

**MANAGEMENT OF INCLUSIVE EDUCATION IN PUBLIC PRIMARY
SCHOOLS IN KILOSA DISTRICT, MOROGORO REGION IN TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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CERTIFICATION

The undersigned certify that she has read and hereby recommends acceptance by the Open University of Tanzania, dissertation titled, *Management of Inclusive Education in Public Primary Schools in Kilosa District, Morogoro Region in Tanzania* in Partial Fulfillment of the Requirements for the Master of Education in Administration, Planning and Policies Studies.

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.....

Date

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DECLARATION

I **Remwald Alfred Shayo** do hereby declare that, this dissertation project is my original work, and that it has not been submitted and will not be presented for the similar degree award in any other University.



.....
Signature

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Date

DEDICATION

I dedicate this precious work to my lovely two children namely Angel R. Shayo and Alvinluckson R. Shayo who throughout my Master's program encouraged supported and understood the importance of my pursuing and completing the program at the same time allowing less time and resource for them. I thank them very much.

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ABSTRACT

The study was on the management of inclusive education in public primary schools in Kilosa district council. The specific focus was on the role of head teachers in ensuring quality implementation of inclusive education; the modalities they use to involve stakeholders to support inclusive education; and the challenges facing them in coordinating stakeholders to support implementation of inclusive education in primary schools in Kilosa district. A total of 60 respondents represented by 30 heads of schools and 30 class teachers from 30 sampled public primary schools were purposively sampled and subjected to open interview with 20 questions. The data were analyzed, discussed and presented qualitatively. Results revealed that, the role of head teachers in inclusive education was to ensure the availability of human and material resources. Further, the results revealed that, the modalities used to involve stakeholders to support inclusive education include parents and community meetings as well as fundraising during schools' ceremonies such as graduations. The study revealed that, the key challenges facing primary school management in implementing inclusive education lack of political will from the central government to the local and individuals to support inclusive education. This situation has led to schools facing acute shortage of teaching and learning materials for special needs pupils, unfriendly schools' infrastructure to pupils with disabilities and high rate of school dropout and poor performance among the pupils with disabilities. The study recommends that, the government should make an intentional effort to support inclusive education. This will trickle down to the local government and to individual people including parents of children with special needs. Further, it is recommended that collective effort should be done to raise awareness on the importance of education to children with disabilities and other marginalized children for the national development. For further studies, it recommended the same study to be done in public secondary schools.

Key words: Roles, Stakeholders, Management, Education, Head teacher, disabilities

LIST OF ABBREVIATIONS

DPO	-	Disabled People Organizations
EFA	-	Education for All
ESDP	-	Education Sector Development Program
MOEST	-	Ministry of Education Science and Technology
MOEVT	-	Ministry of Education and Vocational Training
NGOs	-	Non-Government Organizations
PO-RALG	-	President Office Regional Administration and Local Government Authority
PEDP	-	Primary Education Development Program
PWD	-	People with Disability
SDGs	-	Sustainable Development Goals
UN	-	United Nations
UNESCO	-	United Nations Educational Scientific and Cultural Organization
UPE	-	Universal Primary Education
URT	-	United Republic of Tanzania

TABLE OF CONTENTS

CERTIFICATION	I
COPYRIGHT	II
DECLARATION.....	III
DEDICATION.....	IV
ACKNOWLEDGEMENT	V
ABSTRACT	VII
LIST OF ABBREVIATIONS	IX
LIST OF TABLES	XIII
CHAPTER ONE: INTRODUCTION	1
1.1 Introduction	1
1.2 Background of the Problem	1
1.3 Statment of the Problem.....	7
1.4 General Objective.....	8
1.4.1 Specific Objectives	8
1.4.2 Research-Questions	8
1.5 Assumptions of the Study	9
1.6 Rationale for the Study.....	9
1.7 Significance of the Study	10
1.8 Scope of the Study	11
1.9 Limitations of the Study.....	11
1.10 Organization of the Study	12
CHAPTER TWO: LITERATURE REVIEW	13
2.1 Introduction	13

2.2	Theoretical Review of the Study.....	13
2.2.1	System Theory.....	13
2.2.2	Role Theory.....	14
2.3	Empirical Studies.....	15
2.4	Role of education leaders in inclusive Education.....	18
2.5	Modality used to involve Stakeholders to support inclusive Education.....	20
2.6	Challenges facing administration and Management of inclusive Education ..	24
2.7	Research Gap.....	27
	CHAPTER THREE: RESEARCH METHODOLOGY	28
3.1	Introduction.....	28
3.2	Area of the Study.....	28
3.3	Research Approach.....	29
3.4	Research Design.....	29
3.5	Population of the Study.....	30
3.6	The study Sample.....	30
3.7	Sampling Techniques.....	31
3.8	Data Collection Tools.....	32
3.8.1	Interview.....	32
3.9	Validation and Reliabilty of Research Tools.....	33
3.9.1	Validation of the Study Tools.....	34
3.9.2	Reliability of the Study Tools.....	34
3.9.3	Data Analysis Procedures.....	35
3.9.4	Ethical Consideration.....	36

CHAPTER FOUR: PRESENTATION OF THE RESEARCH FINDINGS	38
4.1 Introduction	38
4.2 The nature of Respondents.....	38
4.2.1 Respondent Gender	38
4.2.2 Age of Respondents.....	39
4.2.3 Level of Education	39
4.3 Data Presentation	39
4.3.1 Role of head teachers in Management and Administration of inclusive Education.....	41
4.3.2 Modalities used to involve stakeholders to support inclusive education	43
4.3.3 Challenges towards management and administration of inclusive Education	45
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	48
.....	
5.1 Introduction.....	48
5.2 Summary of the Findings	48
5.3 Conclusion	50
5.3.1 Measures taken to overcome challenges in Management and Administration of inclusive Education.....	52
5.3.2 Recommendations	56
5.4 Area for further research	56
REFERENCES.....	58
APPENDICES	70

LIST OF TABLES

Table 3.1: Sample Size and Sampling Technique:..... 32

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The Tanzanian national goal of education is to develop world-class individuals who can realize their full potentials to fulfil their life aspirations (MOEST, 2017). The heads of schools are considered the most important persons needed to accomplish this educational goal. As a leader and manager, head teachers are keys for schools' improvement and student's achievement (Bernhardt, 2004).

This chapter covers background of the problem, statement of the problem, the study general purpose/objective, specific objectives, the research questions, assumptions of the study, rationale/motives for the study, significance of the study, delimitation or scope of the study and limitations of the study.

1.2 Background of the Problem

World governments and international communities recognized the right to Education for All (EFA). Since 1948 milestone declaration and conventions have been discussed and signed. To describe few; UN universal declaration in human right 1948 article No. 26 proclaims the right of every citizen to education regardless of gender, race, colour and religion. That means the schools should enrol and support all the children regardless of their abilities. The rights for all the people including those of people with disabilities (PWDs) are found in the constitution of all independent nation's members of UN. These rights are described in the world program of action concern disabled person in 1982, also the convention on the right of the child in 1989, unforgettable and great the Jomtiel world conference on

education for all (EFA) in 1990 Thailand, the focus was on acknowledging large number of vulnerable and marginalized group of learners were excluded from educational systems worldwide (Miles and Singa, 2008).

Again, the Salamanca statement and framework for action on special needs education in Spain (UNESCO,1994) constitutes several human rights for personal with disabilities, For example, Article 7 of the Salamanca statement 1994 requires all children to learn together regardless of their learning difficulties or differences that they might have. There are other initiatives to provide every child with Primary school educational by 2015. This is clearly stipulated in the UN convention on the Right of persons with disabilities of 2006. All these efforts are based on an attitude that, education is the essential to individuals' wellbeing and nation development and therefore, inclusive education has become a strategy to provide Education for all (EFA).

Historically, in the worldwide societies people with disabilities have been discriminated as they were perceived as a burden in the families and societies. In tradition Europe for example, people with disabilities (PWDs) were considered as a social threat and abnormal to normal human species, as they were erroneously judged to be less productive group.

In the late of 1950s, Scandinavia countries especially Denmark and Sweden began to remove negative cultural perceptions about the people with disabilities and provided them with vocational skills. This idea spread and the same years, in 1950s, the Anglican Church opened the first special needs school in Tanganyika by then now Tanzania at Buigiri closely to Dodoma region. Apart from Buigiri Primary school for

the blind children only, another school for deaf was established by colonialist at Tabora in 1963 (UNESCO, 2001).

In Africa, when families moved from one place to another in search of food or a better place to live, people with disabilities were left behind without any assistance (Csocsan and Sjostedt 2008). Sometimes in Europe, disabilities were used as an object of entertainments, PWDs were placed in asylums where they were fed and clothed because the society had to be protected from them (Pritchard 1960, Bender 1970). In West African societies for example, people with disabilities were thrown in the forest to die because they were considered as evil and could bring bad omen in the family.

In Tanzania, Education for Self-Reliance (ESR) had planted roots of special education in 1960s following nationalization of schools and introduction of Uniform curriculum. With implementation of Universal Primary Education (UPE) in 1970 played a little in special education but greater increased in enrolments in primary schools and created opportunities to embed special education because, development plan between 1970-1980 and 1986-1987 in particular brought expansion of special education. Schools for children with disabilities were established because Late J.K. Nyerere, the first President of United Republic of Tanzania believed that, person with disabilities and marginalized have the right to education (URT 2006), Majority of children with disability and non-disability were enrolled for basic education in 1990s as the result of educational reformation in Tanzania as it was articulated in the Millennium Vision.

