**FACTORS INFLUENCING** **THE SUCCESSFUL IMPLEMENTATION OF THE NATIONAL INCLUSIVE EDUCATION STRATEGIES IN PRIMARY SCHOOLS IN SHINYANGA DISTRICT**

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

**DEPARTMENT OF POLICY. PLANNING AND ADMINISTRATION**

**THE OPEN UNIVERSITY OF TANZANIA**

**2025**

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## CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled “***Factors Influencing*** *the* ***Successful Implementation of the National Inclusive Education Strategy in Primary Schools in Shinyanga District”*** in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

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…………………………..………

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……………………………

Signature

……………………………

Date

## DEDICATION

This study is dedicated to my beloved husband, my sons and daughters. Moreover, I dedicated it to my parents for their patience, encouragement and devotion.

## ACKNOWLEDGEMENT

My sincere gratitude goes to the Almighty God who gave me strength and ability for completion of this study. I thank my supervisor, Dr. Cosmas Mnyanyi for his encouragement and support during processing this study. Moreover, I appreciate the patience, encouragement, prayers and the moral support I got from my husband and children.

## ABSTRACT

This research examined factors influencing the successful implementation of the National Inclusive Education Strategy in Primary Schools in Tanzania. A total of 89 respondents were sampled. Positivist philosophy, descriptive design and survey strategy was employed. Questionnaires were used to collect data. Data were analyzed using descriptive statistics, where table so frequency and percentage were used by the help of statistical package for asocial sciences (SPSS). Findings showed that an inclusive education is hampered by teachers’ unfavorable attitude. Also, it was found that the curriculum is content-loaded in such a way that it makes teacher to be unable to implement inclusive education. Moreover, findings indicated that teachers are not prepared well in terms of appropriate and professional training. It was concluded that challenges that hamper inclusive education manifest themselves in lack of teacher training, teachers’ attitude, as well as in the inflexible curriculum. Despite of efforts from national and international organizations to ensure that inclusive education practices are implemented in Tanzanian schools, there is still exclusion to a certain extent. It is recommended that the Ministry of Education and Vocational Training should provide teachers with sufficient support to curb negative attitudes to inclusive education. It was further recommended that in order for inclusion to succeed, the Ministry should offer in-service training in teaching learners with special educational needs to teachers. It is also the current curriculum should be adapted to ensure that the diverse needs of learners are catered for and that all learners are granted a chance to learn.

**Keywords**:National Inclusive Education, Strategies, Implementation, Tanzania

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## LIST OF ABBREVIATIONS

CBO Community Based Organization

EFA Education for All

EPSE Education Progamme in Psychology and Special Education

ETP Education Training Policy

MOEVT Ministry of Education and Vocation Training

SECUCo Sebastian Kolowa University College of Education.

SEN Special Needs Education SN - Special Needs

SPSS Statistical Package for Social Science

TEN/MET Tanzania Education Network

UK United Kingdom

UNDP United Nations Development Programme

UNESCO United Nations Education and Science Culture Organization

UNESCO United Nations Education, Scientific and Cultural

Organization

UNICEF United Nations Children's Fund

URT United Republic of Tanzania

## CHAPTER ONE

## INTRODUCTION AND BACKGROUND TO THE STUDY

## 1.1 Introduction

The study's background is covered in this part. The background to the study, statement of the research problem, research objectives, research questions, significance of the study, limitation and delimitation of the study, and definition of key Terms are among the sub-sections that make up this section.

## 1.2 Background to the Study

According to URT (2009), inclusive education is a system of education that minimizes barriers and maximizes resources so that all children, youths, and adults, regardless of their varied backgrounds and abilities, are enrolled, actively participate, and achieve in regular schools. In Tanzania, Temeke Municipality pioneered inclusive education in 1997 (Kapinga, 2012; Mnyanyi, 2014).There have been challenges since the introduction of comprehensive education in 1997.Numerous internal and external to the learner factors (Das & Shah,2014) are to blame for these barriers. Educational programs and institutions try to support teachers and students by recognizing these barriers and using all available resources to lower or remove them in order to achieve inclusive education. To effectively administer schools in the context of inclusive education, teachers and school administrators must get training.

It was believed in the 1950s and 60s that in order to address the demands of an increasing number of students, teacher education needed to be considerably expanded in terms of both quality and quantity. Worldwide emphasis has been placed on inclusive education in primary schools as a means of offering children with special needs a high-quality, easily accessible education.Tanzania created a national inclusive education policy in 2009, with a target completion date of 2017. The National Inclusive Education Strategy put more work and money into inclusive education.

It was proposed that ensuring that cultures, policies, and practices are embedded across the educational system was essential. Inclusive schools need to recognize and cater to the unique needs of their pupils by accommodating different learning styles and student-to-teacher ratios. They have to ensure that everyone gets a top-notch education by using appropriate curricula, organizational structures, teaching strategies, resource utilization, and community partnerships. Regardless of any challenges or differences, all children should learn together, whenever feasible, according to UNESCO (2023).

Inadequate facilities prevent many school-age children with special needs from being registered in them, preventing them from living and learning safely in institutions of learning. In the past, the medical model of disability, which recognized cognitive difficulties in kids with disabilities, supported the practice of separate special education. On the other hand, it was thought that a special educational setting for pupils with disabilities might wind up acting as a gathering place for pupils with a range of unconnected issues. (David, 2014). People with disabilities and other special needs have historically faced discrimination and been denied chances for fair participation, particularly in primary education.

Expanding educators' professional capacities was one of the national strategies for inclusive education. It was highlighted that expanding and enhancing all educators' professional capacities is necessary for inclusive education. The curricula for teacher education needed to be updated. Teachers and special educators must receive training to update their abilities and understanding of inclusive education. Teachers, tutors, and education supervisors now do not receive regular or ongoing in-service training. It is necessary to diversify the training modalities for inclusive education and to strengthen teacher colleges' capacities to offer training in this area.

Despite excellent goals to promote and improve inclusive education, Tanzania's implementation of the strategy is poorer (Tungaraza,2015).Primary schools in Tanzania struggle with inadequately prepared special education teachers, a lack of specialized teaching and learning resources to help pupils with special needs, and unfavorable and inaccessible infrastructure conditions (Macleod, 2014).

According to Emma (2023), about 5% of all primary education students were disabled children. In secondary schools, there were 0.25 percent more females than boys with disabilities. The major barrier to inclusive primary education for students with special needs in Tanzania is a lack of accessible facilities, including inadequate classrooms, labs, libraries, restrooms, and areas for sports and games. The inability of physically and socially impaired young people to access primary education is a major barrier to creating a pool of appropriately qualified students who can join secondary and higher education on an equal basis.

According to Fougeyrollas *et al*. (2019), the issue of overcrowding in classrooms, a lack of seating, standing room, and bad acoustics also affects impaired pupils enrolling in primary schools. Additionally, there are no specially trained staff members available to assist pupils with special needs. The academic performance of the impaired students is significantly impacted by this challenging situation. These challenges may result in very low rates of attendance, retention, academic completion, and survival for impaired students. The interest in this study was sparked by the researchers' evaluation of the issue described above. In order to find a better way to deliver successful inclusive education in primary schools in Tanzania, this study aims to investigate the degree of implementation of inclusive education in such institutions.

## 1.3 Statement of the Research Problem

Many nations, including Tanzania, have embraced the concept of establishing inclusive education. This includes making certain that the environments required for the assistance of the impaired children are readily available. Such assistance includes amenities like welcoming and helpful classrooms, labs, libraries, internet access, restrooms, and areas for sports and games. Similar to that, inclusive education ensures the availability of the required teaching and learning resources that are appropriate for each student's needs and circumstances as well as an enough number of specially trained teachers and staff to teach and help children with special needs.

Despite the governments' persistent efforts over the years to address it, the problem of exclusion among children with special educational needs has continued to worsen (Gracia, 2024). Children with learning disabilities, like their peers in traditional schools, have not received the necessary resources, infrastructure, or equipment to properly address their unique needs. Any acute or persistent problems with Tanzania's educational system continue to cause them excessive misery (Johnson ,2023). Their learning deficiency causes them to be socially ostracized from mainstream situations.

