

**SECONDARY SCHOOL TEACHERS' SELF-ASSESSMENT OF
KNOWLEDGE AND SKILLS IN TEACHING STUDENTS WITH
DISABILITIES IN ILALA MUNICIPALITY TANZANIA**

AGNES SAMWEL MAGUGA

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF DISTANCE
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2013

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled “*Secondary School Teachers’ Self-Assessment of Knowledge and Skills in Teaching Students with Disabilities in Tanzania*” in partial fulfilment of the degree of Masters in Distance Education of the Open University of Tanzania.

.....

Dr. Edward T.T. Bagandanshwa

(Supervisor)

.....

Date

.....

Cosmas B. F. Mnyanyi

(Co-Supervisor)

.....

Date

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DECLARATION

I, **Agnes Samwel Maguga**, do hereby declares that this dissertation is my own original work and that it has not been submitted and will not be presented to any other university for similar or any degree award.

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Signature

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Date

DEDICATION

This work is dedicated to my parents the late Rev. Samwel O. Olare, Julia A. Samwel and my children Edith, Nancy, Daniel and Julieth.

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ABSTRACT

This study aimed to examine the Secondary School teachers self-assessment of knowledge and skills in teaching students with disabilities in Ilala Municipality. The sample comprised of 100 secondary school teachers with varied teaching experiences and experiences of teaching children with disabilities from Ilala Municipality in Dar-es-Salaam Tanzania. One girl's secondary school, one boy's secondary school and one co-education secondary school enrolling children with disabilities were involved in the study. The study was survey descriptive research as surveyed teachers knowledge and experiences using a questionnaire with both closed and open ended questions. The closed and Liker-scale questions were analysed using statistical software (SPSS version 19) and some data were analysed using content analysis. The findings indicate that teachers in secondary schools have limited knowledge and skills in supporting children with disabilities enrolled in secondary schools. Teachers lacked skills in sign language, using Braille machines and in managing classes with diverse learners. These findings show that teachers have less ability in creating an inclusive classroom. On the basis of the findings, there is a need therefore for the government and development partners to provide support in improving availability of teaching and learning materials and in service training among secondary schools teachers. On the whole, community need to be made aware of the importance of inclusive education while implementing national strategies like the National Strategy in Inclusive Education 2009 – 2017 that already exists.

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LIST OF ABBREVIATIONS AND ACRONYMS

CCBRT	-	Comprehensive Community Based Rehabilitation in Tanzania
HI	-	Hearing Impairment
HIV	-	Human Immunodeficiency Virus
IDEA	-	Individuals with Disabilities Education Act
IE	-	Inclusive Education
II	-	Intellectual Impairment
MoEVT	-	Ministry of Education and Vocational Training
MoEC	-	Ministry of Education and Culture
NECTA	-	National Examination Council of Tanzania
NSIE	-	National Strategy in Inclusive Education
OUT	-	Open University of Tanzania
PI	-	Physical Impairment
PMORALG-	-	Prime Minister's Office Regional Authority and Local Government
SEKOMU	-	Sebastian Kolowa Memorial University
SEN	-	Special Educational Needs
SNE	-	Special Needs Education
SE	-	Special Education
SPSS	-	Statistical Package for Social Sciences
SWD	-	Students with Disabilities
TIE	-	Tanzania Institute of Education
TB	-	Tuberculosis
UNESCO	-	United Nations Educational Scientific and Cultural Organization

VI - Visual Impairment

WHO - World Health Organization

CHAPTER ONE

1.0 CONTEXT AND BACKGROUND TO THE PROBLEM

This study investigated the Secondary School teachers self-assessment of knowledge and skills in teaching students with disabilities in Tanzania. The study was conducted in Ilala Municipality. In this chapter I introduce the study by providing background to the study, research problem, research aim, research objectives and accompanying research questions, significance of the study, and definition of key terms.

1.1 Background Information

The government of Tanzania has committed itself to achieving Education for All (EFA) goals especially through establishment of educational development plans such as Primary Education Development Plan (PEDEP) and Secondary Education Development Plan (SEDEP) in year 2000. It is obvious that education has the power to transform all students including those with disabilities' lives; it equips them with skills and knowledge to develop their talents and potentials by opening up routes out of poverty. Enrolment of students with disabilities in secondary schools alone is not enough as there are abundant challenges and barriers making retention, and enhanced learning outcomes for learners with disabilities difficult to realize.

This study was aimed at examining Secondary school teachers' self-assessment of knowledge and skills in teaching students with disabilities in Tanzania. Tanzania started enrolling secondary school students with disabilities in 1970s when a visually impaired student from Buigiri was selected to join secondary education (Bagandanshwa, 1999). The head of school accepted the visually impaired child

without knowledge and skills to facilitate learning. From 1970s to date students with different types of disabilities are joining secondary education in Tanzania. Between 2011 and 2012 students with different types of disabilities increased from 5,008 to 5,494.

The increase of about 9.7% calls attention for teachers who meet their learning needs. The question is do teachers in secondary schools assess themselves to have knowledge and skills to support learning of children with different types of disabilities? If not how do they support them? And what do teachers need in order to improve their support services to children with disabilities. These questions are answered in this study by exploring teachers self-assessment of knowledge and skills in teaching children with disabilities in three secondary schools in Dar es Salaam that enrolls children with disabilities. In exploring teachers self-assessment Boud (1994) describes self-assessment as the involvement of individuals in identifying standards and criteria to apply to their work and making judgements about the extent to which they have met these criteria and standards.

Teachers' self-assessment involves teachers in assessing and setting goals and standards as applied in their work and makes judgment about the extent to which they are involving students with disabilities in their teaching and learning process. Self-assessment involves drawing criteria of judgment from others but leaving decision making on the teacher or the one involved in the assessment (Boud, 1994). The current study allowed teachers to collect information and evidence as they analyse their terms of work in terms of what is expected out of them; making

decision about what they need to change and improve their work; know the existing gaps between what they do and what is expected out of them; suggesting on what to be done in order to change and monitor their achievement.

In Tanzania secondary school teachers are trained in teacher colleges depending on two levels, either diploma level for those who graduate from Advanced Secondary education (form VI) or degree level for teacher trainees who pursue undergraduate / post graduate education from the Universities. According to the Education and Training Policy (1995) the minimum qualification of a secondary school teacher is diploma level while the maximum qualification is the first degree and above. ETP (1995: 45) stipulates that “Secondary Schools are usually staffed by teachers with either a Diploma in Education or a university degree in or with a bias in education”.

However, there is only one government Special Needs Education (SNE) Teachers’ College at Patandi - Arusha. It produces specialist teachers in both certificate and diploma levels on SNE and Inclusive Education (IE). The number of graduates cannot suffice the country’s demand.

According to the MoEVT office data of (2012), currently there are about 34 government teacher colleges and 79 private ones making a total number of 113. Most graduates from teacher colleges are regular secondary school teachers with no knowledge and skills of SNE and (IE). This calls for a study to examine teacher’s self- assessment of knowledge and skills in their daily teaching and learning processes that accommodate effective learning of students with disabilities.

1.2 Statement of the Problem

There was an information gap pertaining Inclusive Education policy in Tanzania (Kisanji 2009). This calls for an authentic study to assess the knowledge and skills that teachers have for the development of IE in the country. Various studies conducted both globally and locally focused on teachers' attitudes and self- efficacy towards inclusion and learners assessment and about teachers' self – assessment which this study see as an important aspect. It was from this knowledge gap this study aimed to examine the extent to which teachers evaluate themselves on their ability and competence to teach students with disabilities without skills and knowledge on inclusive education.

Since the need to improve teaching and learning in inclusive classes cannot be undermined because of the introduction of Inclusive Education in Tanzania, Mnyanyi (2005) argues that inclusion needs to be put into practice for the betterment of education for all children. Mmbaga (2000) also emphasizes the need for inclusive education on one hand; on the other hand she observes that the majority of teachers in Tanzania are prepared to teach ordinary students thus less is known in supporting learning to learners with disabilities. In order to put IE in real practice as to allow all secondary school students with disabilities to get their right to education, there is a need to understand what their teachers advocate in their own self assessment in teaching. This shall direct a base for different interventions to be planned and therefore, implementation. In line with this observation there is a need to examine secondary school teachers' self-assessment of knowledge and skills experienced in teaching students with disabilities.

1.3 Objectives

1.3.1 Research General Objective

The general objective of this study was to examine secondary schools teachers' self-assessment of knowledge and skills in teaching students with disabilities.

1.3.2 Research Specific Objectives

Specifically the study aimed to:

- (i) Examine teachers' self-assessment on knowledge they possess in selecting teaching contents for learners with disabilities included in their classrooms
- (ii) Determine teachers' self-assessment on skills they possess in teaching learners with disabilities enrolled in classrooms
- (iii) Evaluate teachers' self-assessment of knowledge in supportive learning environments to students with disabilities
- (iv) Assess teachers' self-assessment of skills in creating supportive learning environments to students with disabilities.
- (v) Examine teachers' self-assessment of knowledge in addressing challenges facing children with disabilities enrolled in secondary schools.
- (vi) Assess challenges secondary school teachers face in teaching students with disabilities

1.4 Research Questions

- (i) Does knowledge that secondary school teacher's possess, benefice learning achievement of students with disabilities?
- (ii) Do skills that secondary school teachers demonstrate, support learning achievement of students with disabilities?

- (iii) Which methods secondary school teachers apply in teaching, support learning to students with disabilities?
- (iv) Does assessment of secondary school students' address learning needs of students with disabilities?
- (v) Which challenges do secondary school teachers face in teaching students with disabilities?

1.5 Significance of the Study

The findings emanating from this empirical study will provide awareness to educators, particularly planners to enhance establishment of a policy on inclusive education. Secondly, there are few studies conducted in the areas of special needs and inclusive education in Tanzania that focus specifically on knowledge and skills of teachers in supporting learning to students with disabilities. This study therefore, will contribute to such knowledge gap and form basis for other researchers to explore more in this field of special education in general and inclusive education in particular.

Moreover, the findings of this study will contribute to increased knowledge, skills, understanding, and orientation about how secondary school teachers assess their knowledge and skills in inclusion of students with disabilities at secondary school level, hence may develop teacher's curiosity in creating conducive learning environment best ways to support students with disabilities achievement in learning.

1.6 Limitations to the Study

Self-assessment of knowledge and skills of secondary school teachers in teaching students with disabilities created unnecessary fear to potential respondents to the

questionnaires. It was likely to predict that some of the teachers were not willing to provide correct information concerning their level of knowledge and skills feared that they haven't been trained in teaching students with disabilities. Likewise, many teachers in Dar es Salaam were reluctant to cooperate in studies which were carried out in their schools because they thought were boring and had no positive implication to them. During data collection most of the respondents were in holidays, therefore the researcher had to wait for them until the holiday was over.

1.7 Delimitations of the Study

This study was a case study in nature and took place in Dar es Salaam specifically in 3 schools in Ilala Municipal. The study involved three secondary schools, one being a girl's secondary school, the second one being boys' school and the third was a co-ed secondary school. All schools were owned by the government. Thus, the findings from such a small sample may not be generalizable to all secondary schools in Tanzania which have students with disabilities in inclusive setting. Moreover, the focus of the study was to examine teachers' self-assessment of knowledge and skills hence students were not involved. Importantly this study creates a state of understanding situation of teachers in inclusive setting in secondary schools that can form a basis for intervention and for conducting similar studies using different approaches and find out how they compare.