Education Policy in 1995 and Primary Education Development Programmes (PEDP)

in 2002-2006, and 2007-2011 were the government efforts to map special education schools. From policy, the enrolment of pupils with disabilities in Tanzania primary schools increased from 1,992 in 2006 to 26,436 in 2011 (MOEVT, 2011). From 2015 to date enrolment has increased to about 37,034 where by 21,151 are boys and 15,883 are girls in Tanzania Primary schools, (BEST, 2016) and total of 4,171 of disabilities in pre-primary schools where boys are 2502 and 1669 girls (BEST 2016). This enrolment continued to increase following the implementation of Tanzania fee free education policy of 2015 which has attaches great significance to education for all (EFA) to children including those with learning disabilities.

However, despite the reforms and efforts made by Tanzania governments on Education Policies and Curriculum since 1980s to 2014's when new education policy was launched, there are no tangible interventions made to enable disabled pupils to participate fully in learning. For example, documents review showed that more than half of pupils with special needs who were enrolled in Morogoro municipality primary schools did not complete their studies (Zaituni 2017) similar to the world report of UNESCO (2011) which reports that, only 50.6 percent of male and 41.7 percentage of female with disabilities have completed primary schools which means, the remain 49.4 percent of males and 58.3 of females have not competed, primary education.

The failure to reach target objective of providing education to all regardless of abilities can be associated with failure of the head teacher to understand their role. Still human resources, physical infrastructures, resources, facilities, curriculum, administration and management are required maintenance (URT 2006). This call for

the proper management of inclusive education to ensure that, children with disabilities of all kinds, access education on the equal foot with their fellow normal children.

Although several studies have concluded that, inclusion and inclusive education is perceived positively by society and educational stake holders including teachers in Tanzania (Kapinga, 2014; Mmbaga, 2002; Tungaraza, 2010), there are several problems that scholars have seen affecting its implementation. According to Mmbaga (2002), poverty has been a major problem affecting education budget, and as a consequence, priority in education is given to inclusive education is not sustainable. This situation has led to ineffective teaching due to inadequate and quality teaching and learning materials for inclusive schools; lack of quality infrastructure such as classes, toilets, libraries, most of which are not inclusive friendly.

There is also a challenge of trained human resources in inclusive education in Tanzania (Mmbaga, 2002; MoEVT, 2009). In his study, Mmbaga, (2002) observed that, there was considerable shortages in teachers with special needs and inclusive education. A report by the Ministry of Education, Science and Technology (MoEVT, 2008, 2009) shows that there was less than 1% of teachers with the knowledge of special educational needs, and even these teachers lacked pedagogical skills and knowledge involved in inclusive teaching and learning processes (MoEVT, 2009). This was also observed by Kapinga, (2014) who observed that the majority of the schools he visited did not have enough teachers with professional competence to care for the children with special needs and the children were always left alone in the class by themselves without any activity.

Again, the study of Mmbaga (2002) shows that inclusive education in Tanzania has a lot of social, economic and administrative challenges. According to Mmbaga, the institution and practices of inclusive education in Tanzania were adopted from the North without considering the context and culture and the existing practices, and thus, these impede a smooth running of inclusive education in Tanzania. Specifically, Krohn-Nydal, (2008) shows a lack of community awareness of the inclusive education and this lead to a failure of many parents from taking their children with disabilities to school or support the schools with the children with disabilities to ensure the schools are accessible to children with disabilities.

Meena, (2014) observed a situation in inclusive school and concluded that there was a double standard in the implementation of inclusive education in Tanzania, as there was such a big mismatch between the availability of resources and the real situation in terms of implementation of inclusive education.

In Turkey, several scholars have reported some challenges in the implementation of inclusive education. Eres, (2010) and Karnas& Bayer (2013) reported some problem including scarcity of trained teachers, general education teachers' pessimistic perspective on inclusive education and insufficient collaboration between parent and teachers (Karnas& Bayer 2013a).

Likewise, in China, the same situation is experienced although the study of Duan (2014) reported that, the number of special education teachers increased from 37,945 in 2009 to 48,125 in 2014. However, despite these efforts, Guo, (2016) reports lack of special educators in disabilities and autism sections.

In Swaziland, the situation is also not any better. A study by S'Lungile T,2015 shows

that, teachers in Swaziland have been lamenting on the challenges they face due to the shift of learners with special needs to regular classroom where they were expected to continue with the same curriculum to teach all the learners including those who were previously not in the mainstream.

In Kenya, Nadia Project reports of 2012 shows that about 81% of the teachers were not well equipped with the necessary training and expertise to handle students with learning disabilities. Nadia also reported a critical lack of both teaching and learning materials led difficult learning environment for students with learning disabilities as well as uncooperative school administration in inclusive schools in Kenya.

Undeniably, these studies provide useful insight into the challenges associated with providing inclusive education in Tanzania and other countries in the globe.

1.3 Statement of the Problem

School management and district education leaders are expected to ensure inclusive education is implemented and sustained. District office is responsible for providing resources, including human, funding, and organize in-service training specific management of inclusive education to head teachers. In turn, head teachers are expected to oversee the implementation of quality inclusive education in their schools and provide quality supervision to teachers of special and inclusive education in their schools. There is no comprehensive study that has cared to understand the roles of head teachers in the implementation of inclusive education. Further, there has not been a vigorous study to assess the modalities used to involve stakeholders to support inclusive education in Public Primary schools in Kilosa. Moreover, no scholar has tried to investigate the efficacy of administration and management of

inclusive education in public primary schools. This study aims to fill this gap in the literature. Its goal is to contribute to a growing body of literature on the management of inclusive education. It will also support a discussion on the role of school management on quality IE towards realising inclusive and equitable lifelong learning for all. The study aims to participate in the discussion on future directions for the management of inclusive education towards the provision of quality, equity and excellent education for all.

1.4 General objective

The general objective of this study is to explore the challenges facing management of inclusive education in Public Primary Schools.

1.4.1 Specific objectives

The study led by three objectives which anticipated to:

1. Examine the roles of head teachers in the implementation of inclusive education in public primary schools at Kilosa district council;
2. Assess the modalities used to involve stakeholders to support inclusive education in in public primary schools at Kilosa district council;
3. Determine the challenges facing administration and management of inclusive education in public primary schools at Kilosa district council.

1.4.2 Research-questions

1. What are the roles of head teachers in the implementation of inclusive education in public primary schools at Kilosa district council?
2. What are the modalities used to involve stakeholders to support inclusive

education in in public primary schools at Kilosa district council?

3. What are the challenges facing administration and management in the implementation of inclusive education in public primary schools at Kilosa district council?

1.5 Assumptions of the Study

The study is based on the following assumptions;

- That, the entire sample selected as participants would provide reliable responses in regard to the subject of study.
- That, all the participants would be aware of the unique challenges that affect management of inclusive education in the study area.
- That, the entire sample selected as participants would have knowledge of the inclusive education and the challenges facing its management.

1.6 Rationale for the Study

There are number of reasons that have motivated the researcher to carry out this study. One-day researcher heard this pain voice from Abood Radio in Morogoro region “I am a blind pupil, I go to an integrated school, morning we go to school together, when we get to school we are scrutinised, the bell rings my classmate rushing to the classroom, I worry about climbing the stairs, when the teacher writes on the board, my classmates see well, I see the fog, our school is one, our classrooms are one, our class is one, our class is one teacher, we really are together”? The voice motivated the researcher to speculate in deep the case through reading papers, researches, newspaper and other documentary to investigate the magnitude of the problem. Researcher realized that there are challenges facing disabilities pupils in

inclusive, again, most of the studies have been focusing only on challenges facing implementation of inclusive education but not in management of inclusive education which might be the causal of those challenges. Since there have not being enough case studies in the area of the management of inclusive education in Tanzania, so a gap of knowledge on management of inclusive education in public primary schools is seeing to contribute in filling with this study.

1.7 Significance of the Study

The study layout some common challenges facing management of inclusive education and by so doing, educational stakeholders might select few or all provided recommendations as interventions to address common challenges that hinder management of inclusive education. Automatic there would be improvement of efficiency and effectiveness in administration and management of inclusive education in Tanzania.

In addition, the findings of the study might help different educations stakeholders to understand deeply the challenges affecting management of inclusive education in Public Primary School in Tanzania. Also, policy makers, donors, planner like UNESCO, UNICEP and World Bank in Tanzania would be more enlightened to give policy of inclusion more attention so that it can be made more practically to more public schools' country wide.

Furthermore, the study is expected to provide understanding to other researchers concerning current challenges in management of Inclusive education and to be used in the further research work as reference.

1.8 Scope of the Study

The study restricted to the roles of head teachers in the implementation of inclusive education, the modalities used to involve stakeholders to support inclusive education and challenges facing management of Inclusive education in public primary school in Kilosa district council. The study carried out in 30 primary schools which offer Inclusive education in Kilosa District. Automatically, 30 head teachers and 30 classes teachers involved in the study from all sampled primary schools. Currently, head teachers are the most important education leaders in Public Primary schools for the purpose of this research due to decentralization of authority and powers in education management system so, all respondents who participated in the study were those who responsible for the management of Inclusive Education in one way or another. Thus, the study used the total of 60 sampled respondents.

1.9 Limitations of the Study

Literatures from Tanzania on Management of inclusive education were very limited. The researcher had to read the studies from very few Tanzanian's authors and the rest written papers from the authors outside the county.

In addition, once earlier researcher had thought over the presence of participants who might refuse to provide data to be recorded during an interview session. That happened and Researcher overcame the challenge by assuring all informants that, all information will be specific for the study purpose and nothing else will be done or taken after their involvement.

Lastly, the focus of this study is on Tanzanians who use Swahili as a national language, and since Swahili is the national language and second language in learning

to speak after mother tongue, thus making English a third language for them and not fluent in it. The researcher found this to be a challenge. Thus, all interviews translated into Swahili language from the English language. In this way the researcher succeeds to collect enough information as the respondents answer the interviews questions in Swahili language.