The majority of students with moderate to severe learning challenges are taught in special schools (Imaniah, 2018). According to current research, collaboration and teamwork are also crucial components of inclusive practice (Lindsay, 2017). The ability to collaborate on planning and reflection is essential for teamwork effectiveness (Johnson., 2023).The government places a high value on education for all children, including those who have learning difficulties, according to the ministry of education (Ministry of education & Vocational Training, 2019). Given that the government announced all public primary school education to be free FPE (URT, 2009) for all children in 2003, the researcher started this educational research to learn more about the problems facing the process of special needs education (SNE) implementation in public primary schools in Shinyanga Municipality.

Although inclusive education has been practiced in Tanzania since 1997, there is little empirical study on the inclusion of young children with hearing impairment. Said (2017) did a study on pre-primary inclusive education to assess the suitability of pre-primary teacher education curricula in handling inclusive classrooms generally aimed at children with disabilities. Additionally, the nation promotes pre-primary education for all kids, despite of their level of development.

More importantly, the goal is to educate all children in environments that are as inclusive as feasible (URT, 2009). For children in pre-primary schools, the situation and practice with inclusion education have not yet been established. In order to identify success, challenges, and opportunities for developing responsive schools for all, this study was carried out to look into the factors affecting the implementation of the National Strategy in Inclusive Education in Tanzania 2020–2025 (URT, 2009) in Shinyanga District.

## 1.4 Objectives of the Study

## 1.4.1 General Objective

The general objective of the study was to examine the factors influencing the successful implementation of the National Inclusive Education Strategy in primary schools in Shinyanga District, Tanzania.

## 1.4.2 Specific Objectives of the Study

Specifically the study intended:

1. To examine the effect ofteachers’ attitudes on the implementation of the national inclusive education strategy in primary schools in Shinyanga district in Tanzania.
2. To examine the effect of curriculum issues on the implementation of the national inclusive education strategy in primary schools in Shinyanga District in Tanzania.
3. To examine the effects of teachers’ training on the implementation of the national inclusive education strategy in primary schools in Shinyanga District in Tanzania.

## 1.5 Research Questions

This study was guided by the following questions that were grounded on the research objectives;

1. What are the effects ofteachers’ attitudes on the implementation of the national inclusive education strategy in primary schools in Shinyanga District in Tanzania?
2. What are the effects of curriculum issues on the implementation of the national inclusive education strategy in primary schools in Shinyanga District in Tanzania?
3. What are the effects of teachers’ training on the implementation of the national inclusive education strategy in primary schools in Shinyanga District in Tanzania?

## 1.6 Significance of the Study

The results of the present study contribute to the body of knowledge on early childhood inclusive education. Additionally, the study informs the Tanzanian community about the learning process and difficulties faced by students with special needs in school. It will also serve as a reference for educational researchers. In addition, the study hopes to stimulate further research by academics in the area of inclusive early childhood, or the integration of kids with disabilities in primary classes, to help pupils get the high-quality early education they need to succeed in school. The study's conclusions may be used by development partners, particularly those in education, to create interventions that will raise the standard of instruction in Shinyanga and other primary schools for students with special needs and disabilities.

Policymakers will be able to expand their knowledge of data and information by creating suitable policies based on the implementation of the National Strategy on Inclusive Education in Primary Education in Shinyanga District. The study's findings may provide information, experience, and realities about how inclusive primary education is carried out in Shinyanga District during the time of implementation of Tanzania's National Strategy on Inclusive Education, with a focus on children with special needs (2020–2025).

## 1.7 The scope of the study

The research was carried out in Shinyanga District, specifically at a few primary schools that welcomed children with special needs and disabilities. Twelve regular government schools participated in the research.

## 1.8 Limitations of the Study

The study ran into problems with time constraints because the researcher had to journey to the various sampled primary schools, which were dispersed, and because data collection took time. It was challenging for the researcher to gather information about the experiences and challenges faced by some special needs children who did not routinely attend school. Due to resource, time, and financial limitations, this study was only able to evaluate the information in the research especially on curriculum issues, teachers’ attitude and teacher training.

Furthermore, because the current research only concentrated on a small community in Shinyanga district, which might not be representative of all districts of Tanzania, its findings are not easily be generalized. Thirdly, the study's findings and information were founded solely on data collected from a small sample of primary schools in Shinyanga District.

## 1.9 Delimitation of the Study

Given the broad definition of inclusive early childhood education, the research was limited to the academic performance of children with disabilities only in regular schools. Only ten carefully chosen primary schools in the Shinyanga district were included in this research. The research focused on pupils with special needs in these schools.

## 1.10 Definition of Key Terms

## 1.10.1 Inclusive Education

Nakpodia (2010) asserted that inclusive education entails welcoming and enabling all pupils to join their neighboring schools, where they will receive assistance to learn, participate, and engage in all aspects of school life.

## 1.10.2 Students with special needs

These are students who need support due to physical, mental, emotional, or medicinal conditions. Disability results from a range of impairments, including those that are physical, mental, sensory, emotional, developmental, or a mix of these (Macleod, 2014).

## 1.11 Organization of the study

This study is organized in five chapters. The first chapter covers background of the problem, statement of the problem, research objectives (general and specific objectives), justification and relevance of the study. Both theoretical and empirical literature reviews are covered in chapter two. It offers a conceptual foundation and research gap as well. The research methodology used in this study is presented in chapter three. Chapter four reports data analysis, findings and discussion. Chapter five presents summary of the main findings, conclusion, recommendation and areas for future research.

## CHAPTER TWO

## LITERATURE REVIEW

## 2.1 Introduction

This chapter consists of theoretical and empirical literature reviews, research gap, conceptual and theoretical framework.

## 2.2 Education Structure in Tanzania

Tanzania's education system is broken down into three levels: primary, secondary, and university. Pre-primary, primary, and ordinary secondary education makes up the foundational level of education (URT, 2009). Both basic and advanced schooling are included in the secondary education level. Bachelor's, master's, and doctorate degrees are among the programs and courses that higher education institutions offer at the tertiary level.

Two years of pre-primary (kindergarten) education, seven years of primary education, four years of regular secondary education, two years of advanced secondary education, and three years of university or higher education make up Tanzania's formal education system. The two languages used for instruction are Kiswahili and English; the majority of government pre-primary and elementary schools use Kiswahili, while very few government institutions as well as all private and international schools use English. Additionally, education in English is offered at all learning levels, from secondary to advanced (URT, 2009).

All children, adolescents, and adults in Tanzania have the right to an education, regardless of their origin or differences, including those who are disabled, according to the country's constitution and education policy (URT, 2009).

## 2.3 Inclusive Education in Tanzania

According to Kabuta (2014), practices that originated in the North have had a significant impact on how disabled persons in Tanzania are educated. Tanzania's African socialism culture is oriented at an inclusive culture. This is shown by Tanzanian society's norms and values, which uphold the notions of respect, equality of opportunity, and dignity for all individuals, regardless of their differences (Johnson 2023). Sirimanna & Olusanya (2014) asserts that a large number of these customs and norms have their roots in indigenous customs and beliefs and are still relevant in today's formal education.

Sirimanna & Olusanya (2014) further argues that African indigenous Education was, and is, inclusive. The principles of universality, relevance, functionality and community localization are very important to develop an inclusive educational system.

General teachers must have sufficient understanding of inclusive and special needs education in order to successfully navigate the challenges of teaching in inclusive classrooms (Johnson, 2023). Furthermore, few elementary school students transfer to secondary institutions. One of our worries to date is the dearth of trustworthy and accommodating teaching strategies for students with visual impairment in inclusive classrooms (Smith & Peters, 2023).

The process of integrating students with disabilities and those without into a typical classroom is known as inclusion. With an emphasis on classroom practices, Rogers (1993) notes that those involved in inclusion initiatives recognize that classrooms are growing increasingly diverse and that it is the responsibility of the teacher to design lessons that benefit all students even though those advantages may vary depending on the student.

