strategy. Most of teachers observed lacked skills of monitoring and supervision of group work.

However, none of the groups had a team leader who was disabled. Most of the respondents did not supervise the activities of students with disabilities in the group. One respondent showed their eagerness of monitoring and supervising group activities visited every group and facilitated discussions to make their ideas clear. On the other hand, several teachers experienced problems in group management due

mostly to the large class sizes. Teachers were unable to finish their group activities within the stipulated amount of time.

Researcher's observations affirm that 75% of respondents were rarely and 25% were occasionally using of peer tutoring in their classrooms. This finding implies that there was no application of peer tutoring strategy in the classrooms. The researcher's observations noted that 100% of teachers employed rigid or inflexible curricula in their diverse classrooms. This implies that the curricula used in inclusive classrooms are not accommodative to learners, especially those experiencing special needs to learning and development. The current research made an observation that the curricula is mostly extensive and demanding, or centrally designed and rigid, making it very difficult for implementers to exercise creativity with regard to designing and planning accommodative strategies to students with special needs.

Furthermore, it was observed that, the curricula might also be biased and only suitable to most able learners and unsuitable to those with hearing and visual disabilities. However, this has serious consequences in as far as inclusive education is concerned. The researcher discovered that the identified an inflexible curricula as one of the key barriers to learning and development in that it leads to learning breakdown through a lack of relevance of the subject content, and a lack of appropriate materials, resources and assistive devices, as well as inflexible styles of teaching that do not allow variations in individual differences. This means it is very difficult for educators to use an appropriate and preferred learning pace for learners. In fact, educators do not plan according to the needs of learners but to the 'needs of

the curricula. This goes back to the idea that it is the learner who has the problem and not the curricula the medical deficit model of approach.

The observations results demonstrate that 100% of teachers were rarely in most cases participants were responsive to the needs of utilized supportive teaching and learning materials in their classes. Making the friendly and interesting environment appeared to be less prioritized for teachers because of lack of skills, knowledge and supportive teaching aids on inclusive education. Based on the researcher's observation, it implies that the majority of the respondents were not utilizing teaching and learning materials to facilitate learning in their diverse classrooms.

In the case of content knowledge, participants showed that they had no in-depth knowledge to teach in diverse classrooms. They did not show confidence in teaching, hence a number of them appeared helpless towards the needs of students with hearing and visual disabilities and challenged by the large class sizes. This finding concurred with that of other scholars who argued that, inadequate training, knowledge and skills creates doubts about teachers' sense of competence and affect their self-concepts. Mdikana et *al.,* (2007).

Oswald, (2007) in his study concurred and asserts that inadequacy in training, knowledge and skills creates a feeling of hopelessness and helplessness and as a result the concept of inclusive education for many teachers is anxiety provoking. The effects of inadequate training, knowledge and skills truly indicate that teachers' performance will be negatively influenced.

In case of communication, most of the teachers were frustrated with language barrier when communicating with students with hearing disabilities. In a particular class, a teacher asked 13 questions to the students. None of the disabled or students seated at the back of the class was asked. It was found that the teachers faced difficulties to communicate with deaf students. In most of the cases, they were limited in their proximity to students. All respondents who have been observed were confined near the lecture table and blackboard and they never moved about the class to supervise students' task.

Participant observations reveal that 75% of the teachers were rarely employing formative assessment and 25% of teachers were occasionally using this type of evaluation. Teachers were observed asking questions their students and a few with assigned homework tasks. During the observations it was apparent that respondents lacked techniques to engage their students in the lessons. In most of the cases, student engagement did not appear frequent or on task. In the case of students with disabilities, the frequency of engagement was very low. It was found that in a class, no students with disabilities asked any questions, whereas 16 other students asked questions. From this, it can be said that, teachers do not include all the students in classrooms, due to in part, lack of necessary knowledge and skills in teaching inclusive classrooms.