1.10 Organization of the Study

The dissertation covers 5 chapters. The first is the introduction chapter, which covers the background of the problem, statement of the problem, the study general purpose/objective, specific objectives, and the research questions, assumptions of the study, and rationale for the study and significance of the study. Also, this chapter includes scope or delimitation of the study and finalized with limitation of the study.

The second chapter presents the literature related to this study. It covers theoretical and empirical literature and conceptual framework of the study is presented.

The third chapter describes the study methodology, research approach, and research design. Research findings are presented and analyses in the fourth chapter and those findings are summarised concluded and recommended in the fifth chapter.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature related on the management of inclusive education in Public Primary Schools. It covers theoretical and empirical evidence from different parts of the world and conceptual frame work of the study.

2.2 Theoretical Review of the study

Researcher understood that, a theory in the study guides to generate research design, questions, and data selection. Also it provides the researchers with a framework for understanding the phenomenon that they are studying. Silvermann states: “Any scientific finding is usual to be assessed in relation to the theoretical perspective from which it derives and to which it may contribute (Silvermann 2000)” He added, “Research questions are inevitably theoretically informed”. With that statements the study was guided by System theory and Role theory.

2.2.1 System theory

The System theory was developed by Ludwing Von Bertalanffy in the1940's. This theory is based on the belief that individuals do not operate in isolation but rather grow and develop in interaction with physical and social environment. Based on that assumption, management of inclusive education needs interaction not only with the head of school and the teaching staff alone, but also with others, like the community through open system environment.

From this theory, the survival of the school as an open organization or institution

needs to have a head teacher to manage school but also to have quality interaction with external and internal environments. Towards this end, the head teacher must work together with community, family, parents, teachers, pupils, education officers, NG'Os and Ministry of Education and government according to the culture of the school. All these activities are referred to, as part and parcel in the management of inclusive education in Primary schools.

The system theory in this case seems to fit well this study on Management of Inclusive Education in Public Primary schools because the theory asserts that, schools as an organization do not operate alone. It functions in the system which involves many stakeholders as above explanations show. That why Schemer horn, (2009) noted that system is made up of interrelated parts that function together to achieve common purpose. From this assumption, success in management of inclusive of education is assured if head teachers and education stakeholders will work together in well-defined system. Thus, system theory will help the researcher to explain deep and widely how all education stakeholders in terms parents and community members can work together in the system towards management of inclusive education.

2.2.2 Role Theory

Again, the study is guided by the role theory, which comprises of three important components; era, role and stakeholders (Udai, 2007). The theory emphasizes that leadership is the function of the era, the individual, the role and stakeholders. The era in which a person is born determines his or her leadership style which may lead them to be autocratic, conservative or democratic. With an introduction of new things a

leader needs to be more flexible, open to receive, creative, innovative. It implies, leaders follow the existence of era of influence which may affect their style of leadership style. In the current era, head teachers as leaders are expected to lead successful management of inclusive education because this is the era that is advocating for it. In order to understand effective head teacher, one needs to see how these heads have created mechanisms to involve stakeholders to support inclusive education.

2.3 Empirical Studies

This section analyses the literature that focused on the three research questions developed in chapter 1. The goal is to determine what has already been done relating to the subject matter pursued in this study so as to gain insight and place my study within a logical frame.

The origin of term "educational Management" is traced back in the early part of 20C in United States then developed in the United Kingdom in the late of 1960's. It referred as a complex human enterprise in which different resources are brought together and made accomplish the desire and expected goal or objectives. Bindu, (2019) cited online that, Education management is a goal-oriented activity involves group efforts and an organized work and performance towards the attainment of certain pre-determined goals in an education institution.

That is, administration of the education system in which a group combines human and material resources to supervise, plan, strategies and implement structures to execute an education system. The education system which is managed consists of head teacher, teaching staff, administrative personnel and parents as well as the

community around the school. These bodies are working together to enrich and enhance the implementation of education.

The number of components is required for the effective management of inclusive education but human resource is very important component which ensure success in management of inclusive education. Head teachers, education officers, family, parents, community are involved direct in the management of inclusive education because they have significance roles to play in this section of education. Also, institutions, non-governmental organizations, Ministry and government are key stakeholders in management of inclusive education. For instance, head teachers may collaborate with parents in providing information about the nature of disabilities of their children and child health history which is very important for promoting the pupil's health and academic progress in inclusive school. In addition, school belong to the community, thus collaboration is needed for identifying and mobilizing community resources for supporting an inclusive school (URT 2008).

Management of special and inclusive education involves the act of overseeing that children with different disabilities access education alongside their peers without discrimination in order to become prepared for the real world (Yssel, Engel Brecht, Oswald, Eloff, & Swart, 2007; Ali, 2014). In doing this, there need to be the involvement of multiple stakeholders such as parents health workers and educational leaders to work together to support students with disabilities (Bublitz, 2016). In Tanzania several measures have been taken to involve stakeholders in supporting inclusive education. Among the measures include involving non-government institutions, community-based organizations, religious institutions and philanthropies.

For example, Tanzania National Development Policy and Services for People with Disabilities in 2004 makes the argument that education has special significance in children with disabilities because it provides them with the ability to control the environment for their development and thus, "The government in collaboration with stakeholders will create an environment that will ensure that children with disabilities have an inclusive education based on their specific needs" (URT, 2004). Again, Tanzania National Education Policy of 2014 states that "In recognition of public resource limitations and the contribution of the private sector, there is a need to create an enabling environment in the education sector to leverage resources and opportunities for the private sector to achieve joint ventures" (URT,2014). Therefore, Tanzania like other countries, signed the Millennium Development Goals and Educational Goals for all - adopted in 2000 and implemented up to 2015. The country's current development agenda is guided by numerous documents including the Sustainable Development Goals (SDGs), Education Agenda 2030 and African Continental Education Strategy (ACESA).

The government has made great strides in achieving national goals within the context of global / continental goals and beyond it has now shown itself to be steadfast in pursuing new goals for developing an Education Sector Development Plan (ESDP 2016/17 - 2021/22).The program builds on previous efforts in implementing the education program free primary education here in Tanzania - led by the National Integrated Education Strategy (2009-2017) and complies with SDG4 & 5's comprehensive integrated education of justice an opportunity that encourages opportunities for all people to continue learning throughout their lives.

On June 11, 2019, the United Nations in New York City has launched an integrated strategy for disabled people, at the 12th conference of member states of the Convention on Disability, CRPD (AFP or licensors). According to Mr. Jimmy chief executive of the civil society organization ADDI which helps to build the capacity of people with disabilities, he explained that Kisarawe and Kibaha districts of Tanzania are an example of the success of inclusive policy for the disabled in the field of education as a result of partnering with NGOs, individuals to support management of inclusive education in the country.

2.4 Role of education leaders in inclusive education

This sub section analyses the literature that focused on the role of education leaders in managing inclusive education. The goal is to determine what has already been done relating to the role of education leaders in inclusive education worldwide to gain insight on what other scholars have done in this specific topic.

Mohutsioa (2007) did the research on the management of inclusion in the Free State primary schools in South Africa. Mohutsioa involved twenty-six educators, the principle, deputy principles and head of department at schools in the study. Researcher used qualitative methodology in the study which embedded literature review, interview and observation techniques. Mohutsioa found that, Parents are still ashamed to send their physical challenged children to school; educators are not adequately supported by the community and all the stakeholders, unsuitable facilities that could not accommodate inclusion and unavailability of guidelines on the management of inclusion. Researcher recommends that, department of education should design the curriculum in such a way it is all inclusion. All primary schools

should adopt an open policy to admit any admission learner and to stop marginalizing some learners based on their disabilities. The role of principal in the implementation and management of inclusion should be to ensure that inclusion is accepted in the school community and the learners in their schools. As the leader in their schools the principal should motivate parents and learners to understand and accept inclusion and all officials should undergo training in inclusion. The school policy should emphasize Inclusion and the building must be made friendly for all learners.

Makonde (2017) assessed the role of head teachers in implementation of inclusive education in Public Primary Schools in Kaloleni-Rabai Sub-Countries, Kifili County in Kenya. He used questionnaires to collect data from 18 head teachers. Makonde found that, there was no supervision of implementation of inclusive education from the head teacher because all the responsibilities of managing the program were left on the shoulders of the inclusive education teachers. He recommended that head teachers need to have training for capacity building to enhance their management capabilities, including management of inclusive education. Specifically, Makonde suggested that the Ministry of Education should provide capacity building on inclusive education for all head teachers and financial management skills to enable them effectively undertake their roles of managing and handle Special Needs Education

The idea of providing capacity building on inclusive education for teachers was also suggested by Hoppey & Mc Leskey, (2013) that, principals have duty to ensure their schools meets accountability demands, provide support for teachers and meet a broad

range of student's needs. They went far by suggested that, school leaders must focus on cultivating solid relationship with their staff while addressing the issue of accountability in inclusive practise.

The recent study of Cammy D. (2018) on educational leaders and Inclusive Special education: Perceptions Roles and Responsibilities in Midwestern state Canada used structured e-mail interviews and documentary review to collect the descriptions of educational leaders of their role in inclusive education from education leaders. Cammy found that, role of educational leaders nominated as collaborator, problem solvers, facilitators and professional developers. Cammy recommend that, education leaders need to have deep understanding of the strengths and the needs of the inclusive practises within their districts. Additionally, Cammy emphasized that education leaders must have an understanding of their roles and responsibilities towards inclusive education and determining themselves as important figures for ensuring the success of programs.