1.8 Conceptual Framework

This section describes the general focus of the study. (Punch, 2000), states that conceptual framework represents the general focus of the study. This study was

guided by different concepts about teachers' self- assessment. The concept teachers' self-assessment in this study was meant to develop an understanding on how teachers assess themselves their knowledge and skills in supporting learners with disabilities enrolled in secondary schools. Boud (1994) explained that the nature of self - assessment vary according to the scale and the nature of teaching for which each teacher is responsible. It is this view that had made this study to concentrate in secondary school education.

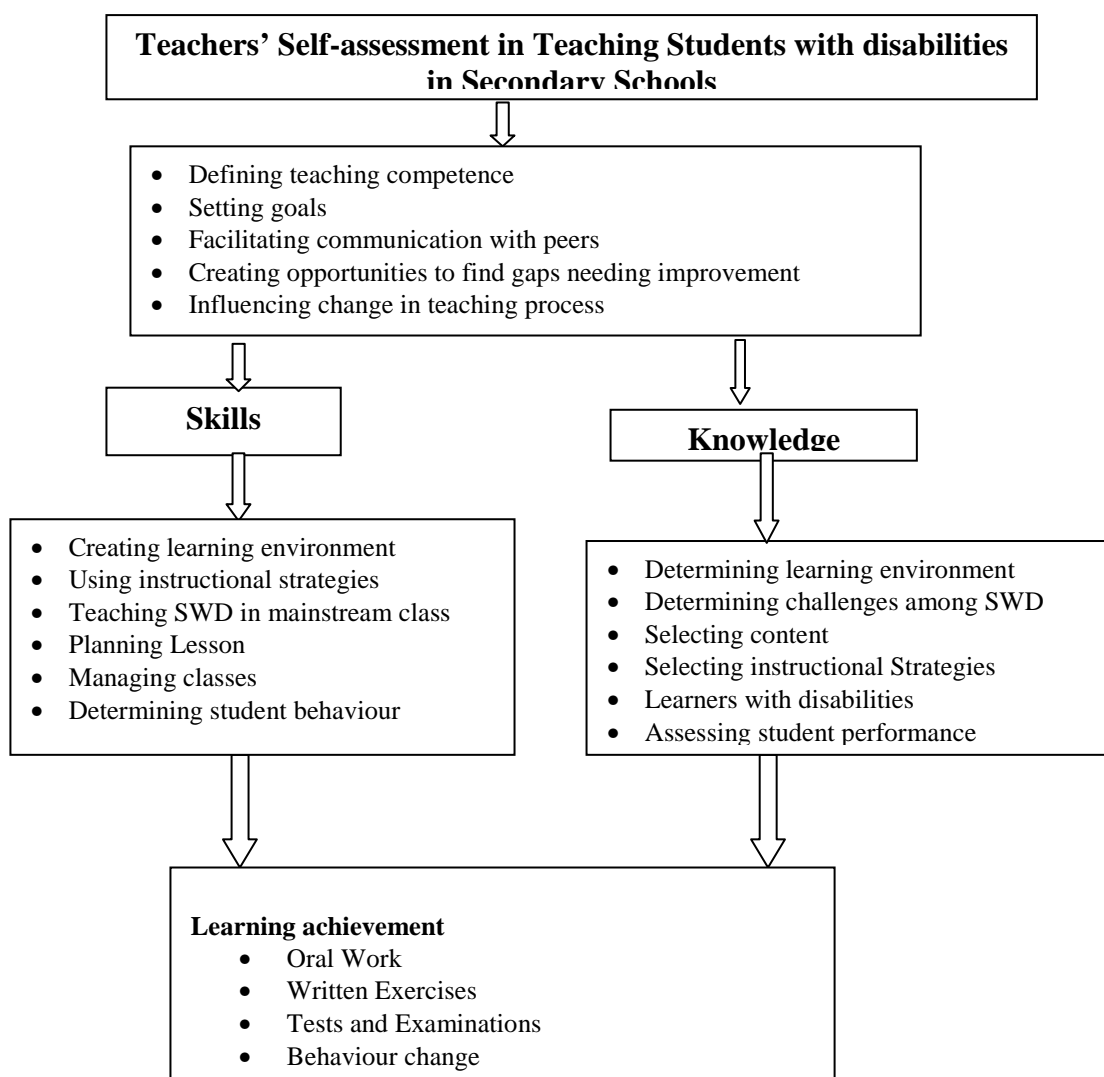


Figure 1.1: Conceptual Framework
Source: Field Data

In the study self-assessment of secondary school teachers who teach in inclusive setting focuses on their knowledge and skills. Self – assessment is a powerful technique for improving achievement (Bruce, 2003). Self-assessment makes practitioners aware of themselves and the environment in which they work and support in improving their situation and the socio-environment around them. Figure 1.1, shows the Conceptual Framework designed by the researcher.

Effective learning to all students including those with disabilities depend largely on teachers' self assessment which is about reporting and demonstrating their ability to demonstrate how learning achievement takes place, sustained and can be improved (Bruce, 2003). Important to consider is how teachers assess their teaching methods, which means the teaching and learning methods and strategies which are effective depend on the class level and students learning needs.

This includes planning and organizing a lesson, selection of the content, using appropriate teaching aids and classroom interaction. Secondary school teachers' face challenges in teaching and learning process in classes, probably there are differences to be realized that might influence learning achievement of students with disabilities in the same.

According to Chris (2009), evaluating the access of learners is at the heart of self – assessment, but it is also of very much about assessing the challenges, how well the needs of students and teachers are being met, the active promotion of equal opportunities, health and safety.

1.8.1 Teacher' Self- Assessment in Teaching Students with Disabilities

The conceptual framework comprises mainly of four levels. The first component was about teachers' self-assessment in teaching students with disabilities. In this section teachers assessed themselves in defining teaching competences, setting goals, facilitating communication with peers, creating opportunities to find gaps that need improvement and influencing change in teaching process. Self-Assessment was about self-judgement. According to Chris *et al.*, (2009), assessment can be defined as collecting information of performance based on various sources of evidence. Monitoring of progress towards goal or standard and reflecting on learning process and engagement with the learning. In this study teachers' self assessment referred to how secondary school teachers assessed and ranked or graded their level of knowledge and skills in teaching students disabilities included in their classrooms.

According to Ross and Bruce (2007) teacher self-assessment is a powerful tool for improving student achievement. Through self-assessment teachers are likely to: develop a definition on excellence in teaching and increase ability to realise it; get opportunities to set their goals and find areas that they feel inadequate and find options toward improving their teaching practices; facilitate in creating an avenue toward which teachers communicate and share understanding of practices; provide an avenue toward a change. Teachers' change of teaching practices is influenced by teachers understanding of their teaching practices. The teachers' self-assessment in this study was viewed in terms of two aspects, knowledge and skills teachers possess in creating conducive learning environment for students with disabilities included in regular secondary school classrooms.

1.8.2 Knowledge

In Tanzania, it is recorded that special schools phenomena is common in secondary schools. Secondary school is an area where inclusion started being practiced for a long period. However to date is not known how secondary school teachers assess their knowledge and skills in supporting learners with disabilities. Teacher knowledge is about the content in selecting contents so that they impart the required knowledge to students and the pedagogy, the strategies to impart the knowledge (Shulman, 2006). Teacher knowledge refers to understanding or awareness. In this study the self assessment of knowledge by teachers will mainly focus on determining learning environment and challenges among SWD; selecting content and instructional strategies; their awareness or understanding of students with disabilities; and how to assess students' performance. The knowledge of teachers may as well depend on their teaching experience.

1.8.3 Skill

According to the website definition Skill is proficiency or dexterity that is acquired or developed through training or experience. Self assessment of skills in this study was based on how secondary school teachers rank their ability, skilfulness and expertise in teaching students with and without disability in inclusive setting in the following areas; creating learning environment, using instructional strategies, teaching SWD in mainstream class, planning lesson, managing classes and determining student behaviour.

1.8.4 Learning Achievement

Students change of behaviour during the teaching and learning process determines their learning achievement. The knowledge, skills and attitudes that students demonstrate, portrays their potentials hence their achievements.

According to the website dictionary, the term learning is synonymous to knowledge, education, erudition, scholarship and culture while the term achievement means attainment, accomplishment, success, realization and getting. The term learning achievement therefore, in this study was the knowledge realized by students with disabilities during the teaching and learning process. The focus was on oral and written work and behaviour change. Whatever learners will achieve during the learning and teaching process will add value in their daily life. Therefore, learning achievement of students with disabilities was determined by teachers' knowledge and skills in teaching.

1.9 Definition and Concept of Terms

In this section the concepts of key terminologies have been defined:

1.9.1 Disability

Disability is a physical, sensory, intellectual or mental health impairment that has a significant and long - lasting effect on the individual's daily life and activities. CCBRT in WHO (2009). Disability is an umbrella term, covering impairments, activity limitations and participation restrictions. Hence in this document it connotes all students who require special attention when learning in inclusive classes due to

their special learning needs, such as the Visual Impairment, Hearing Impairment, Physical Handicap, Intellectual Impairment, Albino, Low vision and the like.

1.9.2 Inclusive Education

Inclusive education has been defined by many authorities differently. Gallagher and Anastasiow (2000) define inclusive education as bringing students with diverse needs into a regular classroom setting. Booth, (1977); Ainscow, (2000) define inclusive education as a process of increasing the participation of students in a class and reducing their exclusion from cultures, curricula and communities of local centers of learning. Moreover, Miles (2002) defines inclusive education as a process of increasing the participation of all students at schools, including those with disabilities. UNESCO (2007) points out that inclusive means including children with disabilities in regular classrooms set for children without disabilities. It includes children with disabilities such as children who have difficulties in seeing or hearing, who cannot walk, who are slow to learn. However, inclusive also means including all children who are left out or excluded from school.

1.9.3 Teaching Experience

Teaching experience according to Avramidis and Norwich (2002) is a length in duration that a teacher can teach students in classrooms such as in regular, integrated, special and inclusive classrooms. Teachers who have never taught in an inclusive class might have no teaching experience of students with disabilities. However, it is believed that when given an integrated or inclusive class these teachers may facilitate students with disabilities since they have a reserved potential of knowledge and

skills. Avramidis and Norwich (2002) state that experience of children with special needs or persons with disabilities were mentioned by several studies as an important variable in shaping teachers' attitude towards integration. They advocate that the experience hypothesis suggests that as teachers implement inclusive programs and therefore get closer to the students with significant disabilities; their attitudes might become more positive.

According to Korub and Liernes (2003) teachers with more experience of working with students with disabilities seem to have significantly more favourable attitudes than teachers with less experience. They also advocate that pre service teachers with experience of teaching individuals with disabilities also have significantly more attitudes (Korub & Prorretta, 1998). They however suggest that hands on experience may need to be planned and monitored more carefully. The idea behind their findings is that teaching experience may depend on the nature of environment. It is not necessarily through training only that teachers get experience. They may gain experience by collaborating with the specialist teachers of students with disabilities as well as teaching or contacting persons with disabilities in the inclusive settings.

