

**TEACHERS PERCEPTIONS ON THE IMPLEMENTATION OF INCLUSIVE  
EDUCATION IN PUBLIC PRIMARY SCHOOLS IN TANZANIA: A CASE OF  
NJOMBE TOWN COUNCIL**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN  
ADMINISTRATION, PLANNING AND POLICY STUDIES  
DEPARTMENT OF POLICY, PLANNING AND ADMINISTRATION  
THE OPEN UNIVERSITY OF TANZANIA**

**2020**

**CERTIFICATION**

The undersigned, do certify that he has read and hereby recommends for acceptance at Open University of Tanzania, a dissertation titled: *“Teachers Perceptions on The Implementation of Inclusive Education in Public Primary Schools in Tanzania: A Case of Njombe Town Council”* in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies, (MED-APPS) of the Open University of Tanzania.

.....

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Signature

.....

Date

## **DEDICATION**

This work is dedicated to my beloved late father Rashid Mwambe and my beloved mother Fausta Sadi who played a greater role in my education and entire life. My parents deserve a special word of thanks for supporting my academic career since the beginning without their help and confidence I would not have been the person who I am today and I thank them for always believing in me.

Also sincere gratitude is extended to my beloved husband our children Elvina and Ethan for their prayers, encouragement who always been an aspiration to me since they had brought a sense of humor to me during the hard moment of my work and studies at the University. May the Almighty God grant them even much more.

## ACKNOWLEDGEMENT

Firstly, I am grateful to the almighty God for enabling me to be in good health to accomplish this study.

Many people have made valuable contributions to the successful completion of this work. I am greatly indebted to all of them. Secondly, my sincere appreciations and gratitude is due to Dr. Karoli Mrema who devoted his time to instruct and help me in writing study report and his contributions, professional guidance, commitment through the period of this study. May the almighty God bless him abundantly.

Special thanks also should go to Njombe Town Executive Director for allowing me to conduct my research at Njombe Town Council. I thank The Special Need Education Officer Mr. Kingililwe, Head teachers of Kambarage Primary School madam Ngumbi and madam Tembo of Kibena Primary school for their support during the research. I am very grateful for my lovely husband Benjamin S.Mwambulukutu, our children Elvina and Ethan who always had been Praying for my success, when I was out and busy for studies.

Lastly, I wish to extend my profound appreciations to OUT- Njombe staff and specifically DRC. Dr. Msangi for her intellectual guidance and support. I thank my respondents whose cooperation contributed much my thesis to be organized and written in academic form and I am grateful to the hardworking teachers who took time to answer my questions.

I sincerely thank my fellow students Joyce Malengo and Ramadhan Simtenda for their assistance and the team spirit we shared.

### **ABSTRACT**

This study explored the teacher's perceptions on the implementation of inclusive education in public primary schools in Tanzania: A case of Njombe Town Council. Specifically, the objectives were to; identify teacher's perception toward inclusive education, to investigate efforts made by teachers in improving inclusive education and to identify the constraints in the implementation of inclusive education. The study employed a qualitative research approach while using multiple case study design. The study was conducted in Njombe Town Council in Njombe Region using a total sample of 19 respondents namely; Special Need Education Officer, Heads of Schools and Subject teachers who were selected through purposive and Snowball sampling. Data were collected through the use of semi-structured interviews, Focus Group Discussion, non-participant observation and documentary review and then data were subjected to content analysis. The findings of the study were, firstly primary teachers in public schools have positive perception in implementation of inclusive education as attested through their hard working. Secondly, teachers are showing large effort in helping students with disability to achieve their goals. Thirdly teachers in public schools face challenges in implementing inclusive education which hinder smooth run of it. From the findings of the study concluded that, teacher's perceptions on the implementation of inclusive education is positive. Among others the study recommended that; The government should work hard so as the practice of inclusive education to be improved and help all learners with and without disability and hence

to maintain teacher's positivity toward inclusive education. Moreover, the government should solve these challenges for smooth run of the inclusive schools.

**Keywords:** Inclusive education, perception, disability

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**LIST OF ABBREVIATIONS**

AIDS	Acquire Immunodeficiency Syndrome
ESDP	Education Sector Development Programme
HIV	Human Immunodeficiency Virus
HOS(A-B)	Head of School (A-B)
ICT	Information and Communications Technology
MKUKUTA	Mkakati wa Kukuza na Kupunguza Umasikini Tanzania
MOEVT	Ministry of education and vocation training
OBE	Outcomes Based Education
SNEO	Special Need Education Officer
ST(A-B)	Subject Teachers (A-B)
TIE	Tanzania Institute of Education
UMUTASHUMTA	Umoja wa Michezo Shule za Msingi Tanzania
UNESCO	United Nations Education, Scientific and Cultural Organization
WHO	World Health Organization

## **CHAPTER ONE**

### **GENERAL INTRODUCTION**

#### **1.1 Introduction**

This chapter the presents the background to the study, statement of the research problem, purpose of the study, research objectives, research questions, significance of the study, and delimitation of the study, limitation of the study and definition of the operational terms.

#### **1.2 Background of the Study**

According to UNESCO (2005) inclusive education is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education. The goal is that the whole education system will facilitate learning environments where teachers and learners embrace and welcome the challenge and benefits of diversity. Within an inclusive education approach, learning environments are fostered where individual needs are met and every student has an opportunity to succeed.

The Salamanca Statement has provided the strongest impetus for drawing attention to the education of some of the most marginalised groups (Chalcraft & Cammack, 2019). Schools should accommodate all children regardless of the physical, intellectual, social, emotional, linguistic or other conditions, This should include the disabled, street and working children, the gifted, children from remote and nomadic populations, ethnic and cultural minorities and children from other disadvantaged and marginalized groups (UNESCO, 1994). Various national policies and programmes



and how these have shaped provision of inclusive education at the classroom level. Over the last two decades, there has been a significant increase in the numbers of children with disabilities being enrolled in schools, driven by factors including, positive legislation and the increased provision of aids and appliances (Singal, 2019). However, little attention has been paid to the quality of teaching and learning, experienced by children with disabilities. Instead, efforts remain focused on assimilation into a mainstream system burdened with different challenges.

Despite these difficulties, subsequent years have seen considerable efforts in many countries to move educational policy and practice in a more inclusive direction. This was reinforced in 2008, by the UNESCO International Conference on Education, which focused on *Inclusive Education: The Way of the Future* (Operti, Walker & Zhang, 2014). Reflecting on progress, a Global Monitoring Report points out that, despite improvements, there are still 58 million children out of school globally and around 100 million children who do not complete primary education (UNESCO, 2015). The report goes on to conclude that inequality in education has increased, with the poorest and most disadvantaged shouldering the heaviest burden. The year 2016 was particularly important in relation to the Salamanca legacy. Building on the Incheon Declaration agreed at the World Forum on Education in May 2015, it saw the publication of the Education 2030 Framework for Action which emphasizes inclusion and equity as laying the foundations for quality education. It also stresses the need to address all forms of exclusion and marginalization, disparities and inequalities in access, participation, and learning processes and outcomes. This focus to all children is further emphasized in inclusion and equity to every child (UNESCO, 2017).

In Sub-Saharan Africa, inclusive education continues to face a plethora of challenges that hinder and have a negative impact on its effective implementation. Among others, such challenges include, but are not limited, to lack of qualified human resources, lack of conducive rehabilitated environments, limited financial resources, negative attitudes, poor policy initiatives, poor service delivery, lack of appropriate equipment for students with disabilities, and lack of commitment (Charema, 2016).

However, due to a number of factors such as corruption, greedy, limited resources, priorities and many other factors, there has been lack of commitment and poor policy enforcement from many developing countries including Sub-Saharan Africa (Adebayo & Ngwenya, 2015; Charema, 2007, 2010; Evans & Lunt, 2002). While most countries bought into the affirmation by the World Education Forum meeting in Dakar, 2000, where the Forum declared that “Education for All must take account of the needs of the poor and the disadvantaged, including working children, remote rural dwellers and nomads, ethnic and linguistic minorities, children, young people and adults affected by HIV and AIDS, hunger and poor health, and those with disabilities or special needs”, not a lot has been achieved (WHO, 2011; World Education Forum, 2015).

Even after endorsing their signatures, most developing countries still have unclear policies on inclusion, and where policies are clear implementation is either ignored or left to chance without committing resources to secure required facilities for its effectiveness (Chavuta, Kimuli & Ogot, 2010; Evans & Lunt, 2002; Miles, 2011). Suffice to say while some countries have started taking action to improve the lives of people with disabilities, much remains to be done. Many governments in the

developing countries have not been able to effectively implement inclusive education policy framework (WHO, 2011). The evidence in the World report on disability (WHO, 2011), suggests that many of the barriers people with disabilities face are avoidable and that disadvantages associated with disability can be overcome (Charema, 2016).

In response to the international and national policies on education for children with disabilities, such as the Salamanca Statement and Framework for Action 1994, Tanzania began establishing inclusive schools for all children with and without disabilities (Loreman et al., 2010; Mohamedali, 2011; Tungaraza, 2015). An inclusive school not only enrolls children with disabilities but also represents a shift from viewing disability as a problem to perceiving the curriculum, teaching methods, and school environment as barriers to learning (Polat & Kisanji, 2009)

Education and Training Policy (ETP) of Tanzania insisted on inclusive education that all children should learn together, wherever possible, regardless of any difficulties or differences they may have (URT, 2014). Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. There should be a continuum of support and services to match the continuum of special needs encountered in every school (UNESCO, 1994).

However, in Tanzania today, The National Strategy on Inclusive Education aims at contributing towards achieving the goals set in the MKUKUTA. As outlined in the Education Sector Development Programme 2008-2017 “the fundamental principle of inclusion is applied as a key strategy aimed at achieving universal and equitable access, backed up by related teacher training and community publicity” (ESDP, 2008). The National Strategy on Inclusive Education has been aligned with the timeframe of the ESDP, and with the relevant sub-sector programmes (National Strategy, 2009). Nevertheless the study tries to find out the ways out to smooth implementation of inclusive education in primary schools. To get comprehensive image circumstances it has been important to find alternative ways, which result to the eradication of the obstacles that hinder teachers in the implementation of inclusive education in Tanzania.

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

Despite all the efforts Government and stakeholders towards making Inclusive Education more accessible, the perception of Teachers on inclusive education is still a stumbling block; lack teachers with the current knowledge on how to implement inclusive education and lack of conducive environment in schools lead to negative perception to inclusive education

Tanzania like any other developing countries has been insisting on the implementation of inclusive education; however the efforts have not produced the required results. The government has tried much in insisting parents to send their children to schools, which are becoming more encouraging toward the rights of children. This has greater advantage to children with disability as they are getting access to education although

there are some setbacks that face these inclusive schools. However according to Mmbaga (2002), the inclusive schools are embraced in Tanzania; but its development suffers from social, economic and administrative constraint. Currently numerous primary schools in Tanzania are involved in inclusive education programmes.

This study intend to fill the available gap by exploring teachers perception on inclusive education, challenges they face in implementation inclusive education and efforts made by teachers in implementation of inclusive education which was not done currently in Njombe Town Council because mostly people with disability are excluded.

#### **1.4 General Objective**

The purpose is to investigate about teachers perceptions in the implementation of inclusive education in public primary schools in Tanzania.

#### **1.5 Specific Objectives**

##### **1.5.1 The Specific Objectives of the Study were to:**

- (i) Identify teachers perception towards the implementation of inclusive education in public primary schools.
- (ii) Investigate efforts made by teachers in improving inclusive education in public primary schools.
- (iii) Identify the constraints in the implementation of inclusive education in public primary schools.

## **1.6 Research Questions**

- (i) What are the teachers' perceptions towards implementation of inclusive education in public primary schools?
- (ii) What were the efforts made by teachers in improving inclusive education in public primary schools?
- (iii) What constraints encountered by teachers in implementing inclusive education in public primary schools?

## **1.7 Significance of the Study**

This study provides insight that will help the government through the ministry of education and vocation training (MOEVT) can use to generate conducive environment for teaching and learning in inclusive schools by equipping teachers with in-service training and adequate teaching and learning materials.

The information generated will be used by curriculum planners such as Tanzania Institute of Education and policy makers to organization measures of overcoming challenges in inclusive education implementations and also this can be a good chance for policy makers in formulating better policies, which are in favor of inclusive education.

Moreover, this study will equip teachers with the knowledge and reality on how inclusive education is perceived and it is going to be the base for self-improvement in their teaching and learning activities.

The education stakeholders will have enough information to increase awareness in the process of developing and implementation of various education plans. Also the findings will provide information, which will be useful to other researchers who will be dealing with the related problem.