2.5 Modality used to involve stakeholders to support inclusive education

This section presents the body of literature that focuses on the modalities used to involve stakeholders to support inclusive education. This is because of the assumption that inclusive education is not a solo activity but requires a collaboration of many people such as parents, community members, business people, politicians and all those have good faith on children with disabilities and inclusive education in order to provide quality inclusive education for all the children.

Involvement of the wider school community can also improve public communication and understanding and allows for the incorporation of the perspectives, experiences

and expertise of community members to improve suggestions for strategies, strategies, or processes

Parent, family and community involvement can have a different meaning for different people. A research-based framework developed by Joyce Epstein of John Hopkins University (2002) describes six types of involvement. She described that, Parenting help families by providing them with parenting skills and family support, make them understand the phases of child development, its complexities and ways to cope with it. Help schools understand backgrounds and cultures of families and their goals for children. Create reliable communication channels between school and home to communicate with families about school programs and student progress. Volunteering help educators to work with volunteers who support students and the school. Involve families as volunteers and as audiences at the school. Learning at home encourages involvement of families in their children academic. Decision making enable family's participants in school decisions, governance and advocacy activities. Collaboration with the community put together resources and services with families, students, school cultural and civic organizations.

When schools, parents, families and communities work together to support learning, students feel more motivated and develop behavior to attend school more regularly and take part in higher-level programs. But also, this engagement is a key to addressing school drop-out crisis and strong partnerships foster higher educational aspirations and more motivated students because these education stakeholders are considered essential for the success and improvement of the school.

An action project conducted by the Persons with disabilities in Tanzania (2012) on

access and provision of Pre-Primary and Primary Education to children with disabilities in Tanzania which used questionnaires for teachers, PWDs and government leaders and interview guides and focal group discussion for parents and observation technique found that, parents, teachers and community were largely unaware of the importance of education or the right that children with disabilities have. Stakeholders believed that special schools were the only option for children with disabilities. They suggested that, there need to increase the awareness to parents of children with disabilities and teachers about importance of inclusive education, also to increase community awareness through Convection in the Rights of Persons with Disabilities (C.R.P.D) and the person with disabilities act in particular work with parents to help them to understand what their right are. In addition, Disabled People's Organization (D.P.Os) and other civil society organizations should engage with the whole community when addressing disabilities issues rather than just focusing on individuals with disabilities in their families.

Xueyun Su et.al (2018) conducted the study on how different stakeholders perceived and supported inclusive education in Shanghai and Anhui provinces in China. Xueyun Su et.al used survey instrument to access information from teachers and parents. Xueyun Su et.al found that parent of children with disabilities held the most positive attitude toward inclusion whereas the classroom teachers held the least positive attitude towards inclusion. These scholars suggested that it is important to provide more special education trainee to pre- and in-service teachers so that they can provide better supportive services to students in inclusive settings. They also suggested that there need of change in school system to increase collaboration

between teachers and parents.

Balami, (2015) did a study to assess the relevance of Inclusive Education for Special Needs Children in Adamawa State in Nigeria. Balami used interview methods to collect data from educators. The researcher noted that, the government does not have concrete policy and legal strategies to enable NGOs to provide and manage inclusive education. Parents with children and students with disabilities are not given the opportunity to participate in their children's education and teachers are not effectively involved during curriculum preparation. Balami suggests that, teachers as stakeholders of inclusive education, must be involved in the planning and development of the curriculum, parents should also be involved in monitoring, evaluating inclusive education for their children. He also suggested that parents as key stakeholders should be involved in all aspects of their children's learning and that parents need to be involved in decisions that affect their children and their shared environment.

He added that parents should be given the opportunity to provide children's history to the relevant authorities as well as participate in the planning of their children's education and should be involved in monitoring their children's developmental assessment. Non-Governmental Organization (NGO's), Ministries and Government Agencies are required to cooperate in the distribution of special school materials, and to provide inclusive education training to staff.

Current, all over the world there is a new trend toward development of inclusive education because of its relevance for the total educational development of children with special needs. Inclusive education is targeted at children with disabilities.

Hence, concerted efforts are required by every stakeholder to support and see the effective implementation of inclusive education in Tanzania

2.6 Challenges facing Administration and Management of Inclusive education

Experience shows that administration and management of inclusive education is challenged by many short-comings. Still, education leaders are incompetent to handle inclusive schools due to lack of in-services training and staff development on special needs issues. Shortage of teaching and learning resources and material specific to children with special needs, insufficient fund to run daily school activities despite of government capitation to fix the needs of schools due to free education policy in Tanzania and other countries with the similar policy. Again, shortage of human resources such as teachers and guardians in particular, poor school infrastructure and general school's environment and many other constraints to mention but few, have been proved to hinder flexibility in management of inclusive education. With respect to the statement that, "No research no right to speak", hereunder are the literals reviews on the challenges facing administration and management of inclusive education:

Christopher et.al (2015), conducted the study on the procedures and management of inclusive education for children with hearing impairment at University of Jos in Nigeria. Researchers used documentary analysis technique to note information from various researches and report and project. They found that challenges associated with management of inclusive education were inadequate funding, political disenfranchisement, and inadequate consultations. They recommended adequate planning, training and retraining of qualified personnel, creation of more awareness

through workshops/seminars as the ways to forward better management of inclusive management for children with hearing impairment.

Wangari (2006), made a study on the challenges facing Head teachers in administration of inclusive education in public primary schools in Nairobi West district Kenya. Interview was used to collect data from thirty head teachers. Wangari found that about 76% of head teachers were not ready to administer children with special needs in inclusive setting due to lack of training on special education. The researcher suggested that, head teachers should be trained in leadership. In addition, the study of Wangari questioned seventy normal teachers and the researcher found that, head teachers did not involve teachers neither in decision making nor in program implementation. Wangari suggested human relation skills should be emphasized to leaders so as to help in building corporation behaviour at work place.

Moreover the study of Mohutsioa,(2007)on the management of inclusion in the Free State primary schools in South Africa which used researcher used documentary analysis, observation and interview methods to collect information from principles, deputy principles and head of departments explained that, communication emerged as prominent problem among the respondents in term of management of inclusive schools. The educators and management team and department officers were highly concerned about communication among learners with impairment such as the blind, deaf and dumb. Moreover, he found another barrier related to management of inclusion was the issue of policy. Findings raised the unavailability of policy guidelines on management of inclusion. Also, researcher found challenges around the suitability of the infrastructures particular in building. The class doors are not

suitable to wheelchair to pass for physical disabled pupils. Mohutsioa H.M suggested that, in successful management of inclusive education parental involvement is very important. Without their support inclusive education could not be easily managed. However, it is evidenced that educators are not adequately supported by the parents, community and the rest of stakeholders. Researcher recommends parents; community and educators still need much orientation on system of inclusion.

Mpya (2007) did a research on the managing of inclusive education in the classroom with reference to the Nkangala region in Mpumalanga in South Africa. She interviewed six educators on the management of inclusive education. Mpya found that, educators lack enough knowledge about inclusive education, she suggested that, educators need train to gain adequate knowledge about inclusion also she identified crowding classroom inhibited the success of managing inclusive classrooms and their administrating discipline in the overcrowded classrooms. Again, Mpya suggested that the government should consider the employment of teacher's assistants and the building of more classrooms to accommodate all pupils in a right ratio to improve the management of Inclusive Education.

S'lungile Thwala (2015) made a study on challenge encountered by teachers in managing inclusive classroom in Swaziland. Thirty-five Head teachers and teachers were purposive sampled from primary schools in Manzini region and sat for focus group discussions. The research found that, head teachers and teachers are experiencing some challenges in management of inclusive education in primary schools such as lack of teaching and learning materials and resources, lack of competent teachers, small classrooms which are difficult to save all pupils with and

without disabilities to learn. On top of that, research revealed inadequate parental involvement and lack of relevant human resources. The respondents claimed that educators in the main stream are not trained the curriculum inflexible and they are unable to cope with new role. The study recommends that, the Ministry of Education should consider increasing the availability of special needs courses, workshop and conference for teachers in primary schools who are working with students with disabilities.

2.7 Research gap

Review of literature found many studies which dealt with inclusive education have been done in many countries Tanzania in particular. However, there are very scarce literatures which directly exploring on the management of inclusive education. This study aims to fill this gap in the literature by looking into the management in the implementation of inclusive education, modalities to involve stakeholders to support inclusive education; and the challenges facing administration and management of inclusive education in public primary schools at Kilosa district, Morogoro Tanzania.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter covers methodology which was used in carrying out the research. According to Chamwali (2007: 56), Research methodology is defined as the detail's explanations of the methods and approaches which will be used in the whole process of conducting a research. Also, it covers the research approach, research design, and area of study, target population, sample size and sampling procedure. Further, this chapter covers the research variables, methods of data collection which is research instruments, piloting, validity and reliability of the research instruments, data collection procedures, data analysis, interpretation and presentation techniques. Finally, the issue of ethical consideration has been addressed.

3.2 Area of the Study

The area of the study was Morogoro Region Kilosa district in Tanzania. Kilosa district is one of the districts in Morogoro region in Tanzania. It is located in Eastern part of Tanzania, Northern side of Morogoro region. It Latitude is 7° 00' 00" S and Longitude 37° 00' 00" E (National Geospatial-Intelligence Agency, Bethesda, MD, USA, 1994). It has bordered by Kilindi district to the North, Kilombero District to the South, Mvomero District and Morogoro Urban to the East and Mpwapwa and Kongwa District to the West (The official map of Tanzania 2019). The area was selected because of the easy accessibility and so it was easy to collect data. The area selected with regard of presence of schools for inclusive education which have established early and had enough experience on handling issues pertaining children

with visual, hearing and physical disabilities and those with albinisms.