4.4 Challenges Facing Teachers in Implementing Inclusive Education in Primary Schools

Research task three intended to find out the challenges that public primary schools face in implementing inclusive education in Moshi municipality. Data were collected

from Head teachers, teachers and some students through questionnaires and interview respectively and observation method was also used to verify some answers from the questionnaires and interviews.
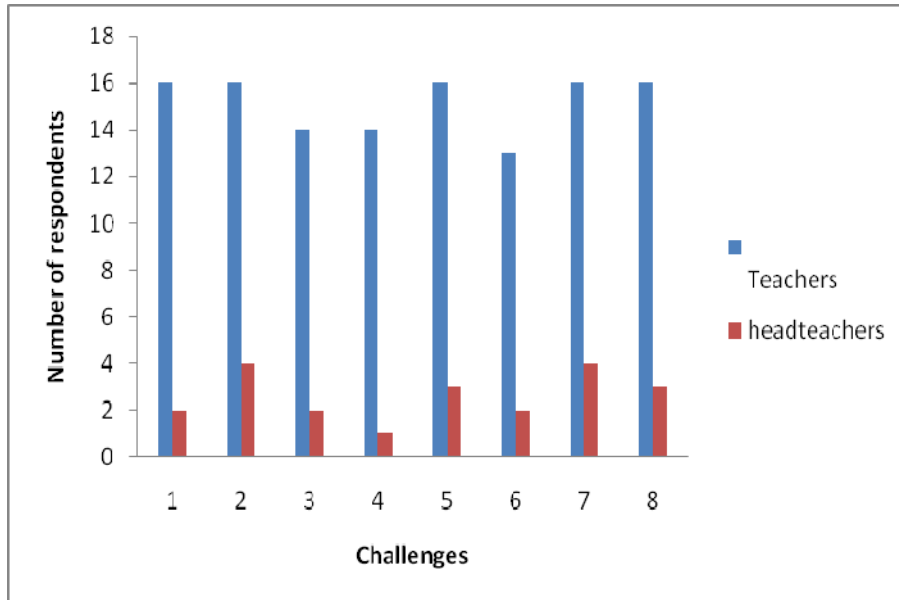
Figure 4.1: Challenges Facing Inclusive Education in Public Primary Schools
Source: Field data, (2013)

Key: 1= lack of education on Inclusive education

2= Few number of disabled students in Inclusive classroom make their needy invisible.

3= Lack of transportation

4= lack of education to disabled parents'

5=Lack of qualified teachers with Inclusive Education

6=Unfriendly environment for practice Inclusive education

7= Shortage of food

8= Unsatisfied budget for schools which implement Inclusive education

The data obtained through questionnaires of head teachers, teachers and some students from four public primary schools. Mentioned the challenges facing those schools on implement inclusive education are presented and summarized in Figure 4.1.

Poor understanding on the concept inclusive, this found out when data collection to the selected schools through introduction of researcher that the researcher come to your school to do research on inclusive education on primary schools and your school is among that implement inclusive education the first question back to researcher was what is this word on questionnaire that was Elimu Jumuishi (Inclusive Education) the word Jumuishi (Inclusive) was vocabulary to them in Kiswahili language even when researcher spell in English. Therefore most of teachers and students didn't know the meaning of inclusive education while they are on implementation in their schools of that kind of education

This also verified through the interview from the students they asked about the inclusive education they didn't understand clear what the word mean though some students through interview tied to mention that is inclusion of girls and boys on class and to make sure that they are in equal number in schools and in class. So seems they understand in a little bit but not in real what the concept mean.

The small number of students with disability in classes, due to their number became difficult to teachers to remember them while teaching, Observation verify this from school D when teaching and learning process in standard three teacher forgot to ask even to mention the name of one of the student with disability just to understand

what they understand if not to understand what they hear from the teachers this also observed from school A in class seven teachers was doing revision on mathematic subject, teacher was only ask those who rise up their hands to answer and never ask those with disability. So by due to their number used to be forgotten by teachers. On the other hand due to their exceptionality like with mental, visual problem, physical impaired and intelligent these become difficult to teachers to manage the class.

Lack of transportation, especially to the students with disabilities from –to schools, Head teachers mentioned as the challenge to students with disabilities, therefore teachers were suggesting about having bus or private car which will be used by the students with disabilities from to school back to their homes since some are having skin problem, some with mental problem and visual problems teachers said by bus will help teachers and parents from the problem of transport. This was also verified through interview from student in school D from the question that what you will do for those students with disabilities especial in your school, student with mental retardation if you become head teacher or Minister of education in Tanzania. Student said that:

"Mimi ningekuwa mwalimu mkuu ningewasaidia hawa wenzetu usafiri kutoka shuleni kwenda nyumbani kwani wanateseka sana kutokana na kwamba hawawezi kurudi nyumbani mpaka wazazi wao waje kuwachukua kitu ambacho sio kizuri, kwani siku nyingine wazazi huchelewa kuja kuwachukua mpaka joini naona wakipata usafiri itawasidia sana wazazi hata na waalimu"

In translation
If I was a head teacher I would provide them with transport from school to their homes because they are in trouble since they use to wait

till their parent to come and peak up them and sometimes they become late to peak them, so they spend their evening at school. What I think if they will get transport to and their homes will assist their parents and teachers too.

