

**EDUCATION STAKEHOLDERS' ATTITUDES TOWARDS THE  
IMPLEMENTATION OF INCLUSIVE EDUCATION IN TANZANIA: CASE  
STUDY OF TANGA CITY COUNCIL**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN  
CURRICULUM DESIGN AND DEVELOPMENT OF THE OPEN  
UNIVERSITY OF TANZANIA**

**2019**

**CERTIFICATION**

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled “Education Stakeholders’ Attitudes on the Implementation of Inclusive education in Tanzania: Case study of Tanga City Council in partial fulfilment of the requirements for the degree of Master of Education in Curriculum Design and Development of the Open University of Tanzania.

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I, Kassim Kaoneka Athmani, do hereby declare that this dissertation is my 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.

.....

Signature

.....

Date

**DEDICATION**

I dedicate this work to my wife Hidayat Saleh, my lovely daughter Sabrina, my sons Saleh, Ibrahim and Iram.

I also dedicate this work to my friend Zuberi Samataba.

## **ACKNOWLEDGMENT**

This work was my responsibility, however, it was impossible to complete it without support, guidance and extra efforts from different people. It is not easy to mention all of them here. I appreciate all those who participated in this study in one way or the other for their fruitful support. I would like to ask Almighty God to bless them. I would like to appreciate and thank Dr. Josephine Yambi, my supervisor, for her patience, tirelessness, competent guidance, intellectual guidance and constructive criticism. I would like also to thank Dr. Felix Mulengeki, Prof. Honoratha Mushi, and other lecturers from the Faculty of Education of the Open University of Tanzania, for their academic support.

I also wish to extend my heart full gratitude to my employer, Permanent Secretary PO-RALG, Alhaj, Eng. Mussa Iyombe, Mr. Bernard Makali, the former Deputy Permanent Secretary at PO-RALG and Alhaj, Abdul Maulid the then Acting Director of Education at PO-RALG for the financial support and permission they granted me to attend this programme. Furthermore, I would like to thank my fellow students Mr. Raymond Gowelle, Ms. Rehema J. Semboko, Ms. Neema Bernard and Mr. Wilford Chale, all of the Open University of Tanzania, for their encouragement, moral and material support throughout my studies.

My grateful thanks are extended to my research respondents whose views, experiences were valuable to this study. I would also like to thank my beloved parents, my late father, Mzee Kaoneka Mussa, and my mother Mariam Ally Kaniki who unconditionally invested in my education. Similarly, I would like to extend my special thanks to my wife, Hidaya Salehe Mwanyoka for her encouragement and

advice during the whole period of the study. Without her support, this work could be hard to complete. The same goes to my children, Sabrina, Salehe, Ibrahim and Ikram. Thank you all for your patience and understanding for you missed me a lot when I was attending my studies.

## **ABSTRACT**

This study aimed to investigate the attitude of education stakeholders on the implementation of inclusive education in Tanzania, specifically in Tanga City Council. The study was guided by three research questions which enabled the researcher to formulate the research tools. The questions were; How do education stakeholders perceive the implementation of inclusive education? What is the status of the learning environment which support the implementation of inclusive education? What challenges do teachers face in the implementation of inclusive education? Qualitative–method research approach was employed to obtain data from the sample of 52 study participants who included 20 Primary School Pupils, 10 Primary School Teachers, 5 Headteachers, 5 Ward Education Coordinators, 10 Parents, 1 District Social Worker Officer, 1 District Education Officer and 1 Regional Education Officer. Questionnaires, interviews, and observation were used to collect data. The study findings revealed that stakeholders studied have positive attitude towards implementation of inclusive education. The study indicated that inclusive education plays a great role in developing confidence among all children learning in the inclusive setting regardless of their varried needs. The study revealed that, inclusive education enhance social relationship among children with varied educational needs, inclusive education is faced with lack of special in-service training for teachers, inadequate learning and teaching facilities, the negative perception among some community members including parents and overcrowded classrooms which affect its implementation. The study recommends that ministries responsible for education should ensure that primary school teachers are aware of the concept of inclusive education for its effective implementation.



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## ACRONYMS AND ABBREVIATIONS

DEO	District Education Officer
EFA	Education for All
ESR	Education for Self-Reliance
FGD	Focus Group Discussion
ICD	Information Centre for Disability
IEDC	Integrated Education for Disabled Children
MoEC	Ministry of Education and Culture
MoEST	Ministry of Education Science and Technology
MoEVT	Ministry of Education and Vocational Training
NBS	National Bureau of Statistics
OUT	Open University of Tanzania
PEDP	Primary Education Development Program
PO	President's Office
RALG	Regional Administration and Local Government
REO	Regional Education Officer
SPSS	Statistical Packages for Social Science
UDHR	Universal Declaration of Human Rights
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education
URT	The United Republic of Tanzania
WEC	Ward Education Coordinator
ZPD	Zone of Proximal Development

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

This chapter provides introductory information on the study of education stakeholders' perceptions of the implementation of inclusive education in Tanzania. Particularly, it presents the background to the problem, statement of the problem, general and specific objectives of the study, research questions, and significance of the study. In addition, it provides the scope of the study, limitation of the study and definition of key terms used in the study.

#### **1.2 Background to the Problem**

According to UNESCO (1994) there was an emerging consensus that children and youth with special needs should be included in the educational arrangement made for the majority of children. This has led to the concept of inclusive schools. Inclusive education is about acknowledging that all children and youth can learn together in the same classroom (Information Centre for Disability (ICD ), 2006). According to Mittler (2000), the goal of inclusion in education is to restructure and reform the school in the direction so that all children can be part of all the social and educational opportunities offered in a school.

Inclusive schools are capable of providing quality education, change discriminatory attitudes, create welcoming communities and develop inclusive societies (UNESCO, 1994). Despite the fact that inclusive schools provide the favourable environment for all, achieving equal opportunity and full participation to all children and their success requires combined effort from all members of the community, stakeholders



and the government. It has been noted that pupils with disabilities are increasingly getting special education services in general education settings. However, according to UNESCO (1994), the integration of children and youth with special educational needs is best achieved within inclusive schools that serve all children within a community.

The fundamental principle of the inclusive school is that all children should learn together whenever possible, regardless of any differences or difficulties they may have. Inclusive schools, therefore, should have appropriate curricula, proper organizational arrangement, appropriate teaching strategies, proper resources use and partnership with their communities. However, special and general education teachers have been facing the challenge of providing services in general education classrooms that were historically provided in two different settings (Yusufu, 2014; MoEVT, 2009; Mmbaga, 2002). The terminologies like mainstreaming, integration, and inclusion have been used to describe this paradigm shift in education.

According to Leyser and Tappendorf (2001), the success of inclusive education depends on many factors which include training of teachers and the quality of instruction they offer to their pupils. Nevertheless, teachers' readiness for teaching inclusive classes has been found to be a crucial factor that impacts on the implementation of the inclusion of children with disabilities (Bender, Vail & Scott, 1995). A study by Campbell et al (2003) affirms that teachers with more knowledge on inclusive education have more confidence in their abilities and commitment to accommodate learners with special educational needs.

Studies (e.g., Lewis & Little, 2007; Eleweke, 2002) show that before the 1994 Salamanca Conference, inclusion education was not mentioned in educational documents, hence made its implementation, monitoring, and evaluation difficult. This called for the incorporation of the concept of inclusive education in all educational policies so as to enable education stakeholders to become aware of it and find the best ways to implement it (MOEVT, 2009).

However, in 1993 there was a meeting held by the United Nations which set Standards and Rules on the Equalization of Opportunities for Persons with Disabilities (UNESCO, 1993). This conference urged states to ensure that the education of persons with disability is an integral part of the education systems (UNESCO, 1993). This was done but still the majority of people with disabilities have not enjoyed the chance of being involved in the education system. The education system and infrastructure have not been supportive for them to enjoy their learning.

According to Hofman (2014), research regarding attitudes and effective implementation of inclusive education could learn from research findings concerning teachers' self-efficacy. Bandura (1997) defines self-efficacy as a personal belief in one's capability of performing an action and this relates to one's sense of competence and confidence about performance in a given domain. Another research shows that teacher efficacy seems also to be related to more innovative classroom practices that could strengthen the process of inclusive education (Hsiao, Chang, Tu & Chen, 2011).

The government of Tanzania made an effort to ensure that all education stakeholders understood the concept of inclusive education and implement it by establishing a unit of Special Needs Education in the Ministry of Education and Vocational Training. This unit prepared teacher's guides on inclusive education and teacher's resource pack adapted from UNESCO (Yusufu, 2014). It is argued that the majority of teachers in the regular schools in Tanzania have no understanding of inclusive education. A study conducted by Miles (2003) revealed that although the Temeke Municipality in Dar es Salaam attempted to implement inclusive education, the concept was not very much understood by non-specialist teachers and other education stakeholders.

Among the challenges mentioned in the implementation of inclusive education in the world and in Tanzania, in particular, is the readiness of teachers and the community around in dealing with pupils with special educational needs (John, 2014; Yusufu, 2014; Winter, 2006). It is contended that teachers who lack special needs education knowledge have low expectations for individuals with special educational needs (Winter, 2006). Other researchers argue that the lack of enough training to teachers about children with special learning needs such as visual impairment, hearing impairment and physical impairment is likely to interfere with the teacher's support for effective learning in inclusive settings (Brantlinger, 1996).

Different initiatives have been put in place to ensure that children with special educational needs are given their educational rights. These initiatives include the formulation and implementation of different international and national policies as mentioned in the The Universal Declaration of Human Rights (UDHR) of 1948, The

United Nations Convention on the Rights of the Child of 1989, The Jomtien World Declaration on Education for All of 1990 and the Standard Rules on the Equalization of Opportunities for Persons with Disability of 1993. Other initiatives are the Salamanca Statement of 1994, the Dakar Framework for Action of 2000, the Education and Training Policy, 1995, the National Disability Policy, 2004; and the Tanzania Education and Training Policy, 2014).

In Tanzania, the context of inclusion has been well presented in literature and the most significant issue has been the question of teachers' readiness to deal with pupils with special educational needs (Kapinga, 2014; Tungaraza, 2010). Studies suggest that most of the teachers employed in various special and inclusive schools are regular teachers with little or no knowledge concerning inclusion (Meena, 2014; MoEVT, 2009). The studies have shown that the system did not help the teacher in the classroom to identify the needs of the children with special needs (Yusufu, 2014; Mmbaga, 2002).

Hence the majority of them left unrecognized and thus, dropped from school because they were not provided with relevant support from teachers or their peers. In some cases, the lack of awareness about children with special needs among the community members in the society results in the majority of the children with disabilities missing the opportunities to attend schools. Since children are born with differences including intellectual and physical differences they experience many challenges. However, they remain children who live in the same community and have the right to enjoy the norms and practice of their communities. Separating them when they are taught, may result in social and psychological challenges.

According to UNESCO (1994), special schools should have staff with the expertise needed for early identification of children with disabilities. These staff can help in the modification of the curricular content and method to the individual needs of pupils in the class. In the education system, teachers at all levels should be trained to have positive perception towards disability to develop the understanding of what can be achieved in schools with locally available support services (Yusufu, 2014; MoEVT, 2009). Teachers should possess the knowledge and skills required for dealing with pupils with disabilities; teachers trained to teach in inclusive schools should be able to assess special needs, adapt curriculum content, utilize assistive technology, individualize teaching procedures to suit a large range of abilities (MoEVT, 2009).

The success of the inclusive school depends on early identification, assessment, and stimulation of the very young child with special educational needs (UNESCO, 1994). Researches indicate that early childhood care and educational programmes for children promote physical, intellectual, social development and school readiness (Mutahabwa, 2007). For effective implementation of inclusive education, there should be adequate resources. The distribution of resources to schools should be the realistic account of differences in expenditure required to provide the appropriate education for all children, bearing in mind their needs and circumstances, (UNESCO, 1994).

Studies have revealed that teachers with inadequate knowledge and skills about inclusive learning display negative perception against pupils with disabilities (Yusufu, 2014; Kapinga, 2012; Mmbaga, 2002). From the literature reviewed it has

been observed that many teachers in inclusive schools lack a special education training background in inclusive education, hence have negative attitudes towards pupils with disabilities. This has caused students with special needs to lag behind in terms of social, physical and academic achievements due to lack of inclusive knowledge, skills, and practices among teachers in Tanzania (Mkumbo, 2008). This could also affect the implementation of inclusive primary education, hence poor academic delivery. Therefore, this study will explore the attitudes of primary school teachers on the implementation of inclusive education in Tanzania.

### **1.3 Statement of the Problem**

Researchers such as Kapinga, (2014), Edwin, (2013), Tungaraza, (2010), Hsiao, Chang, Tu & Chen, (2011) have indicated that inclusion requires both financial resources and trained personnel with positive attitudes in order for it to be successfully implemented. Since education stakeholders particularly teachers are key implementers of inclusive practices, it is important that attitudes, skills, and knowledge toward inclusive education are developed from pre-service training (Muyungu, 2015). Education stakeholders with teaching skills in inclusive classes, especially teachers, have positive attitudes towards students with the disability, but those provided with less inclusive skills show negative attitude in teaching in inclusive classes (Bhatnagar, 2014). This can affect the academic performance and well-being of pupils with special educational needs.