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

This study was conducted in two public primary schools that is Kibena primary school and Kambarage primary school in Njombe Town Council. The targeted participants were special need education officer, head of schools and teachers. The content of the study was to find out teachers perceptions in the implementation of inclusive education in primary public schools. The researcher employed semi interview, focused group discussion, observation and documentary review

### **1.9 Limitations of the Study**

Conducting scientific and academic research is an undertaking, which cannot free the whole procedure from obstructions. Being responsive of these limitations permits the researcher to avoid drawbacks and over expectations in the progress of the study. Therefore the study was encountered with number of limitation such as, during data collection one of the head of school refused to be recorded during interview. The researcher had to write each and every thing, which was time consuming. And also in the part of documentary review all of the two schools lacked the guidelines for inclusive schools so the researcher had to ask the special need education officer for assistance to get relevance information concerning inclusive education.

### **1.10 Definition of Operational Terms**

**Inclusive education;** is identifying and removing barriers to learners male and female; disabled and non-disabled pupils to education, participation in the learning process and social achievement focusing on solving attitude, practice, environmental and resource barriers.

**Perception;** is the process of receiving information about and how to categorize these information and to interpret it within the framework of our existing knowledge.

**Attitude;** is a tendency to act in response way either positively or negatively towards a certain thought.

**Belief;** is the reaction of being confident that something exists or is not.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter deals with literature review related to the study. It commences by presenting theoretical framework. Thereafter are related reviews covers the teachers perception in inclusive education, teachers efforts in the implementation of inclusive education and constrains that teachers face in the implementation of inclusive education. Consequently, the review of literature established the research gap that the study sought to fill.

#### **2.2 Theoretical Framework**

The study was guided by social constructivist theory. Social constructivist theory provides a framework for conceptualizing inclusive education as socially negotiated by the participants in the classroom (Sivan, 1986). In such a conceptualization, the culturally determined joint activity between student and social context results in an internal state of interest and cognitive and affective engagement, and motivated behaviors, both of which can be considered cultural norms in inclusive education (Sivan,1986).

Apart from that the current theoretical framework is supportive to the current press for more inclusive classroom practices through an emphasis on the socio-cultural context,

the role of social activity including instruction in learning, and the contributions of learners to their own development. Principles for inclusive inclusiveness are explicated based on the concepts of classrooms as communities, learning as socially mediated, curriculum as contextually relevant and problem based, and assessment as authentic and personally meaningful (Mallory & New, 1994). Social constructivism is based on specific assumptions about reality, knowledge and learning. Social constructivists believe that reality is constructed through human activity. Members of a society together invent the properties of the world (Kukla, 2000).

For the social constructivist, reality cannot be discovered: it does not exist prior to its social invention. Knowledge is also a human product, and is socially and culturally constructed (Ernest, 1999; Gredler, 1997; Prat & Floden, 1994). Individuals create meaning through their interactions with each other and with the environment they live in. Social constructivists also view learning as a social process. It does not take place only within an individual, nor is it a passive development of behaviors that are shaped by external forces (McMahon, 1997). Learning occurs when individuals are engaged in social activities. The learners communicate, share and negotiate to reach consensus. In the inclusive class students brought their diverse interests and collaborated to create consent.

The social constructivist approach ensemble well with this research conducted out which is focusing on investigating the teachers perception in public primary schools in the implementation of inclusive education because it has helped the researcher to identify the challenges faced in implementation of inclusive education and how to

overcome the challenges due to the fact that, The use of the social constructivist approach to this study proved successful as the students came to a clear and engaged understanding of their self worth and fundamental goals of them being at school.

### **2.3 Concept of Inclusion Education**

As it had been defined in the Salamanca statement\_(UNESCO, 1994) Inclusion refers to the guiding principle that informs the framework accompanying the statement that school should accommodate all learners, regardless of their physical, intellectual, social, emotional, linguistics or other conditions. Also Farrel and Ainscour (2002, p.3) described inclusion as a process in which school, communities, local government strive to reduce barriers to participation and learning for all citizens. Inclusion is a principle useful to accommodate all human beings within one system in such a way that all involved can be assured of successful equal and quality participation in real life experiences.

Inclusive practices is a belief that students with disabilities are fully members of their school and classroom learning communities and that educators strong preference is for them to be educated with their peer without disabilities as explained by Friend and Bursuck (2006, p.6).

Inclusive education is practice of attitudinal change, change at community level has impact in encouragement enrolment and at school level has impact in encouragement recognition and interaction. Hamre (2007) argues inclusion is welcoming all students, recognizing their multifaceted identities, and reconfiguring an educational space that capitalizes on every ones unique qualities, experiences, and strengths. In addition, Bailey stated inclusion is being in an ordinary school with other students, following

the same curriculum at the same time, in the same classrooms, with the full acceptance of all, and in a way which makes the student feel no different from other students (Travers et al., 2010).

The National Strategies on Inclusive Education (2009-2017), Inclusive education has been defined inclusive education as system of education in which all children, youth and adults are enrolled, actively participate and achieve in regular schools and other education programs regardless of their diverse background and abilities, without discrimination, through minimization of barriers and maximization of resources.

Also Motitswe (2011) defined inclusive education as the process of addressing the diverse needs of all learners, reducing barriers to and within the learning environment. Learners can participate in the same classroom situation with those who are not experiencing barrier to learning and development. Regardless of their learning diversity and educational needs students need to be educated together in their regular education system without discrimination with suitable support.

Rouse (2008) stated, In an inclusive school, children with disabilities do not study in separate classes, instead of teaching methods, textbooks, materials, and the school environment is designed so that learners with a range of abilities and disabilities including physical, sensory, intellectual and mobility impairments.

### **2.2.1 Principles of Inclusive Education**

**Diversity in the inclusive classroom enriches and strengthens education;** Every student is unique and every group of students is different. Diversity in schools is unavoidable, learners have different experiences, cultures, beliefs and values

(Laktionova, 2019) It can lead challenges for teachers, students and their parents but this is not a problem rather creates opportunities for growth and better connection in personal, social and academic achievement. In inclusive class unit in diversity is what needed.

**Student engagement, agency and voice;** Seeking the perspectives of students ensures they make a meaningful contribution to their schooling and educational experience (Grove, 2019). The ability to have a voice influences both student participation and agency. Student views and opinions should be listened and taken seriously so as to increase the trust to their teachers. When students are given a platform to share their voice, schools gain insider knowledge and better understand the student experience. This shows that student engagement is important especially in the inclusive schools.

**Engaging all important stakeholders;** An inclusive education is one where all students of all capabilities have the opportunity to grow and learn together (O'Toole, 2019). Increasing and supporting the participation of students, parents and community members in school activities. The development of inclusive schools is a continuing process not one time occasion. Everyone should be responsible to its part in the implementation of inclusive education.

**Inclusive teachers need commitment, knowledge and practical skills;** Teaching in inclusive classrooms requires teachers to have commitment, critical knowledge and practical strategies (Sharma, 2019). Teachers must be fully committed to include all learners. They need to understand inclusive practices benefit all students, regardless if

they have additional needs. All students need to have equal opportunity to education and no one should be discriminated. As all students need to get the educational benefits. Teachers should make the classrooms more engaging and it can lead to improved professional satisfaction and the students enjoy the learning.

**A strength-based and personalised curriculum;** This improves student engagement Motivation and academic outcomes for all students (Laletas,2019). The curriculum needs to be reviewed periodically to suit the needs of the learners. Teachers need to get special training so as teachers to teach so as to keep the teaching in brilliant way and hence inclusive education would be effectively implemented.

### **2.3.2 Pillars of Inclusive Education**

**Developing positive attitudes.** The growth of positive attitudes to teachers is essential to the success of inclusive education. Murphy (2014) argued that, Teachers attitudes are more positive when teachers had greater knowledge and training. More efforts should be made to teachers to get in service training or coaching and mentoring so as to increase effectiveness and efficiency in inclusive schools. Things like in-service training and induction courses are very important to those teachers who do not have trainings on special or inclusive education. Also seminars on capability buildings are very important to those who have undergone the trainings so as to cope with the current situation.

**Supportive policy and leadership;** UNESCO document of 1994 the Salamanca Statement Insisted on the issue of inclusive education worldwide as Tanzania accepted it and start to implement and various progression have been done so as reach the

desired goal. Through the implementation of the National Strategy on Inclusive Education of 2009-2017 having the following objectives to be achieved; Education policies and programmes are informed by inclusive values and practices, Teaching and learning respond to the diverse needs of learners, Educational support is available to all learners, Professional capabilities for inclusive education are widened and strengthened and Community ownership of and participation in inclusive education is enhanced (Saidi, 2017).

**Flexible curriculum and pedagogy;** The school curriculum either in inclusive or non-inclusive face the same challenges for teachers to implement an inclusive approach to education. The curriculum in inclusive schools should be undergoing the changes as per the needs of the students and especially those with special needs. Also when the teachers prepare in the class should consider the needs of his or her students. Melak, (2012) Suggest that preparation of teacher's performance in communication and classroom management improve inclusive teaching skills to learners with disabilities. Look upon, teachers should be given special training on different types of disabilities such as physical disabilities, visual impairment, hearing impairment and learning impairment in order for them to attain learners' needs. This will facilitate the teachers to interact with their learners and hence to have enjoyable teaching and learning activities.

**Community involvement;** It is observed other parents hide their children with disability and hence they miss a chance to be educated and hence at the end of the day they become a burden to the family. Involvement of the community in schools is an

important element in the success of inclusive education. Elkins (2005) argues that schools have to a large extent become disconnected from our fractured modernist society, and greater connection between school and the community is called for. Without Teacher-parent cooperation in the matter of inclusive education cannot plan for positive improvement towards inclusivity.

**Necessary training and resources;** In the implementation of inclusive education teachers need to be current in teaching strategies, which suit to the current needs. Many teachers feel inadequately trained to meet the demands of an inclusive classroom (Loreman\_&\_Deppeler, 2002). This comes within reach of apparently the need for training to be immediately relevant to the educational environment in which the teachers implement inclusivity.

#### **2.3.4 Importance of Inclusive Education**

**Reduced Stigma;** Inclusive classrooms are filled with diverse learners. That lets kids talk about how everyone learns in their own way. They may find have more in common with other kids than they thought. This can go a long way in reducing stigma for kids with learning and attention issues. It can also help kids build and maintain friendships. All children can be able to be part of their community and develop a sense of belonging and turn out to be better prepared for life in the community as children and adults. When students with special needs learn in the same environment with students without special needs they will be accepted and probably this will sensitise the community about them (Murungi, 2017).

**Better social skills:** Inclusivity allows students with disabilities to learn social skills much faster through observation and also gain a better understanding of the world



around them and thus become a part of the normal community or society. It provides better opportunities for learning example plaiting, cooking and many other more skills. Teachers believe that general and special education aims to involve each pupil in school and social activities and to ensure that each pupil acquires attitudes and skills to move smoothly from one to the next level of school level but it is necessary to train them on subjects of inclusion and participatory education (Sakellariou, Strati1 & Anagnostopoulou, 2019).

**Higher self-esteem:** By mainstreaming in a regular school setting students with disabilities have exhibited greater confidence and selfefficacy. A mainstreaming approach is said to facilitate the development of greater self-esteem in the disabled students. In an inclusive class students have the opportunity to meet a multitude of other students, meaning more friendships will be created (Irvine & Lupart, 2006, 108). Those with established friendships are more likely to have positive selfesteem. Friendship is seen as the most important factor in whether a student responded well to an inclusion classroom (Irvine & Lupart, 2006, 114). The expectations of these children become higher and increase confidence in their social life.

Apparently there are positive effects for children with disabilities when placed in inclusive educational settings like reading individualized education program, goal setting, improving communication and social skills, increasing constructive peer interactions, many educational outcomes and post school adjustments as the main areas of benefit for the students with disabilities studying in the inclusive schools. According to Gilles (2004) Positive effects on children without disabilities include the

development of positive attitudes and perceptions of persons with disabilities and the enhancement of social status with nondisabled peers.

#### **2.4 Historical Background of Inclusive Education**

It is important to narrate the history of special educational needs in this particular work so as to get to origin of inclusive education (Mbwambo, 2015). Special education was introduced in Tanzania Mainland in 1950 by the Church Missionary Society, regardless of its long history in the country, not many policies have clearly stipulated the need for special and inclusive education (Possi & Milinga, 2017). Various educational reforms and policies were made in Tanzania and showed some successes and deep-rooted challenges in the growth of special needs and inclusive education. Proper education policies and reforms have made these individuals from these groups to have access to, participate and eventually succeed in education within inclusive settings without segregations, hence becoming useful members of the community.

Based on the limited literature with a historical lens, the available policies in Tanzania did not and do not noticeably or strategically pinpoint what should be done as far as special and inclusive education is concerned, what we see today, more than 50 years after Tanzania's independence, is a manifestation of several processes towards education for all (Possi and Milinga, 2017). UNESCO (1994), Salamanca Framework of Action, Article 3 states that 17 schools and the education system as a whole, "Should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions". In addition to that, that the UNESCO, Dakar

Framework of Action (2000) noted that “In order to attract and retain children from marginalized and excluded groups, education systems should respond flexibly. Education systems must be inclusive, actively seeking out children who are not enrolled, and responding to the diverse circumstances and needs of all learners (Avramidis and Kalyva 2007).