Transportation seems to be an issue to the schools that implement inclusive education to the students whose need transport to and from their home The dormitories are for students with special needs like those with skin cancer, visual impaired and others according to teachers keeping those students on school campus will help them and their families since they will not get disturb of bring and take them home, therefore the other schools head teachers search for government aids and stakeholders to help on building the dormitories and infrastructure for that kind of education.

Lack of education for parents who have children/students with disabilities is important do not know that they are supposed to cooperate with teachers and schools administrator to take care of those children they only perceive that teachers are only caregiver to those student, Further most of the parents do not have education on how to take care of that kind of children, so those parents should learn how to live and care this group in society, as one teacher from school C clarify by saying that:

"Wazazi kufikiri kuwa waalimu wakiwafundisha watoto hao watapona ulemavu wao"

In translation

Parents think that when their children learn or go to school the disability will disappear.

This is the issue since large number of parents do not understand their responsibilities on those children with disabilities since they complain an d think that only teachers, head teachers and that government are responsible for taking care of this kind of students while all together should be concerning to help these student this means everyone have his or part to make sure that things are good on their side. This also verified by the head teacher from school C said that:

> "Mtazamo hasi kutoka kwa wazazi kwamba serikali inatoa mahitaji yote kwa watoto wenye"

> In translation
> *Negative attitude from the parents that government is the one which is suppose to give 100% to facilitate children with disabilities.*

From the same graph it shows that, Local beliefs with the children with disabilities especially girls most of parents with the girl child use to stop them from school for the negative beliefs that on their way to school may led to their problems since some people instead of taking care of them they rape and to things which are is against humanity and dignity so instead they stop them immediate from going to school especially when they matured to protect from raping, pregnancies and death, Not only that but also most of the parents use to hide their children with disabilities because of their culture and tradition since they may bring a lot of problems in their families by having a such a human being in the family. Moreover specific objectives mostly not successfully when implement inclusive in one class, this means that when teaching and learning in one class with the students with disabilities and abled make the specific objectives not to be implemented as teacher planned because of the

differences among the student so become difficult to make all students in class to understand the lesson objectives, as one teacher from school D said inclusion in good but not all kind of disabilities can be included since their different in acquisition especially those with mental problem. One teacher from school B said that:

> "Uelewa na uwezo wa baadhi ya wanafunzi hususani wenye mtindio wa ubongo ni mdogo na kujifunza kwao ni taratibu sana kulinganisha na wengine"

> In translation
> *The understanding and capacity of some students, especially those with disability is very low compared to others.*

Due to the problem of teachers not to completely their specific objectives planned for the lesson they suggested that those who are critical especially with mental problem should be in their classes and their curriculum since led to unfinished and unsuccessful of the lesson plan.

On the other hand there is lack of qualified teachers with inclusive education, this has been complained by many teacher especially head teachers that the number of teachers with the inclusive and exceptional education are scarce compared to the number of students found in schools and the kind of disabilities found in schools as one head teacher from school D said:

> "Kutokana uchache wa waalimu maalumu tunalazimika kuwatenga wanafunzi wenye mahitaji maalumu katika hatua 1,2 na3"

> Translation
> *Because of the scarce number of qualified teachers we forced to grade our students as grade 1,2 and 3.*

From the case of qualified teachers there is the preparations of teaching and learning aids usually taking a long and expensive also subject preparation used to be prepared twice that means with normal student and other for special students like those with visual problem, Deaf and mental problem, for this including scarce of qualified teachers become no meaning of inclusive education in a such environment especially in primary level of education as the foundation, one teacher from school A is quoted says:

> "Vifaa hakuna kabisa, na waalimu hawatoshelezi katika kila kitengo,hivyo hupelekea maandalizi kufanyika mara mabili kwa wenye mahitaji maalumu na wakawaida na maandalizi hayo huchukua muda mrefu sana kutokana na uzoefu na ujuzi wa kuandaa zana hizo hakuna"

> In translation
> *No resources at all beside there is no enough teacher in every department, therefore led to twice preparations of teaching and learning aids that with special students and normal students despite of experience on the making those* learning *aids.*

From the quotation, it shows that numbers of teachers are not even ready to teach this kind of students since there are   lack of resources for teaching and learning. This also was claimed with other teachers from the schools selected especially from school C, This also verified through observation from school B the teaching aids was only favor the abled students than those with disabilities like with visual problem.