Teachers need both the skills of their profession and the belief that their skills can make a difference (Soodak and Podell, 2003). Therefore, professional development programs will need a balance of presentation of information and strategies for reflection on current thinking and practice. Teachers who work together will have more opportunities to examine and explore their beliefs, knowledge and skills and instructional alternatives (Swafford, 1998). School staff could then be encouraged to

develop, share commitment and vision for future development towards inclusive schooling and will be more committed to achieving that goal (Carrington, 1998).

1.9.3 Self-sessment

Self-assessment is the process of looking at oneself in order to assess aspects that are important to one's identity. It is one of the motives that drive self-evaluation, along with self-verification and self-enhancement. Sedikides (1993) suggests that the self-assessment motive will prompt people to seek information to confirm their uncertain self-concept rather than their certain self-concept and at the same time people use self-assessment to enhance their certainty of their own self-knowledge. However, the self-assessment motive could be seen as quite different to the other two self-evaluation motives. Unlike the other two motives through self-assessment people are interested in the accuracy of their current self-view, rather than improving their self-view. This makes self-assessment the only self-evaluative motive that may cause a person's self-esteem to be damaged.

According to Trope (1986) and Sedikides and Strube (1997) self-assessment is a way in which self-esteem can be enhanced in the future. For example self-assessment may mean that in the short-term self-assessment may cause harm to a person's self-concept through realising that they may not have achieved as highly as they may like; however in the long term this may mean that they work harder in order to achieve greater things in the future, and as a result their self-esteem would be enhanced further than where it had been before self-assessment.

According to Shwartz (1992) there are five characteristics of values consistently reported that include values: (1) are beliefs, (2) relate to desirable end states of

behaviour, (3) guide evaluation of behaviours or events, (4) remain stable across time and context, and (5) are ordered by relative importance. Making career and life choices that agree with your core values is essential to satisfaction and happiness. In this study self-assessment is about assessing their understanding and experiences of including children with disabilities in their classrooms.

1.9.3 Supportive Learning Environment

Morganett (1991) suggests that teachers provide positive constructive criticism in creative classrooms when appropriate. This practice will foster a comfortable and safe environment which will enhance the sharing of creative ideas and thoughts (Shaughnessy, 1992). Morganett (1991) states that teachers can recognize effort, cooperative and helping behavior, which will also promote a supportive classroom environment. This nurturing environment encourages students to trust their own judgment, while providing support and guidance (Shaughnessy, 1992). Providing both verbal and written positive feedback either in class or on assignments is also important

1.10 Organization of the Study

The study comprises five chapters. Chapter one presents introduction, background of the study and Conceptual Framework. Chapter two reviews literature related to the study / theoretical framework of the study. Research Methodology is presented in chapter three while Chapter four presents the findings of the study. Finally, Chapter five presents the summary, conclusion and recommendations of the study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of literature. It includes the discussion of the related concepts of the study compared to what other researchers say. It mainly discusses on teachers' self assessment; teaching and learning environment of students with disabilities; teaching experience; Inclusive Education; learners with disabilities; and planning and management of teaching and learning of students with disabilities.

2.2 Teachers Self-Assessment

Assessment can be defined as collecting information on student learning or performance based on various sources of evidence. In actual fact, though, the term assessment is frequently used more broadly to incorporate not only the collection of evidence, but also judgments made about the work based on this evidence, monitoring of progress toward a goal or standard, and reflecting on learning processes and engagement with the learning Boud (1994). Self-assessment, then, is when the teacher him/herself is involved in some or all aspects of the assessment process.

Like any other assessment, there can be different purposes for self-assessment. Self-assessment can be summative, for example when a student marks their own work from an answer sheet. In this case, there is not usually an expectation on the student to use the assessment to further their learning (although some students may choose to use it in this way, and sometimes teachers may provide support for them to do so).

However, when self-assessment is referred to in research literature in the area of assessment-for-learning the stated purpose is formative, which is, to move teacher's knowledge and skills' closer to intended goal or standard. Boud (1994) describes the defining characteristic of self-assessment as the involvement of teachers in identifying standards and/or criteria to apply to their work, and making judgments about the extent to which they have met these criteria and standards. He adds that, it normally involves drawing upon the criteria and judgment and leaves decision-making in the hands of the teacher.

For teachers to learn from assessment they not only have to gather evidence of their learning, but also analyze their work in terms of the goal/standard; make decisions about what they need to do to improve; know what to do to close the gap; and monitor their progress towards achieving this. Self-assessment within this study includes elements of teacher's self-evaluation and self-monitoring. Sometimes self-assessment tasks require teachers to be self-reflective, which may involve thinking about how they best teach, whether they selected the most appropriate teaching and learning strategies, and what attitudes they brought to the task. Self-assessment therefore sits within the bigger picture of self-regulation, which Zimmerman (2001) describes as teachers being "metacognitively, motivationally, and behaviourally active participants in their own teaching. Different aspects of self-assessment include; self-observation; Self-judgment; Self-reaction and self-perception.

2.3 Teaching and Learning Environment of Students with Disabilities

Teaching and learning environment is among related teacher – variables Avramidis & Norwich (2002) state that a number of studies have examined environmental

factors and their influence in the formation of teachers' attitudes towards inclusion. Teaching and learning environment of students with disabilities involve basic classroom management, in terms of theories, methods and techniques, restructuring of physical environment, creating safe, positive and supportive environment.

Secondary school teachers teaching students with disabilities in regular classes are required to have knowledge and skills in managing the teaching and learning environment of students with disabilities. However, in the case of the schools under the pilot program there is a big challenge facing teachers thus how to facilitate the inclusive classes. This is because they aren't trained yet about inclusive education, they might have got experience through other channels such as short courses, seminars and workshops about how to handle students with disabilities but still the gap is quite big. Despite these positive outcomes, a considerable body of literature establishes that effective inclusive education for students with disabilities requires substantive changes in the structure of the classroom (Hunt, Hirose, Hatae, Doering & Goetz, 2000).

According to Mnyanyi (2010), the challenges faced by teachers include limited classroom management skills; planning for resources use; planning for teaching diverse classes and selection of appropriate teaching and learning methods. In this case teachers are require capacity building in order to equip them with knowledge and skills to enable them support the teaching and learning of learners with disabilities to ensure that all students in the class learn and achieve the intended goals.

2.4 Teachers' Teaching Experience

Teachers who have no experience of students with disabilities are those who are not in touch with students with disabilities in their classrooms. However it is believed that when given an integrated or inclusive class these teachers may facilitate students with disabilities since they have a reserved potential of knowledge and skills. Avramidis and Norwich (2002) state that experience of children with special needs or persons with disabilities were mentioned by several studies as an important variable in shaping teachers' attitude towards integration. They advocate that the experience hypothesis suggests that as teachers implement inclusive programmes and therefore get closer to the students with significant disabilities; their attitudes might become more positive.

According to Korub and Liernes (2003) teachers with more experience of working with students with disabilities seem to have significantly more favourable attitudes than teachers with less experience. They also advocate that pre service teachers with experience of teaching individuals with disabilities also have significantly more attitudes (Korub & Proretta, 1998). They however suggest that hands on experience may need to be planned and monitored more carefully. The idea behind their findings is that teaching experience may depend on the nature of environment. It is not necessarily through training only that teachers get experience. They may gain experience by collaborating with the specialist teachers of students with disabilities as well as teaching or contacting persons with disabilities in the inclusive settings.

Teachers need both the skills of their profession and the belief that their skills can make a difference (Soodak and Podell, 2003). Therefore professional development

programmes will need a balance of presentation of information and strategies for reflection on current thinking and practice. Teachers who work together will have more opportunities to examine and explore their beliefs, knowledge and skills and instructional alternatives (Swafford 1998). School staff could then be encouraged to develop share commitment and vision for future development towards inclusive schooling and was more committed to achieving that goal (Carrington, 1998).

Ordinary secondary school teachers in Tanzania are required to complete advanced secondary education (form six) and then attend teacher training for two years whereby they are awarded certificate of diploma in education if they successfully complete the course. According to the Education and Training Policy, qualification of teachers and their ability to perform well in the classroom is a key factor in improving the quality of education (MoEC, 1995). It has been emphasized that to meet standards of provision of quality education the minimum qualification for a secondary school teacher was possession of diploma while a degree and more higher level of education is an added advantage. The idea is that a successful inclusion of students with disabilities depends largely on the availability of both human and material resources for conducive learning environment.

The teaching experience of teachers is also determined by the teacher education curriculum. As stipulated in the Education and Training Policy, the basis for certificate of teacher trainees was continuous assessment, Block Teaching Practice and final written examinations (MoEC, 1995). However, experience shows that the majority of secondary school teacher trainees lack adequate teaching practice and

this is due to inadequate allocation of funds by the responsible ministry. As MoEC (1995:92) states that the unit cost for secondary education in Tanzania is low. It is about half that of other countries in Sub-Saharan Africa. Another aspect which affects the teaching experience of secondary school teachers is inadequate/lack of teaching and learning materials. Any teaching is affected by the teaching aids, when there is shortage of such aids it means poor output for both teachers and learners.

2.5 Inclusive Education

Inclusive education is a new approach in Tanzania which was introduced in 1998 by the Ministry of Education and Culture. This was a step ahead in committing the Salamanca world conference agreement which proclaimed that every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning (UNESCO, 1994). In Tanzania the inclusive community has been there since centuries back, even at family levels because persons with disabilities were part and parcel of the family members.

According to Krohn-Nydal (2008) the concept inclusive education was implemented through a discourse of normalisation and integration of persons with disabilities. Booth (2000) also states that inclusion in education involves increasing the participation of learners in and reducing their exclusion from, the cultures, curricula and communities of local learning centers. This requires secondary school teachers to create awareness towards students with disabilities so that they can take them on board in the inclusive settings.

Educator's attitudes, skills, knowledge and ability reflect their inclusive education practices (Carrington, 1998). Also they determine the extent to which a learning

environment responds to diversity created in the classroom. Whilst there is an increasing support for inclusive education, there are still some differences in opinion, understanding and perspectives in relation to inclusive education. In this respect it creates a big challenge to researchers and education stakeholders to find out the best ways possible to make inclusive education a success.

UNESCO (2002) points out that in many countries where education for all children in ordinary classes is favoured; there is an established law which reinforce its implementation. However in Tanzania inclusive education policy is not yet developed (UNESCO, 1999). Alasuutari and Savolainen (2000) observe that in countries that offer sophisticated segregated educational provision, teachers are not in favour of inclusion. However it might be that teachers were reflecting their own experiences as a result of such policies being put into practice.

Stubs (2002) states that many objections and perceived barriers disappear when the underlying concepts of inclusive education are thoroughly understood. Stubs (2002), further explains that, many people still assume that inclusive education is still just another version of special education. However inclusive education enables education structures, systems and methodologies to meet the needs of all children. It acknowledges and respect differences in children's' age, gender, ethnicity language, HIV/ TB status and disability. The main problems that hinder inclusive education include the major barriers. According to Morberg and Ng'andu (2001) most of the barriers to inclusive education were based on: attitudinal such as societal discrimination of persons with disabilities; administrative such as funding formulas

which never consider people with disabilities; pedagogical such as examination oriented curricula, poor quality of training for inclusive education and shortage of teaching and learning materials and equipment.

2.6 Learners with Disabilities

We consider a child to be exceptional when his or her differences or disabilities occur to such a degree that school practices must be modified to serve the child's needs (Kirk, Gallagher, and Anastasiow & Coleman, 2006).