African indigenous education was, and is, inclusive, there are list of principles that talk about universality, relevance, functionality and community localisation which are very important to develop an inclusive educational system (Kisanji, 1999). Different forms of indigenous education are “ (i) Absence or limited differentiation of space, time and status: indigenous customary education was available and accessible to community members, where ever they were during waking hours (ii) Relevance of content and methods: the content of education was drawn from the physical or natural social environments, both of which were intricately tied to the religious or spiritual life of the people (iii) Functionality of knowledge and skills: all the knowledge, attitudes and skills embodied in the curriculum was based on cultural transmission, knowledge creation and transformation (iv) Community orientation: all educational content and practice was based on and within the community (Kisanji, 1999:11). Mmbaga (2002), the provision of education to disabled people in Tanzania have very much been affected by practices originated in the North. To avoid transplanting systems and practices, agencies and their experts coming from the North must utilise the strengths of existing practices and work with the weaknesses (Mmbaga, 2002).

According to Mmbaga (2002), the inclusive school is embraced in Tanzania; but its development experience social, economic and administrative constraint. A number of benefits of inclusive practices are as follows: all students benefit from the expertise of numerous individuals; collaborative teams share leadership and responsibilities; students and teachers learn from each other and problem solve together; instruction is geared to match students at all levels of achievement; instruction is active, creative, and collaborative among members in the classroom; activities are designed to facilitate participation by all students in the classroom; the classroom teacher, special education teacher, related services staff, and families assume shared ownership for educating all students; and that students are evaluated by individually appropriate standards (Saidi, 2017). Moreover, the ministry of education and other stakeholders should put more emphasis on inclusion, efforts on improving the practice of inclusive education so that students with and without special educational needs enjoy learning and social within the inclusive schools.

## **2.5 Empirical Studies**

### **2.5.1 Teacher's Perception Toward Inclusive Education**

Masanja, (2016) conducted a study which intends to identify challenges encountered by teachers, examine the enrollment of pupils with special needs as well as identify capacity building strategies among teachers to enhance inclusive education in Songea municipal. The author used Quantitative and qualitative designs were employed in analyzing data. The author's findings revealed a variation of teachers attitudes on perceived efficacy items about integrating inclusive education. Implementation of inclusive education in Tanzania is still facing some challenges support from

administrative officers were insufficient inclusive education training, no proper records of students with special needs in inclusive classes who are enrolled and favoritism in gender and type of disabilities in enrollment and absence of inclusive education policy document or strategy in implementation of inclusive education in schools and Municipal Education Department. The conclusion, were due to the deficiency of these led to the marginalization of some pupils with disabilities to access quality education in schools and sometimes leading to dropout from school.

Godwin, (2013) conducted a study aiming to explore the perceptions of teachers on inclusive education, to assess the practice of Inclusive Education in Public Primary School, and to examine the challenges that teachers face as they implement inclusive education, Public Primary School in Moshi Municipality. Quantitative and Qualitative approach was used in this study. The author found out that, public primary schools teachers had positive perceptions on inclusive education in general, and negative perceptions towards inclusion of students with mental or intellectual disabilities especially the teachers who have not been trained in special needs education. She concluded that, the Ministry of Education and Vocational Training should ensure that primary schools environments are conducive to all students, including those with various disabilities in the progression to implement inclusive education.

Sesay, (2018) conducted a study to examine teachers' attitudes towards inclusion in mainstream classrooms in Sierra Leone. Quantitative and qualitative techniques were employed. The authors findings, showed was no considerable relationship between the independent variables (gender, age, educational background, and teaching experience)

and the dependent variables (attitudes towards inclusion). Despite the absence of a momentous relationship, the participants revealed an in-depth understanding of the negative attitude of teachers toward inclusive education in Sierra Leone. The author concluded by creating a platform for teachers' training that will ensure a positive attitude towards inclusive education in the country.

Murphy, (2014) did the research in Canada on Teachers attitude toward inclusion practices. The findings revealed a combination of positive and negative attitude towards inclusion. Teachers attitude were found to be related to their beliefs regarding school factors, including support from administration and access to adequate professional development. Furthermore, Teachers attitudes were found to be more positive when teachers had greater knowledge and training.

### **2.5.2 Teachers Efforts in Improving Inclusive Education**

Rasmitadila and Tambunan, (2018) in their study of Readiness of General Elementary Schools to Become Inclusive Elementary Schools they said, Teachers as implementers of instructional in an inclusive classroom, actually have high enthusiasm in the implementation of inclusive education. But various obstacles such as how to teach students with special needs, give attention and time to all students, make the modification instructional strategies or lesson plan is still a barrier to teachers to be able to accept students with special needs to study in general classrooms. This happens because most teachers do not have the background of special education for children with special needs. Despite the fact that they realize that, they must provide knowledge to all students with and without special needs.

Hamad, (2015) conducted a study to examine the situation of Inclusive School Setting in Chake Chake District. Qualitative and quantitative methods were used. His findings revealed that specialist teachers in inclusive education schools have positive attitudes while untrained teachers have negative attitudes. Moreover, learning environment was not conducive to all learners, in the schools there was a high shortage of teaching and learning facilities and the classes were overcrowded. In his conclusion he outlined that pupils with special educational need did not enjoy their life at school due to the prevalence of discriminatory attitudes and unfriendly school environment. Hence an action plan must be developed to ensure that barriers are removed and good practice of inclusion is implemented.

Also Taiwo, (2015) conducted a study that aimed at looking on how teachers with experience on inclusive education helped in developing practice in Nigerian classrooms. The study employed qualitative and quantitative methodology. The author found that, teachers' knowledge was found to have significantly influenced their practices, absence of teamwork is often linked with a lack of perceptiveness with regard to the role of resource persons and the absence of a sense of shared values in the classroom between all members of the classroom community, while the opportunities include the use of feedback from students with disabilities as a starting point for improving of classroom practice. And the conclusion drawn is that teachers with experience of inclusive education in Nigeria are raising practice that meets some of the theoretical values of inclusive classroom practice. Regardless of this, there are certain cultural assumptions, understandings and ideas that need to be rectified on and reviewed in order for practice to be further developed and improved upon in Nigeria.

Walsh, (2018) conducted a study with the purpose to address different teaching strategies that teachers can use in order to have a successful inclusion classroom. And the study was largely qualitative. The authors findings showed that teachers can lay down students with special needs up for success if they are familiar of a variety teaching strategies to do so. He concluded That, Teachers should be given the prospect to learn more about how to create successful inclusion classrooms. Teachers must be encouraged to meet personal and professional development goals and to be given access to appropriate continuing professional development in special education.

Saidi, (2017) conducted the study tracing the enrollment and completion rates for students with special needs in primary schools, assessed the availability of support services to students with special needs, and examine the availability and adequacy of teaching and learning materials for students with special needs in primary schools in Morogoro Municipality, Tanzania. The study was qualitative in nature. The authors Findings indicated that national inclusive education strategy need teachers who have knowledge and who are prepared to teach children with disabilities enrolled in regular classrooms. And she concluded that, the achievement of inclusive education rests on quality teacher preparation of quality teaching materials and conducive environment gearing towards inclusive education.

Yamani, (2014) conducted a study to explore how do teachers use classroom management practices and or strategies to create inclusive learning environments for all students, including those who have been identified with exceptionalities .The study was more qualitative. The authors findings were, Teachers have the choice to take additional qualification once they are certified teachers. However, many teachers do



not choose to take special education as one of their AQs. Concluded that, additional courses in special education appear to be beneficial for teachers when managing inclusive classrooms with students with exceptionalities.

Melak, (2012) suggests that preparation of teacher's performance in communication and classroom management improve inclusive teaching skills to learners with disabilities. With this regard, teachers should be given special training on different types of disabilities such as physical disabilities, visual impairment, hearing impairment and learning impairment in order for them to reach such kind of learners at the points of their needs. This will help the teachers to interact with their learners, which will make learning to take place easily. Teacher's willingness in teaching students with special needs is important to all teachers before being emotionally involved in inclusive program. In the colleges Pre-service teachers should be introduced to multiple media for special needs students such as optical and non-optical devices, Braille, various software, and ICT for students with special needs. As an inclusive teacher, it is important for pre-service teachers to be ready with knowledge regarding teaching technique.

### **2.5.3 Challenges Encountered by Teachers' in Implementing Inclusive Education**

Mulinge, (2016) conducted a study focusing on exploring teacher's knowledge and understanding concerning key areas that affect the way they view inclusion in Kenya. The author found out that firstly, trained teachers lacked relevant knowledge on all key areas of inclusive education this could influence the way they view inclusion. Secondly most of the knowledge the teachers had were outdated owing to the changes

dynamics with the purpose of inclusion. He concluded the study on the need for the government to look for ways of furnishing teachers with applicable knowledge that would help evaluate their understanding on inclusion

Khan (2011), in his study found out there are five types of challenges faced by developing countries in implementing inclusive education. They include a lack of relevant research information, inadequate support services, lack of appropriate facilities and materials, inadequate training programs and ineffective policies and legislation. The findings of this study also revealed some of the remarkable challenges and complexities teachers face when attempting to implement inclusive practices in the schools selected for the study. These five major challenges are: Teachers lacking knowledge and skills, lack of facilities in schools, Lack of awareness among all stakeholders Curriculum difficulties and Time limitations.

## **2.6 Knowledge Gap**

The literature reviewed and indicates that there is a missing link in terms of knowledge and methodology. It has disclosed that there is scant information on the implementation of inclusive education in public primary school in Tanzania which is endeavor of the current study. Hence, this study intends to fill the available gap by exploring teachers perception on inclusive education, challenges they face in implementation inclusive education and efforts made by teachers in implementation of inclusive education which was not done currently in Njombe Town Council because mostly people with disability are excluded.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the procedures and methods that were used to conduct this study. It includes research approach, design, site of the study, population, sample and sampling procedures, research instruments, trustworthiness, data analysis procedures and finally ethical consideration.

#### **3.2 Research Approach**

The study was conducted using qualitative approach, which enables the researcher to collect data from the respondents setting and in a position to adjust inquiry methods and techniques according to the settings. Qualitative approach focuses on the interpretation of the perception of people from social perspective .So this approach also enabled the researcher to build conclusions inductively. Qualitative approach was used in gathering depth information regarding Teachers perception in the

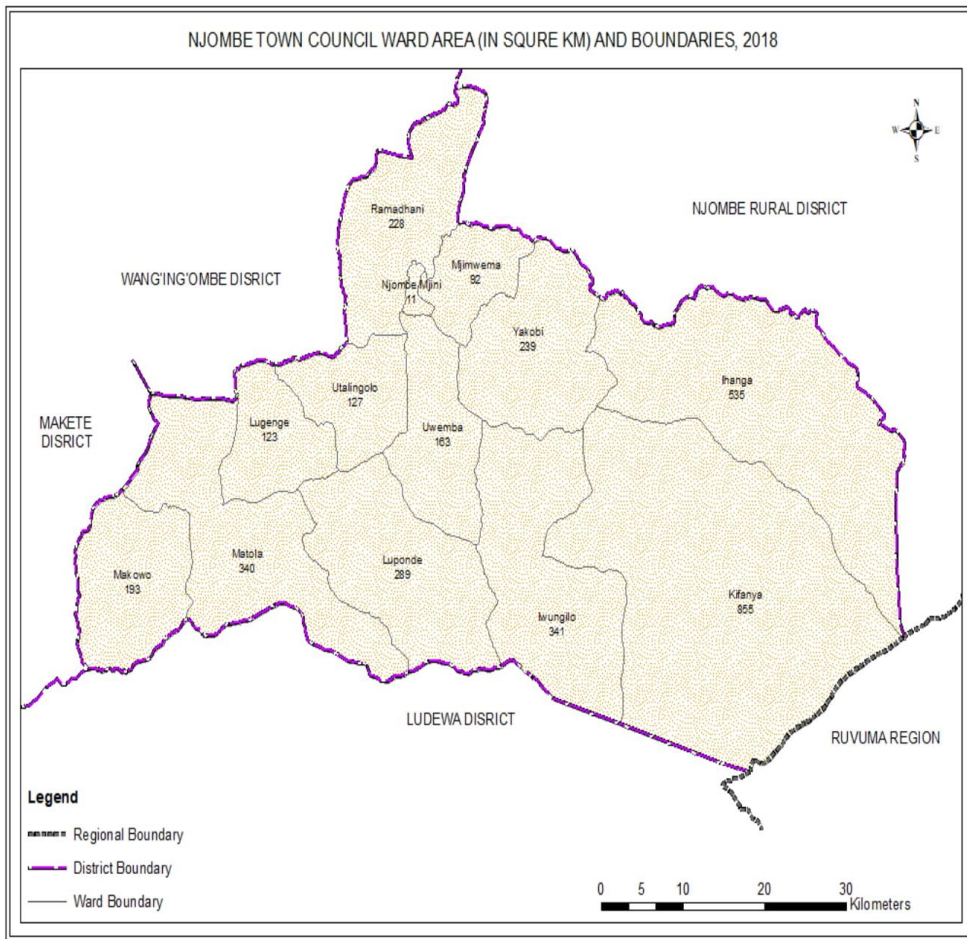
implementation of inclusive education in public primary schools through conducting in depth-interview, Non - Participant observation, Documentary review and Focus group discussion.