Most of the studies have been focusing on disabilities and special education as well as the challenges that inclusive education is facing and not on teachers' behavior. Since there have not been enough studies in the area of teachers' attitudes

concerning inclusive education in Tanzania, this study, therefore, intended to explore the attitudes of primary school teachers' and other stakeholders on the implementation of the inclusive education in Tanzania taking Tanga Municipality as a case.

## **1.4 Objective of the Study**

### **1.4.1 General Objective**

Basing on the background information and the statement of the problem, this study aimed at exploring the education stakeholders' attitude towards the implementation of inclusive education in Tanzania taking Tanga City as a case study.

### **1.4.1 Specific Objectives**

This study was guided by the following specific objectives:

- i. To examine the attitude of the education stakeholders on the implementation of inclusive education.
- ii. To assess the status of the teaching and learning environment in the inclusive schools.
- iii. To examine the challenges facing primary school teachers in the implementation of inclusive education.

## **1.5 Research Questions**

Basing on the purpose of the study and the specific objectives, this study answered the following research questions:

- i. How do education stakeholders perceive the implementation of the inclusive education?
- ii. What is the status of the teaching and learning environment which support

the implementation of inclusive education?

- iii. What challenges do teachers face in the implementation of inclusive education?

### **1.6 Significance of the Study**

The findings of this study are expected to contribute to the existing body of knowledge concerning inclusive education and education stakeholders attitudes towards its implementation in Tanzania. Despite the differences that exist among nations, this study would be helpful in understanding issues concerning for example, teachers' readiness to implement inclusive education in primary schools. Furthermore, this study will enlighten teachers' training institutions concerning the ways in which general teachers can be trained to practice and implement inclusive education.

Furthermore, the study is relevant to curriculum developers, education administrators, teachers and education stakeholders with regard to planning and handling pupils with special educational needs in inclusive education in Tanzania.

In addition, the study is expected to be used as a reference by future researchers interested in the topic of inclusive education. And for the researcher, the successful completion of study would lead to the award of Master Degree in Curriculum Design and Development of the Open University of Tanzania apart from the research skills and knowledge acquired during the study.

### **1.7 Limitation of the Study**

Exploring education stakeholders' attitudes towards the implementation of inclusive



education concentrated mainly on the education sector. The study assessed no contribution from other sectors such as health in relation to inclusive education.

### **1.8 Delimitation of the Study**

This study was conducted in Tanga City Council. Additionally, this study confined itself to exploring primary education stakeholders attitudes towards the implementation of inclusive education in the Tanga Region.

### **1.9 Definition of Key Terms**

**Inclusion** is "the practice of educating pupils with moderate to severe disabilities alongside their chronological age peers without disabilities in general classrooms within their home and neighborhood schools" (Alper, 2003:15). In the context of this study inclusion refers to the process whereby pupils with different educational needs are included in the same learning environment to receive instruction and practice together.

**Inclusive Education** refers to the placing of pupils with and without special needs in ordinary classrooms or settings and ensuring that their educational needs are being catered for and met. Again, according to UNESCO's (2008) definition, it is stressed that inclusive education should be understood as an ongoing process aiming at offering quality education for all while respecting diversity and the different needs and abilities. According to the Longman Dictionary of Contemporary English, New Edition (2010),

**Perspective** refers to a way of thinking about something and your idea of what is it like. In this study, the term perspective is used to mean attitudes, the actual language

of teaching and learning practices, pedagogical beliefs that shape those attitudes and practices, perceived difficulties and benefits of using a given language in teaching and learning as per Tanzania Education Policies.

## **CHAPTER TWO**

### **THEORETICAL FRAMEWORK AND LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the theoretical framework and literature review and empirical review on studies related to inclusive education. In order to provide context for the research, this study reviews literature from a number of countries globally, regionally and locally reflecting the context of inclusive education in Tanzania. The subheadings in this chapter include the policies on inclusive education; the contemporary situation of inclusive education in Tanzania; the teachers' attitudes and knowledge on inclusive education; inclusive education and teachers' quality; education for teachers teaching pupils with special educational needs. The chapter also provides a theoretical framework and the knowledge gap.

#### **2.2 Policies on Inclusive Education**

Prior to the 1994 Salamanca conference, inclusive education was not stressed in educational documents, hence made its implementation, monitoring and evaluation difficult (Lewis & Little, 2007, Eleweke, 2002). Hence, there was a need to incorporate the concept of inclusive education in all educational policies across the world so as to enable education stakeholders to become aware of it and how to implement it (MoEVT, 2009). For the effective implementation of inclusive education, a number of policies have been formulated. Tanzania is a signatory to these international policies on education and it is bound to adhere to and translate them into workable national policies for implementation. These international and national policies stressing on inclusive education are presented as follows. The

government of Tanzania made an effort to ensure that all education stakeholders understood the concept of inclusive education and implement it by establishing a unit of Special Needs Education in the Ministry of Education and Vocational Training (Mbaga, 2002).

This unit prepared teachers, guides on inclusive education and teachers' resource pack adapted from UNESCO (Yusufu, 2014). Since then the ministry has been creating awareness among teachers on adaptive teaching and creating an environment that responds to the individual needs of pupils so as to meet the goals of Education For All (EFA). The government also encourages teachers to work in cooperation with families, parents and the community at large to determine the learning needs of every pupil with special educational needs (URT, 2007).

### **2.2.1 The Universal Declaration of Human Rights of 1948**

This was the first policy adopted by the United Nation General Assembly which was the centre of inclusive education. The declaration admitted that human beings were different from one another and that these differences should be respected and be used as catalysts for ensuring the provision of services to cater for the needs of all people without discrimination (UNESCO, 1996).

### **2.2.2 The United Nations Convention on the Rights of the Child of 1989**

This policy advocated for the rights of all children to get an education without any kind of segregation or mistreatment. It also points out that children with disabilities should be assured of education as equally as their fellow children who have no disabilities.

### **2.2.3 The Jomtien World Declaration on Education for All of 1990**

This policy was adopted at the world conference which took place in Thailand. Among the six goals set under the Jomtien World Declaration, one goal was to ensure the access and provision of education to all marginalized groups including children with disabilities (Yusufu, 2014).

### **2.2.4 The Standard Rules on the Equalization of Opportunities for Persons with Disability of 1993**

These rules were purposively set to enhance the equality and equity among human beings so as to give the opportunity to children and persons with disabilities. One of the rules in this policy asserted that all countries should provide equal access to primary, secondary and tertiary education for children with disabilities in integrated settings (Possi, 1996).

### **2.2.5 The Salamanca Statement of 1994**

This was the fifth policy which provided a remarkable and fundamental document giving out a firm standpoint on inclusive education, aiming at eliminating discrimination, creating welcoming communities, building an inclusive society and achieving education for all (UNESCO, 1994).

### **2.2.6 The Dakar Framework for Action of 2000**

This was the sixth international policy which adopted a World Declaration on Education for All (EFA) in the year 2000 as a tool to establish education for all children regardless of their physical, intellectual, emotional, ethnicity, economic, cultural or social differences. In this conference which took place in Dakar Senegal,

it was seen that Inclusive Education is a good way of achieving EFA goals (Peters, 2003). Similarly, the government of Tanzania developed a number of national policies, some of which resulted from the international policies mentioned above. The following are the policies introduced in the country emphasizing on inclusive education.

#### **2.2.7 The Education for Self-Reliance (1967)**

This policy was introduced to abolish the previous form of colonial education which was segregative in nature. The Education for Self-Reliance (ESR) was introduced to open the door for all school-aged children to get the education without any form of discrimination again. It was aimed to provide education that was appropriate and relevant to Tanzanians in order to give them knowledge and skills relevant for them to participate in the community production for their own benefit and for the benefit of the nation.

#### **2.2.8 The Universal Primary Education (1974)**

This declaration aimed at emphasizing the provision of free education to all children up to university level regardless of their socio-economic and ethnic differences (Omary *et al.*, 1983). Universal Primary Education (UPE) increased the enrolment rate in primary schools, however, the issue of quality education was not considered. During the implementation of this policy overcrowded classrooms were observed, resulting in some classes being conducted under trees in some areas (Yusufu, 2014; Mmbaga, 2002).

#### **2.2.9 The Education Act of 1978**

This Education Act made primary education compulsory for all children and that

every citizen had the right to it as long as he or she could pursue it. Parents and guardians were assigned the role of making sure that no child who deserved to be at school remains at home. However, the Act did not specify how children with disabilities could be supported in these regular schools. As a result, the majority of children with disabilities were still locked out of the education system (Karakoski & Strom, 2005). In spite of the amendment this Act had gone through, it did not include the issue of inclusive education.

#### **2.2.10 The Education and Training Policy (1995)**

This policy was formulated to make educational reform in the country. The policy emphasized the right to education for all children regardless of their sex, colour, ethnicity, etc. (MOEC, 1995). The policy emphasized the right to education for children with disabilities, although there were little significant practical and enrolment changes in inclusive education. The policy also put emphasis on the training of non-specialist teachers as well as teachers for students with special education needs (MoEVT, 2009; Karakoski & Strom, 2005).

#### **2.2.11 The National Disability Policy (2004)**

This policy was introduced to help uphold the rights of people with disabilities. Prior to the introduction of this policy, there were no clear and specific policies which guided the life of people with disabilities in Tanzania. Among other things, the National Disability Policy advocates for the provision of a conducive environment for inclusive education by the government itself and other education stakeholders (Yusufu, 2014; URT, 2004). Notwithstanding, the policy does not state how inclusive education and the philosophy behind inclusion as stipulated in the

Salamanca Guidelines, should be implemented for the proper provision of education to students with special educational needs in the inclusive settings (Mmary, Mzee & Frankenberg, 2008). However, a policy without appropriate fiscal and other required resources cannot be implemented successfully.

Studies (Grol, 2000; Eleweke, 2002, MoEVT, 2009) show that in spite of all these policies effective legislation to support the implementation, the control and monitoring of inclusive education were lacking. These findings seem true since there were no official documents specifically prepared for guiding pre-service teachers and in-service teachers on how to handle and deal with pupils with disabilities in the inclusive education setting. All the guidelines and documents prepared for the provision of education were based on general education provision (Karakoski & Strom, 2005). This, as a result, caused many children with disabilities to lack quality education in general schools (Yusufu, 2014). A report by the Ministry of Education and Vocational Training mentioned that even for the few children with disabilities who were included in the general classrooms their educational needs were not met because many schools did not have the supportive environment for their learning (MoEVT, 2009).

## **2.3 Theoretical Framework for the Study**

This study was guided by Vygotsky's Socio-Cultural Learning Theory so as to discuss the learning environment of pupils with special educational needs in the context of the Tanzanian education system.

### **2.3.1 Vygotsky's Socio-Cultural Learning Theory**

Russian psychologist Lev Vygotsky proposed a "socio-cultural learning theory" that



emphasized the impact of social and cultural experiences on individual thinking and the development of mental processes. Vygotsky's theory emerged in the 1930s and is still discussed today as a means of improving and reforming educational practices (Wulczyn, 2010).

According to Vygotsky, since cognition occurs within a social context, our social experiences shape our ways of thinking about and interpreting the world. Although Vygotsky predated social constructivists, he is commonly classified as one. Social constructivists believe that an individual's cognitive system is a result of interaction in social groups and that learning cannot be separated from social life (Wawira, 2013). Thus, pupils with special education needs should learn and enjoy their wellbeing in the socially constructed learning environment where support is provided by those around and within the learning context. Vygotsky proposed that children learn through their interactions with more knowledgeable peers and adults. In this case, these can be teachers or fellow pupils or non-teaching staff at school who in one way or the other can facilitate their learning.

Vygotsky's concept of the zone of proximal development (ZPD) is the difference between what a learner can do without help and what a learner can do with help. According to Vygotsky, "what is in the zone of proximal development today will be the [child's] actual developmental level tomorrow". This theory heavily influenced contemporary inclusive educational practices by increasing focus on material within the ZPD. Vygotsky proposed that children should be taught materials that employ mental processes within the ZPD (Lutta, 2013). Similarly, they should be provided with the resources needed to support their learning with those who are more capable

than them.

ZPD encourages inclusive educators to adopt "scaffolding", in which a teacher adjusts support to fit a child's learning needs (Samwel, 2014). Scaffolding requires specially trained teachers, a differentiated curriculum and additional learning time, taking into consideration the nature of the needs and variation of the disabilities that the pupils have. Vygotsky advocated that teachers facilitate rather than direct student learning. His approach calls for teachers to incorporate students' needs and interests when developing curricula. Hence accommodating the concept of inclusiveness in the school or classroom setting. This is in line with the purpose of this study, thus the theory was relevant to this study. Every student should actively participate in a reciprocal interaction with their classmates and educators regardless of their disabilities (Shane, 2012).