Addition to that, Lack of supportive and friendly infrastructures. This including classrooms, toilets, pavements and dormitories, Good number of teachers mentioned

that including their head teachers. This become the major challenge to the schools that implement inclusive education since influstracture are very poor and not supportive to the kind of education provided in those schools, as one head teacher From school B said that:

> "Hakuna vifaa,Vyoo,Mabweni hakuna kwa ajili ya wanafunzi wanaotoka mbali na wale wasio na wasaidizi wakuwaleta shule na kuja kuwachukua kila siku, magodoro na madarasa hayatoshelezi kabisa"

> Translation

> *There is no resources, Toilets, Pits, Dormitories for the students who are coming from far away and for those whose have no complete support that some one to bring and take back home after school, mattress and classrooms are not enough at all.*

From the quotation, It shows that the situation seems to be worse because in some schools in spite of dormitories and classes there are not well equipped with important needs like good toilets, pavements for the visual impaired, mattress, and desks foe students when teaching and learning in classrooms. Therefore by having those without those facilities it's like nothing because the problems will remains there. This claim has also mentioned with other teachers from almost all selected schools.

Furthermore, the unsatisfied budget for the schools which implement inclusive education, this is also challenge to the head of schools and other teachers also since they can't afford to take care the students in their school because of the financial problem that means if they had money they would have almost everything needed to

students with special needs in their school and also even to take some teachers for upgrade their education to solve the issue of lack of qualified teachers in those schools. On the other side the Government budget under the Ministry of Education on inclusive education is not real enough since their needs are many compared to normal public primary schools. One teachers from school A said that:

> "Serikali haionyeshi mikakati madhubuti kuhusiana na bajeti ya shule hizi, hakuna vifaa pia chakula ni tatizo shule kama shule haiwezi kununua chakula maalumu"

> Translation
> *The government does not shows strategies about these schools and the budget for this schools, resources and food is problem for school to afford diet to those students.*

This included by the parents income bad luck the parents whose their child have disabilities are most poor they can't afford to contribute for schools food this led to the problem when child need food and when comes to the parents it's not possible for them to contribute anything to school for food for their children. Not only the school food but also other expenses like exercise books, Machines like Brail, Uniforms and Others. One head teacher from school D said that:

> "Uchangiaji duni wa michango kama ya chakula kwa wazazi wa watoto"

> Translation
> *Poor contribution of school inquires including food from the parents with the children with disabilities.*

The quotation shows that the budget for those schools should be at least boosted from what they given from the government because there are so many resources and

facilities needed to those schools, therefore the budget should be enough and equivalent to the needs. And on the other hand for the parents who are not able to pay for food for their children should given aids to overcome the situations.

Generally a number of researchers did their studies on this concept and they found the same and if differ was only on some situation as Lewis (2007), did a study to analyze the key challenges towards the implementation of inclusive education as Poor understanding concepts on inclusive issues, Lack of joined up thinking, Unclear financial mechanism for inclusive education, and the curriculum flexibilities.

Also Kikulu (2010), did a study on the challenges facing teachers and pupils in inclusive in primary schools the challenges was like no libraries, Visual and learning materials and small classroom while the number of students is larger. From the Objective three the data collected and the finds shows that the challenges are almost the same from all schools that school A, B, C, D, and to the most researches done by other researchers, the differences becomes because of the administration capabilities, areas where research done, culture of the respondents and the environment surround the schools like area for enough buildings, and vegetables/cultivation for students with disabilities.

4.5   Discussion

From the First objective it was found that the selected schools were implement inclusive education. The first objective was to explore the perceptions of teachers on inclusive education. The perception, according to descriptive statistics, the older

generation of teachers perceive children with disabilities more negatively as compared to younger generation This may be attributed to lack of exposure to new ideas about human condition especially on the issue of diversity. The older generation used to see only people with no disabilities in classroom and they may tend to think those with disabilities cannot be included in the classrooms. The young generation on the other hand, may have been exposed to many newly theories of diversity and inclusivity, and hence, they may tend to be more acceptable to changes in the classrooms.