### **3.3 Research Design**

The study employed case study design in order to find out the extent to which how primary teachers in public schools currently perceive inclusive education. Multiple case study design was chosen in order to get detailed information and comprehensive picture to the perception of teachers to inclusive education. A multiple case study enabled the researcher to explore differences within and between cases. The comparisons will be drawn, it is imperative that the cases are chosen carefully so that the researcher can predict similar results across cases, or predict contrasting results based on a theory (Yin, 2003). The case study was used since only one area was chosen for the study as it is not possible to conduct a study that covers the whole country.

### **3.4 Site of the Study**

The study was conducted in Njombe Region, specifically in Njombe Town Council in Tanzania. Where two Public Primary Schools were selected.



**Figure 3.1: Njombe Town Council Ward Area**

Njombe was selected since this is one of the Regions in Tanzania where Inclusive Education has been implemented and in Njombe town council there are 88 primary schools where only two schools with units for students with special needs consequently its crucial for the study to be conducted since inclusive education is narrowly focused in Njombe also the nature of economic activities of the area attracts exclusion of the students due to child labor in potato farms and there are some historical reasons where many house maids are coming from Njombe region this makes them to be excluded from the school.

### 3.5 Target Population

The Target population of the study involved teachers, head teachers and Special Need Education Officer in Njombe Town Council.

### 3.6 Sample and Sampling Techniques

#### 3.6.1 Sample Size

The Sample consisted of 19 respondents, distributed as follows; 1 Special Need Educational Officer, 2 Head Teachers and 16 teachers from two Primary Schools that is Kibena and Kambarage Primary Schools.

**Table 3.1: Summary of the Composition of the Sample Size**

Category of participants	Participants	Total
Special need education officer	1	1
Heads of school	02	02
Teachers	16	16
<b>Total</b>	<b>19</b>	<b>19</b>

Table 3.1 presents summary of the composition of the sample size. It indicates that teachers were many comparing to other samples because they are the once who directly implementing inclusive education.

#### 3.6.2 Sampling Techniques

##### Snowball sampling

Snowball sampling is a method of gathering information to access specific groups of people. Researcher used this sampling method because the sample for the study is very rare to the population. This type of sampling technique works like chain referral.

After observing the initial subject, the researcher asked for assistance from the head of schools to help identify people with a similar attribute of inclusive education.

### **Purposive sampling**

The procedures were employed where Special Need Education Officer, Head Teachers and Teachers were selected purposeful since consider the representative of the population because they have required information, government circular and some policy documents that guide inclusive education.

### **3.7 Data Collection Methods**

Four methods were used in collecting data. They include; Semi structured interview, Non Participant observation, documentary review and focus group discussion.

#### **3.7.1 Semi structured Interview**

Paton (2002) Says Interview differs from everyday conversation because we are normally conducted in a very rigorous way in order to ensure reliability and validity. Interview was employed so as to get the intended information and the inner filling of the respondents during the conversation. The interviewer can not only record the statements the interviewee speaks but she can observe the body language, expressions and other reactions to the questions too. This enables the interviewer to draw conclusions easily; this method was administered to Special Need Education Officer and Head Teachers.

### **3.7.2 Non Participant Observation**

Marshall and Rossman (1989) define observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study". This helped the researcher to see how the teachers treat the students with and without disability and verify the information given through interview and focused group discussion.

### **3.7.3 Documentary Review**

Document review is a way of collecting data by reviewing existing documents. This was done by the researcher at the Head Teachers offices and in the Special Need education officer office reviewing various documents and instruments, which help in the implementation of inclusive education.

### **3.7.4 Focus Group Discussion**

A focus group discussion (FGD) is an in-depth field method that brings together a small homogeneous group (usually six to twelve persons) to discuss topics on a study agenda. The purpose of this discussion is to use the social dynamics of the group, with the help of a moderator/ facilitator, to stimulate participants to reveal underlying opinions, attitudes, and reasons for their behavior (Kabir, S.2016). This was used to teachers were by teachers provides insight of how they think and produce the beneficial ideas about the issue on table.

## **3.8 Trustworthiness**

Trustworthiness is one way researchers can persuade themselves and readers that their research findings are worthy of attention (Lincoln & Guba, 1985). Lincoln and Guba (1985) refined the concept of trustworthiness by introducing the criteria of credibility,



transferability, dependability, and confirmability to parallel the conventional quantitative assessment criteria of validity and reliability. These trustworthiness criteria was briefly defined and then interwoven throughout a description of how we attempted to conduct a trustworthy thematic analysis.

### **3.8.1 Credibility**

Guba and Lincoln (1989) claimed that the credibility of a study is determined when co researchers or readers are confronted with the experience, they can recognize it. Credibility addresses the fit between respondents' views and the researcher's representation of them (Tobin & Begley, 2004). Lincoln and Guba (1985) suggested a number of techniques to address credibility including activities such as prolonged engagement, persistent observation, data collection triangulation, and researcher triangulation.

To attain credibility in this study triangulation was implemented. Whereby multiple uses of sources of data collection was used to increase rigidity of the study. In which interview, focused group discussion, observation and documentary review was applied.

### **3.8.2 Transferability**

Transferability refers to the generalizability of inquiry. In qualitative research, this concerns only to case to case transfer (Tobin & Begley, 2004). The researcher cannot know the sites that may wish to transfer the findings; however, the researcher is responsible for providing thick descriptions, so that those who seek to transfer the findings to their own site can judge transferability (Lincoln & Guba, 1985). The

researcher provided thick demonstrates on the study's findings that are applicable to other contexts with similar situations, similar populations, and similar phenomena.

### **3.8.3 Dependability**

To achieve dependability, researchers can ensure the research process is logical, traceable, and clearly documented (Tobin & Begley, 2004). The extent that the study could be repeated by other researchers and that the findings would be consistent by having enough information from the research report and obtain similar findings. The researcher used inquiry review in order to establish dependability, if an outside person review and examine the research process and the data analysis in order to ensure the findings are consistent and could be repeated.

### **3.8.4 Confirmability**

Confirmability is concerned with establishing that the researcher's interpretations and findings are clearly derived from the data, requiring the researcher to demonstrate how conclusions and interpretations have been reached (Tobin & Begley, 2004). According to Guba and Lincoln (1989), confirmability is established when credibility, transferability, and dependability are all achieved. This means that the findings are based on participants' responses and not any potential bias or personal motivations of the researcher. This involves making sure that researcher bias does not skew the interpretation of what the research participants said to fit a certain narrative. To establish confirmability, the researcher provided an audit trail, which highlights every step of data analysis that was made in order to provide a rationale for the decisions. This helps establish the research study's findings accurately which portray participants' responses by observing neutrality in data collection.

### **3.9 Data Analysis Plan**

The study involved qualitative methods in data collection whereby they was analysed as follows;

#### **3.9.1 Qualitative data Analysis**

To answer the research questions data was gathered and analysed using Qualitative content analysis. Content analysis is a research method for making replicable and valid inferences from data to their context, with the purpose of providing knowledge, new insights, a representation of facts and a practical guide to action (Krippendorff, 1980).

### **3.10 Ethical Consideration**

Ethical consideration is very crucial in research and other scholar work. In this study the researcher observed ethical norms and standards in the whole process of collecting and analyzing data including acknowledgement of all scholars information used in avoiding plagiarism.

#### **3.10.1 Research Clearance Letters**

The researcher sought permission to conduct the study from the relevant authorities. First the researcher receives the research clearance letter from the Director of Post Graduate Studies from Open University of Tanzania (OUT). This research clearance letter enabled the researcher to consult the Town Executive Director (TED). Then TED issued the permit that allowed the researcher to conduct research in public primary schools, which implement inclusive education within Njombe Town Council.

### **3.10.2 Informed consent**

The researcher introduced herself to the informants and then stated the purpose of the study. Such preliminaries carried out at the beginning of data collection, this will insure the informants to take part in the study. Creation informants aware of the purpose of the study, the information being sought, how it was used and the implications attained informed consent for them as participants in the research.

In this study the researcher approached the Special need education officer and explained to him the purpose of the study. The SNEO then facilitated the researcher access to heads of school which their schools implement inclusive education. The researcher was clearly stated that their participation was of voluntarily and participants had a right to withdraw at any time with no effect.

### **3.10.3 Anonymity and confidentiality**

Prior to eliciting data the informants assured that the information provided remained confidential and was only for research purposes. The purpose was to ensure that no participants were victimized due to his or her participation in the research process. The researcher used self-styled names to hide the school names and informants. This situation contributed in launching a sense of faith and confidence as well as freedom and safety to the informants, which make them, speak their thoughts freely about the delinquent of the study.

### **3.10.5 Privacy**

The data collected from the informants was coded to safeguard the participant's personality for the purpose of insuring privacy. During the interview and FGD the

researcher used a private room for the informants to feel free expressing their concerns.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND ANALYSIS**

#### **4.1 Introduction**

This chapter deals with data presentation and analysis. . The findings are presented and harmonized in accordance with the three research objectives expressed in chapter

one. Data were collected through semi structured interview, focus group discussion, documentary review and non-participant observation. The presentation and analysis based on the three objectives namely;

- (i) To examine teachers perception toward inclusive education.
- (ii) To investigate efforts made by teachers in improving inclusive education.
- (iii) To identify the constraints in the implementation of inclusive education.

## 4.2 Demographic information

This study involved Njombe Town Council Special need education officer, Head of Schools and teachers. Respondents were asked to provide information on the following aspects; sex, education level and working experience. The clarifications of characteristics were made in terms of frequency percentages, table and descriptions. The tables were used to explain sex, education level whereas at the end, the characteristics of the respondents were expressed and conversed in terms of descriptions. The following are the demographic data obtained;

**Table 4.1: Number of Respondents by Gender**

<b>Sex</b>	<b>Frequency</b>	<b>Percent</b>
Male	7	37
Female	12	63
<b>Total</b>	<b>19</b>	<b>100</b>

Table 4.1 Shows that the number of male respondents were seven and female were twelve this means female respondents were sixty three percent who are many than men thirty seven percent.

### 4.2.1 Distribution of the Respondents by Education

**Table 4.2: Education Level of the Respondents**

s/no	School	Certificate	Diploma	Degree	Masters	PHD	Total
1	Kambarage	7	0	2	0	0	<b>9</b>
2	Kibena	7	0	2	0	0	<b>9</b>
<b>Total</b>		<b>14</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>18</b>

Table 4.2 shows that the highest level of education is degree and the lowest level of education is certificate, which means certificate holders, are majority comparing to degree holders.

**Table 4.3: Level of Education in Special Education and Inclusive Education**

s/no	School	Special Education		Inclusive education	
		College Training	In-service Training	College Training	In-service Training
1	Kambarage	3	0	0	<b>1</b>
2	Kibena	2	0	0	<b>1</b>
<b>Total</b>		<b>5</b>	<b>0</b>	<b>0</b>	<b>2</b>

Table 4.3 shows teachers who have special education training and inclusive education training. This means many teachers have special education training and few got inclusive education training.

### **4.3 Data Presentation and Analysis**

This part executes data presentations and analysis of the findings. The presentations and discussion is treated with the objectives of the study, which in other parts have sub sections or patterns.

#### 4.4 To Identify Teachers Perception on Inclusive Education

This is first objective of the study whereby, it aimed to express on the extent to which teachers perception toward inclusive in public primary. The data related to the teacher's perception toward inclusive education were gathered through semi structured interview. Semi structured interview were conducted to Special Need Education officer and head teachers and focused group to teachers.

The researcher asked the opening question of the study in relation to teachers understanding of inclusive education. This question was asked in the commencement for the purpose of establishing relationship of what the participants already knew to the connection of what the researcher aim to ask later. What do they understand about inclusive education?