Vygotsky's socio-cultural learning theory has also proven especially important for the education of the mentally disabled. According to Vygotsky, "special education was the creation of what he called a 'positive differential approach'; that is, the identification of a disabled child from a point of strength rather than disability". This perspective is relevant in the context of inclusive education which this study sought to examine. Providing the appropriate scaffolding enables students with special needs to develop abstract thinking (Kai, 2009). Since this study explored the attitudes of teachers and other education stakeholders in the implementation of inclusive education in primary schools, therefore, this theory was considered relevant as the role of teachers in the context of learning is to assist pupils to learn effectively by considering their diverse needs.

## **2.4 Global Review of Inclusive Education**

Research from around the world in the last three decades also indicates that inclusion requires both financial resources and trained personnel in order for it to be successfully implemented (Avramidis, Bayliss & Burden, 2004; Burke & Sutherland, 2004; Forlin, 2004). Without such a support system, these initiatives are likely to falter. Many developing countries, like Tanzania, while dealing with this issue of inclusive education are achieving varying levels of success (Das, Gichuru & Singh, 2013; Fayez, Dababneh & Jumiaan, 2011). One such critical element in this equation is the availability of regular school teachers that have the required knowledge, skills, and attitudes toward inclusion. It is what these teachers believe and do in classrooms that have the potential to make inclusion a success.

In India, the studies show that the central government of India has made its intentions very clear regarding its commitment to inclusive education as early as the 1970s. With the implementation of the Integrated Education for Disabled Children (IEDC) program in 1974, the Indian government embarked on a demanding journey (Bhatnagar & Das, 2014). According to the authors, the government of India has implemented legislation, policies, and programs to further enhance the educational opportunities for children with disabilities. In addition, it has set up national institutes to conduct research, disseminate knowledge, and train teaching personnel to serve a large number of children with a variety of disabilities in the country.

Other research studies show that lack of fiscal and other resources necessary for inclusive education and lack of trained teachers, lack of resources for teaching or learning, and a lack of infrastructure in schools that support the education of students

with disabilities affect the implementation of inclusive education (Bhatnagar & Das, 2013a; Das, Gichuru & Singh, 2013; Bhatnagar & Das, 2014).

In USA Cummings (2003) conducted a study to investigate the needs of regular school teachers in New Mexico toward special education and found that 65% of the respondents perceived themselves to be not at all prepared or somewhat prepared to work with special education students. According to UNESCO (2008) a study was conducted in England on pupils with multiple difficulties and it was found that the learning and teaching environment were not conducive for them. The researchers found that children with visual impairments lacked fine motor skills and this resulted in poor pen control. They argued that children's motor development is influenced much by sports but visually impaired pupils have few opportunities for sports than their sighted peers.

In a study conducted about promoting inclusivity in Western Australian schools (Forlin, 2004), it was found that implementation of inclusive education is affected by the lack of administrative support and instructional materials (especially assistive technology), and inability to manage student behaviour among teachers. Papadopoulos and Goudiras (2005) conducted their study in Greece and found that the learning of children with disabilities was affected by poor teaching and learning resources and inadequate trained and qualified teachers who were ready to teach and support children with educational special needs. However, in Greece children with special educational needs, especially the visually impaired had to take braille training first before they were enrolled to the mainstream schools to continue with their studies. Analysis of the impact of teacher experience in teaching pupils with

special educational needs in Greece has shown the positive impact on such experience and demonstrated the importance of substantive long-term training in the formation of the positive attitude towards inclusion education (Avramidis & Kalyva, 2007). Sharma, Forlin, & Loreman (2008) studied about pre-service teachers from Australia, Canada, Hong Kong and Singapore and reported the positive effects of training in inclusive education on pre-service teachers' attitudes toward inclusion classrooms. This study concluded that for the successful implementation of inclusive education, pre-service training on inclusive education is prerequisite.

#### **2.4.1 Stakeholders' Attitudes Towards Inclusive Education**

Studies on stakeholders' attitudes toward inclusion indicate that they are generally mixed up. While the majority of education stakeholders have supported the principle of inclusive education, they have voiced some concerns as well (Bhatnagar & Das, 2014). Reasons mentioned for the lack of supportive attitudes among teachers include anxiety about their lack of ability to accommodate students with disabilities in their classrooms, the lack of planning time to design and implement appropriate instruction for these children (Campbell, Gilmore & Cuskelly, 2003), the lack of administrative support and instructional materials (especially assistive technology), and inability to manage student behaviour (Forlin, 2004).

A study conducted in India by Bhatnagar and Das (2014) indicated that the teachers held positive attitudes toward the inclusion of students with disabilities. However, it was noted that the majority of the teachers were not familiar with the term inclusive education. The study further revealed that teachers in Delhi believed that students with disabilities in an inclusive classroom not only succeed academically but also

gain opportunities for socialization with their peers without disabilities. However, the teachers in the study admitted that “they did not feel prepared for teaching students with disabilities in their classrooms” (ibid, p.26). Researchers (Das, Gichuru & Singh, 2013; Forlin, 2004) argue that education stakeholders' knowledge and skills, together with their attitudes and beliefs, are crucial in the development of inclusive practice. However, in many cases, teachers who feel ill-prepared and those who have negative attitudes toward inclusion tend to employ less effective instructional strategies.

#### **2.4.2 Teachers' Attitudes and Teacher Training on Inclusive Education**

Several studies have shown that positive attitudes of teachers towards pupils with special needs in inclusive education could be improved through teacher training when student teachers have direct contact with these children (Bentley-Williams & Morgan, 2013; Engstrand & Roll-Pettersson, 2014). However, Forlin and Chambers (2011) disclosed that there was no improvement of pre-service teachers' attitudes after receiving training and being given opportunities of having applied experiences with persons with disabilities during the initial teacher education, and only their awareness towards inclusive education was raised.

A study conducted by Sucuoğlu, Bakkaloğlu, İçsen Karasu, Demir, and Akalın (2013) to investigate a relationship between knowledge and attitudes of teachers who worked in preschool setting towards inclusive education in practice revealed that there was no sign of the relationship between the level of teachers' knowledge and attitudes. The study further insisted that the attitudes of the teachers regarding inclusion were neutral. Remarkably, a study by Malak (2013) reported of unfriendly

attitudes of teachers towards the inclusion of pupils with special educational needs within regular classrooms. It can be argued that these findings may have an implication that sometimes attitudes and perceptions of teachers towards pupils with special educational needs are molds according to the context.

### **2.5 Knowledge of Special Educational Needs**

It is imperative that teachers teaching pupils with special educational needs get proper training to deal with these children so as to enhance their learning. It is testified that the pre-service training provided through teachers' colleges and universities for those student teachers might not be enriched enough to enable them to fully understand persons with disabilities, especially young children hence, supplementary in-service training could be helpful (Sukbunpant, Arthur-Kelly & Dempsey, 2013).

A similar issue regarding pre-service teacher training in Tanzania is further reported in studies by Mmbaga (2002) and Yusufu (2014). In Thailand Sharma & Deppeler (2012) revealed that some teachers were not confident and felt inadequately trained when teaching in an inclusive classroom. These researchers (Mmbaga, 2002; Yusufu, 2014; Sharma & Deppeler, 2012) have the similar proposition that the existing pre-service teacher preparation training should be reviewed in some certain areas. For instance, they suggest for the increase course length of the pre-service teacher education, to revise an existing assessment system that was based on memorization, and to ensure usage of technology in supporting and promoting the teaching and learning of learners with special needs could be more effectively and properly identified and discussed. Furthermore, it is unveiled that the majority of

teachers lack skills and knowledge in teaching students with disabilities and special educational needs (John, 2014; Norwich & Nash, 2011).

## **2.6 The Contemporary Situation of Inclusive Education in Tanzania**

Officially, the implementation of Inclusive Education in Tanzania started in 1998 after the Salamanca Conference of 1994. The government of Tanzania together with the UNESCO and Salvation Army carried out a pilot study and project in Temeke Municipality in Dar es Salaam by introducing inclusive education in seven primary schools. The project was extended to 28 primary schools in different regions throughout the country (URT, 2008). This increase in the number of schools led to the increased enrolment rate of pupils with special education needs. However, the majority of pupils with the disability were still out of school despite this effort. For those who got into the school system the learning environment was still not favourable to them as their educational needs were not met (ICC, 2008).

Charema and Peresh (1996) as cited in Yusufu (2014) contended that inadequate relevant resources and facilities were obstacles to the implementation of inclusive education in developing countries. According to Kisanji (1995) appropriate teaching and learning materials were not sufficient for children with disabilities enrolled in regular schools. Findings of the disability survey conducted by the National Bureau of Statistics (NBS, 2009), indicated that only 2.5% of children with disabilities up to the age of 14 years were using assistive devices. In most of the developing countries including Africa, studies show that meaningful inclusive education was not realized due to lack of necessary support and resources from the governments due to lack of funds (Yusufu, 2014; Abosi, 2000 and Zindi, 1997).



The government of Tanzania through the Primary Education Development Programme (PEDP) has been working in collaboration with other educational stakeholders to improve the quality of inclusive education in primary schools. This has been observed through the provision of general and specific learning materials and assistive devices to enhance the learning of pupils with disabilities. The government also improved the building infrastructures in most of the schools to accommodate pupils with disabilities and improve the mobility of children with disabilities (URT, 2008, URT, 2009).

It is argued that the majority of teachers in the regular schools have no understanding of inclusive education in Tanzania. A study conducted by Miles (2003) revealed that although Temeke Municipality attempted to implement inclusive education, the concept was not very much understood by non-specialist teachers and other education stakeholders. In another study conducted by Mmbaga (2002) in Same District to examine how inclusive education was provided at the classroom level, it was revealed that education system of Tanzania was not inclusive as the majority of disabled pupils were not involved much in the learning process as the lessons did not effectively consider their disabilities. The learning environment in the classrooms was not adapted and adjusted enough to accommodate and accept the pupils' differences.

Majority of general teachers in the inclusive schools see education provision in a medical model perspective; meaning that education provision in the inclusive schools is dominated by a rigid curriculum (Mmbaga, 2002). However, the principle of inclusion demands curriculum to be flexible to meet the diverse needs of the

pupils in inclusive classrooms.

## **2.7 Knowledge Gap**

Apparently, evidence indicates that education stakeholders particularly, primary school teachers need to be well-trained, well-equipped, and well prepared in having adequate knowledge and possessing practical and efficient skills as well as user experience in order to provide quality learning in the inclusive education setting. Teachers should also be able to make use of those skills, knowledge, and experience in expanding their inclusive acceptance of all pupils, regardless of their abilities or disabilities (Pavri & Luftig, 2001). Likewise, there is the similar significance of teacher training towards a successful inclusion in Tanzania (MOEVT, 2009; UNICEF, 2003; Yusufu, 2014). This is due to a shift in education policy that was made since 2001 with its current focus on 'Education for All' (MOEVT, 2009 & 2014).

Numerous researches and studies have explored the role as well as an influence of teacher training in relation to inclusion within Tanzania context (Mmbaga, 2002; Yusufu, 2014). However, their findings either seemed to be too general and not directly related to education stakeholders' attitudes toward implementation of inclusive education in primary schools in the study area as most of the studies have been conducted in Kilimanjaro (Same), Dar es Salaam (Temeke), Arusha, Dodoma, and Mwanza but none has been conducted in Tanga despite the place having inclusive schools with pupils with disabilities. Noticeably, a gap in literature pertaining to the explicit attitudes of the education stakeholders towards implementation of inclusive education within Tanzania can still be found. For this

reason, this study intentionally investigated education stakeholders attitudes towards the implementation of inclusive education in Tanga City Council. Besides, this study also sought to explore the possible challenges which teachers face when teaching in the inclusive setting.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the methodological aspects and procedures that were employed in the process of data collection and analysis. Thus, the chapter describes the research approach and design, location of the study, targeted population, sampling procedures and the instruments for data collection. It also describes issues of validity and reliability of the research instruments as well as the ethical issues. The chapter ends with the description of the analysis procedures that were used to come up with the research findings.

#### **3.2 Research Approach**

This study employed mainly a qualitative research approach. The qualitative research approach was selected for the study to generate an understanding of the attitudes of the education stakeholders in relation to the provision and implementation of inclusive education. In this case, qualitative was used in this study to get from school. Creswell (2007) asserts that the qualitative approach is used when the researcher intends to collect open-ended, emerging data with the primary intent of developing themes from the data.

He further added that the qualitative approach is used when the researcher seeks to listen to participants and build an understanding based on their ideas. The quantitative approach, on the other hand, generates and analyses the information which is in form of numerical statistics and can be easily summarized; hence, facilitate communication of finding (Creswell, 2012; Cherishe, 2006). The

quantitative data were used to supplement the data obtained through qualitative methods.

### **3.3 Research Design**

This study employed a descriptive survey design. Patton (2015) noted that a descriptive survey design aims at portraying the status of the existing situation and gives an understanding of the existing phenomenon under study. The design was, therefore, relevant to the study because it involved collecting the data from the population in order to verify and answer research questions in this order. Again, descriptive survey research is a method of collecting information by interviewing and or administering questionnaires to a sample of individuals.