3.3 Research Approach

Research approach is a plan and the procedures for research that span the steps from assumptions to details methods of data collection, analysis and interpretation Mertens (2009).The researcher used qualitative research approach to conduct this research. Qualitative approach refers to a range of data collection and analysis techniques that use purposive sampling and semi-structured, open-ended interviews [Dud wick et al., 2006; Gopaldas, 2016].It is described as an effective model that occurs in a natural setting and enables the researcher to develop a level of detail from high involvement in the actual experiences [Creswell, 2009].So, qualitative research was appropriate because, the researcher wanted to explore the values of individuals in the study area in relation to the management of inclusive education. Furthermore, qualitative approach allows the researcher to obtain at the inner experiences and feelings of the research participants (Mudau 2004:102; Bray man 2012). At most, the ideas of the two researchers influenced the researcher to choose qualitative approach.

3.4 Research Design

Creswell and Garrett (2008) defined research design as a programme that guide a researcher in collecting analysing and interpreting observing fact. In other word, it is a plan for doing a research. According to Kothari (2004) research design is the framework of research methods and techniques chosen by a researcher. This means that, researcher must choose the best technique to carry his or her study. Professionals' researchers understanding that, design of the study depends on the nature of the study and its objectives. Thus, for the purpose of this research, a

descriptive research design was used. A descriptive research design covers description of the real situation as it exists at the time of research. The common characteristic of descriptive research design is that, the researcher has no control over the phenomena or any activities being investigated; the researcher has to report what is going on and perhaps provide an explanation or justification of such situation or situations. Thus, the researcher in this study found the actual roles of head teachers in management and administration of inclusive education, the modalities which always used to engage stakeholders to support implementation of inclusive education and the real challenges facing implications of inclusive education.

3.5 Population of the Study

Population is the target group to be studied, it is a total collection of elements which are wishes to make inferences and a member of a population is an element (Kothari 1990:178). On other hand, it is referred as population on group with common characteristics that would be sampled to reflect the study in question. Therefore, target population in this study was 160 head teachers because they are school managers and they are observing and feeling the goodness and constraints in managing of inclusive school. Kilosa District has 160 registered public primary schools. Therefore, a total of 160 head teachers were targeted group to be studied.

3.6 The Study Sample

According to Kombo and Tromp (2006) and Kothari (2004) a sample refers to a group of respondents or elements drawn from a population with individuals who have one thing in common that provide representative characteristics of the entire population from which a researcher is interested to gather information and draw

conclusions. On other hand, a researcher seeing that it is a certain form of reducing number of targeted group or units of homogeneous of common characteristics from which a researcher is interested to collect information. It might be due to large number, lack of time and resources Kothari (2004). But also, just to reduce some of error from the respondents. For the purpose of this study, the head teachers stood as the school internal monitors, while class's teachers were sampled because they are in position to know the problems facing implementation of inclusive education because they deal with day to day affairs of pupils in classrooms. The researcher sampled 30 Head Teachers purposively as sample leaders to speak out their pain and goodness in leading those schools. Also, the researcher sampled 30 classes' teachers purposively as the sample teachers to present their actual experiences in handling inclusive education from 160 public primary Schools. Researcher hoped to find very sticky respond from those education leaders and classes' teachers. The total sample was 60 respondents.

3.7 Sampling Techniques

Sampling is a process of selecting some elements or sample of population in such a way the sample represents the actual features of the total population (Bryman, 2001). Also, it is referred as the process of drawing a sample from large population (Krishnaswami, 2002). The researcher used purposive sampling procedure. This is non-probability sampling. This technique was used because all respondents were used for specific purpose of the study as they are experienced given phenomena in the study. The categories of the respondents are Classes Teachers and Head Teachers. Both have knowledge in the subject matter as they are experienced in a

given phenomenon under investigation and so they are in position to provide information about their roles of head teachers in implementation of inclusive education, modalities to involve stakeholders in implementation of inclusive education and challenges facing administration and management of inclusive education.

Table 3.1: Sample size and sampling Technique:

Target group	Sample Technique	Sample size	Data collection tool
Teachers	Purposive	30	Interview
Head Teachers	Purposive	30	Interview
Total		60	

Source: (Researcher, 2020).

3.8 Data collection tools

Research tools are what the researchers use to collect information in a field study (Rwegashora, 2006). Also, they are referred as the instruments of research. This helps to keep track of what the researcher found and how to report it (ibid). Data collection tools for the study were interview.

3.8.1 Interview

Interview is a two way dialogue in which questions are asked by an interviewer to participants or interviewee in tell two assemble facts and to learn about information, views opinion and behaviour of the participants (Marrian 2009:87) and (Nieuwenhuis 2007: 87). It is considered that interview is the common and best method in qualitative research because it allows freeness of fillings, views how they

see and judge a certain phenomenon and describes on their own words rather being restricted.

According to Cohen, et al (2000) argues that an interview allows subject to provide their interpretation of the world in which they live and express how they regard the situation for their own point of view. The study used semi-structured interview to collect data from all selected sample as interviews employed as primary source of data. The interview was closed related to investigate challenges facing management of inclusive education. According to Cohen and Core workers (2000), states that semi structured interviews enable the interviewees to protect their own way of defining word that permits flexibility of sequence in discussion and enable participant to rise issues as well as matters that might have not being involved in the schedule. Therefore, the choice for using semi structured interview was to achieve participant flexibility and to allow the researcher to gain deep understanding of phenomena in hand so that allow researcher to catch the problem deeply.

Kiswahili language as Tanzania national language was used to collect data then was to be translated to English language for the purpose of analysis. Researcher did so because according to Partton, (2005) a deeper description of the phenomena under study will be achieved as the respondent will use mother tongue during interview.

3.9 Validation and Reliabilty of research Tools

It is very important for a researcher to pay attention on tools of research because they are research engines, so any weakness in a given tool in the field affects the whole processes of data collection. That why, Denzin and Lincoln (2000) came with simple statement that the tools should be appropriate, valid, reliable, effective and free from

errors.

3.9.1 Validation of the Study Tools

Validation of the research tools is the process of establishing documented evidence which provide a high degree of accuracy that a specific process consistently produces to meet it pre-determined specification and quality attributes. There should be no a certain with the chosen method, (Cohen et al 2000). In this study a validity of tool was assured by research supervisor through deeply discussion between researcher and research supervisor then correction and recommendations will be done to establish certain tool. However, in order to improve validity of the interview as the tool in the study, the researcher had to pre-test the interview questions in a pilot study for 4 head teachers and 4 Classes Teachers. The researcher used the results to pick out all questions that were ambiguous and seen not help to collect relevant data for the study.

3.9.2 Reliability of the study Tools

Reliability refers to the ability of instrument to produce consistently results (Kerlinger 1993). Also it's defined by Orodho, (2005) as the degree to which a particular measuring provide give similar result over repeated trials. Again, Nachimas and Nachimas, (1999) add that, an instrument is reliable when it can measure a variable accurately and consistently and obtain the same result under the same condition over the same time. Therefore, the researcher rectified field problems before actual study by conducting pilot study. The research piloting was a good way to ensure reliability of research tool. The researcher did a pilot study to seek advice and guidance from expertly before engaging in actual field survey. However, due to

the fact that reliability has to do with getting valid information, automatic validity of tool guaranteed reliability of research tool, so the researcher developed good rapport with the respondents before data collection to ensure validity of information.

3.9.3 Data analysis Procedures

A data analysis procedure is a process of collecting, transforming, cleaning, and modelling data with the goal of discovering the required information. The findings are communicated, suggesting conclusions, and supporting decision-making. So, in this research the data from informants were collected by use semi-structured interview technique and information's recorded, classified and coded manually according to the research objectives and tasks (Basit 2003, Sonja et al 2003). Researcher understanding that, in qualitative research, coding means breaking down of the interview response into separate statements sentences and paragraphs based on the interview questions and developing categories out of the paragraph or sentences analysed, (Partton 2005). Thus, the classified and coded data were subjected into interpretation through thematic analysis (Ayres, 2008). Thematic analysis of data was followed in order to develop categories of description and making meaningful understanding (Brown and Clark 2006).

According to Brown and Clarke (2006), thematic analysis of data has six steps to follow; First familiarization of the data by reading again and again, second generalization of preliminary codes, third fitting the codes with the theme (coding), fourth reviewing the themes, fifth defining and naming the themes and sixth production of reports. Thus, coding process of the raw data was done in order to develop categories of description which guided to establish actual meaning of data.

The researcher understood and considered that therefore the study applied a descriptive study and qualitative approach because following six thematic analysis stages ensured to provide better results with no doubt.

3.9.4 Ethical consideration

Ethical consideration in research refers to the think of rules for distinguishing between right and wrong (Cohen et al 2000). That is important point to understand that, ethical observation during research is very important as they keep avoiding error. Therefore, the researcher in the study was guided by research ethical as proposed by Silver Man, (2002) that researcher must ignore to false respondent but rather to ensure high care to protect participants from harm and ensure mutual trust between researcher and participant. In addition, Millan and Schumacher (2001:421) inform as that protection of participants confidential from persons in the setting information might enable them to identify them and protection on the informant from general reading public is the responsibility of the researcher. Respondents of the study were assured that their names could not appear in anywhere in the transcriptions the reason being to protect their privacy. For instance, to ensure confident the researcher used code number instead of names.

Also, another ethical issue to consider when conduct the research is to seek permit (Kerlinger 1993). The researcher requested permission from vice chancellor of The Open University of Tanzania as he or she mandated clearance letter to the researcher. The clearance letter was submitted to the District Executive Director at Kilosa District who then provided a permit letter for data collection in the sampled schools. In one way it ensured security to researcher and built no doubt from respondents.

Generally, data collection processes ensured high level of confidential and security between researcher and respondent with respect to the right of privacy and protection from harm in anyway. From that point, data were gathered and kept safely and secretly.