The responses to the question were as follow; SNED replied that;

*Inclusive education is the tendency of bringing together the children with special needs and without in the same school, but by looking their needs and their challenges. (Sem-interview. 25th February 2020).*

Another respondent argued that:

*Is the tendency of taking the students with special needs and without studying together, but there is mainstreaming the reason of doing so because there are some who need special care and they study in different levels of studying. (semi- Interview, HOS A,25<sup>th</sup> February,2020)*

One respondent added that;

*Inclusive education is bringing to school the students with and without disability in a single class studying together without segregating those with disability in various social activities like sweeping, sport activities. And making sure that they the school life. (FGD, STA, SB 28<sup>th</sup> February 2020).*

Another teacher commented that;



*Inclusive education is the tendency of giving the chance of students with disability to get education and study in a single class with those without disability. (FGD, STC, SB 28<sup>th</sup> February 2020)*

A teacher added that;

*Inclusive education is mixing the students who are normal and those with special needs example with low vision, dumb, Blind, cognitive disability, physical disability etc. in the same class and teach them. (FGD,STG,SA,25<sup>th</sup> February,2020)*

In the interview with Special Need Education Officer and Head teacher all of them revealed that teacher's perception toward inclusive education is positive. In the response to the question one Special Need Education officer replied that;

*Teachers have agreed to work in this inclusive school and they work very positive although they face some challenges. What they are doing is more moral than what they are paid. (Sem-interview, SNEO, 25<sup>th</sup> February, 2020)*

The head of school commented that;

*Teachers are very positive with inclusive education, in my school teachers who have undergone the training about special education and those who have not are really cooperating to make sure that the school is doing the best in academic perspectives. Because all teachers interact with these students with special need in our school environment (semi-interview, HOS A, 25<sup>th</sup> February, 2020)*

Another head teacher added that;

*In our school we are very positive toward inclusive education in fact it is a very good thing. We all teachers in our school taught each other on how to use Braille machine and how to study the words. This has become very advantageous to those who have not undergone the course and we all enjoy doing it. (semi-interview,HOS, SB, 28<sup>th</sup> February,2020)*

In the part of focused group discussion teachers replied that;

One male teacher denoted that;

*Speaking about inclusive education this is very good because no child is left behind because of his or her disability. We are teaching these students and making sure that they understand regardless to their disability and they enjoy studying. We make sure that students enjoy*

*learning and their presence at school.* (FGD, SA, STF 25<sup>th</sup> February, 2020)

Another teacher from school B denoted that;

*I am aware about inclusive education and I have got a course of special education in fact I enjoy teaching in an inclusive school although we don't have conducive environment, we hope things will change and special education to be given priority.* (FGD, SB, STA, 28<sup>th</sup> February, 2020)

Despite of the interview and focused group discussion the researcher observed that;

The researcher observed, teachers in School A are very positive as they have showed cooperation to the researcher when collecting data as they and saw the pupils are happy with their teachers, and also the teachers allowed the researcher to visit the classrooms to see how they teach these students. Also the HOS B send the researcher to the dormitories in which students with low vision and blind in their dormitory were they are staying.

In addition, the documentary review was administered to heads of schools in two primary schools. In the response from the head teacher revealed they do not have the guidelines for running the inclusive school rather than they use the guidelines for normal schools. They said these schools were not designed for inclusion but as the days goes on the schools need to cope with the current needs.

#### **4.3 To Investigate Efforts Made by Teachers in Improving Inclusive Education**

The second objective of the study whereby it intend to investigate the efforts made by teachers in improving inclusive education in primary schools. In gathering data the

researcher used interview to Special need education officer and Heads of schools, focus group discussion to teachers and documentary review to head teachers.

The interview which was done to SNEO to know as the head of department of special need in the Council what effort is he making to ensure that inclusive education is implemented well. In responding to this question the SNEO replied that;

*First of all this department of special need which was official launched in 2008 in Njombe Town Council. There are many efforts done by this office example we are in the process of increasing other inclusive schools like Njombe primary school and Sabasaba primary school which they were not having the unit. Although recently Nundu primary schools started to provide inclusive education with three (3) students with special needs. (semi-interview, 25<sup>th</sup> February, 2020)*

The same question was asked to the heads of schools what efforts do they make in their schools to make sure that they improve inclusive education.

A head teacher from school B narrated as follows;

*We have the plans of modifying the buildings to suite the inclusivity with the Capitation grant we get and we have started in some buildings also we have spoken to education stake holders we call the our friends they have helped us to construct the well in which this have real helped us because we were having the problem of water before which is very helpful to students with and without disability. Apart from that we also we have spoken to ASAS and has helped us with three tables and nine chairs also as for now we have started to build modern toilets ASAS will help us in the part of finishing. (semi-interview, HOS SB ,28<sup>th</sup> February, 2020).*

Two head teachers and Special need education officer they replied that they use to educate parents about the important of education and specifically inclusive education to those parents or guardians with children with disability when doing census every September each year to get students who will be enrolled the coming year.

In responding to this question the head of school A replied that;

*We are doing census every year in September to identify the students with special needs so as they can join the schools the coming year and this real helped because each year the number of students is increasing and at present we are having 40 students. And also we are giving out the education to parents about inclusive education those children with special needs the need to be mixed and be given education like any other child who is normal. (semi-interview. HOS, SA, 25<sup>th</sup> February, 2020)*

More over focus group discussion were administered to teachers on what effort do they make to improve inclusive education One teacher from school A replied that;

*Helping those who are mental retarded by doing social activities like personal cleanliness, wearing clothes, going to toilets so as they can cope with the social life. For example there was one student who didn't know the use of money but we trained him now can travel from Kibena to School (Kambarage) using community transport and pays the fare by himself. Also now the students can cook, make baskets and can prepare their garden. They have now cultivated the maize. (FGD, SA, STH 25<sup>th</sup> February, 2020)*

Another teacher from school B added that;

*All teachers in our schools learn how to use Braille machine and how to read them and this is done by train ourselves between those who had a course to those who did not, because every teacher will teach the class with a student with visual impairment this will help to make the work easy. (FGD, SB, STE, 28<sup>th</sup> February, 2020)*

Another teacher from school B added;

*In teaching we use various techniques in the class to make sure the pupils with visual impairment or low vision understand for example to make them stay in front of the class so as they can hear and those with low vision can see also making sure that we touch them so as they can feel we have not forgotten them. (FGD, SB, STA, 28<sup>th</sup> February, 2020)*

Another teacher from school B added;

*We give them first priority when answering questions, we show love to them we tolerate them every time they need our assistance and also we*

*give them hope that they can and be whatever they wish to be. (FGD, SB, STD, 28<sup>th</sup> February, 2020)*

Another teacher from school A added that;

*We help in identifying those with disability for example there was on parent who brought his child thinking that is mental retarded but in real sense he was a slow learner so after sometimes he was removed to other students in the inclusion class. This was done due to big efforts of teachers by making good follow-up to our students. (FDG, SA, STC, 25<sup>th</sup> February 2020)*

The researcher also got a chance to visit a class in School A and B where students with special need are prepared before they are mixed with other students. Teachers are making their level best to make the rooms to be clean and attractive although in all the two schools there is only one class in which the students of different age and levels are staying in a single room. I observed on how teachers are making efforts to assist the students according to their needs. All in all I have observed that students are happy interacting in their class.

The researcher observed in School B that they have made the effort of renovating the student dormitory and the one house in which the teacher is staying. And they are doing it by using the capital grants that they get from the government although they are small but they make sure that they have good use of it. And also it happens one teacher for the love of his school contributed six bags of cement to help doing some renovation in the preparatory class of students with special needs.

The researcher also observed that teachers have trained other peers without special need to love, help and respect their fellow students with special needs one student in standard seven now can read the Braille and do translation of that. She is doing it to

help her follow student who is blind. She is now reducing the work to teachers by going so and also she is saying her dream is to be a teacher so as she can help the students with special needs.

Also in the part of documents the Head teachers have shown me various minutes having the strategies on how to help students with special needs. Also in School B I have seen various letters asking the stake holders to help their schools in building the toilets, building the well and also reminding the Town Executive Director to help the school having the watchmen because the one who was appointed to be there resigned, and this is very risk because in school B they have boarding students who some are albino.

#### **4.6 To Identify the Constraints in the Implementation of Inclusive Education**

The third objective of this study was to find the constraints in the implementation of inclusive education in public primary schools. This part was guided by the question which states that, " what are the challenges that teachers face in the implementation of inclusive education in public primary schools?"

The researcher collected data through semi structured interview with SNEO and head teachers, focused group discussion with teachers, Documentary review with heads of schools and observation. The challenges are reported into subsequent sub-section:

#### **4.6.1 Unfriendly Environment to Children with and Without Disability in Inclusive Education**

This factor subsists as a greater setback in the implementation of inclusive education. This was affirmed by all the respondents during the study. For example during the focused group on Teacher from school B reported that:

*Classes were constructed without considering all the learners as you can see the presence of stairs in some buildings and also our school do not have fence as it is very dangerous to albino students. And we only have two toilets pits, which are used with the students with disability, and they are in their dormitory, so once they need to go to the toilet they have to go in their dormitory. (FGD, SB, STB, 28th February 2020)*

Another teacher from school B added:

*The windows in the classes are not that big to allow enough light to pass through in the class hence it makes students with low vision to get difficulties looking what is written on the board. (FGD, SB, STF, 28th February, 2020)*

On the other hand another teacher from school A added:

*The classes are not conducive for all learned that they can enjoy learning, and we have only two toilets pits for the students with mental disorder and we have 40 students These toilets are real not enough for our students we need the government to look on how they improve on building the modern toilets. (FGD, SA, STD, 25<sup>th</sup> February, 2020)*

The respondents in this part of environment they had an opinion that teaching and learning environment should favor all learners regardless their disability For example the buildings /classes and toilets to be designed in favor of blind, low vision and physical impairment.

The researcher observed in school B that the windows are not big enough hence the students with low vision fail read in the blackboard due to lack of enough ventilation.

Teachers are writing big sized words to help these students to study comfortable. And also in some buildings there are stairs in which it is not friendly to students with low vision, Physical impairment and blind. They suggested that the government to provide enough fund for construction and renovation of the classes so as to have conducive teaching and learning environment that will suit all type of learners. (Heward, L. 2006). However commented that, “Environmental modification are frequently necessary to enable a student with physical and health impairments to participate more fully and independently in school.”?

#### **4.6.2 Small Budget Located to Schools for Implementation of Inclusive Education in Schools**

This is a very big problem starting from SNEO, head teachers up to teachers in the implementation of inclusive education in their schools. Government does not give enough support to these schools and hence it makes running of these schools to be very difficult. This was witnessed during interview as follows;

SNEO reported that;

*In the council Special need department we are not allocated with the budget. We are under the umbrella of education department; this makes it very difficult in implementation of the strategies planned in the level of the council. And if the system won't change it can make the department goals to take very long time to be achieved (semi-interview, 25<sup>th</sup> February, 2020)*

Head of school added that;

*It is very difficult to run this school especially mine which is having boarding students the government brings the budget of 2000 tshs for each student per day for 30 days this is real not enough starting from breakfast, lunch and dinner, Remember the same amount is given to schools with day students. But there are some stake holders who are helping us like ASAS. (semi-interview HOS,SB,28<sup>th</sup> February,2020)*



Head teacher from school A was a bit against it and reported that;

*The money with is located for my school is enough, I have day students so they get breakfast and lunch. (semi- Interview, HOS, SA, 25<sup>th</sup> February, 2020)*

In responding to these interview almost of the respondents responded the budget allocated if not enough to run the boarding inclusive schools. The researcher observed that if not the assistance from various stake holders in school B were having the boarding students, students could be in trouble. 2000 per day for each student is not enough as the same money to be used for food, paying the watchmen, paying matron and paying a cook. Good enough the parents committee contribute money for paying these people from parents and also ASAS as education stake holders is helping in the part of nutrition by bringing every day 25 litres of milk every day without missing. And also in the documents the researcher witnessed the monthly report of head of school B that insisting the money which the government is sending to run the special need unit is not enough as every day the expenses are going up.

#### **4.6.3 Lack of teaching and learning facilities and resources**

In the line of these arguments teaching an inclusive class needs incorporate with hands on activities, students understand more when they are full engaged in teaching and learning process. But sometimes it becomes difficult due to insufficient learning facilities.

In the interview a Head of school from school B narrated that;

*It is difficult to prepare the examinations of blind students, we don't have the instruments of drawings in their exams and hence it becomes very difficult for the students when comes to the National examination because they are not used for from the beginning. Also we do not have the sports and games gears as this year we have been told they are*

*suppose to participate in UMITASHUMTA. But we that the this year we have received the Braille books.(sem-Interview,HOS,SB,28<sup>th</sup> February,2020).*

Head of school from school A also added that;

*We do not have enough books for the students with disabilities. I think the government could bring the package of each children depending to his or her needs, As you can see in our school we have the students with various needs there is a need for the government to look on the need of these children they real need to be helped. (Sem-Interview, HOS, SA, 25th February 2020)*

In the part of focused group discussion teachers had various contributions on the challenges that face them in lacking teaching and learning materials in their schools that hinder teaching process.

A teacher from school A also added that;

*In our school we have the students who have mental disability we don't have books for them this makes it difficult while teaching and learning process and hence I is very difficult for we teachers to help them. Students need to read, draw to count but where are we going to get these book for students to read. But we do help them. (FGD, SA, STC, 25th February 2020)*

Another teacher from school A narrated that;

*These students, which have mental disability, we teach them to cook, making baskets and sewing but we do not have materials. We have the sewing machine nut the students cannot sew due to lack of the materials. They need to learn by doing, so if we miss the materials for them to do practical is going to be very difficult for them to understand what to do. We need these students to be independent and not dependent. (FGD, SA, STE, 25th February 2020)*

Furthermore the teachers were lamenting on the absence of teaching and learning materials as it makes it difficult in teaching and learning process. The teaching and learning materials were inadequate and did not cater the needs of all learners in inclusive education.

The researcher observed in school B they have 7 Braille machines in which is real not enough due to the need of the students and also they do not have special machine for drawings and also in Scholl A there is absence books for students with mental impairment.