According to Devi (1997) descriptive survey involves a small inclusive and intensive study of individuals whereby an investigator employs his/her skills and methods to allow a systematic gathering of enough information about a phenomenon to permit understanding on how it functions as a unit of society. The descriptive survey design of a small sample was adopted so as to allow the researcher to make an in-depth investigation with a precise description of the phenomenon under the study. The primary purpose of the study was to investigate the attitude of the education stakeholders on the implementation of the inclusive education. The study was conducted in a small geographical area with a small sample; therefore, it would be better being investigated through the descriptive survey.

### **3.4 Area of the Study**

The study was conducted in Tanga region specifically in Tanga City Council .

According to Best and Khan (2006), the ideal setting is one that is related to the researcher's interest, which is easily accessible and that which allows the development of immediate rapport. Tanga city council was chosen as a study area simply because it has a number of schools with inclusive education programmes. Schools studied are referred to as School A, B, C, D and E. Moreover, the researcher was interested with the area because Tanga is among the regions with reported cases of large number of children with special education needs who are not performing well in their national examinations (MoEST, 2016).

### **3.5 Study Population**

Patton (2015) maintains that a population is the universe of units from which the sample is to be selected. The sample is used by researchers to obtain the required information regarding the study and, hence, generalize the findings to the whole population. The targeted population in this study included heads of primary schools, primary school teachers, district social worker, pupils with special educational needs (pupils with disabilities), parents with children with disabilities and education officials from the ward level to the regional level.

### **3.6 Sample and Sampling Procedures**

#### **3.6.1 Sample**

Best and Khan (2006) define a sample as a small proportion of a population selected for observation and analysis, the characteristics of which can enable the researcher to make certain inferences about the population from which the sample is drawn. The authors maintained that there is no sample size that is best. However, a good sample should be that which reflects an actual profile of the population from which it is

drawn.

### **3.6.2 Sampling Procedures**

Sampling is the process of selecting a few (a sample) from a bigger group (the population) to become the basis for estimating the prevalence of an unknown piece of information, outcome regarding the bigger group (Patton, 2002). Sampling is further described as the statistical process of selecting a subset, called a sample of a population of interest for purposes of making observations and statistical inferences about that population (Bhattacharjee, 2012). Experience, availability and areadiness to participate in the study and gender are among the criteria that were used in the selection of the respondents.

Purposive sampling technique was employed to get the participants needed in this study. Purposive sampling technique is a type of non-probability sampling that is most effective when one needs to study a certain cultural domain with knowledgeable experts in the subject (Patton, 2015). It is for this reason that the pupils and teachers teaching in the inclusive schools were purposively sampled because they held the important and relevant information required for this study. Purposive sampling was used to select the five primary schools to be used in this study. Other respondents like education officers, social worker officer and heads of schools were purposively selected due to their positions in the administration of education and affairs of pupils with special education needs.

Therefore, the sample of this study included; 20 pupils, 10 teachers, 5 head teachers, 5 Ward Educational Coordinators (WEC), 1 District Education Officer, 1 Regional

Education Official, 10 parents and 1 District Social Worker Officer making a sample size of 53 respondents. The sample size selected was convenient to manage and also the number was reasonable for the information gathering. Thus, the sample size selected was ideal to the generalization of information about the attitude of education stakeholders towards the implementation of inclusive education.

**Table 3.1: Sample Composition**

<b>Category of Respondents</b>	<b>Number of Respondents</b>
Regional Education Officer	1
District Education Officer	1
District Social Worker Officer	1
Ward Education Coordinators	5
Par ents	10
Head Teachers	5
Teachers	10
Pupils	20
<b>Grand Total</b>	<b>53</b>

**Source:** Research Data, 2019

### **3.7 Data Collection Techniques**

The study employed different data collection techniques, namely the questionnaire, interview and observation. Thus, semi-structured interviews and open-ended questionnaires were used to collect data from the targeted respondents. The study used multiple instruments of data collection techniques in order to ensure that the data collected are valid and reliable. The instruments that were used are described in the subsections below.

#### **3.7.1 Questionnaires**

The questionnaire is a written list of questions for the selected respondents to fill. In a questionnaire, respondents read the questions, interpret what is expected and then



write down the answers (Kumar, 2011). Open-ended questionnaires were used to get more information from the respondents without any restriction, while closed-ended questionnaires used to gether information with restriction. Both questionneirs were useful since they obtained different information which could not be obtained using a single instrument. These questionnaires were administered to collect data from teachers, head of schools, Ward Education Officers and parents (see Appendix 3, 4, 5 and 6).

### **3.7.2 Interviews**

An interview is a purposeful dialogue between a researcher and respondents where the researcher looks for the specific information. It involves the data collection through direct interaction between the researcher and the individuals being studied (Gall *et al.*, 2005). Interviews were conducted for the purpose of collecting the first-hand information from the students and teachers as respondents. Descombe (2010) suggests that when a researcher needs to gain useful insights into things such as people's opinions, feelings, emotions, and experiences then the interview is the more suitable method. This technique was used for the purpose of obtaining rich and detailed information concerning the topic under the study. The purpose of interviewing, according to Patton (2002:341), “is to find out what is in and on someone else’s mind”.

The study employed semi-structured interviews with Regional Education Officer, District Education officer and District Social Worker, parents, Head teachers classroom teachersand pupils in order to get their views in relation to the implementation of the inclusive education (See Appendix 7, 8, 9, 10, 11& 12) The

study employed this method so as to reduce the risk of misinterpretation by some respondents. All interviews were conducted through the use of Swahili language which is the Tanzanian national language spoken by majority of the population for ease communication and understanding. The technique also permitted the establishment of rapport, confidence, and cooperation between the researcher and respondents (Creswell, 2012).

### **3.7.3 Observation**

Observation is the process of collecting information or data from the field whereby the researcher observes the situation in the field by being there personally. The researcher used this method to observe the environment and infrastructure of schools if are friendly to accommodate pupils with special needs (See Appendix 13 for the Observation Checklist).

## **3.8 Validity and Reliability of the Research Instruments**

### **3.8.1 Validity**

Validity determines whether the research truly measures that which was intended to measure or how truthful the research results are (Patton, 2002). The validity of data refers to the development of sound evidence to demonstrate that the intended test interpretation (of the concept or construct that the test is assumed to measure) matches the proposed purpose of the test (Creswell, 2012). It is the appropriateness, meaningfulness, and usefulness of specific inferences made from the test scores. The researcher ensured that all the sentences in the instruments are clear and any ambiguity is cleared. The sampling and sample size for the study were carefully selected to meet the scientific criteria for the selection in research studies. Honesty

and adherence to research ethics were maintained to ensure the credibility of the study. The validity of the instruments in this study was also ensured by the application of more than one research instrument (triangulation) in data collection. Further, the validity of the study was ensured through the pilot study in one inclusive school which was not among those schools which were involved in the actual study. The pilot study helped the researcher to check for the clarity of all the shortcomings that may be found in the instruments.

### **3.8.2 Reliability of the Instruments**

Reliability refers, to the ability of the instruments to produce what it was intended to measure over a repeated testing or scores across different rates (Lodico et al, 2006). The ability of the instruments to measure the same construct multiple times, with much the same result every time. Reliability in this study was ensured through triangulation as more than one instrument was used for data collection. Creswell (2007) asserts that triangulation is important in order to improve the reliability and validity of the findings. The researcher ensured that there is clarity in the instrument constructed. Therefore, questions in the research tools were constructed in such a way that avoids ambiguous sentences and difficult words for easy understanding and interpretation by the respondents.

### **3.9 Data Analysis Procedures**

Data analysis can be considered as a systematic process of selecting, categorizing, comparing, synthesizing and interpreting data to provide explanations of the single phenomena under the study. In this study, due to the fact that there were both qualitative and quantitative data, the analysis techniques considered the qualitative

data analysis methods as well as quantitative data analysis methods. The procedures that were used to analyze data for this study are described hereunder.

### **3.9.1 Qualitative Data Analysis**

Qualitative data analysis is a range of processes and procedures whereby a researcher moves from the qualitative data that have been collected into some form of explanation, understanding or interpretation of the people and situations that have been investigated (Creswell, 2012). Qualitative data that were collected through interviews with the officials from Regional and District offices and District Social Worker Officer Ward Education Officers, Head of Schools, teachers, parents, and pupils were analyzed through content analysis. Content analysis was used as a way of working with data from written, visual or hand material for identifying the specified traits of materials (Best & Khan, 2006). Responses that were gathered from interviews were subjected to content analysis in order to explore more information. The information obtained from the analysis was presented in the form of the quotations obtained from respondents as interpreted by the researcher.

### **3.9.2 Quantitative Data Analysis**

Quantitative data analysis is a systematic approach to investigations in which information collected is transformed into numerical data (Patton 2015). It involves measuring or counting attributes. The quantitative data in this study were obtained from the questionnaires through Likert scales. These were analyzed through the following procedures: The researcher made sense of the responses collected by organizing, summarizing and doing an exploratory analysis. Data are presented in tables.

### **3.10 Ethical Issues**

This is a complex set of values, standards and institutional schemes that help to constitute and regulate scientific activity (Gall et al., 2005). The study complied with all ethical issues in research. In this study, three main ethical issues namely, the informed consent, privacy, and anonymity were taken into consideration. To ensure informed consent, the researcher made sure that the participation of respondents was voluntary; that is, no respondent was forced to participate in the study. Participants were told about the nature and purpose of the study and that they had the right to stay or withdraw from the study.

According to Best and Khan (2006), the right to privacy is a person's right to decide when, where, to whom and to what extent his or her attitudes, beliefs and behavior will be revealed to other people. The researcher respected the participants' rights to privacy. Thus, he gave them the freedom to decide the place and time for the interviews which were convenient for both parties. Participants were given anonymous names through coding to label the data that would allow the researcher to connect different parts of their information without divulging their identity.

Before going to the field for the collection of data, the researcher sought for a research clearance letter from the office of the Post Graduate Studies at the Open University of Tanzania (OUT). The permission letter was sent to the responsible authority to introduce the researcher to the regional and Districts authorities responsible for granting of research permission. The researcher secured a research permission letters from the office of the City Council Director and City Council Education Office in Tanga introducing him to the respective authorities before going

to the specific schools where the actual study was conducted. The researcher explained and described to the respondents the purpose of the study and how it would be conducted before getting their consent. The anonymous names were used to hide the identity of the respondents and the schools under the study. The researcher abided by the research and publication guidelines of the OUT to avoid any possibilities of plagiarism so as to keep the originality of the work and maintain research ethics.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS**

#### **4.1 Introduction**

This chapter presents the findings of the study. The study investigated the education stakeholders' attitudes towards the implementation of inclusive education in Tanzania taking Tanga City council as a case study. These findings were obtained from 20 pupils, 10 teachers, 1 DEO, 10 parents, 5 WECs, 1 Social worker, 5 Headteachers, and 1 REO making a total of 53 respondents from both inclusive and non-inclusive schools. From the informants, data were collected through individual interview, questionnaires and observation. The aim was to investigate the attitudes of education stakeholders towards the implementation of inclusive education in Tanzania.

The findings of the study are based on the three specific objectives of the study presented in chapter one, which are: (1) to examine the attitudes of the education stakeholders' on the implementation of inclusive education, (2) to assess the status of the teaching and learning environment in the inclusive schools and (3) to examine the challenges facing primary school teachers in the implementation of inclusive education. This chapter, therefore, presents the study findings based on the three study specific objectives mentioned above. The data presented are organized into categories and subcategories. Three main categories, based on the study of specific objectives, and their related subcategories feature the headings in this chapter.

#### **4.2 Attitude of Education Stakeholders on the Implementation of Inclusive Education**

The first research objective sought to investigate the attitude of the education

stakeholders on the implementation of inclusive education. With regard to this objective, the study revealed that the majority of education stakeholders positively perceived inclusive education as being implemented in the study area. The majority of the teachers (70%) preferred inclusive classes to non-inclusive classes which were supported by 30% of the respondents. This finding implies that majority of teachers studied had a positive attitude towards the implementation of inclusive education as shown in Table 4.1.

**Table 4.1: Attitude of Teachers on the Implementation of Inclusive Education**

<b>Preferred Class</b>	<b>Perception</b>	<b>Frequency</b>	<b>Percent</b>
Inclusive class	Positive	7	70
Non-inclusive class	Positive	3	30
<b>Total</b>		<b>10</b>	<b>100.0</b>

**Source:** Field Data (2018)

The reasons why teachers had positive attitude towards the implementation of inclusive education were revealed to include, the ability of inclusive education to involve all pupils despite their differences in physical or mental abilities. The study revealed further that inclusive education reduces the prevalence of segregation or social classes among students in a school. This was supported by 30% of the respondents who pointed out that inclusive education reduces the social gaps among the students and therefore students are able to live without elements of segregation among them based on the physical or mental impairments that students have. Additionally, 10% of the respondents argued that inclusive education has helped pupils to cope with the existing learning environments. This helps in developing



confidence among students with special education needs and those who do not have special education needs. Similarly, 40% of the respondents revealed that inclusive education gives pupils room to cooperate with each other both academically and socially but most importantly is that it helps in overcoming stigmatization of those pupils with different kinds of impairments. Table 4.2 provides the summary of the responses from the teacher respondents.