## 2.3 Theoretical Literature Review

## 2.3.1 Classical Liberal Theory of Equal Opportunities

The authors of this theory are Sherman and Wood (1982). The main idea of the philosophy is that all eligible students should strive for equal educational chances. According to this view, every person has a certain amount of capacity from birth. This theory states that since a learning disability is not an inability, educational systems should be created with the goal of removing all barriers, including those based on socioeconomic, sociocultural, geographical, and school-based factors that prevent students with learning disabilities from taking advantage of their innate talents.

Since education is a great equalizer and improves the life chances of children with special needs, providing such groups of learners with an education will expedite their social advancement (Sherman and Wood, 1982). According to the theory, opportunities must be provided for people to complete all educational levels (primary, secondary, and tertiary), with admission to these levels based on a person's aptitude rather than their impairment. Education would then, at the very least, guarantee economic equality by enabling students of all backgrounds, ethnicities, and genders to profit monetarily from high intellectual achievement. The argument goes on to say that equal access to education for all individuals will foster social mobility.

The government's 2003 implementation of the free primary education (FPE) program, which calls for a drastic overhaul of the curriculum, assessment, pedagogy, and student groups, has garnered the approval of numerous economists. In an effort to achieve the millennium development goals (MDGs) by 2025, this strategy makes education free and mandatory for everybody, through ensuring that all children of school age receive high-quality education in an equitable manner and upholding their right to an education. Together with the government and experts, the local communities, parent organizations, associations of the disabled, churches, and community leaders have devoted their lives to ensuring that children with disabilities attend the schools in their area.

## 2.6 Empirical Literature Review

Many factors, according to Obiakor & Rotatori (2015) and Odom (2016), influence the effective implementation of inclusive education around the globe. These elements, which include teacher attitudes, a lack of teacher training and poor curriculum, are what lead students with special needs to drop out of school.

## 2.6.1 Effects of Inappropriate Curriculum

In order inclusive education to be implemented successfully, the curriculum needs to be scrutinized. Muttiah *et al.* (2016) in their document on Save the Children Sri-Lanka which aimed to support a process whereby schools become more accessible to disabled children and responsive to their needs, advocate that the curriculum and examination system need to be relevant to all children. Fauziana et al.(2021) and Norazmi (2020) claim that one of the main obstacles to the implementation of inclusive education is the curriculum. As such, the curriculum is a crucial instrument in education that must be carefully designed, regularly updated, and modified to meet the needs of a diverse student body. Additionally, the curriculum needs to be modified to account for the various forms of disability. In their Save the Children Sri-Lanha document, Muttiah *et al.* (2016) advocated that the curriculum and examination system should be inclusive of all children in order to facilitate a process that makes schools more accessible to and responsive to the needs of impaired students.

They also state that all kids have an equal opportunity to learn, gain from an education, and have their accomplishments acknowledged in an environment with a flexible curriculum. Moreover, the curricula currently used in mainstream schools, according to Mulliah *et al*. (2016), seem to be content-heavy and were not created with flexibility in mind. According to him, special needs students are left out of and even marginalized in mainstream school because of a curriculum that makes teachers feel like they don't belong. To bolster the aforementioned, Budginaité *et al*. (2016) argued that a curriculum that is excessively strict, centralized, and does not represent the diversity of the involved learners may be detrimental to the learning process.

Furthermore, a study was carried out by Mukherji (2015) to determine the variables influencing the municipal administration of Bahir Dar's adoption of inclusive education. The physical layout of the classroom, teacher attitudes, the absence of SNE teachers, the curriculum's adaptation, the accessibility of teaching resources, and routine classroom instruction, among other things, were among the obstacles she discovered impeding the implementation of inclusive education.

Musyoka (2015) investigated educators' opinions about inclusive education in Kenya through a study. He noted that a wide and rigorous curriculum is necessary to expose all students to a mutually agreed-upon spectrum of knowledge and experience. Additionally, he asserted that the curriculum needs to be balanced to allow for the proper growth of every subject without leading to overspecialization or the neglect of any other subject. He goes on to say that in order to accommodate variations in learners' situations and skills, the curriculum needs to be appropriately differentiated.

Similarly, the implementation of inclusive education in one Eastern Cape District was also examined by Stofile (2018), who concurs that for schools to accommodate the diversity of their student body, the curriculum must be inclusive and responsive to all students' needs.

## 2.6.2 Effects of Teachers’ Attitudes

One of the biggest obstacles to the adoption of inclusive education is teachers' attitude about inclusion and its tenets. There are several reasons for the unfavorable sentiments of including special needs pupils in regular classrooms. According to Hopman (2018), a lot of teachers believe they are unprepared to handle the demands of students with special needs. Instructors could view the youngster as an inconvenience in the classroom, a pupil who lessens their ability to instruct the other pupils who are typically developing (Folostina, 2020).

Hopman (2018) asserts that teacher attitudes are complex and differ from one another in a study on general and special educators' perceptions of their work in inclusive co-teaching environments and how those perceptions affected teaching strategies and student learning in the inclusion classroom. He argues that teachers' prejudices against students with special needs stem from their lack of confidence in their own capacity to instruct students with exceptional needs. Furthermore, they contend that educators, who tend to be less accepting of students with special needs, frequently believe that inclusion places too many demands on special education students and that these students ought to be taught in small groups where they can get adequate attention. These attitudes are caused by a lack of training in inclusive education and the lack of knowledge.

Peters & Besley (2014) investigated primary school teachers' attitudes toward inclusive education in Jakarta, Indonesia, providing evidence for the aforementioned points. According to their research, special education training and prior teaching experiences appear to have an impact on teachers' attitudes. Additionally, Zulu (2017) looked into how educators felt about the implementation of inclusive education and found that inadequate support, a lack of knowledge and skills, and a lack of training in helping students with special needs all contributed to teachers' negative attitudes toward the program. In keeping with the previous discussion, Odowi (2016) concentrated on how Bahamas educators saw the adoption of inclusive education policies and practices.

It was also discovered that a number of variables, including a lack of training, large class numbers, a lack of resources, and a lack of administrative support, contributed to instructors' unfavorable attitudes and their reluctance to deal with students who had special needs. Additionally, Orodho (2012) demonstrated that teachers' reluctance or unwillingness to instruct students with special needs stemmed from their perception that they lacked the necessary training, time, materials, and resources, among other reasons.

The attitudes of teachers toward inclusive education and the variables influencing those attitudes were also examined by Al-Zyoudi (2016). According to Al-Zyoudi, the type and severity of the disabling condition that teachers were given, their length of teaching experience and training, their interactions with students who had special needs, their confidence in their own ability to carry out inclusive activities, and the curricula all had a significant impact on the attitudes of teachers.

## 2.6.3 Lack of Teacher Training

To teach students with exceptional needs, teachers must possess the necessary preparation. The difficulties experienced by teachers in implementing inclusive education in Kwa Zulu Natal’s eThekwini Region's primary schools were identified by Maria Tereza (2022). She found that there was a relationship between the difficulties and obstacles involved in implementing inclusive education and the instructors' backgrounds, attitudes, gender, and large class sizes. She discovered that a number of issues, including instructors' attitudes and understanding of inclusive education, were impeding the effective implementation of inclusive education.

To bolster the aforementioned, Lindsay (2017) examined how training affected ordinary teachers' competency and preparedness in inclusive secondary school classrooms in Malaysia. They point out that in order for inclusive education to be effective; instructors must be well-prepared, informed, and skilled in order to help students with special needs develop the necessary values, self-assurance, and support.

In a different study, (Kabir 2016) evaluated the provision of inclusive education in Namibia's Omusati region and found that, although educators understood their roles in delivering inclusive education, they differed in how important those roles were to them. She also explains that among the difficulties experienced by educators in Namibia's Omusati region are a dearth of in-service teacher preparation programs and a lack of awareness regarding inclusive education.

In a same vein, Odhjambo (2014) highlights the difficulties in putting into practice an inclusive education policy in Rarieda, Sub-County's public elementary schools. He discovered that the inclusion of students with disabilities in regular schools was thwarted by challenges relating to curriculum, policies, and resources as well as a lack of training for important stakeholders, including parents, teachers, head teachers, and district education officials. These stakeholders lacked the knowledge and abilities needed to address problems that arose during the implementation of inclusive education.