In school B the documents that researcher witnessed are the letters written to Braille place in Dar es Salaam for various help concerning the students with low vision and blind students example Braille papers and to repair the Braille machines. Blind learners are unable to access the curriculum effectively if appropriate Braille facilities and equipment are not available and if teachers are not skilled to teach Braille or use audio equipment (Motshekga, 2011).

#### **4.6.4 Lack of Cooperation from the Stakeholders in the Implementation of Inclusive Education**

In responding to this question there were some complains that stake holders like leaders and parents do not show direct cooperation in implementation of inclusive education.

SNEO narrated that;

*Leaders from village to National level do not cooperate with us in the implementation. More words are spoken about inclusive education but when it comes in implementation the state is real not pleasing from the buildings, teaching and learning materials, number of teachers and the budget allocated in these schools is real not enough.( semi-Interview,25<sup>th</sup> February,2020)*

The head of the school also added;

*We have the boarding students here and most of them are coming outside of this ward and even district. So as I have said the budget*

*which the government is sending to us is not enough in the part of a guard, cook and matron the School committee is the one responsible of paying them by collecting the contributions from the parents. So sometimes this committee is not working well because their children are not boarding students. (semi-Interview, HOS, SB, 28<sup>th</sup> February, 2020)*

But the Head teacher added by giving different views in the part of cooperation that;

*The parents and community real helps us in various contributions in our school like in food. (Semi-Interview, HOS, SA. 25<sup>th</sup> February, 2020)*

The respondents within this category of cooperation had the opinion that the education stake holders should have direct cooperation with the schools which implementing inclusive education as it very crucial in the today's world.

The researcher observed that most of the students who are staying in the dormitory they are outside of the ward which this makes the school committee to do not work effectively as it is suppose to be because their children are staying home. So when come up to the issue of contributing for the payment of watchmen, matron and cook it is becoming a very big task because they feel like they are not responsible for it.

In the documents in School B the researcher saw the letters to various education stake holders in helping on how they can improve their inclusive school and ASAS promised them that after the parents build the toilets he will do the finishing part and hence these toilets will be used to the students with various needs.

#### **4.6.5 The Curriculum in use in Favoring Inclusive Education**

This was verified during interview and focused group had the opinion in the syllabus academic assessment and evaluation do not consider learners abilities. There should

be modification of curriculum in inclusive education so as to cater the needs of all learners. And the assessment and evaluation for students did not meet the needs of the learners with special education needs.

The respondents in this category commented that;

*Evaluation and provision of marks should be provided separately to learners with disabilities example in my school one year there was a blind student during national the time that was given was not enough although they are added time to them. So I suggest that even assessing them should be differently with the students without disability. (semi-Interview, HOS, SB, 28<sup>th</sup> February, 2020)*

Another head of school added that;

*In my school I have the students with mental impairment in which for the reality are not assessed by NECTA we teach them to be able to interact in social life like cooking, using toilets, greeting and so on, but the curriculum did not identify where should they be sent after three years of being here at school. There should be vacation collages for them to go and develop the skills, which they have obtained here at school. (semi-Interview, HOS, SA, 25<sup>th</sup> February, 2020)*

Another teacher added that;

*Books do not suite learners with special needs. In our school we have students with mental impairment there is absence of their books, The Government should see it in a wide range that we have students with various needs and the books should be brought according to the need of these students. (FGD, SA, STC. 25<sup>th</sup> February 2020)*

In the documents the researcher did not saw the syllabus for the students with mental impairment in school B. This means the teachers are not having the guidelines while teaching and how to prepare their teaching and learning activities. So the issue comes that the teaching and learning materials are inadequate. And this is one of the most serious way that bound the learners from accessing the curriculum due to inadequate materials that helps them to participate in the learning process.

#### 4.6.6 Lack of In-service Training

Teachers need to develop their cognitive capabilities now and then by training them in their practical abilities in their career. In these schools the teachers who are not specialized in special education should get in-service training so as they can cope with the need of the school which is inclusive. The in-service training is only for teachers who already got special education in the collages but not training those who do not have that education.

*One head of school added that; Since 2017 only two teachers who got in-service training, one teacher got the training on how to repair the Braille machines and another one was the training about curriculum. We need teachers who did not have the training about inclusive education to get various seminars so as they can cope with the current situation. I as a head of school I got in-service training which was held in ADEM about inclusive education in 2017 -2018. (semi-Interview, HOS, SB, 28<sup>th</sup> February, 2020)*

One teacher added;

*We need all teachers to get training on special and inclusive education, Inclusive education is unavoidable nowadays, a school can sometimes have no unit of special need students but there are students with special need. So teachers must be fully equipped with the current need of the world. We should get these trainings in groups during students holidays. (FGD, SB, STG, 28<sup>th</sup> February, 2020)*

Another teacher commented on the issue of in-service training and added that;

*The Ministry should not only give seminars of building capacities to teachers who have education about special education and inclusive education but also we who we not have education in those field we need to be trained because we teach these students or in one way or the other we do interact with them in the school surroundings (FGD, SA, STC, 25<sup>th</sup> February, 2020)*

One teacher who is special education specialty commented that;

*There is a need to increase the number of special education teachers at our school. The number of teachers is insufficient we are only three teachers and we have forty students of preparatory class and our students have mental impairment .So suggest specialty teachers to be*

*employed so as to fill the gap or those who are employed to get the induction course or in-service training. (FGD, SA, STH, 25th February 2020)*

The researcher observed in school B that teachers are eager to learn, those who know how to use Braille machine they are teaching their fellow teachers on how to use them. Because they know that they will teach these students with low vision and those who are blind so if they don't learn on how to use the Braille machine it is going to be a hard task to them. And also in school A teacher who was specialized to special education convinced one teacher to go and study special education and now she has completed and doing well in helping the students with special needs in their school. So this means teachers real need to learn about helping the students with and without special needs.

#### **4.6.7 Lack of classrooms**

In the two schools the researcher noticed that they do not have enough preparation rooms for the students with special needs, And also the inclusion classed are not comfortable for the students with and without special needs. In school A and B they have only one preparation class for students with special needs, in which this causes to lack of concentration while others are studying others, may be playing. And there are students of different ages in the same classroom. In the interview and focused group discussion the respondents on the issue of lack of classes contributed as follows;

One teacher stated;

*In our school as you can see we have only one preparation classroom because these students with special needs are not mixed with their fellow as they are registered, there is special training for them before. Look we have forty students in one room, now we have decided to use*

*our office as a classroom as some times is very difficult to teach students of different age in the same classroom. So we need the government to remember us by building other classrooms so as we can teach these students according to their level in different classrooms. (FGD, SA, STB, 25<sup>th</sup> February, 2020)*

A head of school also contributed that;

*In my school I have only one preparation classroom, students with low vision, with mental impairment and the blind students of different age and levels are staying in the same classroom. We real need the government to build other classes so as he students could e comfortable and the teachers to teach in conducive environment. As you can see this school when build was not designed as an inclusive school. (semi-Interview, HOSB, 28<sup>th</sup> February, 2020)*

#### **4.6.8 Motivation to Teachers**

Teachers are working in a very hard and complicated situation and especially in the inclusive schools. Teachers they use their ample time and resources in helping the students with special needs. This is real showing that teachers have positive perceptions toward inclusive education. In the interview and focused group these were the contribution to teacher's motivation.

One head of school narrated that;

*My teachers who are the special need unit every Friday they use a day to visit students in their homes, to observe what they are taught at school if is practiced at home. We don't have money to give them; they are using their money for fare in visiting these students. The government should at least give them allowance which will be used by them when visiting these students. (Semi-Interview, HOSA, 25<sup>th</sup> February, 2020).*

Another head of school added that;

*There are these students with physical impairment they need exercise in which we don't have the nearby hospital which have this service, so teachers are sending these students to Ilembula for exercise. The teachers who are sending the students are not paid any allowance rather than the bus fare. Imagine they are doing it for love and expect nothing in return. To motivate them at least we should give them the incentives. (semi-Interview, HOSB 28<sup>th</sup> February, 2020)*



Another subject teacher commented that;

*We use our own money when visiting these students at their homes every Friday. And there are some students who are coming far from the school surroundings but because of the love to our students we are doing it. Believing on day the government will do some changes and to have an allowance so as to help while us as fare during visiting our students. (FGD, SA, STA, 28<sup>th</sup> February, 2020)*

The researcher observed that although teachers are not getting any allowance in helping these students with special needs, they are doing it their best. The researcher noticed positive interaction between students and their teachers in the class and outside the classroom. Teachers believe that education stakeholders are the ones who will send their needs and wishes to the high levels and they are working very hard.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter discusses the findings on teacher's perceptions in the implementation of inclusive education in public primary schools in Tanzania using Njombe Town Council as case study. The study addressed three major objectives namely: identifying teacher's perception toward inclusive education, investigating efforts made by teachers in improving inclusive education and identifying the constraints in the implementation of inclusive education.

#### **5.2 Teacher's Perception Toward Inclusive Education**

Based on the findings from the interview, focused group discussion, documentary review and observation confirmed that, teachers from public primary schools in Njombe town council have positive perception to inclusive education that they help those with disability and those who have not. They need full government support in inclusive education, although it's a cross cutting issue it is not implemented and as it is spoken. It is not spoken regularly and not much emphasis is done to develop it in teaching and learning materials and environment in general. For the moment all the respondents revealed on the importance of inclusive education.

Moreover, the findings indicates that teachers are eager to promote inclusive education and to be good advocacies of it. And always insist that the government to consider these schools by giving them special concern so as the teaching and learning to be smooth and no one will be blamed. And these schools to do not feel like they are

isolated. Since inclusive education is not only in Njombe town council it is important to enhance all the important related teaching and learning environment. The way teachers are engaged in inclusive education effectively is how teachers encode for future generation.

The researcher also observed that teachers have are not satisfied of what inclusive education is practiced and they real see that the government was not prepared for this because all the two schools they say although we are prepared and ready doing the job but the government is still not showing the satisfied initiative to improve the schools. As in one of the schools the building which is used as a dormitory was given by TANWAT in which by looking is not safe and satisfactory for it to be a dormitory for twenty one students they have two toilets one foe boys and one for girls.

Teachers testimony in preparation of teaching and learning materials to facilitate students learn and feel comfortable is sometimes been hindered due to lack of important necessities in preparation in their inclusive classes. So although teachers are positive about inclusive education but there is some negativity, which is hidden within then due to some of the hindrance of in their work.

Young teachers have the working morale but they are heartbroken with the situation, which they face in their working station. Teachers believe that students learn better if teaching and learning materials like audiovisual to be used relate and reflect to their subject matter this will help the students to understand and to keep them remember especially to the students with mental impairment, in one of the school they don't have even the books which these students can use. Kim, (2012) similarly found that early education teachers reported wanting to receive more direct training and support

from special education teachers and institutions, In fact, workshops, practical trainings, seminars, and teacher training sessions about children with disabilities were found to improve teachers' positive perception of inclusion and the rate of agreement about the importance of inclusive education.

Teachers need to be given all necessary equipments for their teaching and learning materials and have conducive environment for their teaching so as to maintain positivity towards inclusive education, The government should work hard so as the practice of inclusive education to be improved and help all learners with and without disability and hence to maintain teachers positivity toward inclusive education.

Although Godwin (2013) A good number of Public Primary School teachers had positive perceptions on inclusive education though the difficulties they face. Supported the essence that teachers face various difficulties in the practice of inclusive education still they perceive it positively. If this to be analyzed from the grass root are they real off what they are saying? As this in the world of inclusivity we must make teachers practice and make students in the schools which inclusive education has been established benefit a lot and be good ambassadors to the world.

Also Sesay, (2018) suggested that by creating a platform for teachers' training that will ensure a positive attitude towards inclusive education in the country. Teachers need to be trained so as to be updated with the need of inclusive education, this will help in the teachers to be focused on the practice and hence the implementation in teaching and learning can be of big benefits to those students with special need and without. But at the end of the day perception is some ones inner judgment which arose

awareness, So the Government and all education stake holders have to make sure that the results of teachers awareness and judgment to be positive towards inclusive education by solving all the limitation and make smooth run of the education activities. We don't expect these teachers to change their attitude but its better if we resolve the limitations early. As teachers say inclusive education is more of advantage than disadvantage to the current world of globalization.

However, the achievement of inclusive education is associated with positive perception of the teacher towards inclusion and the failure to inclusive education associated to negative attitudes of the teacher towards inclusive education. Therefore, positive teachers attitude is very necessary for a success of inclusive education in diverse parts of the world and predominantly in Njombe, Tanzania. Although attitudes and perception be very difficult to change, as a result if teachers develop positive attitudes towards inclusion before they start teaching, then their attitudes towards inclusivity will become more positive.

### **5.3 Efforts Made by Teachers in Improving Inclusive Education**

The findings confirmed that doing census every year in September to identify the students with special needs, educating parents about inclusive education and helping those who have cognitive disability by doing social activities have helped much in increasing the number of disables students to inclusive school as parents have seen students development and hence stigmatization is reduced.