**Table 4.2: Teachers' Responses on the Importance of Inclusive Education**

	<b>Relevance of inclusive education</b>	<b>Frequency</b>	<b>Percent</b>
	Helps pupils to cooperate with others both academically and socially	4	40
	It reduces segregation and social gap	3	30
	Helps pupils to cope with the existing learning environment	1	10
	Reduces stigmatization to those students with impairments	2	20
	<b>Total</b>	<b>10</b>	<b>100.0</b>

**Source:** Field Data (2018)

Furthermore, findings from interviewed respondents provided further justification about the attitude of the education stakeholders towards the implementation of the inclusive education in Tanzania. The following were the responses from the head teachers, Ward Education Coordinators, DEO, and REO in regard to the objective.

One head teacher from School A (anonymous) said:

*....utekelezaji wa elimu jumuishi unakwenda vizuri kwa kweli....sisi hapa tunatetekeleza sera hii kwa matendo kama unavyoona darasa letu lina mchanganyiko wa watoto wenye mahitaji tofauti ya elimu.... Kusema kweli watoto wote hawa wanahitaji kujumuishwa pamoja ili kuwasidia kujifunza kwa umoja kujenga urafiki na kusadia kuwajengea upendo.....(Mwalimu Mkuu, Mwanamke Shule A 12 Machi 2018).*

*“..... implementation of inclusive education is well done.....we are implementing this policy in practice as you can see our class has pupils with different education needs.....To be frank all these children need to be included in a single setting so that they can learn together in unity to help them create friendship and love...”. (Female Head Teacher at School A, 12 March 2018) (Researcher’s own Translation)*

One Ward Education Officer (WEC) from Ward Z where School C is located opined that the implementation of inclusive education was well done in his schools as he pointed out that teachers were cooperating well with pupils with special needs.

*“.....walimu wa shule zangu wanashirikiana vizuri na watoto wote wenye uhitaji maalum.....mara nyingi nawaona uwanjani wakicheza pamoja na hata darasani naona wanashirikishwa vizuri katika vipindi ....walimu wanawashirikisha ipasavyo wakati wa masomo darasani....” (Mwalimu Mkuu Shule C, 16 Machi 2018).*

*“.....teachers in my schools are working collaboratively with these pupils who have special education needs.....I frequently see them in the playground playing together and in classrooms learning in a participatory manner.....teachers do involve them accordingly in the lessons.....” (WEC at Ward Z where School C, is located 16 March 2018). (Researcher’s own Translation).*

On the other hand Tanga City Council Education Officer dealing with primary schools pointed out that the implementation of inclusive education in the area was implemented positively despite the available challenges. He commented this regarding the implementation of inclusive education in primary schools in the study area:

*“....katika wilaya yetu walimu wanajitahidi kuwahudumia vizuri na kwa upendo mwingi wanafunzi hawa wenye uhitaji maalum na hata wale wasio na uhitaji maalum. Tunajitahidi kuwaeleza walimu juu ya umuhimu wa kuwapenda na kuwafudisha hawa Watoto kulingana na mahitaji yao ya kitaaluma na kijamii.....” (Afisa Elimu, Halmashauri ya Jiji la Tanga, 20 Machi 2018).*

*“.....in our district our teachers are treating fairly both pupils with special educational needs and those without special educational*

*need...we are always telling them the importance of caring them with love and instructing them according to their academic and social needs.....”( Education Officer, Tanga City Council, 20 march 2018).*

Based on the responses above, it is apparent that teachers in the study had the positive attitude on the implementation of inclusive education. However, taking into consideration the number of schools in Tanga region, that is 989 schools (REO's Office, 2018), only 12 schools were inclusive.

### **4.3 Status of the Teaching and Learning Environment in the Inclusive Schools**

The second objective of this study sought to assess the status of the teaching and learning environment in the inclusive schools studied. The study found that the status of teaching and learning in the inclusive classrooms in the study area was not conducive enough to accommodate pupils with special education needs. This was because teachers were teaching and students were learning in the inclusive classrooms as was expected.

#### **4.3.1 Opinions about the Learning Environment in the Inclusive Schools**

mixed-views in the status of these schools, emerged among the teachers. While some thought that the teaching and learning environment were conducive (20%), others mentioned that the teaching and learning environment were not conducive (30%). While 50% of the respondents had the view that the status of the learning and teaching environment in inclusive schools was moderate. Although some participants were not comfortable with the status of the learning, classroom observation revealed that environment of the majority of the respondents (50%) who had the view that teaching and learning environment were moderate to supportive

inclusive learning. This view has taken into consideration that despite the physical observation made by the researcher in the studied schools which revealed a number of weaknesses which included infrastructures like classrooms, playgrounds, latrines, learning and teaching resources, teachers were enthusiastically working and assisting students to learn the expected skills and get competency that could help them in their lifetime.

When asked during the interview about the learning and teaching environment in the inclusive schools, the Social Welfare Officer in Tanga City Council said that they usually check the learning environment and when they find that the learning and teaching environment for the pupils with special education needs are not supportive they report it immediately to the responsible authorities at the Ministry of Education Science and Technology and Ministry of Health and Social Welfare for appropriate measures. She said this:

*“...mazingira ya ujifunzaji kwa watoto wetu katika elimu jumuishi kwa wastani yanaridhisha...kuna changamoto lakini siyo kikwazo kwa utekelezaji wa elimu jumuishi katika shule zetu.....changamoto hizi zinawakumba walimu na wanafunzi lakini kwa ujumla ujifunzaji na usfundishaji unatekelezwa kwa wastani....”* (Afisa Ustawi wa Jamii Jiji la Tanga, 23 Machi, 2018).

*“....learning environment for children in inclusive schools in our council is fairly conducive....there are few challenges which are not obstacle to the implementation of inclusive education in our schools..... these challenges face both teachers and pupils but generally learning and teaching is taking place at average level.....”* (Tanga City Council Social Worker, 23 March 2018).

#### **4.3.2 Number of Pupils in the Inclusive Classrooms**

The study found that most of the classrooms (60%) in the study had above fifty (50) pupils, while, 20% of the classes had forty and below pupils. In addition, the study

found that 20% of the classes had pupils ranging from 41 to 50 in the classroom.

**Table 4.3: Class size in the Inclusive Classrooms**

	<b>Class size range</b>	<b>Frequency</b>	<b>Percent</b>
	1-40 students	1	20
	41- 50 students	1	20
	above 50 students	3	60
	<b>Total</b>	<b>5</b>	<b>100.0</b>

**Source:** Field Data (2018)

Some heads of schools revealed that their classrooms were congested with students and as a result, those students with special education needs who need more time and attention could not effectively be attended during lesson presentations. The following were comments given during interview:

*“.....katika shule yangu nina wastani wa wanafunzi 62 kwa kila darasa.....ni changamoto kuwafikia na kuwahudumia kwa ufanisi wanafunzi wote katika mazingira kama haya unapofundisha....”* (Mwalimu Mkuu, Shule B, 18 Machi 2018)

*“.....in my school, I have the average of 62 students in a single class....in this situation, it is a challenge in attending all students effectively when teaching....”* (Head Teacher of School B, 18 March 2018)

Another respondent argued that in her school one class has more than

45 students She had this comment about the class size aspect:

*“...tuna zaidi ya wanafunzi 45 katika darasa moja.....hii ni kinyume na maelekezo ya serikali, lakini kwa kuwa hatuna madarasa ya kutosha tunapoweza kuwaweka wanafunzi wengine....tunatumia miundombinu iliyopo....”* (Mwalimu Mkuu, Shule D, 16 Mach 2018).

*“.....we have more than 45 students in a single class....this is against government instructions, but because we lack enough classrooms where we can take other students we use the available infrastructures....”* (Head Teacher of School D, 16<sup>th</sup> March 2018)

Additionally, the study found that most of the inclusive schools in the study have

poor infrastructures. This was mentioned by 30% of the respondents who mentioned poor school infrastructure as one of the features of the inclusive schools in the studied schools. The study further revealed that studied pupils with special education needs lack supportive learning facilities like brailes and hearing aids which could help them learn effectively in their classes and outside their classes. This was mentioned by 20 % of the respondents when they responded on the question about the status of the learning environment in the inclusive schools. Similarly, 20% of the respondents mentioned that teachers lack special training on how to handle inclusive classrooms.

**Table 4.5: Status of the Resources in the Learning Environment**

<b>Condition of the Learning Environment</b>	<b>Frequency</b>	<b>Percent</b>
Large number of students in classrooms	2	20
Poor school infrastructures	3	30
Inadequate teaching and learning resources	1	10
Lack of special training for teachers	2	20
Lack of supportive learning facilities like brailes, and hearing aids to those pupils with special education needs	2	20
<b>Total</b>	<b>10</b>	<b>100.0</b>

**Source:** Field Data (2018)

Consecutively, 10% mentioned that inclusive schools in the studied schools experience inadequate teaching and learning resources, while the other 20% of the respondents had the view that classrooms are congested by a large number of pupils which is difficult to control when teaching. Table 4.5 gives the summary of the findings. Despite the statistics provided in Table 4.5, the researcher observed some teachers who were working hard in schools both in the classrooms and outside the classrooms. This means that despite the hardship situations which teachers and

pupils in the study experience, teachers are determined to teaching and assisting pupils to get the possible quality education they can afford to provide.

When asked about the status of the teaching and learning environment in the inclusive schools during the interview, Tanga Regional Education Officer (REO) admitted that Inclusive Education in the area faces insufficient teaching and learning materials especially for those pupils with special education needs.

*“.....zana za kufundishia na kujifunzia hazitoshelezi katika madarasa jumuishi....hali hii huathiri sana ufundishaji na ujifunzaji katika shule jumuishi.....vilevile baadhi ya walimu hawajapata ujuzi mzuri wa namna ya kuhudumia madarasa shirikishi” (Afisa Elimu Mkoa wa Tanga, 14 Machi 2018).*

*“...the teaching and learning resources are not sufficient in our inclusive classes.....this affect the teaching and learning in the inclusive schools.....in addition, some teachers lack competency and skills on how to handle inclusive classes”(Tanga REO, 14 March 2018).*

#### **4.3.3 Friendliness of the Teaching and Learning Environment in the Inclusive Schools**

The study explored whether or not the teaching and learning environment was friendly to both teachers and pupils in the inclusive schools. The findings have shown that teaching and learning environment in the inclusive schools are not as friendly as indicated in Table 4.6. This was justified by 70% of the teacher respondents who replied ‘no’ when asked to comment on the friendliness of the environment. On the other hand, 30% of the respondents mentioned that the teaching and learning environment was friendly for both teachers and pupils. However, taking into consideration the other factors like responses in other questions, it is likely that the teaching environment is generally not friendly hence affect the performance of

both teachers and students.