Furthermore, Maria (2018) carried out research to determine if there were variations in educators' perspectives, expertise, and conduct regarding inclusive practices in educational institutions. Through the use of questionnaires and focus groups, she was able to ascertain that bias against students with special needs, a lack of time, and inadequate initial or ongoing training for eighteen instructors were the main obstacles faced by teachers when attempting to adopt inclusive concepts. She also says that specific training in special needs education is necessary for teachers.

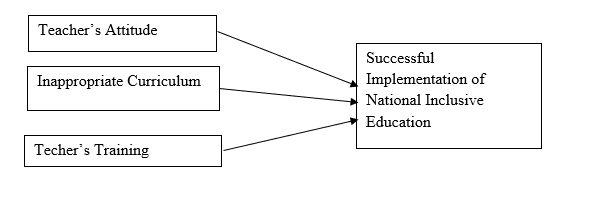
## 2.7 Synthesis and Gap in Literature

Inadequate relevant curricula is an obstacle to the successful implementation of inclusive Education in developing countries (Musyoka, 2015) where inappropriate curricula hinder children with disabilities enrolled in regular schools. Moreover, teacher attitude and teacher training problems are not researched enough, according to researcher’s knowledge. In Africa and many other developing countries, meaningful inclusive Education is not realized due to the aforementioned factors (Kabuta, 2014; Myanyi, 2014). Furthermore, inclusive Education is not cleary understood by general teachers (Lindsay, 2017) inclusive education provided at classroom level showed that education system continues with segregating and labeling students into “bright students and dull students. It is because of lack of studies related to these factors that the researcher determined to investigate these factors and their effects on successful implementation of inclusive education in Tanzania.

## 2.8 Conceptual Framework

As seen in Figure 2.1, the conceptualized research model that follows is created based on the literature review of the subject being studied.

***Independent variables Dependent variable***



### Figure 2.1 : Conceptual Framework

**Source:** Researcher through synthesis of literature (2024)

## CHAPTER THREE

## RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter consists of the research philosophy, research design, and areas of the study, target population, sample size and sampling techniques, methods of data collection, and tools for data collection. The chapter also presents reliability and validity of research tools, data analysis and research ethics.

## 3.2 Research Philosophy

According to Saunders *et al*. (2012), a research philosophy is a viewpoint regarding the best ways to gather and analyze data. The research philosophy applied in this study was positivism. Saunders *et al*. (2012) state that positivist philosophy is based on a highly organized process that makes it easier to make quantitative observations and generalize it and using statistical techniques to evaluate the results.

## 3.3 Research design

According to Kombo &Tromp (2016), the research design is what holds the project's various components together like a glue. A descriptive research design was used in this study to evaluate an unidentified phenomenon. Descriptive studies, according to Saunders *et al.* (2012), concentrate on providing accurate forecasts and summarizing characteristics and information about individuals, groups, or situations.

## 3.4 Survey Strategy

In this inquiry, a survey method was applied. It was selected because a survey technique can cover a greater range of issues and concentrates on self-reports from respondents who represent a larger population (Mertens, 2010).

## 3.5 Study Area

The study was conducted in the Shinyanga district. This site was selected because Shinyanga is one of the regions with the fewest resources available for instruction and learning, including inclusive schools, based on statistics from the Ministry of Education and Vocational Training (NBS, 2022). Second, as far as the researcher is aware, no comparable study on inclusive education for children with special needs in inclusive schools has been conducted in this area. Thirdly, the researcher had simple access to the schools to collect sufficient data for the study because the topography was ideal and she was familiar with the area.

## 3.6 Target population

The whole set of things from which a study or inference is sought is referred to as the "population" (Kothari, 2006). One hundred fifteen (115) primary school teachers from ten primary schools in the Shinyanga district made up the study's population (Education Management Information Systems, 2022).

## 3.7 Sampling Procedures and Sample Size

Since it is typically difficult to study an entire community, the researcher chose the appropriate sample to use in the investigation.

## 3.7.1 Sampling Procedures

According to Tashakori and Teddlie (2009), sampling is the process of choosing a specific case that the researcher wants to make a point about. Time, money, and accessibility issues with data for the whole population force sampling (Cohen *et al.,* 2007). This study employed both probability and non-probability sampling techniques. Probability sampling required stratified sampling since the sample was non-homogeneous. Within the stratum, simple random sampling was applied. Simple random sampling was employed to guarantee that each participant in the sample had an equal probability of being chosen. On the other hand, non-probability sampling was used as well. Purposive sampling was used to select the head teachers for particular primary schools. This was chosen especially for the targeted special group of people (teachers) in order to gather trustworthy data about the factors impacting the Shinyanga district's effective adoption of the inclusive education policy.

## 3.7.2 Sample Size

According to Kothari (2006), a sample is a grouping of some segments of the population that serves as the foundation for a decision. It should be both large enough to be a true representation of the population from which it was picked and small enough to make data collecting convenient. A sample of eighty-nine (89) respondents from ten schools in the Shinyanga District was employed in this study by the researcher.

The sample size in this study was obtained by using the Yamane’s (1967) formula for calculating sample size which is n =where n = Sample size, N = Population, e = Probability of error (0.05) assuming 95% confidence level, and with a precision of 5%, 1 = Constant. In this study N= 115 while n in this study is unknown.

n = 115/1+115 (0.05)2

n= 89.3

n= 89

Hence the sample size is 89 respondents

#### Table 3.1: Sampling Distribution

|  |  |  |  |
| --- | --- | --- | --- |
| **Respondents** | **Population** | **Sample Size** | **Percentage** |
| Head Teachers | 10 | 8 | 1.00 |
| Teachers | 105 | 81 | 0.77 |
| **Total** | **115** | **89** | **0.77** |

**Source:** Education Management Information Systems (2024).

## 3.8 Data collection Methods

This study employed primary collection method.

## 3.8.1 Primary Data Collection Method

Primary data are first-hand data that are gathered by the researcher through the use of a questionnaire, observation, interview or focus group (Kothari, 2006). In this study the best approach was chosen based on the characteristics, background, and type of each respondent.Questionnaire was used in this study.

## 3.9 Research Tools

The research tools used in this study is a structured questionnaire.

## 3.9.1 Structured Questionnaire

Questionnaire refers to questions printed or typed in a definite order on a form or set of forms in which the respondents have to answer the questions on their own (Kothari, 2006). The researcher employed self-administered semi-structured questionnaire with close ended questions as well as three- point Likert scale statements. Self-administered questionnaires were distributed to eighty-nine (89) respondents who filled them and the researcher administered them. The first section of questionnaire contained closed ended questions focusing on demographic data. The second section was a three-point Likert scale statements and was based on factors affecting the successful implementation of inclusive education while the third part focused on strategies that could be adopted to address the challenges that affect the implementation of inclusive education.

## 3.10 Reliability and Validity of Research Tools

Two methods were used to test research tools employed. These were validity and reliability

## 3.10.1 Validity of the Tools

The degree to which a research tool measures what it is intended to measure is referred to as its validity (Kothari, 2006). The researcher tested ten questionnaires on a pilot sample of participants prior to the start of the main study. This was done to make sure that all of the statements and questions in the questionnaire were comprehended and to get rid of any potential biases or misinterpretations. The respondents were requested to read and fill out the questionnaire in this regard. The teachers were asked to let the researcher know which items were difficult for them to understand after completing the questionnaire. In addition, the teachers were asked if any of the questionnaire's questions were unclear. Following a thorough examination of each questionnaire, the supervisor—a specialist in the field reviewed the statements and questions to determine whether they measured the necessary indicators.

## 3.10.2 Reliability of the Tools

According to Saunders *et al.* (2012), reliability is the degree of consistency with which phenomena are classified into the same category by several observers or by the same observer on various occasions and/or at different times. Cronbach's Alpha, a measure of internal consistency, was used in this study to assess the dependability of the data gathering tool. The Cronbach's Alpha coefficient is frequently employed to confirm the construct's dependability. According to Saunders *et al.* (2019), an internal consistency of the scale's item is considered adequate when the Cronbach's alpha coefficient is larger than 0.7.