Nevertheless, the researcher found out that some teachers do not have enough skills to cater the diverse needs of learners in inclusive settings due to the fact that the majority

had been specialized in a single field of specialization like cognitive disability, visual impairment and hearing impairment so doing in-service training can be a big help so as the needs of students could be accomplished.

The researcher find out that teachers are ready to implement inclusive education and they have showed efforts to accomplish the learners needs beside of the setbacks they face. As at the end of the day these students can do the social activities regardless of their disabilities. The Government and the community in general needs to recognize the effort made by these teachers is very important as we need not to demoralize of what they are doing. Teachers use their time and also resources to help these students without any allowance apart from their salary.

Rasmitadila & Tambunan (2018) supported by saying although most teachers do not have the background of special education for children with special needs they realize that they must provide knowledge to all students with and without exceptional. Because teachers are eager to see their students have positive attitude toward what they learn and at the end to have better output because teachers are ready to help the students.

Also Mulinge,(2016) it is evident that teachers try their level best so as to make learning meaningful to all children in inclusive classroom settings. Teachers put all the emphasis on exploring the knowledge and he students to understand and enjoy the learning they put all the setbacks they aside when comes to help the students with and without disability. Example in one of the school where they have low vision and blind students have seen students have passed their National examination and joined various Secondary schools like Maheve and Mpwapwa. And this act as a catalyst to those with

special needs to work very hard to reach where their fellow have reached. And another case as the head of school said every month we are writing a report and the issue of the capitation grant is not enough is usually put in the report but we are not getting any response. This shows how the teachers make effort in implementing inclusive education but they are not getting positive feedback. In all these two schools the researcher saw the garden which was prepared by the students with disabilities by the assistance of their teachers they have cultivated maize and also in the other school the students have made the baskets. In teaching these students doing the handcrafts is going to be useful in their future life so as to accommodate themselves.

Also their helping the students in academic activities like reading, counting, writing and also using the Braille machine for low vision and blind students teachers are doing it tirelessly until these students can be mixed in the inclusive classes. Also Walsh (2018) Said teachers must be encouraged to meet personal and professional development goals and to be given access to suitable ongoing professional development in special education. For those who have training in special and inclusive education and those who do not have they need to develop their career for the sake of positive implementation of inclusive education because high achievement toward inclusive education is needed. This has been seen in one of the schools teachers are teaching themselves on how to use the Braille machine this is one of the effort which needs to be appreciated they are not waiting for the Government to provide the training as long as they are teaching students with low vision and blind.

Pershina, et al (2018) added, Teachers' readiness to work in conditions of inclusive education is considered on professional preparedness which is based on information

readiness, possession of pedagogical technologies, knowledge of the basics of psychology and correctional pedagogy, knowledge of individual differences in children, readiness of teachers to simulate a lesson and use variability in the learning process, knowledge of individual characteristics of children with various disabilities in development, and readiness for professional interaction and training. The second area is psychological readiness involves the emotional acceptance of children with various types of developmental disorders, readiness to include children with different types of needs in lesson activities and satisfaction with own pedagogical activity. This is what teachers do in our inclusive schools they equip themselves in professional and psychological readiness to meet the needs of the students regardless of their needs.

#### **5.4 Constraints in the Implementation of Inclusive Education**

The findings confirmed teachers fail to implement inclusive education due to; lack of in service training, student's absenteeism is a big problem to students with multiple disabilities, lack of teaching and learning materials, Lack of considerate for leaders from village up to the national levels, motivation to teachers, curriculum in favor of inclusive, Small budget located to schools for implementation of inclusive education in schools, Unfriendly environment to children with and without disability in inclusive education and lack if classrooms, More over the overcrowded classes becomes more difficult for teachers to help those who needs special assistance in the class.

##### **5.4.1 Unfriendly environment to children with and without disability in inclusive education**

The researcher has observed that the context of favorability in teaching and learning environment needs modification to suit the inclusive education. The teaching and



learning environment needs to be friendly for all students and especially with special needs example with physical impairment, low vision, the blind and with cognitive disability so as they can enjoy learning Heward (2006) supported by saying environmental modification are frequently necessary to enable a student with physical and health impairments to participate fully and independently in school. In the two schools the issue of infrastructure is a problem hence special assistance is needed to enhance smooth run of inclusive education.

However the government should provide funds for teaching and learning materials which might cater the needs of all learners in inclusive schools. The infrastructures must favor all diverse levels of learners together with construction of resource rooms specifically for remediation. Hence, there would be smooth teaching and learning environment to all learners in inclusive setting. Despite venerable progress made over the past years to increase access to basic education, more needs to be done to lessen barriers to education and to ensure that all students experience a genuine inclusive environment (UNESCO, 2017).

This is to be done so as all children with or without disability to get equal chance of getting education in a conducive environment. Children need to enjoy learn in the environment which they can have peace and hence receive the materials. Physical barriers in schools is real a challenge for example, doors, stairs, toilets and play areas in many inclusive schools, the building construction did not follow the guidelines for Universal Design so quick renovation of these buildings is needed. Students cannot enjoy learning if buildings are physically inaccessible to them. To ensure enjoyment

of the right of children with and without disabilities to an education, user-friendliness must therefore be addressed widely in entranceways to buildings, classrooms, appropriate seating and restroom facilities.

#### **5.4.2 Small Budget Located to Schools for Implementation of Inclusive Education in Schools**

Observation made in two inclusive schools the buildings are very old and in real situation is not suitable for teaching and learning activities. Quick renovation in these schools is highly needed so as to have conducive environment for the students to learn. What the government was suppose to do is to renovate the building to suite inclusivity before establishing these schools, but it is not late for the renovation to take place as it is doing now in renovating the old secondary schools by providing special fund for it.

Said (2017) Argues that, government and other education stakeholders put less emphasis in introducing inclusive education in primary schools, this goes parallel with less government budget allocated to finance primary education through setting appropriate environment for the practice of inclusive education. Also Godwin(2013) suggested budget for those schools should be at least boosted from what they given from the government because there are so many resources and facilities needed to those schools, therefore the budget should be enough and equivalent to the needs. The physical infrastructure in these two schools found to be unfriendly and supportive for the students in need. The inappropriate designed school building is lack of special funds allocated to gratify the need for the students with special needs. Allocating

enough budget for inclusive education, directing enough fund towards inclusive education goals, improving physical accessibility of all schools and improving information accessibility within all schools. Planning must be undertaken in each of these areas with adequate budget allocation to achieve convenience progressive.

#### **5.4.3 Lack of Teaching and Learning Facilities and Resources**

The findings reveal that in these two schools they lack teaching and learning facilities, which hinder them from doing their work. In School A they don't have books for cognitive impaired students and also the materials for sewing this is highly making them not reach their goals but the issue is all about the government to have special care to these schools because their students have special needs. Likewise in school B they do not have enough Braille machines and the drawing machines for blind and low vision students.

Looking on the situations which these schools face reaching the planned goals is very difficult. This can only be done by making sure that these setbacks are abolished for the betterment of providing better inclusive education and hence those with special needs and those with not enjoy the learning. Said (2017) denotes that the achievement of inclusive education rests on quality teaching and learning materials. If there is unavailability of the teaching and learning materials it will be very difficult to have quality inclusive education especially for the children with special needs at the end of the day these children will exclude them self from the education system which seem isolating them. Satisfactory efforts are needed to save the established inclusive schools.

#### **5.4.4 Lack of Cooperation from the Stakeholders in the Implementation of Inclusive Education**

Lack of consideration from the leaders from the village up to the National level this has been noticed and is a big problem in running the inclusive school. These schools are not given special consideration as it is spoken regularly by our leaders. Without the help of other education stakeholders like one of the head of school spoken the students would be in a high risk. Torombe (2013) this study clearly shows that there is a lack of shared responsibility within the educational structure as a whole, which makes it difficult for teachers to work together in their schools.

As a result, implementing inclusion in education is yet to gain sufficient momentum at the regular primary schools. And if teachers lack consideration this will be one reason to have negative perception toward inclusive education. Let teachers effort be recognized and appreciated to enhance positive implementation of inclusive education for the betterment of the nation as whole. Perhaps the lack of support for inclusive education among teachers can partly be attributed to the feeling of inadequacy and incompetence in teaching students of different abilities and needs, and in handling students with disabilities in particular. (HakiElimu, 2008)

#### **5.4.5 The Curriculum in use in Favoring Inclusive Education**

Modification of the curriculum is very important because it leads to improvement of academic, this should suit the needs of all learners though the diversification of the curriculum for effectiveness in provision of appropriate educational program looking on the needs of students. Example students with special needs they should be assessed differently with the students without special needs unless all limitations are resolved.

(Ainscow 2005 and Torombe, 2013) found that testing and assessment procedures used by teachers in schools reflected biased practices so teachers must incorporate the views of the learners themselves and the achievement is about the outcome of learning across the curriculum, not merely tests or results. With the intention of helping it will be the greatest assess for students with special needs towards their achievement. The curriculum at all levels must be made disability-inclusive, ensuring that the voice and image of persons with disabilities as participants in curricula is reflected in it. Educational materials should be made available in easily reached formats, such as Braille and in easy to read and understand forms.

Differences in communication and information requirements must also be taken into account in order to accommodate the diversity of learners in inclusive class. Curriculum content should be modified to meet special education needs and to allow for flexibility to suit the environment. It involves changes and modifications in content, approaches, structures and strategies, with a common vision, which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children, (UNESCO, 2005). Teachers need to acquire special abilities to identify the ordinary needs of the students and develop among themselves and use appropriate skills in a class with children of diverse needs of learning abilities should use special instructional methods and material which are familiar to inclusive curriculum to suit the students with and without special needs.

#### **5.4.6 Lack of In-service Training**

The proportion number of teachers and the number of students with special needs is still a problem. Hence in- service training is real needed to fill the gap, seminars and

workshops from the grass root is advised so as all teacher in our schools to have special and inclusive education. Khan (2017) supported by saying teachers are not provided with training through regular professional development to address needs of all learners. Teachers need to get regular training for those who have special education and those who have not so as to fit in the world of inclusivity. Kim (2012) similarly found that early education teachers reported wanting to receive more direct training and support from special education teachers and institutions.

In fact, workshops, practical trainings, seminars, and teacher training sessions about children with disabilities were found to improve teachers' positive perception of inclusion and the rate of agreement about the importance of inclusive education. Because is the issues which the whole world is talking off. Making it as a daily agenda is very important. In addition, the lack of training in the field of inclusive or special education may lead to less positive attitudes towards the inclusion of students with disabilities into mainstream settings, increased training can associated with more positive attitudes in inclusive education. This is confirmed the fact that the majority of teachers revealed that they needed special training in the teaching of inclusive education schools, due to the fact that training they received in teachers training colleges did not equip them with knowledge and skills to handle inclusive education classes.

#### **5.4.7 Lack of classrooms**

The study showed that lacking of classrooms is real a problem in all these two schools. In all two schools students with special need are staying in the single classroom regardless their levels this is due to lack of the classrooms. And sometimes

this cause lack of attentiveness in the class while teaching other students others are making noise.

Due to the situation, which these schools have, are not friendly for the practice of inclusive education. The best way if the government and other education stake holders to build preparation classes for the students with special needs depending to their level, this would help to further development of inclusive education. Hamad (2015) found out that learning environment was not conducive to all learners, in the schools there was a high shortage of teaching and learning facilities and the classes were overcrowded. This is what has been experienced in many inclusive schools due to lack of classrooms students are overcrowded.

#### **5.4.8 Motivation to Teachers**

Motivation of teachers this is another crucial aspect to be considered in the inclusive schools, Teachers use their ample time differently from the teachers in the regular schools. Teachers suggest that at least the Government to recognize their effort in helping these children as some time they use their own money in paying the visits these students and also when their sick sending them to hospital as many of those students do not have health insurance. Torombe (2013) the role of teachers is to implement inclusive education on top of the OBE workload should not have resulted in their having no time for relaxation; their efforts needed recognition with additional allowances to boost their morale and motivation for continuing their work. It is very important to for the government and the community value teacher's contribution towards efforts and motivate them. It is difficult to compensate of what they are doing, but little recognition of their effort is very important.

The researcher revealed that inclusive education in public primary schools is very attractive to teachers and students but the big problem is unfavorable teaching and learning environment, which lead to difficulties in the implementation of inclusive education. However Teachers manage to work in helping students with special needs apart from those difficulties that they encounter. Students enjoy the social - interaction they get after been at school like using of toilets for cognitive impaired students.

Nevertheless, the society as arisen and sending the students with special need to school as now those children are no longer seen as a burden because they can some time do their work with little or no assistance, and now parents can do their economic activities for the family benefits. As inclusive education is on -going process, a never-ending mission which aims to increase involvement of all children with and without disability.



## **CHAPTER SIX**

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

#### **6.1 Introduction**

This chapter presents the summary, conclusions, implication and recommendations of the study on teachers perceptions in the implementation of inclusive education in public primary schools in Tanzania. First part provides a summary of the study, second part summaries the major findings and the third part presents the conclusions, the fourth part present the implication of the study and lastly the fifth section provides the recommendations of the study.