During the interview, some respondents gave their views about the friendliness of the teaching and learning environment in the inclusive schools. One female teacher said:

*“.....mazingira ya elimu jumuishi hapa si mazuri kusema kweli.....changamoto ni nyingi sana. Lakini tunajitahidi hivyo hivyo....” (Mwalimu wa Kike Shule A, Machi 2018)*

*“.....frankly speaking learning environments in the inclusive education are not supportive...there are a lot of challenges...but we are trying....” (A female teacher in School A)*

With inadequate teaching and learning materials, it is difficult for effective learning to occur. This is because both teachers and pupils are not able to demonstrate the skills and knowledge learned due to the fact that learning supportive materials like hearing aids, brailles were not available. Thus, rote learning is likely to be experienced in such a situation. During an interview with District Education Officer in Tanga City Council, it was found that the government is aware of the unfriendly teaching and learning environment in the studied schools particularly in relation to inclusive education. When responding on the status of teaching and learning in the inclusive schools the Education Officer said:

*“.....ofisi yangu inazijua changamoto zinazokabili ufundishaji na ujifunzaji katika madarasa ya elimu jumuishi.....baadhi ya wanafunzi wana mahitaji maalum ya kitaaluma....na rasilimali kama vitabu vya kusoma kwa wanafunzi wenye tatizo la kutoona, mashine na karatasi za nukta nundu, vifaa vya kusaidia kusikia, hazitoshelezi mahitaji ya wanafunzi wote darasani, lakini pia siyo waalimu wote wana uwezo wa kubaini mahitaji ya wote kisaikolojia na kijamii hivyo wanakwamishwa na changamoto hizikatika utekelezaji wa elimu jumuishi.....” (Afisa Elimu Jiji la Tanga, 24 Machi 2018).*

*“.....my office is aware of the challenges facing the teaching and*



*learning in the inclusive classes....some students have special education needs and resources like brailes, text books for pupils with visual impairments, hearing aids, are not adequate..... but also not all teachers have the capacity to understand the psychological and social needs of all students in the class, therefore, they are challenged with these factors in the implementation of inclusive education.....” (Tanga City Council Education Officer, 24<sup>th</sup> March 2018)*

On the other hand, students who were interviewed by the researcher admitted that they were being taught in the same way as students who have special education needs. They argued that they share all the facilities available in their schools. One student from School B said:

*....we learn here in the same classroom with students who have impairments....we seat together in the classes but during sports, they do not participate.....(A female student at School B, 18<sup>th</sup> March 2018)*

In School E, the researcher of this study interviewed students with special education needs and two of them had these responses:

*“....mwalimu anapozungumza siwezi kuona ishara na vitu anavyoonyesha .....hii ni changamoto katika kuelewa ni kitu gani kinafundishwa na mwalimu....” (Mwanafunzi wa kiume, shule E 16 Machi, 2018).*

*“.....when the teacher speaks I can’t see the actions and the objects he shows.....therefore it is a challenge in understanding what is being taught.....(male student at School E, 16<sup>th</sup> March 2018)*

Another student had this to say in relation to the status of teaching and learning:

*“.....tunafundishwa, lakini kunakili notsi kutoka ubaoni haiwezekani hivyo mwalimu huwa anatusaidia baada ya kipindi kuisha...lakini wakati mwingine anakosa muda kwa kuwa anakwenda kufundisha madarsa mengine.....” (Mwanafunzi wa kike, shule E, 16 Machi 2018).*

*“.....we are taught well but writing notes from the blackboard is impossible therefore the teacher comes to assist when the lesson is over....but sometimes he does not have the chance as he has to go to another lesson in another class.....” (Female student School E, 16<sup>th</sup> March 2018).*

These findings imply that the status of teaching and learning environment of the inclusive schools are not conducive and supportive for effective and quality education. All categories of respondents have revealed their experience in relation to the status of the implementation of inclusive education in the studied schools, the general picture painted is that though inclusive education is provided in the schools, it is not that much effective due to the prevailing situations which act as barriers for effective implementation.

#### **4.4 Challenges Facing Implementation of Inclusive Education**

The third objective of the study examined the challenges facing primary school teachers in the implementation of inclusive education. The study found that inclusive education is faced with a number of challenges that are summarized in table 4.6

**Table 4.6: Friendliness of the Teaching and Learning Environment**

	<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
	Yes	3	30
	No	7	70
	<b>Total</b>	<b>10</b>	<b>100.0</b>

**Source:** Field data (2018)

Including. inadequate teaching and learning materials. This was mentioned by 30% of the respondents who were supplied with questionnaires. Moreover, 30% of the respondents highlighted that lack of in-service training and specialized teachers who have special training on inclusive education, particularly on how to care for those pupils with special education needs is another big challenge in implementing inclusive education. This implies that inclusive education requires teachers to be

effective with skills and knowledge to handle pupils' needs in the classroom and outside classroom.

In addition, the study found that majority of parents have the negative perception towards inclusive education, this makes it difficult for teachers as they do not get maximum cooperation from parents. This was highlighted by 10% of the respondents who argued that the negative perception of some parents is a challenge in the implementation of inclusive education in the study area. When both teachers and parents work together then it is easy to assist pupils at school and in their home settings. This is because the specific needs of a student will be easily communicated by both parties, hence supportive of a learner.

On the other hand, large class size was mentioned by 20% of the respondents as another challenge which faces the implementation of the inclusive education in the study area. In a large class which is congested, effective teaching and learning are unlikely to occur. This is because a teacher can not attend all pupils in the classroom as they can not easily form groups to be attended during the lessons. Therefore, chorus answers are likely to dominate the learning and as a result, pupils with learning challenges will not easily be identified. This implies that it is not easy to implement the learner-centered approach in the schools studied because of large class size.

Similarly, the study revealed that schools lack crucial infrastructure like supportive classrooms with wheel chairs which allow learners with physical disability to get access to the play-grounds, lack of dining halls to support pupils during meal breaks,

unfriendly latrines as those available were designed to support only learners with no visual impairments, available sports' gears (facilities) are not user friendly to pupils with impairments, and also schools have no fencing facilities which could protect pupils from informal interaction with outsiders. This was mentioned by 20% of the respondents during data collection. This situation affects students' welfare and wellbeing as the learning environment is not safe and supportive for their learning.

**Table 4.7: Challenges Facing the Implementation of Inclusive Education**

	<b>Challenges</b>	<b>Frequency</b>	<b>Percentage</b>
	Inadequate learning teaching and learning materials	3	30
	Lack of crucial infrastructures in the learning environment	2	20
	Lack of in-service training and special needs education teachers	2	20
	A large number of students in the classroom	2	20
	Parents' negative perception	1	10
	<b>Total</b>	<b>10</b>	<b>100.0</b>

**Source:** Field Data (2018)

On the other hand, 30% of respondents pointed out inadequate teaching and learning materials as a challenge in the implementation of inclusive education. Additionally, the findings indicated that teachers in the inclusive schools lacked in-service training and special training in inclusive education. This was mentioned by 20% of the respondents who indicated that this was among the factors affecting the implementation of inclusive education. The implication of these findings is that a number of factors hinder effective implementation of inclusive education in the studied schools, a situation which leads to the poor academic performance of the students in the inclusive schools. Table 4.7 provides the summary of the findings.

In the interview conducted with some respondents in the studied wards and schools, , it was revealed that inclusive education is facing a number of challenges in the course of its implementation. The following were some views from the interview with informants in relation to the challenges facing implementation. WEC From Ward Y where School B is located gave this comment:

*“.....mazingira yetu siyo mazuri kwani kuna baadhi ya watoto wana mahitaji maalum.....ni vigumu kwa wao kujifunza vizuri katika madarasa haya jumuishi...wangejifunza vizuri zaidi wakiwa kwenye mazingira yenye vifaa na zana maalum.....”* (Mratibu wa Elimu Kata Yiliko shule B, 17 Machi 2018)

*“.....our environment is not conducive as some pupils have special education needs.....it is difficult for them to learn effectively in the inclusive classrooms...they could learn better in the rich learning environment where they get required teaching and learning materials....”* (WEC Ward Y where School B is located, 17 March 2018).

When commenting on the challenges facing the implementation of the inclusive education in the study area, a teacher from School A said that:

*“.....tunafanya kazi katika hali ya unyonge....hakuna motisha yoyote mbali ya kazi kuwa ngumu....kumbuka hatufundishi tu bali tunafanya kazi kubwa sana ya kulea.....”* (Mwalimu wa Shule A, 18 Machi 2018)

*“.....we are working with low morale.....no motivation despite difficult tasks we have.....remember we are not only teaching but we are also giving care to this children..”(Teacher School A, 18 March 2018).*

Further, challenges facing the implementation of inclusive education in the studied schools were described by the informants. A teacher from School C provided the following comment:

*“.....wazazi wengi hawatoi ushirikiano kwetu walimu..... japo tunafanya kazi kubwa ya kuwasaidia hawa watoto waweze kujitambua na kujimudu.....”* (Mwalimu wa Shule C, 16 Machi 2018)

*“.....most of the parents are not cooperative to us teachers.... though we are doing a lot to help children to be able to have self-determination and to be independent.....”* (Teacher in School C, 16 March 2018).

It was also revealed that lack of awareness among community members on the concept of inclusive education and how this concept works was another challenge encountered by teachers in the implementation of inclusive education. One parent whose children study in School E had this comment regarding challenges facing implementation of inclusive education in the studied schools.

*“...jamii bado haijapata mwamko kuhusu elimu jumuishi.....walimu wanajitahidi lakini wale wanaoishi na watoto wenye uhitaji maalum au wale wanowazunguka bado wanahitaji kuelimishwa sana.....”* (Mzazi wa Shule E, 20 Machi 2018)

*“.....the community has not got sensitization about inclusive education.... Teachers are trying at their best but those parents or guardians with children who have special education needs still need to be educated on the concept of inclusive education...”* (Parent in School E, 20 March 2018).

When commenting on the challenges facing the implementation of inclusive education in the studied schools, Tanga REO had similar arguments as those mentioned by other participants. However, he pointed out that the concept of inclusive education is new to most of the community members and even teachers themselves, thus, it needs time to internalize the concept. He said that:

*“...this concept of inclusive education is not familiar to the majority of community members and especially the teachers who are implementing it...when you have introduced something new it will be received and perceived differently and its implementation must face some obstacles.....”* (Tanga REO 22<sup>nd</sup> March 2018)

All these responses imply that implementation of the inclusive education in Tanzania is not a smooth task as it faces a lot of barriers and challenges. The study has revealed that both teachers, students and parents are aware of the challenges encountered in the implementation process.

## **CHAPTER FIVE**

### **DISCUSSION OF THE STUDY FINDINGS**

#### **5.1 Introduction**

This chapter presents the discussion of the findings presented in chapter four. The discussion is based on the study objectives, research questions as well as research findings. The discussion also draws on the theoretical stances and empirical findings presented in the literature in chapter two.

#### **5.2 Attitude of Education Stakeholders towards Implementation of Inclusive Education**

The first objective of the study was to examine the attitude of education stakeholders towards the implementation of inclusive education in the study area. The study revealed that the teachers studied had positive attitude towards the implementation of inclusive education. This finding concurs with the standard rules on the equalization of opportunities for persons with disability policy of 1993 which insists that teachers should develop positive attitude towards the implementation of inclusive education..

It was also found that teachers have confidence in the use of an inclusive approach in the process of teaching and learning. This confidence is due to the ability of inclusive education to develop confidence in students, reduce all elements of segregation and stigma towards those students with special educational needs such as students who are mentally impaired, and those with physical impairments. This finding goes parallel with Universal Declaration of Human Rights of 1948 which emphasize that human beings are different from one another and deserve respect and hence, right to education should be provided to all human beings without

discrimination. It was also revealed that inclusive education helps to mold students to develop cooperation spirit among themselves regardless of their social status, ethnic or impairment differences. These findings are in line with Peters (2003) who found that inclusive education is a good way of achieving EFA goals of giving accessible and quality education to all children regardless of their geographical, social-economic status, ethnicity or any kind of impairments.

The study observed further that teachers in the studied schools were working collaboratively with students who have special educational needs to ensure that these students get their right to education. The commitment that was shown by teachers regardless of the working conditions in the process of education delivery in the schools which was observed by the researcher could be linked with the findings from the respondents who revealed that teachers have positive attitudes towards inclusive education.

### **5.3 Status of the Teaching and Learning Environment in Inclusive Schools**

This objective sought to assess the status of the teaching and learning environment in the inclusive schools. The study findings revealed that students in the inclusive schools are taught and they are learning despite the challenges they face. The study revealed that the status of teaching and learning is moderate but is having a number of setbacks. These setbacks include: .The study found that most of the inclusive classrooms in the studied schools had more than 45 students in a single classroom. This affected the quality of teaching and learning as a class with a large number of students is not supportive of the learner-centered approach which require the teacher to facilitate learning and not to be the source of knowledge. The findings concur with



Mandyata (2002) who observed that inclusive classes in Zambia were overcrowded and in Chitemalesa Basic School a number of students in the class were 120.

In classes with students who have special educational needs, teachers are supposed to attend closely each student so as to identify their learning needs. However, in the situation observed in the studied inclusive schools, it is difficult for teachers to group students in small groups to facilitate learning due to a large number of students in the class despite their academic needs. Majority of the classrooms observed had more than 50 students in a single class. This is contrary to government directives that a class should not exceed 45 students for effective learning and quality education provision (MoEVT, 2015). It is expected that if class size were minimal to acceptable standards, teachers would facilitate the learning process more effectively and the majority of students would acquire the competency and skills expected of them.

### **5.3.1 Friendliness of the Teaching and Learning Environment**

The study revealed that the teaching and learning environment in the inclusive schools observed were not friendly to both teachers and students. This situation made the learning environment somehow difficult especially to children with the physical disability who use wheelchairs for their mobility. This finding supports among those found by Njoroge (2010) who observed that the lack of teaching and learning facilities in the schools which provide inclusive education affected the performance of both teachers and students. These findings are similar to those found in England by UNESCO (2008), who insisted that teaching and learning environment of students with special education needs were not conducive for

effective learning of these students. The situation is well presented in section 4.5.3 in chapter four where evidence from the field has been described.

#### **5.4 Challenges facing Implementation of Inclusive Education**

The third objective of this study was to assess the challenges facing primary school teachers in the implementation of inclusive education. The study found that teachers were facing a number of challenges in the course of implementation of inclusive education in the study area. The challenges are discussed in the following sub-sections. The study revealed that the schools had inadequate teaching and learning materials to effectively support the learning of students in the inclusive classes. Learning materials like braille machines and papers were not enough to support the learning of children who had visual impairments for instance.