The second objective was to assess the practice of inclusive education in public primary schools. Observation from many classrooms showed lack of knowledge in inclusive education. Many teachers taught like there were no students with special needs such as visual or hearing impairments. This situation may be attributed to the fact that, many teachers in primary schools in Tanzania have not undergone training on special education. Even those who have gotten some training, they may lack support from the school to handle both the children with disabilities and those without in the same classroom, leading them to teach without paying much attention to the minorities, children with disabilities.

Challenges that teachers face when practicing and implementing inclusive education in public primary schools was the other objective. This study found many challenges that teachers face as they practice inclusive education. The first challenge was poor physical environment; lack of support to students with diverse disabilities and lack of knowledge and skills to handle children with disabilities.

Generally, the findings show that a good number of Public Primary School teachers had positive perceptions on inclusive education though the difficulties they face. On the other hand the practice of inclusive education has been seen to be difficult especially for teachers without training, lastly the findings shows that there are many challenges that facing these inclusive schools and major is on the students with mental disabilities since their stubborn when teaching and learning process taking place.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

The chapter presents summary, conclusion and recommendations of the study. The chapter is organized into four sections. The first section consists of summary of the study, the second section gives the summary of findings, the third section is on conclusions, and the last section gives some recommendations.

5.2   Summary of the Study

The fundamental purpose of this study was to investigate on the teacher teachers perceptions on inclusive education. The study employed a case study research design, where four public primary schools were selected as the case for study. Moreover, a qualitative and quantitative approach was used in this study. Purposive sampling procedures were used to sample the respondents. The study consisted of 75 respondents among whom 4 head teachers, 20 teachers and 30 students; Data were collected through Questionnaires, observation, and interviews.

The study was guided by three research objectives which were: To explore the perceptions of teachers on inclusive education; to assess the practice of inclusive education in public primary school; and to examine the challenges that teachers face as they implement inclusive education. The second chapter presents the review of this study, where empirical literature on the perceptions of teachers on inclusive education; the practice of inclusive education in primary school; and the challenges

that teachers face as they implement inclusive education was reviewed. Chapter three presents the design of this study. The main findings are presented in chapter 4.

5.3   Recommendations

Based on these findings, the study recommends that the Ministry of Education and Vocational Training to ensure that teachers are equipped with knowledge and skills to handle and teach in inclusive classrooms. Furthermore, the Ministry should ensure that primary schools are environmentally friendly to all students including those with various disabilities to ensure inclusive education.

5.3.1   Recommendations for Further Research

M3re research is needed to confirm the findings especial in Kilimanjaro region where there is schools which are implement inclusive education. Moreover, there is a need to further investigate teachers' attitudes and opinions of inclusion in relation to student outcomes in order to better understand the evolution of inclusion and the needs for the future.

Also there is a need to do research in other parts in Kilimanjaro especially in rural area because there are some primary schools which are implement inclusive education. Finally the research should be conducted to find out the access of higher education to the students with disabilities after the primary education level, that means are they get opportunities to go for further studies? Also their life standards after school.

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APPENDICES

Appendix I: Time Frame for Research

Any work in order to be achieved as intended it need a time frame work of doing it.

This research will be guided by the following time table as scheduled below:

Table Time Frame work for Research

TIME (MONTH)	ACTIVITIES
October-November	Proposal writing
December	Preparing research instruments
January	Pre-testing research instruments
February	Data collection
March-April	Data analysis
May-June	Report writing
July	Submission of final draft

Appendix II: Documentary Review

I.   ENROLMENT OF STUDENT

The table bellow shows the enrollment of student for seven years.

Years	Class level/Class standards							Total
	I.	II.	III.	IV.	V.	VI.	VII.	
2005								
2006								
2007								
2008								
2009								
2010								
2011								

II.   ENROLMENT   OF   STUDENTS   WITH   DISABILITY   FROM STANDARD I-VII

Years	Kind of handicapped found in a class							Total
	Hearing impaired	Visual impaired	Mental retarded	Speech influenced	Physical impaired	Gifted	Talented	
2005								
2006								
2007								
2008								
2009								
2010								
2011								

III. TEACHERS INFORMATION

Sex	Experience per years	Teachers Education qualification						Total
		Degree	Diploma	Certificate	Class A,B	License	Non	