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

This study aimed to investigate about teachers perceptions in the implementation of inclusive education in public primary schools. Specifically, the study attempt to achieve three specific objectives such as to identify teachers perception toward inclusive education, to investigate efforts made by teachers in improving inclusive education and to identify the constraints in the implementation of inclusive education. The study used the following research questions to collect data includes; What are the teachers' perceptions that affect inclusive education? What efforts made by teachers in improving inclusive education? And what constraints encountered by teachers in implementing inclusive education? This study was guided by Social constructivist theory. Also the study used different empirical review based on the specific objectives listed above to get the knowledge gap.

The study employed a case study research design where two public primary schools were selected as the case of the study. Moreover a qualitative approach was used in

this study. Purposive sampling procedures were used to sample the respondents. This study consisted of 19 respondents among whom 1 Special needs education officer, 2 head teachers and 16 teachers; Data were collected through semi structured interview, focus group, documentary review and observation.

The qualitative data were analyzed using content analysis, which compacted the amount of amorphous content which is appropriate and convenient in the context of questions evaluation. Data were then coded and described by reading through the field notes simultaneously by making comments related to themes. Nevertheless, ethical consideration was observed in this study.

### **6.3 Summary of the Major Findings**

This section provides a summary of the major findings based on the three study objectives as condensed below;

#### **6.3.1 Teachers Perception Toward Inclusive Education**

The findings indicates that majority of teachers to a great extent have positive perception toward inclusive education although they are some who do not have trainings on how to treat students with disability. They are some who wish to get on job training and have more knowledge on inclusivity.

#### **6.3.2 Efforts Made by Teachers in Improving Inclusive Education**

The findings confirmed that doing census every year in September to identify the students with special needs, educating parents about inclusive education and helping those who are mental retarded by doing social activities have helped much in

increasing the number of disabled students to inclusive school as parents have seen students development and hence stigmatization is reduced.

### **6.3.3 Constraints in the Implementation of Inclusive Education**

The findings confirmed teachers fail to implement inclusive education due to; unfriendly environment to students with disability which is a big problem to students with multiple disabilities, lack of teaching and learning materials, Small budget allocated to inclusive schools, Lack of considerate for leaders from village up to the national levels, motivation to teachers, in-service training. Moreover the overcrowd due to lack of classes becomes more difficult for teachers to help those who need special assistance in the class.

## **6.4 Conclusions**

In the light of the findings of this study there is no doubt that, teachers have positive perception towards implementation of inclusive education as they are working hard and they are good advocacies of inclusive education. Also teachers are showing a lot of effort in helping the children with disability in the inclusive classes to reach their goals and also doing census to identify children with disabilities and enroll them.

Furthermore, though inclusive school teachers still face a lot of challenges in implementation of inclusive education such as; lack of teaching and learning materials, un friendly environment to students with disability, small budget allocated, Lack of considerate for leaders from village up to the national levels, lack of classes, in-service training, curriculum in use is not in favor to students with disability and

motivation to teachers. But still teachers have positive perception toward the implementation of inclusive education.

### **6.5 Implication of the Study**

The findings of this study have several implications to education practioners. Although the study was strictly limited to two public primary schools in Njombe town Council, the findings provide the clear picture that the teachers perceptions towards implementation is positive as they are working very hard in the implementation of inclusive education and they have been good advocacies of inclusive education although they do not have the guidelines to run the schools and the schools were not designed for inclusion they need the government to make renovation so as they can suit with the current situation of inclusion.

Although teachers have positive perception towards inclusive education they are showing a lot of effort in implementation of inclusive education for students with disability to reach their goals although other teachers they do not have training on special education but they teach in inclusive classes because the teachers with training they are induction training to their fellow teachers. Teachers in these schools they need the authorities to overcome the challenges they face.

It can also be said that, inclusive education is still stumbling block. Due to the challenges that teachers face in the implementation of inclusive education like unfavorable environment for the practice of inclusive education, large sized classes hence it is sometimes difficult to help students as they have different needs due to

small number of classes, lack of consideration from the leaders as what they say is not what is practiced and hence small budget which is allocated to these schools, lack of teaching and learning materials especially to students with special needs, lack of in-service training as other teachers do not have education in special and inclusive education and also teachers are not motivated as sometimes they are demoralized as they have many responsibilities to do in helping the students with special needs.

Although the study provides a brief of teachers perception towards the implementation of inclusive education, this gives a clear image on how it is been implemented in other regions. However this situation can be faced in many developing countries as the practice of inclusive education is still the problem, because there some who are left behind due some challenges. The recognition of the motto of the millennium education for all can be achievable unless educational opportunities are provided to all regardless to their needs. It is hoped that the consequence of this research, attention will be directed to Ministry of Education and Vocation Training, Education Stakeholders, Special Need Education Department and Local Government Authorities to take serious measures in making important moves toward the implementation of inclusive education.

## **6.6 Recommendations**

Based on the research findings and conclusion of this study, various recommendations are made towards solving challenges facing inclusive teachers in implementing inclusive education to the ministry of education and vocation training, teachers, schools and other education stakeholders:

### **6.6.1 Recommendations for Action**

Based on the findings of the study it is recommended that;

- (i) Teachers need to be given all necessary equipments for their teaching and learning materials and have conducive environment for their teaching so as to maintain positivity towards inclusive education, The government should work hard so as the practice of inclusive education to be improved and help all learners with and without disability and hence to maintain teachers positivity toward inclusive education.
- (ii) The Government and the community in general needs to recognize the effort made by these teachers is very important as we need not to demoralize of what they are doing. Teachers use their time and also resources to help these students without any allowance apart from their salary. Teacher should be applauded due to their hard working in making inclusive education possible.
- (iii) Inclusive school teachers still face a lot of challenges in implementation of inclusive education such as; lack of teaching and learning materials, unfriendly environment to students with disability, small budget allocated, Lack of considerate for leaders from village up to the national levels, lack of classes, in-service training, curriculum in use is not in favor to students with disability and motivation to teachers .The government should find out suitable ways on how to solve these challenges for smooth run of the inclusive schools so as to maintain the teachers positivity in the implementation of inclusive education.

### **6.6.2 Recommendations for further studies**

This study focused on Public primary schools in Njombe town council;

- (i) For this reason, there is a need to conduct similar studies in other primary schools in Tanzania to determine teachers perceptions in the implementation of inclusive education in public primary schools.
- (ii) Further studies are needed to be conducted in Secondary on teachers perceptions in the implementation of inclusive education
- (iii) This study employed qualitative research approach using a case study design. Data were obtained through interview, focused group discussion, observation and documentary review. Therefore another study could be done the same or in different area using qualitative or mixed research approach to make the comparison of the findings.

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## APPENDICES

### Appendix 1: Interview Guide for Head Teachers

Dear Sir/Madam,

I am Mwambe Zubeda, a Masters student at Open University of Tanzania (OUT) pursuing Masters of Education in Administration, Planning and Policy Studies. I'm currently conducting a study on Teachers Perceptions on the Implementation of Inclusive Education in Public Primary Schools in Tanzania in Njombe Town Council. The study is carried out for academic purpose and not otherwise. As one of the key stakeholders, I wish to obtain your experiences and opinions about the matter. I have prepared some few questions to guide our conversation. Kindly respond them as best as you can. I further wish to assure you that, your responses will be kept confidential and anonymous.

Interviewee's personal information.

Designation.....

Gender.....

Level of education.....

Year in service/Experience.....

#### **Interview guide questions for heads of schools.**

1. For how long have you been a head teacher in this school?
2. Can you tell me how do you implement inclusive education in your school?
3. What guide your school in implementation of inclusive education?
4. What efforts do you make to achieve inclusive education?
5. What is the biggest challenge in implementation of inclusive education?

## **Appendix II: Interview Guide For Special Need Education Officer**

Dear Sir/Madam,

I am Mwambe Zubeda, a Masters student at Open University of Tanzania (OUT) pursuing Masters of Education in Administration, Planning and Policy Studies. I'm currently conducting a study on Teachers Perceptions on the Implementation of Inclusive Education in Public Primary Schools in Tanzania in Njombe Town Council. The study is carried out for academic purpose and not otherwise. As one of the key stakeholders, I wish to obtain your experiences and opinions about the matter. I have prepared some few questions to guide our conversation. Kindly respond them as best as you can. I further wish to assure you that, your responses will be kept confidential and anonymous.

Interviewee's personal information.

Designation.....

Gender.....

Level of education.....

Year in service/Experience.....

### **Interview guide questions for special need education officer**

1. Can you tell me about yourself and your special need education department?
2. For how long have you been special Need education department Officer?
3. What guide your council in implementation of inclusive education?
4. What efforts do you make to achieve inclusive education?
5. What is the biggest challenge do you face in implementation of inclusive education?

### **Appendix III: Focus Group Discussion Guide for Teachers**

Dear Sir/Madam,

I am Mwambe Zubeda, a Masters student at Open University of Tanzania (OUT) pursuing Masters of Education in Administration, Planning and Policy Studies. I'm currently conducting a study On Teachers Perceptions on the Implementation of Inclusive Education in Public Primary Schools in Tanzania in Njombe Town Council. The study is carried out for academic purpose and not otherwise. As one of the key stakeholders, I wish to obtain your experiences and opinions about the matter. I have prepared some few questions to guide our discussion. Kindly respond them as best as you can. I further wish to assure you that, our discussion will be kept confidential and anonymous.

School name.....

Gender.....

Level of education.....

Year in service/Experience.....

#### **Focus Group Discussion question for teachers**

1. For how long have you been teaching in this school?
2. What do you understand about inclusive education?
3. Can you tell me how do you implement inclusive education in your class?
4. What efforts do you make (teaching activities) in the inclusive class?
5. What is the biggest challenge in implementation of inclusive education?

**Appendix IV: Observation Checklist**

1. School environment.
2. Teaching and learning materials.
3. Number of pupils with disabilities.
4. Environmental safety.



**Appendix V: Research Clearance Letter****THE OPEN UNIVERSITY OF TANZANIA*****DIRECTORATE OF POSTGRADUATE STUDIES***

P.O. Box 23409  
Dar es Salaam, Tanzania  
<http://www.openuniversity.ac.tz>



Tel: 255-22-2668992/2668445  
ext.2101  
Fax: 255-22-2668759  
E-mail: [dpgs@out.ac.tz](mailto:dpgs@out.ac.tz)

**REF: PG201801875****10<sup>th</sup> February 2020**

District Executive Director,  
Njombe District,  
P. O. Box 577,  
**NJOMBE.**

**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 Charter, 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 **Ms. Zubeda Mwambe Reg. No: PG201801875** pursuing **Master of Education in Administration, Planning and Policy Studies (MEDAPPS)**. We here by grant this clearance to conduct a research titled ***“Teachers Perceptions on the Implementation of Inclusive Education in Public Primary Schools in Tanzania”***. She will collect her data in your district between 12<sup>th</sup> February to 12<sup>th</sup> April 2020.

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 VI: Request for Research Letter


**PRESEDENT'S OFFICE REGION ADMINISTRATION AND LOCAL  
GOVERNMENT AUTHOURITY  
NJOBETOWN COUNCIL  
(ALL CORRESPONDENTS SHOULD BE ADDRESSED TO TOWN DIRECTOR)**

TEL: 026 - 2968433  
Fax: 026-2968832  
Website:www.njobetc.go.tz  
Email:td@njobetc.go.tz

In reply quote :

Ref. No. NTC/R:G/219/548/ID/76

VICE CHANCELLOR  
THE OPEN UNIVERSITY OF TANZANI  
P.O. BOX 23409  
**DAR ES SALAAM-TANZANIA**



S. L. P. 577,  
NJOMBE,  
14<sup>th</sup>February,2020

**RE: REQUEST FOR RESEARCH**

Reference is made to your letter dated 10<sup>th</sup> February 2020 with reference number PG201801875 on the above subject.

This is to kindly inform you that your request to accommodate student **Ms. Zubeda Mwambe** registration number PG201801875 for collecting information on **"Teachers perceptions on the implementation of inclusive Education in Public primary schools in tanzania"** between 12<sup>th</sup> February to 12<sup>th</sup> April,2020 has been accepted.

Therefore, on the arrival, the student is required to report to the **Town Education Officer (TEO PRIMARY)**.

Yours Sincerely,

*Ki*  
Kisinini M.W  
For: Town Director  
Njombe Town Council  
**NJOMBE**

Kny:MKURUGENZI  
HALMASHAURI YA MJI  
NJOMBE

cc: TEO Primary- *(To note on file)*  
: Head teacher Kibena Primary - (For you Assistance)  
: Head teacher Kambarage Primary - (For you Assistance)

## Appendix VII: Plagiarism Report

### TEACHERS PERCEPTIONS ON THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN PUBLIC PRIMARY SCHOOLS IN TANZANIA: A CASE OF NJOMBE TOWN COUNCIL

#### ORIGINALITY REPORT

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