## 3.11 Data Analysis

The interpretation and numerical presentation of research findings is known as quantitative data analysis technique (Kumar, 2017). Using the Statistical Package for Social Science (SPSS) version 23, quantitative data from surveys were sorted, coded, summarized, and subjected to descriptive statistics analysis, such as frequencies and percentages, before being presented in simple tables. To compare the proportions of participants who replied in various directions, the researcher used basic descriptive techniques including frequencies and percentages.

## 3.12 Ethical Considerations

In accordance with research ethics, the investigator received an introduction letter from the directorate of postgraduate studies at the Open University of Tanzania. This letter was then brought to the Shinyanga District, where the investigator was granted permission to carry out the study. The Regional Administrative Secretary (RAS) was consulted in order to obtain permission for the researcher to conduct the study. To inform the heads of the schools about the planned research, a preparatory visit was conducted. All of the material gathered from the responders was considered first-hand knowledge, and the answers provided were handled with the utmost secrecy. Moreover, the respondents were duly informed that the study was for academic purpose and that they were under no compulsion to respond to the questionnaire. In order to avoid plagiarism, all sources of information were duly acknowledged.

## CHAPTER FOUR

## FINDINGS AND DISCUSSION

## 4.1 Introduction

In this chapter, the results obtained are presented according to the main objectives of the study. Section two presents the demographic characteristics of the respondents. Section three presents the results showing the factors influencing the successful implementation of inclusive education strategy in Tanzania. Discussion of findings regarding several factors is done in section four.

## 4.2 Demographic Characteristics of Respondents

Table 4.1 provides the frequencies and percentage of the demographic characteristics of the respondents. Variables are presented in the order of their appearance in the questionnaire (see Appendix I). Respondents who responded to questionnaires were 86 with the percentage of 97%.

#### Table 4.1: Demographic Characteristics of Respondents

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Frequency | Percentage |
| Gender | Male | 36 | 42 |
| Female | 50 | 58 |
| Age group | Below 20 years | 2 | 2.3 |
| 20-24 | 10 | 11.6 |
| 25-29 | 25 | 29.1 |
| 30-34 | 23 | 26.7 |
| 35-39 | 16 | 18.6 |
| 40-44 | 8 | 9.3 |
| More than 44 | 2 | 2.3 |
| Educational Level | Certificate in Teaching | 17 | 19.8 |
| Diploma in Teaching | 30 | 34.8 |
| Bachelor Degree | 20 | 23.3 |
| Postgraduate Diploma | 12 | 13.9 |
| Master degree | 7 | 8.1 |
| PhD | 0 | 0 |
| Working Experience | Less than a year | 4 | 4.7 |
| 1-5 years | 9 | 10.5 |
| 6-10 years | 16 | 18.6 |
| 11-15 years | 21 | 24.4 |
| 16-20 years | 17 | 19.7 |
| 21-25 | 8 | 9.3 |
| 26-30 years | 6 | 6.9 |
| 31-35 years | 3 | 3.4 |
| Above 35 years | 2 | 2.3 |
| Number of Students per Class | Less than 20 pupils | 4 | 4.7 |
| 21-25 pupils | 9 | 10.5 |
| 26-30 pupils | 9 | 10.5 |
| 31-35 pupils | 20 | 23.3 |
| 36-40 pupils | 36 | 41.9 |
| Above 40 pupils | 8 | 9.3 |
| Type of Teacher Training Attained | Inclusive education training | 15 | 17.4 |
|  | Certificate in Special education | 34 | 39.5 |
| ETP | 15 | 17.4 |
|  | In-service Training | 25 | 29.1 |
|  | Remedial training | 12 | 13.9 |

**Source**: Field Data (2024)

## 4.2.1 Gender of the Respondents

Table 4.1 provides information on the respondents' gender. The results indicated that there were 50 females (58%) and 36 males (42%). This demonstrates that women make up the majority of instructors in Shinyanga's primary schools. It suggests that gender equality is not taken into account when hiring teachers in the community.

## 4.2.2 Age of the Respondents

According to Table 4.1, the majority of respondents were between the ages of 25 and 29 (29.1%) and 30-34 (26.7%) with a mean age of 23. This was followed by 16 respondents, aged 35 to 39 (18.6%), 10 respondents, aged 20 to 24, 8 respondents, aged 40 to 44 (9.3%), two respondents, aged under 20, (2.2%), and finally, two respondents, aged above 44 (2.3%). This suggests that the majority of Shinyanga district's primary school teachers are youthful, enthusiastic individuals between the ages of 25 and 39 who, with enough dedication, may save children in inclusive education.

## 4.2.3 Educational level of Respondents

According to Table 4.1's findings, the greatest percentage of teachers 30 (4.8%) had a diploma in teaching. This was followed by respondents with a bachelor's degree 20 (23.3%) and those with a postgraduate diploma were 12 (13.9%). Additionally, 17 (19.8%) of the respondents had a teaching certificate, and A PhD was not found in any of the respondents. This suggests that the majority of instructors in the Shinyanga district have credentials that allowed them to instruct students in inclusive education 7 (8.1%) had a master's degree.

## 4.2.4 Teaching Experience of Respondents

The study represented several pedagogical approaches. The majority of respondents 21 (24.4%) had worked for 11–15 years, according to Table 4.1's results. Subsequently, 18 (20%) had 16–20 years of experience, 17 (18.8%) had 6–10 years, 10 (11.1%) had 1–5 years, 6 (6.6%) had 26–30 years, 4 (4.4%) had less than a year, 3 (3.3%) had 31–35 years of experience, and, finally, 2 (2.2%) had experiences above 35 years. This distribution of respondents' years of experience shows how this diversity influences perceptions and engagement with pedagogical approaches examined in the study.

## 4.2.5 The Number of Pupils per Class

The average number of students in a class influences the perceptions that educators have about any given educational system. It would presumably be more difficult for instructor to interact with every student in a class at any given time as the number of students increases. Table 4.1 illustrates the total number of students in the classes taught. It reveals that the majority of the classes have 37 (41.1%) students, followed by 21 (23.3%) students in the 31-35 age group, 21-25 and 26-30 age groups with 10 (11.1%) each, 8 (8.8%) students in the more than 40 age group, and 4 (4.4%) students in the class with fewer than 20 students.

## 4.2.6 Type of Teacher Training Attained

With respect to the kind of special education training that teacher had received, table 4.1 shows that 15 (16.7%) had received inclusive education, 30 (33.3%) had received a certificate in special education, 11 (12.2) had received ETP, 23 (25.6) had participated in in-service training, and 11 (12.2%) had attended remedial instruction. This implies that the type of training attained by teachers have positive influences on successful implementation of inclusive education strategy.

## 4.3 Factors Influencing the Successful Implementation of Inclusive Education

One had to reply to statements in Section B of the questionnaire in order to answer an objective question. Instructors were asked to answer using a three-point Likert scale, where 1 meant disagree, 2 meant not sure, and 3 meant agree. The fifteen assertions were categorized into three groups based on characteristics that affect how inclusive education strategies are implemented: curriculum issues, teacher’s training, and teacher’s attitudes. The frequency distribution provided by the respondents regarding the elements that contribute to the effective implementation of inclusive education in Shinyanga district primary schools is shown in Tables 4.2– 4.4.

## 4.3.1 Influence of Teachers’ Attitudes on the Successful Implementation of Inclusive Education

This objective contained five items. Table 4.2 summarizes the results about agreement, disagreement, and neutrality regarding teachers' attitudes.