This finding is in line with Mboya, Mbise, Tungaraza, Mmbaga, Kisanji, and Madai (2008) who conducted a situational analysis and assessment of special needs and inclusive education and observed that absence of or inadequate learning materials such as braille machines in the inclusive schools affect much the learning and teaching in these schools. They argued that this challenge of teaching and learning facilities affect the performance of both teachers and students. According to Das, Gichuru and Singh, (2013) inclusive schools need to be supplied with enough resources including materials and fund so that their management could be easy, hence the effective implementation of the learning and teaching processes.

##### **5.4.1 Lack of Special In-service Training on Inclusive Education**

Moreover, the study revealed that most of the teachers in the studied schools lack

specialized training in inclusive education hence lack the required knowledge and skills to effectively implement inclusive education. Teachers revealed that they do not have specialized skills in dealing with students with special educational needs. This lack of in-service training for teachers makes it difficult for them to provide the required expertise and standards in handling inclusive classes. The study observed that it is important for teachers to get in-service training and specialized programmes so that they could implement effectively this concept of inclusive education. The study findings are similar to the findings of Lewis and Little (2007) who had the similar view as they argued that implementation of inclusive education faced difficulty in schools since it was not insisted well in the education policy and in various in-service training programmes in many countries.

Specialized training would equip teachers with the knowledge and skills required so that they could be able to assess the learning needs of students in their classes and hence be able to provide the necessary assistance as suggested by John (2014). This finding is parallel to Mmbaga (2002) who affirmed that teachers who are not well equipped with knowledge about inclusive education would not be able to accommodate and accept the differences among the students.

#### **5.4.3 Negative Perception among Community Members on Inclusive Education**

Furthermore, the study revealed that community members and especially parents have negative perceptions towards the concept of inclusive education. In the interview conducted with teachers and parents, it was revealed that some parents were not ready to send their children with special educational needs to the inclusive schools. They resisted and others showed hesitation because they think that children

with either mental or physical impairments can not study in the same education settings. This affects so much the implementation of inclusive education in the study area. These findings concur with Eleweke (2002) who indicated that readiness of the community and implementors can influence positive and effective implementation of inclusive education.

The study also indicated that some teachers had the view that there should be normal classes and special schools for students without and those with special educational needs for effective learning. This implies that even some teachers had negative perception about inclusive classes though a majority of them had received positively the idea of inclusive education. These findings are supporting the study conducted by Mmbaga (2002) who found that non-specialist teachers in the inclusive education were far away from realities in the implementation of inclusive education because they could not adjust easily to fit into the proper inclusive education implementation.

#### **5.4.4 Number of Students in the Inclusive Classes**

The study revealed that overcrowded classrooms were another factor affecting the implementation of inclusive education in the study area. It was revealed that most of the classes in the study area had more than 50 students in a single classroom. This affected both teachers and students as interaction during lessons presentations were limited. The study observed that in the congested classes students could not form small groups of about four to five for easy sharing of ideas and discussion, but also teachers could not attend each group to identify the learning needs or weakness and strength of individual learners in order to provide necessary scaffolding. This study is in line with Yusufu (2014) who argued that large class size affects the quality of

education delivery in the inclusive education settings. On the other hand, Miles (2003) argued that overcrowded classes impede the learners to get the freedom to express their views during the learning process if the teacher is not strong enough to manage the classroom discipline. All these factors discussed above have great influence in the implementation of inclusive education.

## **CHAPTER SIX**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **6.1 Introduction**

This chapter provides the last part of the research report. It covers a summary of the study, the major findings, conclusion and the recommendations for action and for further research.

#### **6.2 Summary of the Study**

The study was conducted in Tanga City Council in five selected inclusive schools. The study aimed at investigating education stakeholders attitude towards the implementation of inclusive education in Tanga City Council . The study was guided by three specific objectives which were; (i) to examine the attitude of the education stakeholders on the implementation of inclusive education, (ii) to assess the status of the teaching and learning environment in the inclusive schools, (iii) to examine the challenges facing primary school teachers in the implementation of inclusive education.

The study was guided by Social Constructivist Theory, which emphasize on the relevance of social environment in the learning process. The theory postulates that learning is shared and human beings learn from the surrounding while getting assistance from those who are more knowledgeable others. Importantly, the theory emphasize on the role of scaffolding (assistance) from the teacher and those peers who are more informed about what is being learned to support other learners. This theory was chosen as it considers the position of the learners to share their ideas, views and the role played by the teacher or more knowledgeable others who can be

peers, parents or siblings in assisting a child to learn.

The study employed purposive sampling procedures to obtain data from parents, students, teachers and District education officials. The study sample was 10 teachers 5 head teachers, 1 regional education officer, 1 District education officer,, 20 students, 10 parents, 1 District social work officer, and 5 ward education coordinators. The interview was administered to 5 teachers, 4 head teachers, 10 parents and 2 education officers and pupils. while questionnaires were administered to 10 teachers. Data were analyzed thematically based on the research objectives.

### **6.3 Summary of the Study Findings**

Basing on the research findings and discussion above, the study has the following summary which is presented in relation to the research objectives. The summary consists of a brief articulation of the research findings specifically related to the study objectives and research questions.

#### **6.3.1 Attitude of education stakeholders Towards Implementation of Inclusive Education**

The first objective of the study examined attitudes of education stakeholders towards the implementation of inclusive education. The study revealed that teachers in the studied schools had the positive attitude towards the implementation of inclusive education despite opposition views. The study revealed that inclusive education plays a great role in developing confidence among all children learning in the inclusive settings. It was revealed that inclusive education is more supportive to those children with special educational needs.

The study revealed further that inclusive education enhances social relationship among children with varied educational needs but also it helps students to be able to cope with various social challenges which are likely to be encountered by these children when they become grown-up persons in the community. The study indicated that Tanzania has well-stipulated policy and regulations about inclusive education and they are incorporated in the national curriculum and education policy which guide education provision in the country.

### **6.3.2 Status of the Teaching and Learning Environment in Inclusive Schools**

The second objective of the study examined the status of the teaching and learning environment in inclusive schools. The study revealed that teaching and learning processes were being carried out despite some barriers. The learning environment was not so much favourable to the learners as some infrastructures like classroom and playgrounds were not friendly to the learners especially those who had visual and physical challenges. Additionally, the teaching environment lacked some facilities like braille machines and papers which could assist students with visual impairments. Similarly, the learning and teaching environment was characterized by overcrowded classes which were said to hinder the performance of both teachers and students.

### **6.3.3 Challenges facing Implementation of Inclusive Education**

The third objective of this study was to assess the challenges facing primary school teachers in the implementation of inclusive education. It has been revealed in the study that the implementation of inclusive education faces a number of challenges in its implementation. Among the challenges revealed in the study include, negative



perception of community members including some teachers on the concept of inclusive education. It was also revealed that some parents perceived negatively the concept of involving students with educational needs and regular students to study together in the same class. Similarly, inadequate teaching and learning materials, the large number of students in the classes were mentioned among the challenges.

#### **6.4 Conclusions**

From the study findings, discussion and summary, the following conclusions were made:

- i. Education stakeholders have positive attitude towards inclusive education as implemented in their schools, however, some teachers have hesitation about the effective implementation of inclusive education.
- ii. Despite being implemented in the schools studied, the teaching and learning environment are not supportive to both students and teachers in inclusive classes.
- iii. Lack of special in-service training for teachers, inadequate learning and teaching facilities, an unfriendly environment for learners, negative perception among some community members and overcrowded classes affect the implementation of inclusive education.

#### **6.5 Recommendations**

In the light of the study findings, discussion and conclusions, the following recommendations are made; the recommendations given are for the attention of the organs supervising education, parents, schools and other education stakeholders:

### **6.5.1 Recommendations for Action**

- i. The Ministry of Education Science and Technology together with the President's Office Regional Administration and Local Governments need to ensure that all education stakeholders are familiarized with the concept of inclusive education for its effective implementation.
- ii. Education policymakers are encouraged to formulate policies which emphasize more on the necessity for the concept of inclusive education to be taught as a course in the teacher training colleges so as to help more teachers to get skills in dealing with all students regardless of their physical or mental differences.
- iii. There is a need for the government and education stakeholders to work together to overcome challenges facing the implementation of inclusive education in Tanzania.

### **6.5.2 Recommendation for Further Research**

The current study was confined to some selected primary schools in Tanga City Council in Tanga region. It is suggested that there is a need for a similar study at secondary school level in the same study area that will involve a larger sample than the one used in the current study and a different design and approach may be used.

Another similar study could be conducted in other districts in Tanga region in order to compare the findings, and hence, to make a generalization if possible as a strategy towards improving quality of education in the inclusive schools.

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## APPENDICES

### Appendix 1

#### QUESTIONNAIRE FOR WARD EDUCATION OFFICERS

Dear Respondent,

The researcher is conducting a study on Education Stakeholders' Attitudes Towards the Implementation of Inclusive Education in Primary Schools in Tanzania.

You are asked to provide the needed information in the accomplishment of the study. Please give relevant information according to your knowledge and authority as an education official. The information given will be used for the academic purposes and will be used only by the researcher and his supervisor.

Preliminary information

a) Age (       ) Sex. (       )

I. 25-35 yrs old

II. 36-45 yrs old

III. Above 45 yrs old

b) Education level (       )

i. Certificate

ii. Diploma

iii. Degree/

iv. Master's Degree

c) Ward/District .....

d) Experience in the post. (       )

i. 1-5 yrs

ii. 6-10yrs

iii. Above 10 yrs

### Questions

1. How many schools in your Ward/District? .....
2. How many pupils do you have in these schools? Boys .....  
Girls..... Total.....
3. How many pupils with special needs do you have in these schools?  
Boys..... Girls..... Total.....
4. What do you understand by term inclusive education?  
.....  
.....
5. Are the schools/class environment supportive enough to accommodate pupils with special needs? (e.g. Those with hearing, visual and physical impairment)  
a. Yes                      b. No                      (       )
6. Did you undergo any training on inclusive education?  
a. Yes                      b. No                      (       )
7. What are the challenges facing your teachers in managing implementation of inclusive education?  
.....  
.....

8. What challenges do pupils face in the inclusive schools?

i. ....

ii. ....

iii. ....

iv. ....

9. In your opinion where do you think pupils with special educational needs benefit more between these two categories of schools?

a. In the inclusive schools

b. In the regular schools

10. what is the ground of your response in the above question (Q9)?

.....  
 .....

11. What are your general comments on the implementation of inclusive education?

.....  
 .....  
 .....  
 .....

**THANK YOU FOR GOOD COOPERATION**

## APPENDIX 2

### QUESTIONNAIRE FOR HEAD OF SCHOOLS

Dear Respondent,

The researcher is conducting a study on Education Stakeholders' Attitudes Towards the Implementation of Inclusive Education in Primary Schools in Tanzania.

You are asked to provide the needed information in the accomplishment of this study. Please give relevant information according to your knowledge. The information you give will be used for the academic purposes and will be used only by the researcher and his supervisor.

#### **Preliminary information**

a. Age ( )

- i. 25-35 yrs old
- ii. 36-45 yrs old
- iii. Above 45 yrs old

b. Sex

- i. Male
- ii. Female

c. Education level ( )

- i. Certificate
- ii. Diploma
- iii. Bachelor Degree
- iv. Master's Degree

d. School .....



e. Experience in the post. ( )

i. 1-5 yrs

ii. 6-10yrs

iii. Above 10 yrs

### Questions

1. How many pupils do you have in your school?

Boys ..... Girls.....

2. How many pupils with special needs in the school?

Boys..... Girls.....

3. What do you understand by the term inclusive education?

.....  
 .....  
 .....  
 .....

4. Is the school/class environment supportive enough to accommodate pupils with special needs? (e.g. Those with hearing, visual and physical impairment)

b. Yes                      b. No                      ( )

5. Where do you prefer to teach between the two groups? ( )

a. Inclusive school/classes

b. Inclusive regular school/classes

6. Did you undergo any training in inclusive education?

- a. Yes                      b. No                      (       )

7. How do you manage and control teachers and pupils in inclusive school environment?

.....

.....

.....

.....

8. How do you handle pupils with special needs in the inclusive school?

.....

.....

.....

.....

9. What challenges do you face in managing the inclusive school?

- i. ....
- ii. ....
- iii. ....
- iv. ....

10. How do you work out the challenges you face?

.....

.....

11. In your opinion where do you think pupil with special needs benefit more between the two categories of schools? ( )

c. In the inclusive schools

d. In the regular schools

12. What is the basis of your opinion in the question 11 above?

.....

.....

.....

13. What are your general comments on the implementation of inclusive education?

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.....

**THANK YOU FOR YOUR COOPERATION**

### Appendix 3

#### QUESTIONNAIRE FOR THE TEACHERS

Dear Respondent,

The researcher is conducting a study on Education Stakeholders' Attitudes Towards the Implementation of Inclusive Education in Primary Schools in Tanzania.

You are asked to provide the needed information in the accomplishment of this study. Please give relevant information according to your knowledge. The information given will be used for academic purposes and will be used only by the researcher and his supervisor.