Disability has been defined as a biological or physical impairment that limits major life activities like walking, seeing, hearing, speaking, and breathing, learning and performing manual tasks (Possi, 1999; Mackonnel, 1977). Institute of Education (1984) says that disability is a defect which results in some malfunctioning but which may not necessarily affect the individuals' normal life. This means students with disabilities may learn with their peers (the non disabled) if only their learning needs are identified and addressed. Kisanji (1994) indicates that disability may be visual, auditory, physical and mental or combination of any of all of them.

According to the concept of disability, teachers need to know that it is a condition and not a disease; therefore they are required to support students with disabilities in terms of teaching and learning processes so that students get their right of education. The causes of disability are divided into three groups such as biological factors, genetic or hereditary factors and accidents. Most of the learning disabilities are caused by the development of the brain before, during or after birth. It is expected

that when teachers get training about factors that cause disability and how to handle/treat different cases of students with disabilities in the learning process, the concept of inclusion was in a better position.

One benefit of inclusion is increased peer interaction for both students with and without disabilities (Olson, 2003; D'Alonzo, Giordano and Vanleeuwen (1997). They also report a concern by teachers that inclusion has been the fear that students without disabilities will tease or torment their peers with disabilities. However the fact remains that it is the teachers' role to model positive acceptance of students with disabilities and create an accepting environment (Shapiro, 1999). This justifies that improving opportunities for students with disabilities needs to be a collaborative efforts. In general we have to admit that the rights of all children to education will not be guaranteed unless there are major reforms in education systems with good plans and effective implementation strategies. Booth (2000) argues that learners with impairments are not a homogeneous group with a common set of concerns. For example, learners who are deaf and whose first language is sign language, have need for a sign language community which has to be reflected in plans for increasing their participation in education.

2.7 Planning and Management of Teaching and Learning Environment

Anderson and Bowman (1967), define planning as a process of preparing set of decisions for future actions pertaining specific need. It is natural for different people to approach things in different manner. All conscious people under normal circumstances think before taking action. From the time of being aware of any

situation, thinking about it, assessing its deficiencies, visualizing how it should be , reacting and then looking back to observe the impact of that reaction is what constitute planning (Babyegeya, 2002). This therefore means that planning is a very basic and important aspect to be considered by teachers in the teaching and learning process. For effective teaching and learning, the teachers need to be knowledgeable with adequate skills and creativity so as to cater for the needs of learners with disabilities, (Hart, 1986; Bines, 1988). (UNESCO, 1993) states that effective teacher, should be involved in the identification of individual child's difficulties and plan for proper intervention in order to meet the learning needs.

Ainscow and Muncey (1990) state that the quality of school level planning seems to be an important dimension in attempts to develop more inclusive policies, the most vital thing they say is a schools plan and management to be linked to its vision for future. What is needed is to search for what works locally rather than what seems to work elsewhere. In the light of this Teachers' in regular schools should be in a better position to improvise the teaching and learning materials available in their school environments in order to suit the learning needs of the students.

2.8 Developing Teachers Knowledge and Skills in Teaching

Teacher's knowledge and skills in teaching can be developed through capacity building however, the force within oneself i.e. intrinsic motivation can also play a crucial part in a case whereby some teachers aren't trained in a specific area of teaching profession. According to TIE (2012), on history of Special education before independence to date, it is observed that despite Tanzania's commitment to

implement inclusive education, it is not yet clear how this policy has been translated into actual practice in schools. It is particularly unclear how children with disabilities are participating in learning in inclusive education settings; the question is, are they learning effectively or not? However, there are plans for the establishment of National Strategy on Inclusive Education (NSIE); 2009 – 2017, by MOEVT. This would have been put into prior preparations before students' enrolments for quality and equity education. In the same juncture this would have considered development of teachers' knowledge and skills in teaching inclusive classes.

Moberg and Ng'wandu (2008) on Inclusive Education; stated that there were variations of knowledge about inclusive education practice in the schools. They indicated that it is possible to teach both learners with and without disabilities in the same class under the supervision of one mainstream teacher. However, they said that this could be possible if they were equipped with additional knowledge and skills on how to teach and manage learners with diverse learning needs. From these experiences.

2.9 Empirical Studies in Teachers' Self- assessment

There are several studies which were carried out by different researchers on teachers' self- assessment. The study by Boud (1995) investigated how to enhance learning through self-assessment. Boud (1995) states that all assessment including self-assessment comprises two main elements - making decisions about the standards of performance expected and then making judgments about the quality of the performance in relation to these standards. When self-assessment is introduced, it should ideally involve students in both of these aspects.

Andrade and Du (2007) assessed students' responses to criteria-referenced self-Assessment it was found that teachers who motivate students' assignment were likely to score high in low classrooms. For the student to do assignments that promote learning a teacher is main factor. Teachers' self-assessment is a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning, judge the degree to which they reflect explicitly stated goals or criteria, identify strengths and weaknesses in their work, and revise accordingly.

Making judgments about the progress of one's own learning is integral to the learning process. It involves the following: Self-evaluation builds on a natural tendency to check out the progress of one's own learning; further learning is only possible after the recognition of what needs to be learned; Self-evaluation encourages reflection on one's own learning; Self-assessment can promote learner responsibility and independence; Self-assessment tasks encourage student ownership of the learning; Self-assessment emphasizes the formative aspects of assessment; Self-assessment encourages a focus on process; Self-assessment can accommodate diversity of learners' readiness, experience and backgrounds. Self-assessment practices align well with the shift in the higher education literature from a focus on teacher performance to an emphasis on student learning.

2.10 The Research Gap

Researchers have found importance self-assessment being developing competence to students (Boud, 1995). On the other hand literature on inclusive education shows that

there are challenges in implementing it. According to Bruce (2003) self-assessment makes practitioners aware of themselves and the environment in which they work and support in improving their situation and the socio-environment around them. This advantage is not well featuring in teachers specifically in teachers teaching children with disabilities.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methods of data collection process. The section includes the research design, study area, population, sampling techniques, sampling procedures, data collection methods, data collection procedures, instruments used for data collection, data collection techniques and data analysis and interpretation.

3.2 Research Approach

The study was descriptive in nature as it attempted to investigate the secondary school teachers' self-assessment of knowledge and skills in teaching students with disabilities in an inclusive classroom. A descriptive research study attempts to accurately portray the characteristics of an individual, group or a situation so that appropriate actions can be taken to that object (Robson, 1993). Quantitative approach was used in collecting and analysing numerical data statistically and Qualitative approach was involved in examining data thus giving content analysis of the study.

3.3 Research Design

Kothari (2004), states that research design is the conceptual structure within which a study is conducted. It constitutes a blue print for the collection, measurement and analysis of data. This study used case study design. Case study research is a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life. (Arthur *et al.*, 2013 & Robinson 2002). The purpose of case study research is to explore a phenomenon about which

not much is known or to describe something in detail. According to Arthur et al (2013), case study research includes single and multiple case studies involving a small number of cases that are often related in some way. One of the rationales for selecting a single case study was the revelatory case that was important because it might be not previously investigated.

Data were collected through closed questionnaire, which was designed in terms of Likert scale. This aimed at examining the teachers' self- assessment on knowledge and skills in managing inclusive classes. The design was considered appropriate as it enabled the researcher to use a detailed closed questionnaire in order to tap Secondary School teachers' views.

3.4 Study Area

The study was conducted at Ilala Municipality in Dar es Salaam Tanzania Mainland. It involved 3 secondary schools which are implementing inclusive education. Among these schools; one was boys' secondary school, one was girls' secondary school and the last enrolls both boys and girls. Moreover, two schools were from urban and one was from rural. The criteria of selection of the schools were based on the inclusion of non- disabled and those students with disabilities. These schools were purposively selected because they were the first secondary schools in Dar es Salaam to enrol students with disabilities. Information collected from these three secondary schools provided to the research adequate data on whether teachers self - assessment of knowledge and skills in teaching students with disabilities in inclusive setting had implications on teaching and learning achievements.

3.4 Population

Population of this study was 338 Secondary school teachers. The composition of the population involved 42 females and 40 males. Kothari (2004), states that target population refers to a group of units with common characteristics in which a researcher is interested for study purposes. In the context of this study, the population has been purposefully selected. It included secondary school teachers who were in IE piloting schools in Ilala municipality.

3.5 Sampling Techniques

The sample of this study proposed 100 secondary school teachers out of 338 who were randomly selected from three secondary schools. The schools are piloting IE thus having both students with and without disabilities. Best and Kahn (1992) noted that a sample is a small proportion of a population selected for observation and analysis. They further comment that by observing the characteristics of a sample the researcher can make certain inferences about the characteristics of the population from which it is drawn. The demographic characteristics by gender of the respondents are shown in the Table 3.1.

Table 3.1: Demographic Characteristics of Respondents

Variable	Frequency (N)	Percent (%)
Gender		
Male	40	48.8
Female	42	51.2
Total	82	100.0

Source: Field Data

3.6 Sampling Procedure

In order for respondents to be included in this study, experience was considered as an added advantage. Thus the teacher to be included in the study, the minimum of one year and above of teaching in inclusive class was required. This criterion was set to allow those with enough experience to avail proper and relevant information needed. Krishnaswami (1993), comments that sampling is the process of choosing units of targeted population which are to be included in the study. Through sampling the researcher can study a relatively small number of the unit in place of target population in order to obtain relevant data that are representative of the whole target population. In this study a purposive sampling technique was employed. The selection of the sample was purposive because it was based on the secondary school teachers who were teaching students with disabilities in inclusive classes.

3.7 Data Collection Methods

In this study questionnaires were used for data collection which was designed in the form of closed questions. According to Nsubuga (2000), closed form or structured questionnaire usually consists of a prepared list of concrete questions and a choice of possible answers. To show one's reply, a respondent ticks 'yes' or 'no', circles or underscores one or more items from a list of their importance (1, 2, 3). Sometimes a respondent is asked to insert brief statements into blank spaces or an empty line. The questionnaire was divided into two main parts; the background part, which had about 20 items, with closed and some few open ended questions in which respondents had to fill. The items inquired information such as gender, level of formal and teacher education, years of teaching experience, experience with students with disabilities

and the like. The second part of the questionnaire had about 15 items designed in a “Likert scale” with five columns. Enon (1998) explains that a Likert scale measures the degree to which an individual possesses the characteristic of interest.

3.9 Data Analysis

The data was analysed quantitatively and then SPSS. However qualitative data were employed for further elaboration. The coding of responses was employed. Coding is assigning a symbol or a number to a response for identification purposes. The code makes it easier to record responses which could otherwise require a word, a phrase or a whole sentence to describe (Kothari, 1985). The items in the background questionnaire were coded and some elaborations given by respondents were recorded for more emphasis.

The level of teachers’ knowledge and skills in managing the instructional content and practice as related to students with disabilities was also coded in columns 1-5. The participant had to indicate their level of knowledge and skill in the area of content and practice according to scale by marking “X” or √ in the appropriate column of scores from 1-5 to represent their choice from the scale. The key presenting the scale was as follows:

1= No knowledge, no skills. 2 = Limited knowledge, limited skills. 3= Undecided
4=Moderate knowledge, moderate skills and 5= Adequate knowledge, adequate skills. Participant assessed themselves by selecting the appropriate number according to their knowledge and skills.