#### Table 4.2: Influence of Teachers’ Attitudes on the Successful Implementation of Inclusive Education

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Extent of Agreement or Disagreement** | | | | | | | |
| **STATEMENT** | **Disagreed** | | **Not sure** | | **Agreed** | | **Total** | |
|  | **f** | **%** | **f** | **%** | **f** | **%** | **f** | **%** |
| TA 1. Teacher’s attitude plays a role in the implementation of inclusive education. | 18 | 20.9 | 8 | 9.3 | 60 | 69.8 | 86 | 100 |
| TA 2. Teachers' attitudes have no bearing on how well inclusive education works | 48 | 55.8 | 15 | 17.4 | 23 | 26.7 | 86 | 100 |
| TA 3. The adoption of inclusive education is hampered by teachers' unfavorable attitudes about it | 20 | 23.3 | 17 | 19.8 | 49 | 56.9 | 86 | 100 |
| TA 4. Teachers are overburdened with demands by inclusion | 22 | 25.6 | 9 | 10.5 | 55 | 63.9 | 86 | 100 |
|
|
| TA 5. Instructors believe that inclusive education is not possible in large classes | 20 | 23.3 | 8 | 9.3 | 58 | 66.4 | 86 | 100 |
|

**Source:** Field data (2024)

Table 4.2 examines how teachers' attitudes influence the implementation of inclusive education. The data reveal that a significant majority, 69.8%, view positive teacher attitudes as crucial for successful inclusive education, underscoring the importance of supportive attitudes. In contrast, 55.8% disagree with the notion that teachers' attitudes are irrelevant, suggesting a recognition of their impact. Additionally, 56.9% agree that negative attitudes among teachers impede the adoption of inclusive education, highlighting a barrier to effective implementation.

Concerns about teacher workload are evident, with 63.9% agreeing that the demands of inclusive education can be overwhelming, reflecting potential challenges in meeting its requirements. Furthermore, 66.4% believe that large class sizes complicate the implementation of inclusive education, indicating that classroom management and resources are critical factors. Overall, the data indicate that teachers' attitudes and perceptions significantly influence the success of inclusive education. Challenges related to negative attitudes and large class sizes are particularly noted, suggesting that addressing these issues could enhance the effectiveness of inclusive education practices.

## 4.4 Influence of Curriculum Issues on the Successful Implementation of Inclusive Education

There were four statements in this section. The results about curriculum issues are presented in Table 4.3.

#### Table 4.3: Influence of Curriculum Issues on the Successful Implementation of Inclusive Education

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Extent of Agreement or Disagreement** | | | | | | | |
| **STATEMENT** | **Disagreed** | | **Not sure** | | **Agreed** | | **Total** | |
|  | **f** | **%** | **f** | **%** | **f** | **%** | **f** | **%** |
| CUI 1. A flexible curriculum granted all children a chance to learn and benefit from education | 16 | 18.6 | 11 | 12.7 | 59 | 68.6 | 86 | 100 |
| CUI2. A rigid curriculum prevents students with special needs from participating in every class. | 20 | 23.3 | 10 | 11.6 | 56 | 65.1 | 86 | 100 |
| CUI 3. Because the curriculum is content-loaded, teachers are unable to implement inclusive education. | 17 | 19.8 | 14 | 16.3 | 55 | 63.9 | 86 | 100 |
|
| CUI 4. Instructors must adhere strictly to the curriculum, which makes it difficult for them to give special needs students the attention they require | 15 | 17.4 | 8 | 9.3 | 63 | 73.3 | 86 | 100 |
|
|

**Source:** Field data (2024)

Table 4.3. examines the impact of curriculum issues on the implementation of inclusive education. The findings show that 68.6% of respondents believe a flexible curriculum is crucial for allowing all children to benefit from education, indicating strong support for adaptability in curriculum design. Conversely, 65.1% agree that a rigid curriculum impedes participation from students with special needs, suggesting that inflexibility in the curriculum can limit inclusivity. The data also reveal that 63.9% of respondents think that a content-heavy curriculum hampers the ability to implement inclusive education effectively. This suggests that an overloaded curriculum may restrict teachers' capacity to address diverse learning needs adequately. Furthermore, 73.3% agree that strict adherence to the curriculum makes it challenging for teachers to provide necessary attention to special needs students, highlighting a significant barrier to inclusivity. Overall, these results underscore the need for a more adaptable and less content-heavy curriculum to facilitate inclusive education. Flexibility and reduced content load are essential to accommodate diverse learners and ensure that all students receive the attention and support they need.

## 

## 4.5 Influence of Teacher Training on the Successful Implementation of Inclusive Education

The results concerning agreement or disagreement regarding the six statements about teacher training are summarized in Table 4.4.

#### Table 4.4: Influence of Teacher Training on the Successful Implementation of Inclusive Education

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Extent of Agreement or Disagreement** | | | | | | | |
| **STATEMENT** | **Disagreed** | | **Not sure** | | **Agreed** | | **Total** | |
|  | **f** | **%** | **f** | **%** | **f** | **%** | **f** | **%** |
| TT1. In order for inclusion to be successful, teachers should be prepared in terms of appropriate and professional training together with on-going training | 12 | 13.9 | 10 | 11.6 | 64 | 74.4 | 86 | 100 |
| TT2.Pre-service teacher training adequately equips teachers to deal with diverse educational needs in the classroom. | 10 | 11.6 | 9 | 10.5 | 67 | 77.9 | 86 | 100 |
| TT3.Teachers lack knowledge in working with learners with special needs | 8 | 9.3 | 11 | 12.8 | 67 | 77.9 | 86 | 100 |
| TT4. Lack of proper teacher training cause unwillingness to work with learners with special needs | 18 | 20.9 | 6 | 6.9 | 62 | 72.1 | 86 | 100 |
|
|
| TT 5. In order for inclusion to succeed teachers must receive in-service training in educating the learners with special educational needs | 8 | 9.3 | 12 | 13.9 | 66 | 76.7 | 86 | 100 |
| TT 6. Teachers need sufficient training to implement inclusive education. | 10 | 11.6 | 13 | 15.1 | 63 | 73.3 | 86 | 100 |

**Source:** Field data (2024)

Table 4.4 explores the impact of teacher training on the successful implementation of inclusive education. The majority of respondents emphasize the importance of adequate preparation and ongoing professional development for teachers, with 74.4% agreeing that such training is crucial for successful inclusion. This underscores a consensus that both initial and continuous training are essential for equipping teachers to manage diverse classroom needs effectively. A high percentage of respondents (77.9%) believe that pre-service teacher training is generally effective in preparing teachers for diverse educational needs, indicating confidence in initial training programs. However, 77.9% also recognize that many teachers lack specific knowledge required for working with learners with special needs, pointing to a gap in current training practices.

The results also reveal that 72.1% of respondents think that inadequate training contributes to teachers' reluctance to work with special needs students, highlighting a significant barrier to effective inclusion. Furthermore, 76.7% agree that in-service training is vital for successfully educating learners with special educational needs, reinforcing the need for ongoing professional development. Overall, the data suggest that while initial training is seen as generally adequate, there are notable gaps in teachers' knowledge and readiness to address special needs. Comprehensive pre-service and in-service training programs are crucial to enhance teachers' competencies and willingness to implement inclusive education effectively.

#### Table 4.5: Implementation of the National Inclusive Education Strategies

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Extent of Agreement or Disagreement** | | | | | | | |
| **STATEMENT** | **Disagreed** | | **Not sure** | | **Agreed** | | **Total** | |
|  | **f** | **%** | **F** | **%** | **f** | **%** | **f** | **%** |
| SI1. The curriculum and teaching materials in our primary school adequately address the diverse learning needs of all students | 18 | 20.9 | 8 | 9.3 | 60 | 69.5 | 86 | 100 |
| SI2. Our primary school provides appropriate support services and accommodations to students with disabilities or special educational needs | 15 | 17.4 | 9 | 10.5 | 62 | 72.1 | 86 | 100 |
| SI3. Teachers in our primary school receive sufficient training and professional development opportunities to effectively implement inclusive education strategies | 13 | 15.1 | 10 | 11.6 | 63 | 73.3 | 86 | 100 |
| SI4.Students in our primary school feel valued, respected, and included regardless of their background, abilities, or differences | 19 | 22.1 | 7 | 8.1 | 60 | 69.7 | 86 | 100 |
| SI5. Parents and guardians of students in our primary school are actively involved in the inclusive education process and feel that their input is considered and valued | 15 | 17.4 | 10 | 11.6 | 61 | 70.9 | 86 | 100 |

**Source:** Field data (2024)

Table 4.5 evaluates the implementation of national inclusive education strategies in primary schools, highlighting key areas such as curriculum, support services, teacher training, student inclusion, and parental involvement.