IV. SCHOOLS MOTTO AND IMPLEMENTATIONS

School	Motto	Year of school establishment
A	Kazi kwa matokeo bora	1943
B	Elimu ni Taa	2003
C	Taaluma bora mazingira bora	1966
D	Elimu bora, mazingira safi kazi na nidhamu	1960

Appendix III: Dodoso kwa Wakuu wa Shule

Umri……………………Jinsia…………Miaka-kazini………………Kiwango
elimu………………….……(Shahada,Stashahada,Cheti,Leseni)

1.Eleza kwa ufupi sababu zilizopelekea shule yako kuwa shule ya elimu jumuishi

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

-Ni muda gani tangu iwe shule jumuishi? (miaka)………………………….……..

2.Ni aina gani ya ulemavu unaononekana kwa wanafunzi wengi katika shule yako?

 ....

  Unafikiri kwa nini?

....

……………………………………………………………………………………………

……………………………………………………………………………………………

 - Wasichana wangapi(……….) na wavulana wangapi(………)

3.Ukiwa kama mkuu wa shule kama hii unamtazamo gani juu ya elimu hii katika
shule yako?

....

………

………

4.Je wanafunzi wote wanashirikiana?yaani walemavu na wasio na ulemavu?kama

ushirikiano ni mdogo au hakuna unafikiri inasababishwa na nini?

………

………

………

………

5.Unahisi waalimu wako wanamtazamo gani katika elimu hii hasa wale

wanaofundisha wanafunzi hao wenye mahitaji maalumu?na wengine ikiwa nje au

ndani ya darasa

………

………

6.Je serikali na wadau wa elimu wamefanya nini katika shule yako kuhakikisha

wanafunzi wote walioko shuleni kwako wanapata elimu sawa yaani wenye ulemavu

na wasio na ulemavu?

....

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

7.Unafikiri ni mambo gani yangefanyika kuleta ufanisi katika kuongoza shule kama

hizi?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

8.Ni changamoto zipi unazokutana nazo kama mkuu wa shule katika kuongoza shule

ya elimu jumuishi kama hii?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

ASANTE KWA USHIRIKIANO WAKO

Appendix IV: Dodoso kwa Walimu

Umri-------------Jinsi---------Miaka kazini--------Kiwango cha elimu---------kama
(shahada,stashahada,cheti,leseni)

1. To investigate perception of public primary school teachers towards inclusive
   education.

2. To explain the importance of inclusive education in primary school as
   foundation for other education level

3. To find out the kind of handicaps found in primary schools in Moshi
   Municipality

4. To identity strategies suggested by teachers to achieve inclusive education

1. Unaelewa maana ya elimu jumuishi? NDIYO[ ] HAPANA[ ]Weka alama ya
vema.

2.Unafikiri elimu jumuishi inatekelezwa shuleni kwako NDIYO[ ] HAPANA[
]Weka alama ya vema.

3.Taja sababu tano(5)zinazopelekea waalimu wa shule za msingi kuwa na mtazamo
tofauti ju ya elimu jumuishi;-

4.Ukiwa mwalimu tafadhali taja aina ya ulemavu unaoonekana kwa wanafunzi

katika shule yako;-

5.Ni ulemavu upi unaonekana kwa wanafunzi wengi katika shule yako?

6.Je serikali ya Tanzania imeonyesha jitihada zozote katika kusaidia shule ambazo

zimetii na kuendeleza aina ya elimu hii? NDIO/HAPANA

 Kama wameonyesha jitihada zipi?;

7.unafikiri shule yako inamiundombinu ya kumwezesha mwanafunzi huyu

anayehitaji mahitaji maalumu na huyu mwenye kipaji maalumu kuweza kujifunza

kwa ufanisi?NDIYO{ }HAPANA{}

Kama hapana toa hoja 5

8.Je uko huru na mtazamo gani katika kufundisha au kulewa wanafunzi wote katika

shule ambayo inatekeleza elimu jumuishi?NDIO{ }HAPANA{ }

Kwanini?

9.Je wanafunzi kwa ujumla wanahisia gani au mtazamo gani juu ya elimu hiyo?Je wanashirikiana nao?NDIO/HAPANA

10.Unafikiri ni nani anatakiwa kuwa mstari wa mbele katika kusisitiza na kusimamia misingi na mahitaji ya elimu hii?Mkuu wa shule?Wizara ya elimu?wazazi?waalimu au wanafunzi?

Kwanini huyo?