CHAPTER FOUR

PRESENTATION OF THE RESEARCH FINDINGS

4.1 Introduction

This chapter presents the findings obtained from the field. The study was about the role of school management in terms of the head teacher in implementing Inclusive Education in Public Primary Schools in Kilosa District. The objectives of the study were to identify the role of school management in terms of the head teacher, the modalities of coordinating stakeholders and the challenges facing management of inclusive education in public primary schools. The following elements were investigated: Role of Head Teachers in inclusive education, modalities to involve education stakeholders in inclusive education and challenges in management and administration of inclusive education. The investigation was done by level of school. In this chapter the results of the research are presented together with an analysis of the collected data and presented in description provided that the research is based on qualitative approach. A total of 26 semi-structured interviewed questions were distributed to the selected participants. All questions were reserved which means the total of workable semi-structured interview questions were 26 which was return rate of 100%.

4.2 The nature of Respondents

This section is presented the respondents background information.

4.2.1 Respondent Gender

There were 42 males and 18 females who responded to the interview. The majority of the respondents were males in total of 42 amounted to 70% and 18 females

mounted to 30%. It seems that, administration and management of public primary schools in Kilosa District is dominated by male's teachers.

4.2.2 Age of Respondents

The age of the respondents ranged from 25 to 55 years old. Respondents with the age of 25 to 34 years old were 18 equal to 30%, respondents with the age of 35 to 44 years old were 30 equal to 50% while respondents with the age of 45 to 54 years old were 12 equal to 20% of respondents.

4.2.3 Level of Education

The highest professional qualification of the respondents ranged from Certificate to Master's Degree. The categories of respondent's qualifications were as follows, 20 Class Teachers had Certificate and 10 Class Teachers had Diploma, 3 Head Teachers had Certificate, 20 Head Teachers had Diploma, 5 Head Teachers had Bachelor Degree and 2 Head Teachers had Master Degree. This indicates that, management of inclusive education in public primary schools is dominated by the holders of Certificate and Diploma.

4.3 Data Presentation

Before embarking on the exploration of the role of head Teachers in the management and administration of inclusive education, researcher thought it was necessary to know whether the respondents had knowledge of the concept of inclusive education. The first interview question was: When you hear the word inclusive education, what comes to your mind? The following were some of the responses from the head teachers and teachers:

“Inclusive education is education which involves teaching and learning of pupils with and without disabilities in a regular class to learn together without any discrimination (Head Teacher 1, 18/02/2021)”.

“It is the process of mixing of pupils with disability in the same class with the normal pupils without disabilities. (Head Teacher 2, 18/02/2021)”.

“Inclusive education is a type of education which involves all pupils by including both children with special needs and normal children in the same classroom. (Head Teacher 3, 18/02/2021)”.

The head teachers had the knowledge of different kinds of disabled pupils like physical and intellectual impairments, hearing and visual impairments but could not mention other social and cultural identities such as poverty, those from remote and mobile communities, age, gender, conflict, diseases, ethnicity and others. According to UNESCO, (2007) inclusive education is broaden educational opportunities for children with disabilities and marginalized groups like hunters and gatherers, fishing communities, pastoralist’s society’s orphans and street children. This means that inclusive education includes children with physical disabilities in regular classrooms as well as those with impediments from social and cultural contexts. Thus, findings revealed that the teachers in primary schools have a narrow concept of inclusive education.

Moreover, the researcher wanted to know if the head teachers had attended any training related to the management of inclusive education. The question was: Have you ever attended any course or training on inclusive education management? Answer “Yes I have attended training or No I have never attended training”. All respondents had attended training course on inclusive education but not specific for

managing inclusive education. This is a positive step towards the implementation of inclusive education, and the findings support the study of Mwangi (2014) who reported inadequate special education training to handle special needs education curriculum in the schools. As Comely (2004) and Mapea (2006) and Pembe (2008) had suggested, teachers in inclusive schools need professional development course on special education in order to facilitate inclusive learning in primary schools.

4.3.1 Role of Head Teachers in Management and Administration of Inclusive Education

The first objective was to explore the roles of head teachers in the implementation of inclusive education in public primary schools. The goal was to determine the extent to which the school management is on the right track towards supporting the Education for All (EFA) and the UN universal declaration in human right through education. Interview schedule was used to solicit information from the head teachers and the teachers from three schools coded D, F, K for the head teachers and 5, 12 and 25 for teachers.

The first question to the head teachers was: What do you consider to be the role of head teachers in the management of inclusive education in primary schools? The following were some of the responses:

Head teachers are responsible for purchasing teaching and learning materials for special education and this means the head teachers are agents to insure availability of all-important instructional materials all the time. Head teachers we are supposed to direct teachers the good way, to serve pupils with any form of disability in order to improve their performance. (Head Teacher D, 18/02/2021)

As a head of school, I'm supposed to approve the procurement plan and procure the materials, needed with involvement of the parents. (Head Teacher F, 18/02/2021)

Also, there were those who considered a role of head teachers to admit the pupils both with and without disabilities and keeping records of gender age, class, and type of disability as indicated in the narrative of Head teacher K said,

I am responsible to keep records of pupils with disabilities and normal pupils. My role is to admit pupils from January —March to this school either pre-primary or standard one. My responsibility is to record them to admission book, which shows the numbers of pupils with both disabilities and display them on the school notice board. As for teachers, I am responsible to encourage teachers to give hope and care and love to all the children regardless of their abilities. (Head Teacher K, 18/02/2021)

On other side class teachers coded 5, 12 and 25 had the following responses

Head teachers are engine of school's academic process, they must be ensuring teaching and learning is taking place with the respect to school time table and current curriculum content and to tell teacher to consider pupils with disabilities in the class. (Teacher 5, 18/02/2021)

Head teachers are responsible to monitor day to day teaching and learning in this school and because in my school we have pupils with hearing impairment and low vision. They have a responsibility to ensure pupils with disabilities are placed in fronts sits in every classroom. (Teacher 12, 18/02/2021)

I think the primary role of head teachers with regards to inclusive education is to encourage teachers to love their pupils just like our blood children. In doing so, teachers will treat all the children equally, and for me, this is inclusive education. (Teacher 25, 18/02/2021)

The findings are similar with that of Willmore (2002) who argued that head teachers play diverse role, they are responsible for effective educational policy implementation and keeping track of all activities within the school same as of the

study of UNESCO (2005) which revealed that head teachers are to supervise teachers and curriculum and attend parent's meetings. The same line with Hand Cap International (2012) revealed that head teachers have key role of ensuring that children access and participate in learning based on their needs. Further, Andan and Mwatela (2017) believed that effective supervision of the curriculum from the head teachers make inclusive education more real.

In addition, to the findings coincide with the ideas of New Brunswick Association for Community Living (2007), which it is believed that proactive school management requires the school leader to assume responsibility for ensuring that inclusive values and practices are well understood and applied on a daily basis. With respect to the study of Sharma (2008), head teachers occupy an important position and the success or failure of school depends on the quality of their leadership.

From the above findings, It shows that both the head teachers and teachers has a clear understanding about the role of head teachers in implementation of inclusive education.

4.3.2 Modalities used to involve stakeholders to support inclusive education

The second objective was to assess the modalities used to involve stakeholders to support inclusive education in public primary schools at Kilosa district Morogoro Tanzania. The goal of this objective was to determine the extent to which all those who have the responsibility and interest in the implementation of inclusive education are reached and persuaded to support the schools to support implementation of inclusive education. The information obtained through interview. The question was: What modalities does your school use to ensure stakeholders are involved to support

inclusive education?

The study revealed that, head teachers were responsible to collaborate with whole community to support the implementation of inclusive education. For instance;

Head teachers are supposed to educate whole community about important of education to children with special needs. He added it is the function of head teacher to tell community to stop neglecting pupils with disabilities through school meeting and by use posters. (Head Teacher L, 19/02/2021)

It is through meeting and graduation ceremony they invite stakeholders and use that opportunity to pursue them to contribute fund through fundraising for purchasing equipment and children school infrastructure and to pay volunteer teachers as rebate. (Head Teacher R, 19/02/2021)

I have been using parent's meetings and small community forums to bring together stakeholders especially the community around the school to sit together and discuss the future of our school, pupils and make decision. (Head Teacher U, 19/02/2021)

From those findings the study revealed that almost all Head teachers use common methods to engage community, families, pupils, cultural and civil organizations and government to meet the needs of the school. They are using letter writing, meeting, conferences, fundraising during schools' ceremonies, and monthly report writing. In general, respondents focused more on models that bring stakeholders together mostly parents and community similar to Hornby, (1999) described that for successful inclusion collaboration between stakeholders and parental involvement is important. Findings guide researcher to conclude that some head teachers use letter writing, meeting, conferences, fundraising during schools' ceremonies and monthly report writing as modalities to involve stakeholders to support the implementation of inclusive education.

4.3.3 Challenges towards Management and Administration of Inclusive Education

The third was objective was to assess the challenges facing administration and management of inclusive education in public primary schools at Kilosa district. The goal for this objective was to understand the experience of the head teachers in the struggle to implement inclusive education in public primary schools in Morogoro Tanzania. The question was: What are the challenges that the school encounter in implementing inclusive education?