A majority, 69.5%, believe the curriculum and teaching materials meet diverse learning needs effectively, though 20.9% disagree. Most respondents (72.1%) feel their schools offer appropriate support services for students with disabilities. Additionally, 73.3% agree that teachers receive adequate training for inclusive education, reflecting strong support for professional development. Regarding student inclusion, 69.7% think students feel valued and respected, but 22.1% see room for improvement. Furthermore, 70.9% feel parents and guardians are actively involved and their input valued in the inclusive education process. Overall, the data suggest a positive perception of inclusive education strategies, particularly in support services and teacher training, while highlighting areas for improvement in curriculum effectiveness and student inclusion.

## 4.6 Discussion of Findings

## 4.6.1 The Influence of Teachers’ Attitudes on the Successful Implementation of Inclusive Education

Objective one wanted the study to examine theinfluence of teachers’ attitudes on the successful implementation of inclusive education strategy in Tanzania**.** The data in Table 4.2 showed that most of the respondents agreed with the five statements concerning teacher attitudes that could affect the implementation of inclusive education strategy. This finding is consistent with that of other researchers, such as Zulu (2017) and Newton *et al*. (2019) who are of the opinion that teachers’ negative attitudes are due to a lack of knowledge and skills, as well as a lack of training. This finding boom the finding of Kurniawati et al. (2012) who concluded that negative attitudes were related to their teaching experiences and training in special education for inclusive education. These findings are consistent with those of Newton *et al. (*2019) that negative attitudes are caused by large class sizes. The message that could be communicated here is that teachers are overwhelmed by large classes; therefore, they cannot include all learners and give enough attention to the special needs of all learners.

The third rank concerns the statement that teacher attitudes play a role in the implementation of inclusive education. The data show that more than half of the teachers agreed that teacher attitudes played a role in the implementation of inclusive education. This finding is supported by Al-Zyodi (2006) and Newton *et al*.2019) who found that the severity and nature of the disabling condition, together with a lack of skills, influenced teachers’ attitudes to work with learners with special needs. This could mean that teachers are not sufficiently trained in dealing with learners with special needs, and feel saddled to work with such 94 learners.

The fourth rank concerns the statement that inclusion makes too many demands on teachers. The study reveals that the majority of the teachers agreed that inclusion made too many demands on teachers. This finding is in line with Peacock (2016) who found that inclusive education made too many demands on teachers. This could imply that teachers lack knowledge and support regarding inclusive education and thus feel being saddled. Additionally, if teachers do not know how to include learners with special needs in their classes, it could create a feeling of too many demands made on them. The fifth rank concerns the statement that instructors believe that inclusive education is not possible in large classes. These findings are consistent with those of Peacock (2016) and Al-Zyoudi (2006) who found that teachers’ attitudes were the greatest barrier to inclusive education. Additionally, she states that, for inclusive education to be successful, educators need to be prepared and properly trained.

## 4.6.2 Influence of Curriculum Issues on the Successful Implementation of Inclusive Education

The four curriculum-related statements that may have an impact on how well inclusive education is implemented were supported by the majority of respondents. Teachers' answers to statements about curriculum-related issues are ranked, with the statement that a flexible curriculum gives every child an opportunity to learn and benefit from education coming in first. According to this study, the great majority of respondents concurred that a flexible curriculum granted all children a chance to learn and benefit from education. This finding is supported by Slee (2023) who asserted that where there is a flexible curriculum, all children have a chance to learn and benefit from education, and their achievements can be recognised. The second rank concerns the statement that a rigid curriculum prevents students with special needs from participating in every class.This finding is supported by Smith &Peters (2023) who argues that the curriculum must be sufficiently differentiated to allow for differences in learners’ abilities and circumstances. Implication of this is that the teachers with less experience realized that all learners needed to be given a fair opportunity to show their talents. The third rank concerns the statement that the curriculum is content-loaded hence teachers were unable to implement inclusive education This study reveals that a higher fraction of teachers agreed with the statement. The findings of this study are in line with that of Folostina (2020) who showed that the curriculum is not supposed to be content-loaded so that teachers will be able to implement inclusive education. The fourth rank concerns the statement that teachers follow the curriculum to detail which makes it impossible to pay attention to learners with special needs. The study shows that a higher percentage of teachers agreed with the statement. This finding is consistent with those of Orodho (2012) namely that a curriculum that is too rigid, centralized and fails to reflect the diversity of the implicated learners can have a negative impact on the learning process. This could mean that, since teachers need to complete the curriculum within a certain time frame, it could be a challenge to accommodate learners with special educational needs while struggling to complete the curriculum on time. When analyzed according to teaching qualifications, the data show that teachers with a teaching diploma agreed significantly more than teachers with other qualification that teachers follow the curriculum in much detail, which makes it impossible to pay attention to learners with special needs. This finding is consistent with that of Slee (2013) who concluded that the curriculum must be sensitive and responsive to the diverse cultures, beliefs and values. Additionally, the curriculum has to be structured and implemented in such a way that all learners can access it. The message here could be that teachers who are less qualified experienced that they could not complete the syllabi on time if they paid attention to learners with special needs; therefore, learners with special needs would be left without being given the necessary attention. Additionally, it could be that these teachers experienced that learners are excluded because teachers were following the curriculum in detail.

The third rank concerns the statement that teachers cannot implement inclusive education because the curriculum is content-laden. This study reveals that more teachers agreed with the statement. The finding of this study is consistent with that of Sharma & Das (2015) who suggests that the current curricula employed in mainstream schools are not designed on the basis of flexibility and appear to be content heavy. This could imply that teachers find the current curriculum content heavy and that with many learners in classes; there may not be enough time to cater for the wide range of different needs of all learners in the classroom.

The fourth rank concerns the statement that the inflexible curriculum does not allow for learners with and without special needs to be included in all lessons. The data of this study show that more than half of the teachers agreed with the statement. This finding is supported by Sirimana & Olusanya (2014) posits that the curriculum should be broad and strife to bring all learners into contact with an agreed range of learning and experience. The finding is, furthermore, also consistent with findings by Smith & Peters (2023) namely that the curriculum must be sensitive and responsive to the diverse cultures, beliefs and values and that it has to be structured and implemented in such a way that all learners can access it. The deduction that could be made here is that the curriculum is inadequate to cater for the diverse needs of all learners. It could also be that the curriculum does not allow for all learners to be included all the time.

## 4.6.3 Influence of Teacher Training on the Successful Implementation of Inclusive Education

The findings indicate that the majority of the teacher respondents agreed with the six statements that teacher training affect the implementation of inclusive education. In order for inclusion to succeed, teachers must receive in-service training in educating learners with special educational needs. This study reveals that the majority of the teachers agreed with this statement. This finding is in line with that of Wang & Zangh (2024) who found that, for inclusive education to be successful, it requires well-equipped, knowledgeable and competent teachers who are able to foster the required values, confidence and support in learners with special needs.

The message could be that most teachers are not trained in teaching learners with special needs, hence, the need for in-service training. This finding echo that of Zulu (2017) who concluded that for the implementation of inclusion to be successful, educators should be prepared in terms of appropriate and professional training, together with adequate ongoing training. Moreover, the majority of the teachers agreed that teachers needed sufficient training to implement inclusive education. This finding is consistent with that reported by Zulu (2017) who found that, for the implementation of inclusion to be successful, educators should be prepared in terms of appropriate and professional training, together with adequate ongoing training.

This means that if teachers are well-trained, they will not have any difficulty with the implementation of inclusive education. These findings resonate with Zulu (2017) who found that for inclusion to be successful educators should receive ongoing training. More than half of the teachers agreed with the statement. This finding is consistent with that reached by Smith & Peters (2023) who found that, to implement inclusion successfully anywhere in the world, teachers must have adequate training, sufficient support and positive attitudes. This could mean that teachers realised that if they were to be successful, they needed to be appropriately prepared for the task. This finding echo that of Maria Tereza (2022) who concluded that teachers needed continuous training and specialized training in special needs education. The fourth rank concerns the statement that teachers lack knowledge in working with learners with special needs. The data reveal that an overwhelming majority of teachers agreed that teachers did lack knowledge in working with learners with special needs. This finding is consistent with that reported by Kabir (2016) who found that a lack of in-service teacher training and a lack of information and knowledge about inclusive education were some of the challenges faced by teachers.