11.Kama shule ni mikakati gani mmeiweka katika kuhakikisha elimu jumishi inakuwa na kuwa na sura mpya katika elimu na jamii kwa ujumla?;-

----

12.Je kuna faida yoyote unayoipata kwa kufundisha shule yenye kutii elimu jumuishi?NDIO/HAPANA

Toa sababu (5)

13.Ni kwanini wizara ya elimu inasitiza elimu jumuishi?toa hoja (5)

----

14. Ni changamoto gani wanazokumbana nazo unapojaribu kufundisha elimu jumuishi?

ASANTE KWA USHIRIKIANO WAKO

Appendix V: Dodoso kwa Mwanafunzi

Mpendwa mwanafunzi,

Mimi ni mwanachuo wa Chuo Kikuu Huria. Ninachukua shahada ya uzamili wa elimu katika utawala,mipango na sera. Nina fanya utafiti huu ili kufahamu mitazamo ya waalimu wa shule ya msingi katika elimu jumuishi, yaani kuwa pamoja darasani na kujifunza pamoja bila kujali uwezo wa wanafunzi kiakili, kimwili, kimaumbile ya kibailojia kama wasiona, wasiosikia, wasioweza kuzungumza vizuri na wenye kipaji maalumu darasani. Tarifa utakazozitoa zitatumika katika utafiti huu tu.Tafadhali naomba ushirikiano wako.

1. Umri wako (miaka)…………..…….…………………………………………...........

2. Unasoma darasa la ngapi…………..………………………………………………..

3. Jina la shule yako………………………………………………………………………

4. Jinsia: msichana [ ] Mvulana [ ] Weka alama ya vema

5. (a) Je unamfahamu mtu mwenye ulemavu wowote? Ndiyo [ ] Hapana [ ] Sijui [ ]

    (b) Kama jibu lako ni ndiyo, ni aina gani ya ulemavu ulionao? Kipofu [ ] kiziwi [ ] kiwete [ ] ulemavu wa ngozi [ ] .Taja kama ni nje ya orodha Iliyopo

       ……………………………………………………………………………

 6. (a) Je, shuleni kwenu kuna wanafunzi walemavu Ndiyo [ ] Hapana [ ] Sijui [ ]

    (b) Kama jibu lako ni hapana katika swali la 6 (a) Unafikiri ni kwanini shuleni kwenu hakuna wanafunzi walemavu.   ……………………………………………

     (c) Je shuleni kwenu wanafunzi wenye ulemavu na wasio na ulemavu wanasoma pamoja

Ndiyo [ ] Hapana [ ] Sijui [ ]

(d) Je wanafunzi wengine wanawapenda na wanafunzi wenye ulemavu?

Ndiyo [ ] Hapana [ ] Sijui [ ]

Tafadhali eleza zaidi……………………………………………………………

7. Ni aina gani ya wanafunzi walemavu wanaopatikana kwa wingi shuleni

kwako…………………………………………………………………………..

8. Je, wanafunzi walemavu wanapenda kushirikiana na wanafunzi wasio walemavu

Ndiyo [ ] Hapana [ ] Sijui [ ]

9. Je wanafunzi walemavu wanapata shida yoyote hapa shuleni?

Je ni nani anawasaidia?

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

11. Unajifunza nini kusoma pamoja na wenye ulemavu.............…………………..

12. Walimu wanasemaje kuhusu kufundisha wanafunzi wenye ulemavu……………

ASANTE KWA USHIRIKIANO WAKO

Appendix VI: Hojaji kwa Wanafunzi

1.Unasoma darasa la ngapi?...

2.Ulemavu ni nini? ....

3.Darasani kwako kuna wanafunzi wenye ulemavu wowote?..

4.Unavyoona idadi kubwa ya wanafunzi wenye ulemavu ni wa aina gani?...................

5.Unapenda kusoma nao darasani na kushirikiana nao?..

6.Unafikiri wanakosa haki zipi wakiwa darasani na nje ya darasa?..............................

7.Je wanapenda kushirikiana nao?..

8.Ungekuwa mwalimu wa darasa ungewasaidia kwa kufanya nini?..............................

9.Unajifunza nini kusoma pamoja na wenye ulemavu?..

10.Waalimu wanasemaje kuhusu kufundisha wenye ulemavu………………………...

11.elimu jumuishi ni nini?...

ASANTE KWA USHIRIKIANO WAKO