3.10 Reliability and Validity

The terms 'reliability' and 'validity' are not synonymous as one can believe, they have different meanings in relation to the evaluation of measures of concepts. Reliability is fundamentally concerned with issues of consistency of measures or dependability. Validity refers to the issue of whether an indicator, that is devised to point a concept, really measures that concept truthfully. In other words, it refers to the bridge between a construct and the data (Bryman, 2004; Neuman, 2007). Reliability and validity of the instrument used in this study has been verified by the researcher after going through various literatures. Also the researcher pre-tested the instrument by allowing the head of schools to go through the question items to cross check if at all they were easy to understand and provide the relevant output.

3.10.1 Reliability

Something are said to be reliable when they are consistent and dependable. In a quantitative research, reliability can be taken as something of a fit between what the researcher records as data and what exactly happens in the natural setting that is being studied to ensure more accuracy and comprehensiveness of coverage (Bogdan & Biklen, 1992).

To consider the reliability of the study, the researcher used participant observation; informal talks with other people outside the sample of the respondents were geared towards enhancing reliability as part of this research. By doing so, the researcher sought to establish whether she had seen something and could have interpreted it the same way had the study been conducted at another time.

Neuman, (2007), states that reliability refers to objectivity and intra-judge subjectivity. Therefore, the move was to ensure consistency in making stability and reliability of data collected. According to Best and Khan (2006), and Punch, (2004), reliability means consistency and stability of the tool of data collection such as questionnaire.

In this study reliability was checked through pilot study. About four questionnaires were administered to four respondents. Then editing of the questionnaires was made depending upon comments and responses from the respondents. In addition one focus group discussion schedule was pilot tested to six respondents, during the discussion area that needed improvement were corrected in order to a high to the research objectives and research question. Also, both the questionnaires and focus group discussion schedule translated into Kiswahili so that respondents can comfortably respond and deliver reliable data.

3.10.2 Validity

According to Best and Khan (2006) validity means correctness, accuracy and appropriateness of the tool of data collection such that it can collect data that correspond to research objectives. Validity also, refers to the degree to which evidence and theory support the interpretation of scores detailed by the research proposal (Best and Khan, 2006). The questionnaire distributed to three different schools with different characteristics of respondents adequately assisted the researcher to achieve the objectives of the study.

Researchers in quantitative research are more interested in validity that is giving a fair, honest, and balanced account of social life from the point of view of someone

who experiences the events everyday (Neuman, 2007, p. 120). To ensure that the study obtained construct validity, a multi-methods strategy was applied from multi-sources (Interviews, FGDs, participant observation and documentary review), as already indicated, in a triangulated fashion. Thus, the findings were compared to ensure their validity. Brock-Utne's (1996) suggests that triangulation is a traditional way of treating validity in quantitative study.

The term triangulation with the convergent validity, which it implies that different techniques used to study the similar construct should translate into a relatively high inter-correlation. to measure what it is supposed to measure. In research reliability is concerned with the consistency of scientific findings, while validity is concerned with the accuracy of scientific findings (Best and Kahn, 1993).

In this research the preparations of the questionnaire, adhered the respondent's ethics thus the use of acceptable terminologies of disabilities in our society. The responses were treated in strict confidence. This allowed the respondents to feel free and secure, since all their answers were termed as a secret. By observing these things the respondents were confident and under such circumstances they could provide more realistic information that can answer the problem of the study more precisely. Moreover, the selection of the schools adhered for official permission from the relevant authority.

3.11 Research Ethical Considerations

The researcher observed all research ethical considerations. The study adhered to humanity, confidentiality, national policies, rules and regulations during the process

of preparation and conducting research. Research clearance letters, to allow the researcher to conduct the study were obtained from the offices of the Director of Post graduate of the Open University of Tanzania, and municipal authorities in Ilala Municipality. Those research clearance letters are appended. During the study, all the respondents were informed about the purpose of the study and their commitment to participate in the study was appreciated. The consent of the respondents was maintained by persuading them to provide the needed information on their free will. The respondents were assured that all the information and other identities would be held confidential and no information would be exposed to any other sources without the permission of the respondents.

CHAPTER FOUR

4.0 THE RESEARCH FINDINGS

4.1 Introduction

This chapter contains a presentation of the research findings. The presentations are based on the research questions addressed in chapter one. Prior to the analyses of the findings the characteristics of the respondents is explained in relation to gender, Teachers' Self-Assessment on selecting teaching contents, teachers teaching skills, Knowledge for determining supportive learning environments to students with disabilities, Skills of creating supportive learning environments and challenges that both students and teachers face in secondary schools.

4.2 Respondents Characteristics

The sample of this study comprised of 100 secondary school teachers out of the population of 333 teachers in the three pilot secondary schools in Ilala Municipality, in Dar es Salaam. The participants who responded were 42 females and 40 males making a total number of 82.

The researcher wanted to know the level of teachers' education. Chart 4.1 shows teachers' education level as elaborated. The findings showed that 58 (72.5%) had first degree, 10 (12.2%) had Masters Degree and 12 (15.0%) had Diploma in education. Likewise the researcher wanted to know if those teachers had attended training in special education. Table 4.1 illustrates respondents' level of special education.

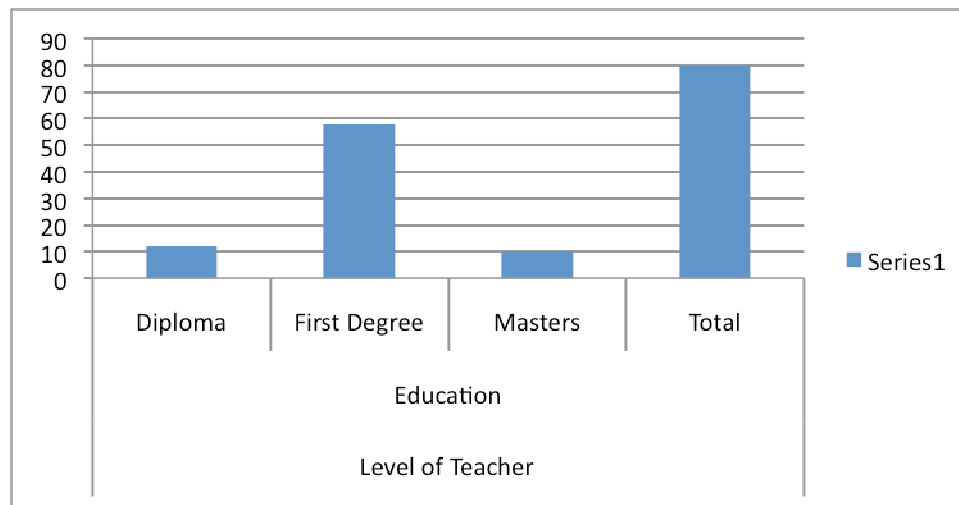


Figure 4.1: Teachers' Level of Education

Source: Field Data

Table 4.1: Teachers Training in Special Education

Level of Education	Number	Percent (%)
Certificate	1	1.5
Diploma	2	3.0
Degree	17	25.8
Masters	1	1.5
Not trained in SNE	45	68.2
Total	66	100.0

Source: Field Data

The findings revealed that majority thus 45 (68.2%) had not attended any special education training. 17 (25.8%) had attended a degree course in Special Education. 2 respondents (3%) had attended diploma, 1 percent had attended certificate and 1 percent masters degree in special education. Teachers who have studied degree in special education might have pursued in private universities such Sebastian Kolowa University (SEKOMU) or Open University of Tanzania (OUT) or in some other places out of the country, because the government has only one institution named

Patandi Teachers College of Special Education, which train teachers in SE at Certificate and Diploma levels.

Concerning teachers areas of specialization in SE the findings showed that 76 respondents (92.6%) pursued general teaching, 3 (3.7%) specialized in H.I and 3 (3.7) I.I See Figure 4.2.

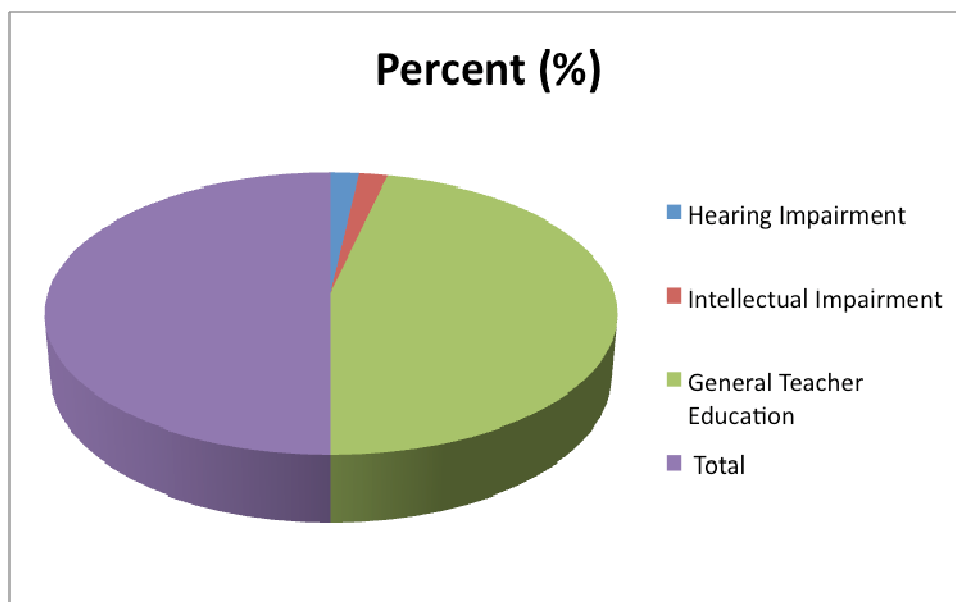


Figure 4.2: Teacher's Area of Specialization in SNE

Source: Field Data

The chart above elaborates that many teachers who were involved in the study, had attended general teacher education and some few had specialized in those two areas of hearing impairment and intellectual impairment. In reality there are students with varied learning needs in schools, therefore knowledge and skills in teaching students with special needs should be a priority to all secondary school teachers. Teachers are required to have adequate knowledge and skills in managing all students in inclusive classes.

A part from respondents' area of specialization in SE they also indicated the classes which they taught. The findings showed that 17 respondents (23.6%) were teaching Form 3 students and the same number 17 (23.6%) applied to those who were teaching in more than one class. Those teaching Form 4 were 12 (16.7%), Form 2 was 9 (12.5%), and Form 1 were 8 (11.1%) the least number of respondents 2 (2.8%) were teaching form 6. This is indicated in the Figure 4.3.