## 4.6.4 Successful Implementation of the National Inclusive Education Strategies in Primary Schools

The findings indicate that the majority of the teacher respondents agreed with the five statements that successful Implementation of the National Inclusive Education Strategies in Primary Schools depends largely on teachers’ attitude, good and flexible curriculum and appropriate teacher training. This finding is consistent with that reported by Hopman (2018) who found that good and flexible curriculum and appropriate teacher training are very important in successful Implementation of the National Inclusive Education Strategies.

## CHAPTER FIVE

## SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

## 5.1 Introduction

In the previous chapter the findings of the study were presented and discussed. In this chapter, summary of findings will be explained. This will be followed by conclusion, recommendation and area for future researches.

## 5.2 Summary of the Study

Answers relating to the factors affecting the implementation of inclusive education were obtained from teachers’ responses to 15 statements. These statements covered several issues that could affect the implementation of inclusive education. These include: teachers’ attitudes, teacher training as well as curriculum issues.

The present results lend support to the findings reported by other researchers, regarding the factors that affect the implementation of inclusive education In most of these studies, one or more of the factors that affect the implementation of inclusive education were put forward.

## 5.3 Conclusion

The present study looked at factors influencing the implementation of inclusive education strategy in primary schools in Shinyanga district. The study concludes that challenges that hamper inclusive education manifest themselves in lack of teacher training, teachers’ attitude, as well as in the inflexible curriculum. Finally, despite efforts from national and international organizations to ensure that inclusive education practices are implemented in Tanzanian schools, there is still exclusion to a certain extent.

## 5.4 Recommendations

The recommendations that follow emanate from the results reported earlier and their discussion. It is recommended that the Ministry of Education and Vocational Training should provide teachers with sufficient support to curb negative attitudes to inclusive education. It is further recommended that in order for inclusion to succeed, the Ministry of Education and Vocational Training should offer in-service training in teaching learners with special educational needs to teachers. It is also recommended that the current curriculum should be adapted to ensure that the diverse needs of learners are catered for and that all learners are granted a chance to learn.

## 5.5 Areas for future studies

This study was limited to Shinyanga district only with a sample of only 89 respondents. The study concentrated with only three factors; teacher’s attitude, curriculum issues and teacher training. Future studies may try to examine other factor, and in other different regions, districts or countries.

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## APPENDICES

###### Appendix I: Research Questionnaire

**Questionnaire to the teachers**

My name is **Christina Mbwambo.** I am a third year student at the Open University of Tanzania (OUT).I am conducting this research in order to examine the Factors Influencing the Implementation of the National Inclusive Education Strategies in Primary Schools in Tanzania. Analysis of Shinyanga District.This research study is done in partial fulfillment for the award of a Master of Education in Administration, Planning and Policy Studies**.**

Kindly lend me few minutes of your time to fill out this questionnaire. It is strictly for academic purpose and therefore all information provided shall be treated with maximum caution and confidentiality. All personal data provided shall be treated with confidentiality.

**SECTION A: Respondents’ Demographic Characteristics**

Please mark the appropriate box with an (V)

|  |  |
| --- | --- |
| Gender | Male |
| Female |
| Age | Below 20 years |
| 20-24 |
| 25-29 |
| 30-34 |
| 35-39 |
| 40-44 |
| More than 44 |
| Educational Level | Certificate in Teaching |
| Diploma in Teaching |
| Bachelor Degree |
| Postgraduate Diploma |
| Master degree |
| PhD |
| Working Experience | Less than a year |
| 1-5 years |
| 6-10 years |
| 11-15 years |
| 16-20 years |
| 21-25 years |
| 26-30 years |
| 31-35 years |
| Above 35 years |
| Number of Students per Class | Less than 20 pupils |
| 21-25 pupils |
| 26-30 pupils |
| 31-35 pupils |
| 36-40 pupils |
| Above 40 pupils |
| Type of Teacher Training Attained | Inclusive education training |
|  | Certificate in Special education |
| ETP |
|  | In-service Training |
|  | Remedial training |

**SECTION B: Factors Influencing the Successful Implementation of Inclusive Education**

Please indicate your extent of agreement or disagreement with each of the statements below by marking the box that best matches your view about teacher’s attitude

1. **The Influence of Teacher’s Attitude on the Implementation of Inclusive Education**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Extent of Agreement or Disagreement** | | | |
| **STATEMENT** | **Disagreed** | **Not sure** | **Agreed** | **Total** |
|  | **1** | **2** | **3** |  |
| TA 1. Teacher’s attitude plays a role in the implementation of inclusive education. |  |  |  |  |
| TA 2. The success of inclusive education does not depend on teacher’s attitude. |  |  |  |  |
| TA 3. Teacher’s negative attitude on inclusive education is a barrier to the implementation of inclusive education. |  |  |  |  |
| TA 4. Inclusion makes too many demands on teachers. |  |  |  |  |
| TA 5. Teachers feel that large classes do not allow for inclusive education. |  |  |  |  |

Please indicate your extent of agreement or disagreement with each of the statements below by marking the box that best matches your view about curriculum issues.

**2. The Influence of Curriculum Issues on the Implementation of Inclusive Education**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Extent of Agreement or Disagreement** | | | |
| **STATEMENT** | **Disagreed** | **Not sure** | **Agreed** | **Total** |
|  | **1** | **2** | **3** |  |
| CUI 1. Inflexible curriculum does not allow for learners with special needs to be included in all lessons. |  |  |  |  |
| CUI 2. A flexible curriculum grants all children a chance to learn and benefit from education. |  |  |  |  |
| CUI 3. Teachers cannot implement inclusive education because curriculum is content loaded. |  |  |  |  |
| CUI 4. Teachers follow the curriculum to detail which makes it impossible to pay attention to learners with special needs. |  |  |  |  |

Please indicate your extent of agreement or disagreement with each of the statements below by marking the box that best matches your view about teachers’ training.

**3. The Influence of Teachers’ Training on the Implementation of Inclusive Education**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Extent of Agreement or Disagreement** | | | |
| **STATEMENT** | **Disagreed** | **Not sure** | **Agreed** | **Total** |
|  | **1** | **2** | **3** |  |
| TT1. In order for inclusion to be successful, teachers should be prepared in terms of appropriate and professional training together with on-going training |  |  |  |  |
| TT2.Pre-service teacher training adequately equips teachers to deal with diverse educational needs in the classroom. |  |  |  |  |
| TT3.Teachers do lack knowledge in working with learners with special needs |  |  |  |  |
| TT4. Lack of proper teacher training cause unwillingness to work with learners with special needs |  |  |  |  |
| TT 5. In order for inclusion to succeed teachers must receive in-service training in educating the learners with special educational needs. |  |  |  |  |
| TT 6. Teachers need sufficient training to implement inclusive education. |  |  |  |  |

Please indicate your extent of agreement or disagreement with each of the statements below by marking the box that best matches your view about Successful Implementation of the National Inclusive Education Strategies in Primary Schools

**4. Successful Implementation of the National Inclusive Education Strategies in Primary Schools**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Extent of Agreement or Disagreement** | | | |
| **STATEMENT** | **Disagreed** | **Not sure** | **Agreed** | **Total** |
|  | **1** | **2** | **3** |  |
| SI1. The curriculum and teaching materials in our primary school adequately address the diverse learning needs of all students |  |  |  |  |
| SI2. Our primary school provides appropriate support services and accommodations to students with disabilities or special educational needs |  |  |  |  |
| SI3. Teachers in our primary school receive sufficient training and professional development opportunities to effectively implement inclusive education strategies |  |  |  |  |
| SI4.Students in our primary school feel valued, respected, and included regardless of their background, abilities, or differences |  |  |  |  |
| SI5. Parents and guardians of students in our primary school are actively involved in the inclusive education process and feel that their input is considered and valued |  |  |  |  |

**THANK YOU FOR YOUR PARTICIPATION**