Generally, the implementation of inclusive education was found to facing uncountable constraints. First of all, all sampled schools had no teachers for special education. Moreover, while all the teachers are expected to have knowledge of inclusive education, all thirty head teachers claimed that teachers lacked knowledge and skills to manage the children with special needs as well as how to handle them in others school environments. This situation was reflected in the research question as follows:

Absolutely lack of qualified and competent teachers to handle pupils with special needs is the major challenge towards management and administration of inclusive education in public primary schools. (Head Teacher 1, 18/02/2021)

The absence of devices to assist learners with special needs, to learn comfortable for example, very few schools have Braille machine for visual disabilities or hearing assistances devices. (Head Teacher 2, 18/02/2021)

We have very poor infrastructures which does not suit the needs of pupils with disabilities. My school and other many primary school's buildings have stairs and very few and unfriendly toilets for children with disability so, for me, poor infrastructure is the biggest challenge in my schools to serve pupils with low vision and physical disabilities. (Head Teacher 3, 18/02/2021)

The same question was asked to teachers and these are some of their responses:

I have served for almost 20 years in more than 3 primary schools, in all schools I passed, no school was suitable for enrolment of pupil with special needs at all, and the infrastructures were too poor. From that view it means, for long time, pupils with disabilities have not been considered important and equal as the normal pupil without disabilities in actions, rather on papers as it is written on the 2nd one, education. (Head Teacher 1, 18/02/2021)

There is poor community participation and support in management of inclusive schools. Still community in general and parents in specific have negative attitude that the children with special needs. (Head Teacher 2, 18/02/2021)

Many parents with children with disability do not believe that children with any abnormality cannot survive at school, so it is hard to convince them to bring them. (Head Teacher 3, 18/02/2021)

The findings are in the same line with the finding of Ggatabu (2012) who indicated that students with learning disabilities found it extremely challenges to exercise their right in education due to acute shortage to teaching and learning resources in inclusive setting. For instance, on 12.11.2020, Radio Free Africa reported that about 115 pupils with special needs at Mwembeni Primary school in Musoma Mara region failed to continue with school due to absolutely lack of learning materials. This means absence of those supportive learning devices and inadequate supply of other teaching and learning materials hindering implementation of inclusive education in management of classrooms and in school's administration because Teachers found themselves in difficulty time when teaching pupils with disabilities and Head Teachers are failed to have control over teachers when it comes the point of effective teaching of children with special needs. This study revealed is in line with the

review of the 2009 — 2017 National strategies on inclusive education and the Medium term Human Rights Education strategy on Inclusive Education strategies plan of 2011/2012 - 2015/2016 which indicates that, there was shortage of teaching and learning equipment such as Braille machine, Puzzles, BTE and hearing assistive devices in primary schools for pupils with special needs in the Country.

In addition, the findings are similar with the study of Heward (2006) which revealed that, some of the teacher's worry having children with special needs in inclusive classes while they have little or no training and support. Furthermore, a study of HakiElimu (2008) which identified lack of suitable and viable infrastructures as challenges facing teachers in implementation of inclusive education. Also, Buheri and Ndilku (2014) reported that, inclusive education has been skilled because of inadequate teaching and learning material in accessible building and facilities. These findings are contrary to the National strategy on inclusive education (2009 — 2017) which requires all children, youth and adult to have equal opportunity in accessing equality education in inclusive setting. Therefore from that regard, it can be concluded that the implementation of inclusive education in public primary schools in Morogoro is facing a lot of challenges related to lack of knowledge and skills, inadequate resources and negative attitude towards special needs and education for children with disabilities. All these negatively impact on implementation of inclusive education.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This study was set to identify the challenges facing management of inclusive education in Public Primary Schools. It specifically intended to explore and understand the roles of head teachers in the implementation of inclusive education, the modalities they use to involve stakeholders to support inclusive education; and the challenges they face in implementing inclusive education.

5.2 Summary of the Findings

The study was conducted in Kilosa District Morogoro Region. 30 primary schools, 30 head teachers and 30 class teachers were selected purposively as the sample of the study. In order to achieve the objectives, the study used interview as a tool related to qualitative research approach to collect data. The purpose of the study was to explore the root cause of the challenges facing management of inclusive education in public primary schools in Kilosa district. Challenges in the management of inclusion schools imply the failure of an inclusive education system to keep pupils with disabilities in inclusive setting until the completion to different level of education. Specifically, the study had three objectives discussed as follows:

The first objective was to explore the role of head teachers in the implementation of inclusive education in public primary schools. From the findings the study shows that head teachers had a role to ensure availability of teaching and learning materials, admitting pupils and keep the records and encouraging teachers to accept all the children regardless of their abilities.

The second objective intended to assess the modalities used to involve stakeholders to support inclusive education in public Primary schools. From the findings the study shows that there are good models applied in schools to involve stakeholder to support inclusive education. Respondents identified different models like collaboration through meeting/conferences, writing letter, and fund risings activities during schools' ceremonies such graduations and through direct communication to the parents. Those models revealed by the study that are used to involve different educational stakeholders in decision making concerning implementation of inclusive education in public primary schools.

To high extent the findings are similar with of Joyce Epstein et al (2002), they proposed that, popular models for stakeholder involvement in education leadership are on collaboration, decision making and communication. Collaboration in the management of inclusive education is linked to the presence of communication between school, and stakeholders. Communication between parents, community and organizations bring stakeholders together and make various decisions about school development. In fact, reliable communication channel between parents, community and school is ensured participation of both parents specifically and community in general in school decision making.

The third objective intended to assess the challenges facing administration and management of inclusive education. The findings revealed that, the quality of schools was found to be great challenge facing administration and management of inclusive education. The quality of most primary schools in terms of facilities/materials and teaching staff were of poor standards. The study found lack of teaching and learning

material/equipment for special needs pupils in almost all-inclusive primary schools, school's infrastructures were unfriendly to pupils with disabilities.

The study revealed that all the head teachers of Kilosa district have received inclusive education short time training as well as one class teacher per school organized by "Tusomepamoja" in collaboration with PO-RALG department of education financed by USAID. Also, the study revealed lack of awareness among parents and community about important of education to pupils with disabilities. That has led to increase the rate of school dropout and poor performance of pupils with disabilities due to lack of collaboration between teachers and parents. In addition, insufficient financial and human resources were also reported as the barriers towards administration and management of inclusive education in public primary schools. For instances, Head teachers complained about very little capitation grants directed to schools from central government and shortage of class teachers.

5.3 Conclusion

The challenges that facing management in implementing inclusive education emanate to a large extent from inadequate understanding of the role of head teachers to ensure conducive environment for implementation of inclusive education, including availability of teaching and learning materials at school. This led to a failure to appropriately engage the stakeholders to support the schools.

Moreover, differences in responses between those of the head teachers and those of the ordinary teachers concerning the roles of the head teacher in relation to implementation of inclusive education and the modalities used to engage the community to support the school was found that the responses differed regarding the

ideas of how the students with disabilities should be treated and how the teachers should be encouraged to have positive attitude towards children with disabilities.

Also, the teaching experience played an important role of differentiation in the diverse role of head teachers, showing that teachers with more experience had more ideas about the role of head teachers with regards to implementation of inclusive education compared to those with less teaching experience. Moreover, less experienced head teachers had narrow understanding of their role in coordinating the community to ensure quality implementation of inclusive education in their schools. On the other hand, the head teachers had never been trained to manage inclusive education to deeply understand the details of their role and the modalities to use to engage the education stakeholders. A possible explanation is that the teachers see things as they would like to see in the mind not as they really are. They either hesitate to reply with sincerity because of the fear of their searcher as their leader or because of ignorance. The structure of the interview schedule perhaps affected the differences in the understanding of the demand of the questions.

Researcher believes that, there is a great deficiency regarding teachers training beyond teaching normal students in relation to children with various education needs. Specifically, there has not been any education, not only to the classroom teachers but also to the head teachers and other supporting staff, so they can understand first, their role in treating the children with disabilities and second, how to involve the parents and other stakeholders to support the school on their behalf. Surprisingly, the schools are required to enrol all the children regard less of their abilities without any prior training or adequate resources.

Findings on the modalities used to involve education stakeholders to support inclusive education indicated that both the teachers and head teachers had a good understanding of the strategies to engage the parents to support. Letter writing, meeting, conferences, fundraising during schools' ceremonies, and monthly report writing commonly used to involve stakeholders to support implementation of inclusive education.

Success and failure of school is determinate by their quality in leadership. Therefore, it is the effort of head teachers to change the culture of community around the school to let them involve inclusion. As Riehl (2000) suggested, school leaders need to foster new meaning about diversity in order to have effective implementation of inclusive education, including building positive relationship outside the schools.

Therefore, the head teacher, teachers and supporting staff will broaden their horizons to be able to see pupils with disabilities as normal and the community as key stakeholder in helping the school to help children with disabilities to access education on the same foot with their normal colleagues. The present system focuses management of school and provision of quality education to normal students or children with disabilities and consequently for quality implementation of inclusive education.

5.3.1 Measures taken to overcome challenges in Management and Administration of Inclusive Education

The interview questions related to measure to taken to overcome the challenges in management and administration of inclusive education aimed at determining strategies which are employed by head teachers in management of schools and by

teachers in management of inclusive classrooms.

Head teachers at most said that they minimize the challenges by control fiscal resources which are directed to their schools as capitation for purchase teaching and learning tools/aids. Others went beyond and have decided to run school project like farms from where they get funds to runs the school. Also, through school, community and government collaboration classrooms are built.

Also, Head teachers and teachers educate parents with disabilities children not to withdraw their children from school but to collaborate with teachers to help those pupils in school. Moreover, other head teachers said that, they used to encourage and motivates teaches to be creative especial in creating teaching and learning aids. More important head teachers always tell the teachers to place all disable pupils, in the right positions where they found themselves comfort to learn during class sessions. In addition, head teachers invite parents, local government, and non-government organizations in school meeting where they request support like desks and building of classrooms. Also, they remind government through schools' month reports about the needs of schools.

Majority of head teachers commented that, there need of government in collaboration with non-government organizations to provide in services training for teachers in order to develop them with new teaching experience on how to handle pupils with special needs in primary schools also head teachers should be taken to special inclusive education management course frequently so as to sharpen them with enough leadership skills. One head teacher had this to say when interviewed that what he considered should be done to ensure effective implantation of inclusive

education in his school. He said that, he wishes all teachers in this school could be taken to special needs course two times per year, teachers and I could shift from old teaching techniques to current ones which considers pupils with special needs in class.