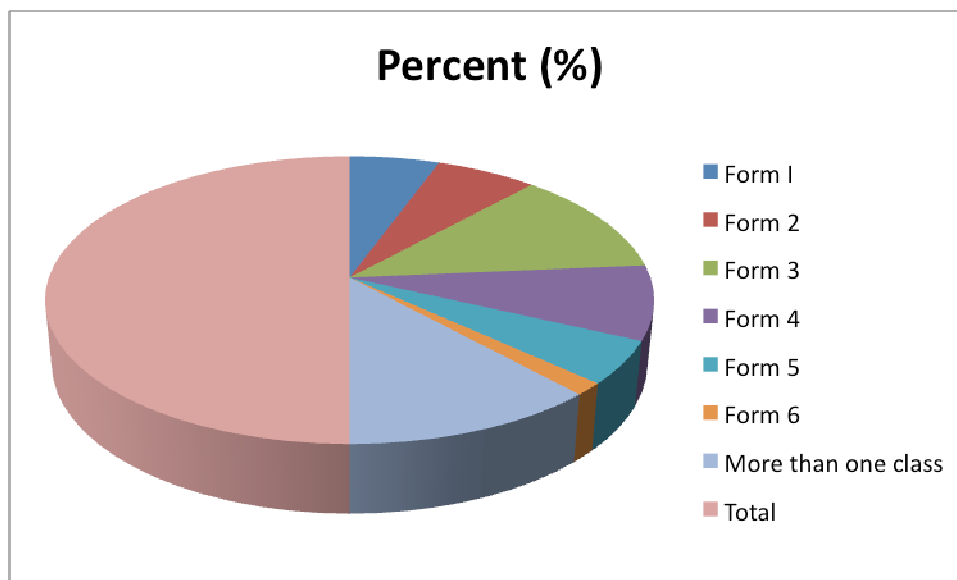


Figure 4.3: Classes Teachers Teach

Source: Field Data

The researcher thought that teachers' knowledge and skills would influence the teaching and learning in the forms they were teaching. Thus teachers who taught more than one class had an advantage of interacting with more students with disabilities, hence would have more experience and adequate knowledge and skills in assisting students with disabilities in the learning process. Some respondents commented that not all students with disabilities were able to learn effectively in inclusive classrooms, others needed remedial teaching or more special classes.

The participants also described their experience of teaching students with disabilities in classrooms. The findings are presented in the Table 4.2.

Table 4.2: Variations of Teaching Experiences to Students with Disabilities

Experience (Years)	Frequency	Percent (%)
0 – 1	4	4.9
2 – 5	16	19.8
6 – 10	16	19.8
Over 10	45	55.6
Total	81	100.0

Source: Field Data

The study showed that 45 respondents (55.6%) had over ten years teaching experience; while 16 (9.8%) had a teaching experience of 2 to 5 years. The same number of respondents, 16 (9.8) had 6 to 10 years teaching experience. The study also indicated that 4 respondents (4.9%) had one year's teaching experience. This means some teachers according to the study who had taught for over 10 years in a class having students with special needs had experience on disabilities.

Other respondents said that they had students with physical impairment, albinos and slow learners in the classrooms. Others said that they had students with hearing impairment and learning disabilities. Their experiences might have been gained through interaction with persons with disabilities for those who have not attended any training on SE or IE. One respondent gave a comment that some students with disabilities somehow show positive encouragement and participation during the

lessons. He added that students with physical disability only need access to move from one place to another, otherwise they can learn better in inclusive classes. The researcher also asked the respondents if there were units of SE in the schools they taught Table 4.3 shows the results.

Table 4.3: Units for Special Education in the Schools

Responses	Frequency	Valid Percent (%)
YES	50	65.8
NO	26	34.2
Total	76	100.0

Source: Field Data

The findings indicate that 50 respondents (65.8%) answered that there were units of special education in their schools while 26 (34.2%) said there were no units of special education. Respondents who agreed to have units in their schools might have thought so, because they had students with disabilities in their classes. Those who responded “NO” might have no students with disabilities in their classes or else wise had the knowledge that schools were inclusive and not special units. Special unit is a class which is within a regular school having students with disabilities, while inclusive class is the one which accommodates both students with and without disabilities in the same class. The findings put emphasis that schools which were involved in the study had students with disabilities.

A part from units for special education discussed above, the researcher also aimed to know if teachers had students with special needs in their classrooms. The findings

indicate that 68 (85.0%) said yes they had, 12 (15.0%) said no. For those who said they had students with disabilities in their classes, 17 (27.4%) had them for 2 - 5 years, 14 (22.6%) was for only one year, 13 (21.0%) had students with special needs in their classes for more than one year. Many respondents admitted that their classes were inclusive as they said they had students with disabilities and those with no disability in the same classes. Table 4.4 shows teachers experience to students with disabilities.

Table 4.4: Teachers Experience on Teaching Students with Disabilities

Duration	Frequency	Valid Percent (%)
Less than one Year	8	12.9
One year	14	22.6
2 – 5	17	27.4
6 – 10	10	16.1
More than 10 years	13	21.0
Total	62	100.0

Source: Field Data

The researcher found it was important to enquire this information about teachers experience on teaching students with disabilities since it was one of the basic aspects to understand in relation to teacher's knowledge and skills in teaching students with disabilities. The teachers experience in teaching students with disabilities improves teachers' skills in attending and giving support to these students. This was supported by the respondent's comments as they said that they supported these students by giving them individual attention sometimes and also by allowing other students to help them in reading and writing notes.

The researcher wanted to know teachers perceptions about students with disabilities. Respondents were asked by the researcher if they were ready to accept students with disabilities in their classrooms as the results were shown in Table 4.5.

The findings revealed that 71 (89.9%) teachers were willing to teach students with disabilities in their classes. Only Eight teachers (10.1%) were not ready to teach students with disabilities. These results show that many teachers are willing to teach students with disabilities, although a good number of them have not been trained on SNE or IE. They suggested that capacity building was required to enhance their capabilities and to develop their interests.

Table 4.5: Teachers' Readiness to Teach Students with Disabilities

Responses	Frequency	Valid Percent (%)
Yes	71	89.9
No	8	10.1
Total	79	100.0

Source: Field Data

The study also examined if the classes which teachers taught were inclusive. The findings revealed that 62 teachers (81.6%) agreed that the classes were inclusive while 14 (18.4) said that the classes were not inclusive see Table 4.6.

Table 4.6: Is Your Class Inclusive?

Responses	Number	Percent (%)
Yes	62	81.6
No	14	18.4
Total	76	100.0

Source: Field Data

The findings revealed that classes were inclusive because they included both students with and without disabilities. Some teachers said they had students with hearing impairment and some said they had students with physical disabilities in the same classes with their peers who had no such diversities. Others said they had slow learners and those who are not slow learners in the same class. This means all secondary school teachers in these pilot schools were aware of inclusive education although they are lacking required skills for implementation of effective IE.

In other hands the researcher wanted to know if secondary school teachers had attended in- service training related to inclusive education. The findings showed that 68 (85.0%) said they had not attended any training related to IE and 12 (15.0%) of teachers said that they had attended the training related to IE. Table 4.7 shows teachers attended in – service training related to inclusive education.

Table 4.7: Teachers Attended In-Service Training Related to Inclusive Education

Responses	Frequency	Valid Percent (%)
Yes	12	15.0
No	68	85.0
Total	80	100.0

Source: Field Data

Chart 4.4 elaborates the Table 4.7 which show the findings about teachers who have been trained on Inclusive Education. As seen from the chart, very few teachers had attended seminars on inclusive education. The majority who did not have any training are teaching because they are interested to teach students with disabilities.

Some teachers said they use the knowledge and skills they have to the best of their ability. Other teachers said students with disabilities perform well if they are given special attention in the classrooms.

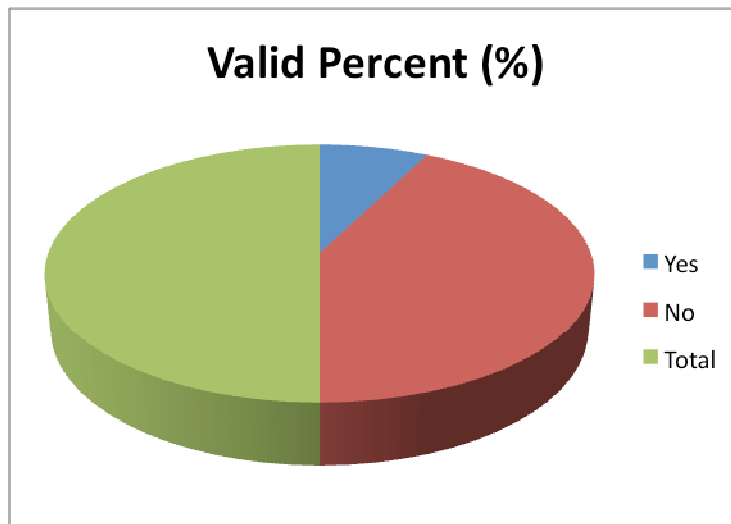


Figure 4.4: Attended In-Service Training Related to Inclusive Education

Source: Field Data

None the less teachers who attended in-service training were asked to explain the content and duration of the training. Some of them said the content which they were taught was about the concept of IE and management of inclusive classes. However, the duration of the trainings they mentioned was four to five days only. This shows how students with disabilities' learning performance is being affected since teachers are ill prepared. In order to do justice to these students, proper planning of MoEVT and other stakeholders including the community should plan for collaborative implementation of IE in the country.

4.3 Teachers' Self-Assessment of Knowledge on Selecting Teaching Contents

Teachers were asked to indicate their level of knowledge on instructional content and practice, as related to students with disabilities. Table 4.8 shows how the teachers

rate their knowledge in selecting contents that support learning of all students including those with disabilities in relation to gender.

Table 4.8 shows that 14 (34%) female teachers had no knowledge as compared to five (13.5%) males. On the other hand, 11 (26.8%) female respondents had moderate knowledge while 14 (37.8%) male had moderate knowledge. The study also indicates that 11 (26.8%) female and eight (21.6%) male had adequate knowledge. According to the study, it was found that secondary school teachers had limited to moderate knowledge in selecting contents that support learning of all students including those with disabilities. Thus, 24% had limited knowledge and 32% had moderate knowledge in that aspect. The knowledge teachers had might be gained from different sources such as getting experience from teaching in inclusive classes or through interaction with other specialist teachers of students with special needs.

Table 4.8: Level of Knowledge on Instructional Content and Practice

Gender		No knowledge	Limited knowledge	Undecided	Moderate knowledge	Adequate knowledge	Total
Male	Number	5	7	3	14	8	37
	% age	13.5%	18.9%	8.1%	37.8%	21.6%	100.0%
Female	Number	14	4	1	11	11	41
	% age	34.1%	9.8%	2.4%	26.8%	26.8%	100.0%
Total	Number	19	11	4	25	19	78
	% age	24.4%	14.1%	5.1%	32.1%	24.4%	100.0%

Source: Field Data

There were few comments provided by the respondents. They said they involved teachers who have been trained in special education to assist them whenever they were stuck. Others said, since there is no special training provided for teaching

inclusive classes, we usually use our experiences, although this makes students with hearing impairment to be left behind. The findings also revealed that there were very few teachers who had attended SNE training and short seminars on IE.

On the other hand, in differentiating instructions and assessment to students of all styles and ability levels could experience and felt they were attended, 75 out of 82 respondents said they had limited knowledge. Some said they have never attended any training on how to teach students with special needs, therefore, they were just treating them as other students in the class by teaching and assessing them equally. This could be the major reason as to why teachers commented that students with disabilities were slow learners. Teachers are required to be knowledgeable with flexibility of curriculum in other words to adapt the existing curriculum to suite students in order to meet their needs.

In a similar vein, teachers were asked about how they assess students with disabilities enrolled in regular schools; the findings indicated that 78 respondents out of 82 had limited knowledge in assessing these students. Many participants said they assessed students with disabilities just like those without disabilities through oral questions written exercises, tests and examinations. Few were observed to assess through looking at the student's development of speech. This involved students with hearing impairments since they had speech and communication problems. This indicated that teachers assessed students with disabilities regardless of consideration of their other potentials which could be realized in practical work such as in drawing, painting or games and non academic lessons.