#### Preliminary information

a) Age ( )

i. 25-35 yrs old

ii. 36-45 yrs old

iii. Above 45 yrs old

b) Education level ( )

i. Certificate

ii. Diploma

iii. Degree/ Master's Degree

c) School .....

d) Class.....

Experience in teaching. ( )

i. 1-5 yrs

ii. 6-10yrs

iii. Above 10 yrs

### Questions

1. How many pupils do you have in your class?

Boys ..... Girls..... Total.....

2. How many pupils with special needs do you have in your class?

Boys..... Girls..... Total.....

3. What do you understand by the term inclusive education?

.....  
 .....  
 .....  
 .....

4. Is your school/class environment supportive enough to accommodate pupils with special needs? (e.g. Those with hearing, visual and physical impairment)

a. Yes                      b. No                      (      )

5. Between these two choices where would you prefer to teach?                      (      )

a. Teaching in inclusive classes

b. Teaching in regular classes

6. Did you undergo any training on inclusive education?

a. Yes                      b. No                      (      )

7. How do you manage and control the inclusive classes while teaching?

.....  
 .....

8. How do you implement inclusive education in your school?

.....

.....

.....

.....

9. How do you ensure that pupils with special needs learn effectively and reach their academic potentials?

.....

.....

.....

.....

10. What challenges do you face in teaching the inclusive classes?

- i. ....
- ii. ....
- iii. ....
- iv. ....

11. How do you work out the challenges you encounter?

.....

.....

.....

.....

12. In your opinion where do you think pupil with special needs benefit more between the two? ( )

- a. In the inclusive schools/classes

b. In the regular schools/classes

13. Give reasons for your choice in the above question (Q12).

.....

.....

.....

.....

14. Give your general comments on the implementation of inclusive education?

.....

.....

.....

.....

**THANK YOU FOR YOUR COOPERATION**

## Appendix 4

### QUESTIONNAIRE FOR PARENTS

Dear Respondent,

The researcher is conducting a study on Education Stakeholders' Attitudes Towards the Implementation of Inclusive Education in Primary Schools in Tanzania.

You are asked to provide the needed information in the accomplishment of this study. Please give relevant information according to your knowledge. The information you give will be used for academic purposes and will be shared only by the researcher and his supervisor.

#### Preliminary information

- a. Age (       )
  - i. 25-35 yrs old
  - ii. 36-45 yrs old
  - iii. Above 45 yrs old
- b. Education level (       )
  - i. Primary Education
  - ii. Certificate/Diploma
  - iii. University Degree
  - iv. Never went to school
- c. School where your child studies

.....

#### Questions



1. Do you have child/children with special needs?

a) Yes    b) No

2. Have you heard of inclusive schools?

a) Yes    b) No

3. What do you understand by term inclusive education?

.....

.....

.....

.....

4. Do you think that the learning environment where your child is enrolled is supportive enough to accommodate pupils with special needs? (e.g. Those with hearing, visual and physical impairment)

a) Yes                      b) No    (    )

5. Give reasons for your response in Q4 above.

.....

.....

.....

6. Which school/class would you prefer your child to go/study between the two groups?

a. Teaching in inclusive school/classes

b. Teaching in regular school/classes

7. What challenges do you face in upbringing your child to cope with her/his studies?

i. ....

ii. ....

iii. ....

iv. ....

8. Can you mention challenges that your child face at school?

i. ....

ii. ....

iii. ....

9. How do you support the learning of your child so that he/she could perform well?

.....  
 .....  
 .....  
 .....

10. Where do you think pupils with special needs mostly benefit between the two groups?

a. In the inclusive schools

b. In the regular schools

11. What are your general comments on the implementation of inclusive education?

.....  
 .....

**THANK YOU FOR YOUR COOPERATION**

## Appendix 5

## INTERVIEW GUIDE FOR PUPILS

Dear pupils,

The researcher is conducting a study on education stakeholders' attitude on the implementation of inclusive education in primary schools in Tanzania.

You are asked to provide the needed information in the accomplishment of this study. Please give relevant information according to your knowledge. The information given will be used for academic purposes and will be used only by the researcher and his supervisor.

## Preliminary information

- I. School .....
- II. Class .....
- III. Age. ....

## Questions

1. Why do you like to study in this school?
2. Who is your teacher? /can you mention the names of your teachers at least three (3)

.....

.....

.....

.....

3. Do you like to learn in one class with pupils with/without special needs?
- a) Yes      b) No      (      )

4. Do you have brailes to use for writing and reading?

5. Do you work and play together despite your learning difficulties?

a) Yes                      b) No                      (                      )

6. What challenges do you face in the classroom/school?

.....

.....

.....

.....

7. What would you like to ask the government to do for you so that you may study well in this inclusive school/class?

.....

.....

.....

.....

**THANK YOU FOR YOUR COOPERATION**

## APPENDIX 6

### INTERVIEW GUIDE FOR REGIONAL EDUCATION OFFICER

Dear Respondent,

The researcher is conducting a study on education stakeholders attitude on the Implementation of Inclusive Education in Primary Schools in Tanzania.

You are asked to provide the needed information in the accomplishment of the study.

Please give relevant information according to your knowledge and authority as an education official. The information given will be used for the academic purposes and will be used only by the researcher and his supervisor.

#### Questions

1. How many inclusive schools do you have in the Region?

.....

2. What do you understand by the term inclusive education?

.....

3. What is the attitude of the community and other education stakeholders in the implementation of inclusive education in your district?

.....

4. Are the schools environment supportive enough to accommodate pupils with special needs? (e.g. Those with hearing, visual and physical impairment )

5. What are the challenges facing your teachers in the implementation of inclusive education?

i. ....

ii. ....

iii. ....

6. What challenges do pupils face in the inclusive schools?

I .....

ii. ....

iii. ....

iv. ....

7. What are your general comments on the implementation of inclusive education?

.....

.....

.....

**THANK YOU FOR GOOD COOPERATION**

## **Appendix 7**

### **INTERVIEW FOR DISTRICT EDUCATION OFFICER**

Dear Respondent,

The researcher is conducting a study on education stakeholders attitude on the Implementation of Inclusive Education in Primary Schools in Tanzania.

You are asked to provide the needed information in the accomplishment of the study. Please give relevant information according to your knowledge and authority as an education official. The information given will be used for the academic purposes and will be used only by the researcher and his supervisor.

#### **Questions**

How many inclusive schools do you have in the council? .....

- .1. What do you understand by term inclusive education?
- 2 Are the teaching and learning environment in the inclusive schools supportive enough to accommodate pupils with special needs? (e.g. Those with hearing, visual and physical impairment and girls).
3. How do the community members perceive the inclusive education implementation in your district?
4. What is the status of the teaching and learning in the inclusive schools in your district?
5. What are the challenges facing your teachers in managing implementation of inclusive education?

I .....

ii. ....

iii. ....

iv. ....

6.What challenges do pupils face in the inclusive schools?

i. ....

ii. ....

iii. ....

iv. ....

7.What are your general comments on the implementation of inclusive education?

**THANK YOU FOR GOOD COOPERATION**



## **APPENDIX 8**

### **INTERVIEW FOR DISTRICT SOCIAL WORKER OFFICER**

Dear Respondent,

The researcher is conducting a study on education stakeholders attitude on the Implementation of Inclusive Education in Primary Schools in Tanzania.

You are asked to provide the needed information in the accomplishment of the study. Please give relevant information according to your knowledge and authority as an education official. The information given will be used for the academic purposes and will be used only by the researcher and his supervisor.

#### **Questions**

1. What do you understand by term inclusive education?
2. Are the teaching and learning environment in the inclusive schools supportive enough to accommodate pupils with special needs? (e.g. Those with hearing, visual and physical impairment and girls).
3. How many inclusive schools do you have in the area of jurisdiction?
4. How do the community members perceive the inclusive education implementation in your district?
5. What are the challenges facing parents and teachers in managing implementation of inclusive education in your district?
6. What challenges do pupils face in the inclusive schools?
7. What are your general comments on the implementation of inclusive education in your district?

**THANK YOU FOR GOOD COOPERATION**

## **APPENDIX 9**

### **INTERVIEW GUIDE FOR PARENTS**

Dear Respondent,

The researcher is conducting a study on Education Stakeholders' Attitudes Towards the Implementation of Inclusive Education in Primary Schools in Tanzania.

You are asked to provide the needed information in the accomplishment of this study. Please give relevant information according to your knowledge. The information you give will be used for academic purposes and will be shared only by the researcher and his supervisor.

#### **Preliminary information**

1. How old are you?.....
2. What is your Education level? .....
3. Where does your child studies.....

#### **Questions**

4. Do you have a child or children with special education needs?  
 a) Yes    b) No
5. Have you heard of inclusive schools?  
 a) Yes    b) No
6. What do you understand by term inclusive education?
7. Which school/class would you prefer your child to go/study between the two groups, inclusive or regular school

8. What challenges do you face in upbringing your child to cope with her/his studies?

9. Can you mention challenges that your child face at school?

10. How can a student with special education needs be supported to learn effectively?

11. Where do you think pupils with special needs mostly benefit between the two groups?

c. In the inclusive schools

d. In the regular schools

12. What are your general opinion on the implementation of inclusive education in your community?

**THANK YOU FOR YOUR COOPERATION**

## APPENDIX 10

### OBSERVATION CHECK LIST


The following checklist led the researcher to observe school environment, infrastructure and inclusion of pupils with special needs in teaching and learning process and extra ordinary curriculum activities.

S/N	Observed items	Remarks
1	Are the classes adequate for all learners in the inclusive setting?	
2	Are there ramps/slopes necessary to accommodate pupils with physical impairment?	
3	Are there hearing aids/equipments for pupils with hearing impairments	
4	Do the schools have brailles for pupils with visual impairments?	
5	Are there special toilets for pupils with physical disability?	
6	Is there a library room for pupils with visual impairments to study?	
7	Are the pupils with special education needs included in sports and games?	
8	Are there special play grounds for pupils with physical disabilities?	
9	Are the pupils with special needs included in extra curriculum activities?	

## Appendix 11: Research clearance

**THE OPEN UNIVERSITY OF TANZANIA**  
**DIRECTORATE OF, POSTGRADUATE STUDIES**

Kawawa Road, Kinondoni Municipality,  
P.O. Box 23409  
Dar es Salaam, Tanzania  
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445  
Ext.2101  
Fax: 255-22-2668759,  
E-mail: [dpgs@out.ac.tz](mailto:dpgs@out.ac.tz)

**Date: 09<sup>th</sup> February 2018.**

**Our Ref: PG20700032**

Regional Administrative Secretary,  
Regional Commissioner's Office,  
P.O. Box 5098,  
Tanga.

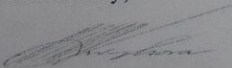
**RE: RESEARCH CLEARANCE**

The Open University of Tanzania was established by an act of Parliament No. 17 of 1992, which became operational on the 1<sup>st</sup> March 1993 by public notice No. 55 in the official Gazette. The act was however replaced by the Open University of Tanzania charter of 2005, which became operational on 1<sup>st</sup> January 2007. In line with the later, the Open University mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr Kaoneka Athmani Reg No: PG20700032 Pursuing Masters of Education in Curriculum Design and Development (MEDCDD)**. We here by grant this clearance to conduct a research titled *"Primary school Teacher's Perceptions on the Implementation of Inclusive Education in Tanzania, Case study of Tanga Municipality."* He will collect his Data at Tanga District in Tanga From 12<sup>th</sup> February 2018 to 20<sup>th</sup> March 2018.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,




Prof Hossea Rwegoshora  
**For: VICE CHANCELLOR**  
**THE OPEN UNIVERSITY OF TANZANIA**

## Appendix 12

### Research clearance from Regional Administrative Secretary

**THE UNITED REPUBLIC OF TANZANIA  
PRESIDENT'S OFFICE  
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**

Phone: 027 2642421  
Fax: 027 2647752  
E-mail: ras.tanga@tamisemi.go.tz



Regional Commissioner's Office  
P. O. Box 5095  
TANGA

In reply please quote:  
Ref. No. DA.228/258/03/70

9<sup>th</sup> March, 2018

District Administrative Secretary,  
P. O BOX 832  
TANGA.

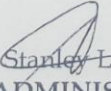
**RE: RESEARCH CLEARANCE**

Refence is made to the heading above.

I am pleased to introduce Mr. Kaoneka Athumani a bonafide student of Open University of Tanzania who is pursuing University Master in Education in Curriculum Design and Development (MEDCDD). Currently she is collecting data for her dissertation titled: "*Primary School Teacher's Perceptions on the Implimentations of Inclusive Education IN Tanzania* " for one month from 22/2/2018 - 20/3/2018 in Tanga District.

Kindly be informed that the permission to conduct this research has been granted. Please accord her any needed assistance so that this research study is a success.

Thanking you for continued cooperation.

  
For: **REGIONAL ADMINISTRATIVE SECRETARY  
TANGA**

Copy: Rigionala Administrative Secretary  
TANGA - To see it in file.

" Mr. Kaoneka Athumani  
P. O. BOX 23409  
DAR ES SALAAM