According to the 2004 National disability policy requires the government in collaboration with stakeholders to provide conducive environment for inclusive education which will for one special need children. The policy review in line with majority of further, respondents suggest that government should identify all primary school's pupils with disabilities, in number, sex, age and the needs so as to support them according to their needs. Others respondents added that, due to the fact that government has very good educational documents include policy and laws concerning implementation of inclusive education with little or no action, it is right time if all plans written papers to be put into actions so as to create the sense of equality for all pupil.

More important, respondents added that, communities need to be educated on the issues of pupils with disabilities at homes and at schools. According to Chataika (2010) advised the importance of communities to be aware on the importance of treating equally each member within and outside the community with much love, care and support regardless of condition one has. Similar idea of one head teacher who suggested that, government in collaboration with educational stake holders to conduct train to school's committee and parent's on how to give pupils with disabilities hope and love so as to build the sense of equity and socialization for all pupils.

Government is also advised to employ more teachers with qualified to teach special needs pupils. Thirty head teachers suggested that, government should have prioritized those teaches with certificate and diploma in special needs education in employment opportunity. Those teachers will be used to teach, assist and give support to all pupils with disabilities in primary schools.

Again, Government in collaboration with stakeholders recommended to purchase and supplies all equipment's to pupil with disabilities in all primary schools. The suggestion was in line with the result of interview with five of coals from PO — RALG and MOEST which noted that during year 2017 Literacy and Numeracy education support (LANES) programmed supplied about 18778 teaching and learning equipment's and assistive devices (Controller and Auditor general march, 2019).It sense that, it is also function of government to invite and pursue different organizations to support inclusive education in primary school's sector in term of teaching and learning materials.

Furthermore, participants advised that communities and government to put into consideration building of student infrastructures which will be suitable to accommodate all pupil's despite of their conditions. Twelve head teachers added that, infrastructures like path ways, classrooms, and toilets should be designed to cattle the needs of pupils with disabilities meanwhile, nine head teachers suggested that design should be proved by engineer before actual construction.

5.3.2 Recommendations

Management of inclusive education needs to get much attention. We need to build the nation of equality and socialized society. Government, District and School should have collective efforts as the interventions to minimize the challenges in management of inclusive education by improving the qualities of schools. For that matter, researcher recommends; Government through Ministry of Education Science and Technology and President Office Regional Administration and Local Government to increase resources both human resources and fiscal resource for inclusive education. Also, researcher recommends education leaders/Officers in district level to put much effort on monitoring and evaluation of inclusive education in schools. School-level leadership should closely and fully monitor the implementation of Government planning/programs and policies on inclusive education.

5.4 Area for further research

Since the study covered inclusive schools in Kilosa district, it suggested the same study to be carried in other large areas at to asses' management of inclusive education.

Since there was a claim of lack of parent and community awareness of inclusive education, someone could conduct the study to asses' parent and community awareness in implementation of inclusive education in the country.

Also, there need for further research on the role of stakeholders towards development of inclusive education in public primary schools. Again, there need for further research to assess efficiency and effectiveness of role of head teachers as a teacher

and as a school leader. Lastly, further research is needed to find out the truths of why education challenges in Tanzania have not been solved since independent.

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APPENDICES**Appendix I: Letter of Introduction**

Remwald A. Shayo

Department of Education Administration,
Planning and Policy Studies,
The Open University of Tanzania,
P.O. Box 23409,
Dar es Salaam.

Dear Respondent,

RE: RESEARRCH INTERVIEW

I am a postgraduate student at the Open University of Tanzania, pursuing a degree of master of Education in Administration, Planning and Policy studies. I am conducting research on management of inclusive education in public primary schools in Kilosa district. You have been selected to participate in this research. Kindly, I request you to respond to the interview questions honestly and to the best of your knowledge and experience. The interview questions are meant for this research only and your responses will be treated with confidentiality. Therefore, you do NOT write your name anywhere.

Thank you in advance.

Yours faithfully,

REMWALD A. SHAYO

Appendix II: Interview schedule for teachers in inclusive settings

Dear teacher,

This interview consists of questions asking for general information about you and inclusive education. The information collected will be solely used for research purposes and to formulate recommendations on how to improve management of inclusive education in public primary schools in Kilosa district and the rest similar schools in Tanzania. The information collected will be confidential and therefore it is recommended that you do NOT write your name.

SECTION A**Instructions**

Please indicate by putting a tick (V) next to the response that applies to you.

1. Gender

Male ()

Female ()

2. Age

Below 30 years ()

Above 50 years ()

31-40 years ()

41-50 years ()

3. What is your highest professional qualification?

Certificate ()

Diploma ()

Bachelor Degree ()

Master degree ()

PhD ()

SECTION B

4. What do you consider to be the roles teachers in the management of inclusive education?
5. What are the modalities used to involve stakeholders to support inclusive education in this school?
6. What are the challenges in the management of inclusive education in this school?

Thank you for your valuable time

Appendix III: Interview Schedule for Head Teachers in inclusive settings

Dear Head Teacher,

This interview consists of questions asking for general information about you and inclusive education at your school. The information collected will be solely used for research purposes and to formulate recommendations on how to improve management of inclusive education in public primary schools in Kilosa district and Tanzania in general. The information collected will be treated with confidentiality and therefore it recommended that you do NOT write your name.

Instructions

Please indicate by pitting a tick (V) next to the response that applies to you.

1. Gender

Male ()

Female ()

2. Age

Below 30 years ()

Above 50 years ()

31-40 years ()

41-50 years ()

3. What is your highest professional qualification?

Certificate ()

Diploma ()

Bachelor Degree ()

Master degree ()

PhD ()

4. For how long have you been a head teacher of a primary school?

0-5 years ()

6-10 years ()

11-20 years ()

Over 20 years ()

SECTION B

5. When you hear the word inclusive education, what comes to mind?

6. Have you ever attended a course or training on inclusive education management? Answer “Yes I have attended training or No I have never attended training”.

7. If the answer is yes you have attended a training on the management of inclusive education?

8. In your own views, what do you consider to be the role of head Teacher in implementing inclusive education?

9. In your own views what do you consider to be the reasons for low performance of students with disabilities?

10. What strategies do teachers use to promote teaching in inclusive classroom?

11. What are the roles of Head of school in management of inclusive education?

12. What support do the teachers need to teach inclusive classroom effectively?

13. What support do the teachers get from the head teacher in order to effectively teach inclusive classroom effectively?

14. What do you think should be done to ensure effectively teach inclusive education?

15. Who do you consider to be the key stakeholders in inclusive education?
16. What strategies does your school use to involve them to support inclusive education in this school?
17. In what ways do these stakeholders support inclusive education in your school?
18. What are the challenges in the management of inclusive education in this school?
19. What strategies does your school use to minimize those challenges?
20. What do you consider should be done to ensure effective implantation of inclusive education in this school?

Thank you for your valuable time

Appendix IV: Research clearance letter

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759
Dar es Salaam, Tanzania,
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.2101
Fax: 255-22-2668759,
E-mail: drpc@out.ac.tz

30/08/2020

TOWHOM IT MAY CONCERN

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you REMWALD A. SHAYO, who is a Masters student at the Open University of Tanzania. By this letter, Mr. Shayo has been granted clearance to conduct research in the country. The title of his research is "MANAGEMENT OF INCLUSIVE EDUCATION IN PUBLIC PRIMARY SCHOOL IN KILOSA, DISTRICT, MOROGORO REGION IN TANZANIA". The research will be conducted in Kilosa District. The period which this permission has been granted is from 02/09/2020 to 01/10/2020.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

Yours sincerely,

Prof Hosea Rwegoshora
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA

Appendix V: Research permit letter

JAMUHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA WILAYA YA KILOSA

Telegrams: "DISCO"
 Telephone No. 023 - 2623093
 DED DIR. 023 - 2623093
 Fax No: 023 - 2623333



Mkurugenzi Mtendaji (W),
 S.L.P. 65,
KILOSA.

Email: ded@kilosadc.go.tz

Kumb. No KDC/E.10/96 VOL.II/66

03 Januari, 2021.

Mtendaji wa Kata
 Magubike, Mtumbatu, Mamboya, Dumila,
 Msowero, Mvumi na Kimamba,
 Halmashauri ya Wilaya,
KILOSA.

(W),
 P. 65,
 SA.

Yah: UTAMBULISHO WA MTAFTI KUTOKA CHUO KIKUU HURIA TANZANIA.

Tafadhari husika na mada tajwa hapo juu. Pia rejea barua yako ya tarehe 09/09/2020 yahusika.

2. Napenda kumtambulisha Mtafti tajwa hapo juu ili aweze kufanya utafiti katika Shule zilizopo katika Kata husika juu "Usimamizi wa Elimu Jumuisi Katika Shule za Msingi Wilaya ya Kilosa."
3. Kwa barua hii namleta kwenu ili aweze kufanya utafiti huo kuanzia 18/2/2021.
4. Natumaini atapata ushirikiano wa kutosha kutoka kwenu.


 Costantine N. John
 Kny: **MKURUGENZI MTENDAJI (H/W)**
KILOSA

(W),
 P. 65,
 SA.

Nakala: Mkurugenzi Mtendaji (W),
KILOSA. - Aone kwenye Jalada.

Afisa Elimu Msingi (W). - Kwa taarifa.

Afisa Elimu Kata,
 Husika - kwa taarifa

Bw. Remwald A. Shayo,
Mtafti. - Kwa taarifa.

(W),
 P. 65,
 SA.