4.4 Teachers Teaching Skills

Under this section, the researcher was interested to look at the results of the question ‘do skills that secondary school teachers demonstrate, support learning achievement of students with disabilities?’ This enabled the researcher to find out teachers’ level of skills in different aspects on instructional content and practice. For example the skills they had in designing learning experiences that call for collaboration and other interactions among students with and without disabilities. In this aspect 68 teachers out of 82 had moderate skills.

In the case of planning lessons in classes that include students with disabilities, 78 respondents had limited skills. This is basically because many teachers had not been trained on how to plan lessons in inclusive classes. The study indicated that teachers applied participatory teaching methods specifically group discussions to all learners. This might have not favoured students with speech problems like deaf students. In the case of conducting assessment all students were assessed equally regardless of their diversities. Students with special needs require individual attention when planning a lesson, since their educational needs and learning approaches differ.

In other side, when teachers were asked about their skills in managing a class that include children with visual impairment, the results showed that 79 respondents out of 82 had limited skills. They also added that they had no skills on how to use Braille text. This calls for an authentic programme for in-service training to teachers who teach inclusive classes. Otherwise, students shall be in schools, but at the end of the day their objectives of learning will not be met.

In communicating with deaf students 76 out of 82 respondents had no skills. Other respondents commented that they had no experience of teaching hearing impaired. Other respondents supported the argument that they depend on peer teaching, which allow non- disabled students to coach their fellows who had disabilities. In this case researcher observes the importance of having sign language interpreters in inclusive classes for supporting teachers who teach classes with deaf or hearing impaired students. Otherwise the responsible Ministries should intervene seriously as soon as possible to address this problem before the dropouts. This can also be done by conducting in-service training on sign-language to teachers.

The researcher also intended to know teachers' skills in caring students with disabilities and determining their behaviour. Teachers were asked to provide information about their skills in caring students with special needs. In these aspects, 76 respondents out of 82 had limited skills in caring students with disabilities. Some respondents said they had no knowledge and skills of handling and teaching those children e.g. those with visual or hearing or intellectual impairment. They supported their arguments and commented that the government need to make prior plans before enrolling students with special needs in regular secondary schools.

The findings also indicated that 77 teachers had moderate skills in determining students' behaviour. In their comments about student's behaviour, many respondents said students with disabilities tend to beg sympathy from teachers whenever they make mistakes. However, teachers are required to address those students' needs and problems instead of sympathizing with them. Under normal circumstances people

tend to sympathize with persons with disabilities. This becomes a problem what is needed is empathy, therefore, teachers are obliged to capacity building to enhance their knowledge on psychology of various disabilities, this shall equip them with skills of managing behaviour of students with special needs.

4.5 Determining Supporting Learning Environments

The findings showed that teacher's knowledge in determining supporting learning environments to students with disabilities was limited. In this aspect they rated their knowledge in involving the student in setting teaching and learning goals and charting process. The results showed that 77 teachers out of 82 had limited knowledge. These results are supported by their comments as they said the policy allows students with disabilities to educate together with normal students in the same classroom. Others said that the government is supposed to improve the learning environment and infrastructure if at all they want all students to be in the classrooms and learn. Through the findings the researcher observes the facts that teachers need more trainings and orientations in order to get knowledge and skills for supporting learning environment to students with disabilities. In this case teachers feel that students with disabilities are denied their right of education because they are not supported to learn effectively due to insufficient expertise.

The researcher wanted to know teachers' self- assessment of knowledge in teaching students to use thinking, problem-solving, and other cognitive strategies to meet their individual needs, 76 respondents out of 82, had limited to moderate knowledge. The findings stand to be in between because some respondents were undecided. What

they thought to be right was to treat all students equally, as they commented that students with disability study together with those who have no disabilities in all circumstances.

Others said students with disabilities need more space and time in the lessons such as in laboratories. This means many teachers had no alternative measures to assist students with special needs during the learning process. The findings call for an intervention to enable secondary school teachers to be knowledgeable in identifying individual learning needs of their students and also to overcome challenges they face in teaching and learning processes.

In the same line when teachers were asked about their knowledge in building classroom community that insists on respect and mutual support for each student's learning and provides opportunities for students to become familiar with each other. 78 out of 82, teachers had moderate knowledge. According to the findings, in this aspect the researcher believed that through teachers' teaching experience and through collaboration with specialist teachers who are in schools, also by applying peer coaching they had that fair knowledge of building classroom community.

The researcher on the other hand wanted to know teachers' self- assessment of knowledge in getting to know students with disabilities and incorporating their interests, aspirations, and background in teaching. The findings showed that 78 out of 82 teachers had limited knowledge and some few were undecided. This indicates that collaborative efforts are needed in order to assist teachers to become more professionals in facilitating inclusive classrooms.

4.6 Creating Supportive Learning Environments

The study sought to find out if respondents had skills to create a safe, positive, and supporting environment in which special needs are valued. The findings showed that 75 teachers out of 82 had limited skills. Others commented that in supporting students with disabilities they use their own knowledge therefore is not skilled enough to assist the students with special needs. In the same line in designing a learning environment that encourages participation by learners in a variety of individual and group learning activities, 75 respondents had moderate skills. In creating/ modifying and using teaching resources for students with and without disabilities, 77 respondents had limited skills.

The study also intended to reveal if teachers had skills of establishing and maintaining good relationship (rapport) with learners. The finding shows that 71 respondents had moderate skills. In this aspect teachers found it fare to maintain relationship with students with disabilities because some teachers had teaching experience over ten years. Others also had interest with these students. The few teachers who had attended special education courses were of great help to the majority of teachers who had no skills of handling students with special needs.

The respondents were also asked by the researcher to rate their knowledge and skills for teaching students with disabilities. The results showed that 80 respondents had limited skills. Many respondents commented that they used participatory methods. This is basically because many teachers have not been trained on how to plan lessons in inclusive classes. Students with special needs require individual attention when

planning a lesson, since their educational needs and learning approaches differ. According to the findings, assessment carried out to them was mainly focussed in academic performance; this is not fare to some students with disabilities. The whole process of teaching and learning should adhere to their learning needs. For instance assessment should consider all the three domains i.e. cognitive, affective and psychomotor, instead of assessing them in one area of knowledge only.

4.7 Challenges Facing Children with Disabilities in Secondary Schools

Teachers were asked to explain challenges facing students with disabilities enrolled in their classes. 75 respondents said that they had limited knowledge in determining challenges facing students with disabilities enrolled in their classes. Many respondents said that students with disabilities have poor performance in learning. The reasons behind are obvious, for instance lack of qualified teachers who can address their learning needs properly in terms of teaching and learning methods and assessment. Also, inadequate teaching and learning resources pose challenges in implementing inclusive education. Respondents explained that there was shortage of textbooks in the schools, and also added that they fetch materials from the website as an alternative measures. Basing on this, in a situation where teachers have no access to internet services, the teaching and learning process became ineffective thus affect students' performance.

The study further observed that unfriendly learning environment was among the crucial challenges facing these students. The comments given by respondents were such as students with physical disability need access to move from one place to

another. This means they needed assistive devices like wheel chairs and crutches for ideal movement. In addition they said that some buildings had a lot of stairs which were not friendly to these students with physical disabilities. Another challenge related to this was in conducive infrastructure. Many respondents explained that the classes, toilets and playgrounds are not learner friendly to this group of learners. All children are supposed to play games and sports for recreation purposes regardless of their physical differences. This propose demand to appropriate play grounds and equipment for playing games such as ringing balls for students with visual impairment and swimming equipment for hearing impaired students, just a few examples to sight.

Poor communication was mentioned by respondents to be one of the challenges to students with disabilities. This applies to students who were hearing impaired, since they depended more on sign language, they face communication barrier because many teachers were not conversant with sign language therefore depended on oral speech. This calls for arrangements to be done either by the two ministries in charge of secondary education, MoEVT/PMORALG to train teachers' sign-language or to train and employ sign-language interpreters, who will assist students with hearing impairment.

4.8 Challenges Teachers' Face in Teaching Students with Disabilities

The study investigated challenges that secondary school teachers face in teaching students with disabilities. Some of the challenges which were pointed out included: Lack of awareness as some respondents said there was poor support to students with

disabilities, from school management, teachers and other non-disabled students. This required sensitization/ awareness programmes to the entire school community, in order to make learning meaningful to students with special needs. This is supported by another researcher Barco (2007), who stated that Secondary school teachers are the most instrumental in secondary schools reform because they are the ones who have to follow through and implement changes in the classroom.

Another challenge mentioned was communication problems. Teachers who have hearing impaired students in their classrooms raised this concern as they commented they had communication problems with those students and had no skills of teaching them effectively. However, one teacher who was trained in SNE commented that she had knowledge in special education therefore, could teach students with disabilities by employing different teaching strategies. Other teachers added that they failed to communicate with those students with speech and learning problems, for these reason teachers concluded that students were not well participating in the classrooms, and added that some were too much disturbing.

These comments from respondents showed how teachers found it difficult in teaching in inclusive classrooms because of improper teacher preparation. Since they lack knowledge and skills for handling students with diverse needs, it becomes a big problem. There is a communication gap between some teachers and students with disabilities that is why they think students with disabilities are disturbing. In order to address such a challenge, secondary school teachers particularly in those schools which accommodate students with hearing impairment should be trained in how to

use sign language. Another alternative is to train sign language interpreters who interpret what is being taught by the subject teachers.

Poor infrastructure or unfriendly environment was mentioned by many respondents as a big challenge. Teachers said desks and chairs in the classes are not suitable to students with physical disabilities. Others also said the pathways and toilets were not friendly to students with disabilities in their schools. This problem can be solved by modification and adaptation of physical environment to suit the needs of these students. The ministries responsible and different local and international bodies can support in this aspect.

Lack of resources, teaching and learning materials were among the challenges raised by many respondents. Specifically books were raised as a big issue, also facilities and assistive devices related to different disabilities. This indicates that collaborative efforts between the government and other educational stakeholders are needed to alleviate these challenges.

The study revealed that many teachers needed in-service training on IE since they face challenges of teaching students with disabilities due to lack of training. The findings showed that teachers had low morale and there was no motivation. In order to address this challenge relevant ministries in charge of secondary education in collaboration with other education stakeholders, are required to plan for a comprehensive in-service training to all secondary school teachers. This will assist in teaching all students with special needs who are in secondary schools all over the country.

Respondents further explained about shortage of time as one of the challenges they face. Some respondents commented that time for covering syllabus was short, while there was lack of teaching and learning materials. They raised comments that students with disabilities needed more time for learning as compared to the non they also added that another problem of space was also inconveniencing. There was an issue of space in both classrooms and in laboratories. This was in light of time used in teaching students with disabilities, is inadequate as compared to their fellow students who are non-disabled.

Chapter four has presented the research findings about self- assessment of knowledge and skills of secondary school teachers in teaching students with disabilities in secondary schools. The findings have indicated that secondary school teachers' knowledge and skills in teaching students with disabilities was quite limited. The impact on the effectiveness of the implementation of secondary education curriculum has been reduced due to inadequacy of knowledge and skills of teachers in teaching these students. Many teachers admitted that they needed in-service training since they were unable to teach and assess students with disabilities according to their diversities. This calls for the MOEVT and PMORALG to intervene, in order to implement the National Inclusive Education Strategy of 2009 – 2017.

According to the findings many teachers were willing to teach students with disabilities in inclusive setting. These results concur with another study which was conducted by (Barco 2007), about the relationships between secondary general

education teachers' self- efficacy and attitudes as they relate to teaching learning disabled students in inclusive setting. This indicates that when teachers are well prepared, students with disabilities could benefit in learning achievement as their counterparts.

In other hand, the findings revealed that teachers' knowledge and skills in determining and creating supportive learning environments were limited to moderate. This indicated that few teachers who had trained in SE were able to manage the teaching and learning environment to students with disabilities more effectively. Also for teachers who have gained experience of teaching these students for some years had an advantage of collaborating with their fellow teachers who were already experts in that area. The researcher in this case advocates for indoor trainings for secondary school teachers, since this could be one of the best solutions to influence all teachers to become knowledgeable in teaching students with disabilities.

The research has revealed that the majority of the respondents have the opinion that better achievement of students with disabilities will depend on the clear and proper planning on how to eradicate the challenges which both teachers and students face. These included lack of expertise, inadequate teaching and learning resources/ assistive devices and improvement of school teaching and learning environment including flexible curriculum.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of findings, conclusion and recommendations of the study, as per research questions: Does knowledge that secondary school teacher's possess, benefice learning achievement of students with disabilities? Do skills that secondary school teachers demonstrate, support learning achievement of students with disabilities? Which methods secondary school teachers apply in teaching, support learning to students with disabilities? Does assessment of secondary school students' address learning needs of students with disabilities? Which challenges do secondary school teachers face in teaching students with disabilities?

5.2 Summary

This study aimed to examine secondary school teachers' self-assessment of knowledge and skills in teaching students with disabilities in an inclusive setting. In carrying out this study, the research process was guided by research objectives which were accompanied with questions; and the study was mainly quantitative with some elements of qualitative for description purposes. The sample comprised 82 secondary school teachers from Ilala Municipality in Dar-es- Salaam region.

Data were collected through closed questionnaire, which was designed in terms of Likert scale with some open ended questions in the background characteristics of respondents. Data were analysed by using content analysis and SPSS. The findings

showed that secondary school teachers had limited knowledge and skills in teaching students with disabilities, which lead to poor in their academics. Thus it was suggested that secondary school teachers should get in-service training in order to impart knowledge to teachers.

5.3.1 Teachers' Self-Assessment of Knowledge on Selecting Teaching Contents

It was revealed from the findings that secondary school teachers who teach students with disabilities had limited knowledge in selecting content that support the learning of students with disabilities. Therefore, as teachers lack knowledge of selecting content that can enhance teaching of these students; they were not motivated in their career. The responsible body in charge with curriculum design and development TIE should make curriculum adaptation that suit students with disabilities.

5.3.2 Teachers Teaching Skills

The findings revealed that many teachers lacked skills of teaching and assessing students with disabilities. The teaching and assessment conducted was just the same to both students with and without disabilities. In this case the outcome of the failure of teachers to plan and assess well the lessons led to low achievement to students with disabilities.

5.3.3 Determining Supporting Learning Environments

The findings showed that teachers in the selected schools had little knowledge in determining supporting learning environments to students with disabilities that may contribute low quality of education for these students.

5.3.4 Creating Supportive Learning Environments

Findings indicate that teachers in all schools that were visited, had no enough skills to create safe, positive and supportive learning environment in which special needs were valued, because it was revealed that they could not use friendly language and child centered approach when teaching in inclusive classrooms.

5.3.5 Challenges Facing Children with Disabilities in Secondary Schools

The findings showed students with disabilities faced some challenges in their respective schools that include; poor performance and unconducive learning environment. All these were contributed by lack of teaching and learning materials and poor methods of teaching.

5.3.6 Challenges Teachers Face in Teaching Students with Disabilities

The findings revealed that secondary school teachers faced challenges among which were; inadequate teaching and learning materials, lack of communication skills with students with hearing impairment, lack of expertise in using Braille text, unfriendly teaching environment; and limited time and space for teaching. These resulted to poor academic performance of students.

5.4 Conclusion

As a result of teachers having little knowledge in supporting students with disabilities included in their classes, the chances of getting quality education is minimal. Schools are faced with a challenge of implementing curriculum that is not responsive to persons with disabilities, because the curriculum is not flexible to

allow teachers to address differentiation. Therefore, teachers in secondary schools would want to be trained (in-service training) about how to teach and support students with disabilities in inclusive classes, in order to improve their implementation of educating these children.

5.5 Recommendations

Some recommendations posed by the respondents were as follows:

- (i) Secondary School teachers should get in-service training on Inclusive Education. there is a need therefore for the Ministry of Education and Vocational Training and Prime Minister's Office Regional Administrative and Local Government to locate funds to Tanzania Institute of Education and Patandi Teachers College, in order to conduct training on IE using Inclusive education Toolkit which is already in place, to all teacher colleges in Tanzania.
- (ii) Teaching and learning environment in secondary schools should be improved to accommodate students with disabilities. There might be a need for TIE to integrate IE content to education curriculum at all levels (Pre-primary, Primary, Secondary and Teacher education), during the curriculum review. This would assure among other things Science subjects to be taught to all secondary school students including those with visual impairment and establish laboratories suitable for students including those with disabilities.
- (iii) The government should make sure that teaching and learning materials are available and adequate.

- (iv) The government should establish awareness or sensitization programmes to all education stakeholders and the whole community to create all inclusive school environment. MoEVT and PMORALG in collaboration with other development partners, to set aside enough funds for purchasing teaching and learning resources and assistive devices for students with disabilities.

- (v) Most schools have shortages in teaching resources that would encourage teachers to perform their duties. The MoEVT and PMORALG in collaboration with other development partners and education stakeholders, be encouraged to set aside enough funds for training, sign-language interpreters in the country.

5.4.1 Recommendations for Further Research

1. The researcher suggests that other studies should be conducted into different regions to see the relevance of identifying different teachers' knowledge and skills in teaching students with disabilities for comparison. This should consider the rural and urban settings, for the purpose of improving IE implementation.

2. A similar study could be conducted to examine the extent to which teachers' knowledge and skills influences teaching and learning process at other levels such as in primary education.

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APPENDICES

APPENDIX I: QUESTIONNAIRES TO TEACHERS

Dear Teachers

Agnes Maguga is a post graduate student at the Open University of Tanzania in Dar es Salaam doing a research study on the Secondary School Teachers Self – Assessment of knowledge and skills in teaching students with disabilities. I would like to involve you in the study and get your views on what you consider to be your own knowledge and skills in teaching and learning process to students' with disabilities .

Feel free to give your own views and perspectives to the best of your ability. I would like to assure you that your responses was confidential and will not be exposed elsewhere without your compliance. In this questionnaire most of the questions require you to tick the best option that you feel fits your views.

The questionnaire

Please fill in the questionnaire carefully, put a tick or fill in the blank as appropriate depending on the question.

1. Gender: a) Male.....b) Female..... Age.....Years
2. Level of Education a) Secondary..... b) Secondary O' level.....c) Secondary A Level.....

- 3 Teacher Education: a) Certificate..... b) Diploma level c) degree..... d).Masters.....
2. Special education training: a). Certificate..... b). Diploma..... c) degree.....d).Masters..... e).Area of Specialization..... (f) Have not attended special Needs Education courses
3. At the school as you teach
- (a) Total number of students in the school..... (b).Which form do you teach? (c) Average number of students in the class you teach..... (d) Number of students with disabilities enrolled in your class.....
4. Your teaching experience in years: (a). 0-1..... (b). 2 – 5.... (c). 6 – 10... (d). Over 10 years.....
5. Is there a unit; for special education in the school you teach? a). Yes ... (b)No.....
6. Have you had students with special needs in your class? a). Yes..... b). No..... If Yes, for how many years? (a). Less than one year...(b). 1 Year....(c). 2–5 years... (d). 6 – 10 Years (e). More than 10 years.....
7. What kind of disability/disabilities do you have experience of in your class? a).Visual impairment.....(b).Hearing impairment..... (c). Intellectual impairment.....(d).Physical impairment.....e). Other disability please describe.....

8. Are you ready to accept students with disabilities in your classroom? a). Yes...b).No...

9. Overall how would you rate your knowledge and skills for teaching students with disabilities? a).Excellent.....b).Good.....c). Fair.....d). Insufficient.....Explain

10. Is the class you teach inclusive? Yes () No () Describe

11. Have you attended in-service training related to inclusive education? (a).Yes...(b). No.....If yes, please describe shortly the content and length of the training

12. How do you support students with disabilities in your class?

13 Which methods do you use in teaching in your class?

b) Which methods do you propose to be the best that benefit effective learning to students with disabilities?

14. How do you assess students with disabilities in your class?.....

15. Describe the challenges you meet in teaching and learning process

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b) How do you address them?

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16. How do you assess yourself in terms of skills in supporting students with disabilities enrolled in your class? (a) have adequate skills... (b) Feel need more training.....Explain.....

17. Please indicate your level of knowledge on instructional content and practice; as related to students with disabilities. Your response was treated in strict confidence. Rate each item based on the scale below. For each given item mark X in the appropriate column of scores from 1-5 to represent your choice from the scale. 1 = No knowledge; 2 = Limited knowledge; 3 = Undecided; 4 = Moderate knowledge; 5 = Adequate knowledge

Item	1	2	3	4	5
Getting to know students with disabilities and incorporating their interests, aspirations, and background in your teaching					
Differentiating instructions and assessment so students of all styles and ability levels can experience and feel they are attended					
Building classroom community that insists on respect and mutual support for each student's learning and provides					

opportunities for students to become familiar with each other.					
Interpreting and using assessment data for teaching/learning/ planning.					
Determining challenges facing students with disabilities enrolled in your class					
Selecting contents that support the learning of all including those with special needs and disabilities					
Assessing performance of students with disabilities enrolled in regular schools					
Involving the student in setting teaching/learning goals and charting process.					
Choosing and using appropriate teaching/learning equipment to accomplish instructional objectives and to integrate them appropriately into the instructional process.					
Teaching students to use thinking, problem-solving, and other cognitive strategies to meet their individual needs.					
Applicable rules, regulations and procedural safeguards regarding the planning and implementation of management of student behaviours.					
Characteristics of Learners with different types of disabilities					
Teaching students with disabilities					

18. Please indicate your level of skill on instructional content and practice; as related to students with disabilities. Your response was treated in strict confidence. Rate each item based on the scale below. For each given item mark X in the appropriate column of scores from 1-5 to represent your choice from the scale.
- 1 = No skills; 2 = Limited skills; 3 = Undecided; 4 = Moderate skills; 5 = Adequate skills

Item	1	2	3	4	5
Communicating with deaf students					
Managing a class that include children with visual impairment					
Using Braille text					
Designing learning experiences that call for collaboration, discussion and other interactions among students with and without disabilities					
Establishing and maintaining good relationship (rapport) with learners.					
Using verbal and non-verbal communication techniques					
Creating a safe, positive, and supporting environment in which special needs are valued.					
Caring students with disabilities					
Planning lessons in classes that include students with disabilities					
Determining students behaviour					
Designing a learning environment that encourages participation by learners in a variety of individual and group learning activities.					
Creating/ modifying and using teaching resources for students with and without disabilities					
Assessing students behaviour					

19. Comment on your understanding of support services for students with disabilities included in your class and suggest what should be done to improve learning of students with disabilities in your school.

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Thank you very much for answering this questionnaire