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FACULTY OF EDUCATION AND NATURAL SCIENCE

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MASTER'S THESIS

Utfordringer som lærere møter i implementering av inkluderende opplæring i grunnskoler i Tanzania

En kasusstudie av to grunnskoler i Tanzania

Challenges Teachers Face in Implementation of Inclusive Education in Primary Schools in Tanzania

A Case Study of Two Primary Schools in Tanzania

MASTERS IN ADAPTED EDUCATION

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Challenges that Teachers Face in Implementation of Inclusive Education in Primary Schools in Tanzania: A *Case Study of Two Primary Schools in Tanzania*

Hedmark University College

Abbreviations

EFA   Education for All

ESR   Education for Self Reliance

GPI   Gender Parity Index

MOEVT Ministry of Educational and Vocational Training

PEDP   Primary Education Development Program

PSLE   Primary School Leaving Examination

STD   Standard

UNESCO United Nations Educational, Science and Cultural Organizations

UPE   Universal Primary Education

ZPD   Zone of Proximal Development

Abstract

This study aimed at assessing the challenges that teachers face in implementation of inclusive education in primary schools in Tanzania. Using Mbeya inclusive schools as a case study, it assesses the implementation of inclusive education in primary schools. The study identifies challenges that hinder the implementation of inclusive education to teachers. It uses both the principles of constructivist theory and system theory to unveil these challenges. The method of data collection employed in this study was qualitative which involved observations and interviews.

The findings indicate that teachers implement inclusive education in schools in a very difficult environment which affects their work in one way or another. Teachers have tried to the best of their ability and within the available resources to implement inclusive education which has success to some level. Teachers have good cooperation among themselves and with the head teachers. Good cooperation helps them achieve their goal at the school level.

However the study identified challenges that hinder the implementation of inclusive education. These include insufficient teaching and learning materials, lack of inclusive education among teachers, large number of students, unclear policies on inclusive education, lack of support from the government, lack of collaboration between teachers and parents, few number of teachers at the school, inadequate funds in supporting inclusive education and negative attitude of teachers and parents.

Again the study proposed the way forward in order to overcome the mentioned challenges. This includes preparing seminars for teachers on inclusive education so that they can learn how to conduct inclusive classes. The government should monitor and evaluate the implementation of inclusive education and make available sufficient funding to support it. The government should involve teachers in decision making to guarantee the achievement of better results in inclusive education.

The study recommends issues to be addressed in order to enhance the implementation of inclusive education in primary schools. These include educational policies should be improved and take full account of individual differences and situations. There should be an existence of a good cooperation among teachers, children and parents is necessary. There should be the provision of teaching and learning materials might be helpful for teachers in

order to help learners with special educational needs. Teachers should accept students with learning barriers may help to achieve the goal of inclusion implementation. Parents and other members of the society should be provided with civic education about inclusive education in order to assist the schools effectively. There should be a revision of curriculum to make it flexible that is teachers should be given a room to use different ways that he or she can apply in teaching the students.

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Getruda J. Chaula

Dedication

This work is dedicated to my lovely father Japhet Chaula and my mother Martha Kiliwa for their warm care and lovely parenthood, my brother Hezron Chaula for supporting my early education and to my lovely children Jasper J. Msafiri and Jessie J. Msafiri.

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1.0 INTRODUCTION

This study aim at examining challenges that teachers face in Tanzania's primary schools when implementing inclusive education. It also examines the implications which these challenges have on Tanzanian education and comes up with suggestions for improvement. The focus is on primary schools because they provide basic education to the children. It is envisaged that if inclusive education starts early, all learners will be equipped with both academic and social skills, knowledge and values necessary for their growth and development.

1.1 Background of the Problem

The teachers in most primary schools in Tanzania are not sufficiently trained in inclusive education and others are professionally unqualified to be teachers. The success of provision of inclusive education depends on the quality of teaching in an inclusive school. Students with special needs education face a lot of problems in most of the primary schools in Tanzania. Their being at inclusive schools is not well recognised and their needs are not well known. Equal and quality education is the right of every child who attend school. Provision of education should be equal to all children regardless of their different abilities. According to Tungaraza (2010), Tanzania is at present offering primary education for some students with different disabilities including visual impairment, hearing impairments, mental retardation, physical impairments, autism and multiple disabilities in both special and integrated schools.

Tanzania as a member of the International community has signed and ratified various International declarations that work towards equality in all ways of life, education being one of them. It ratified the Salamanca Statement in 1994, a declaration that emphasizes on the need to provide basic education to children with special needs (Krohn, 2008). It signed the Convention on the Rights of the Child (UNICEF) in 1989 and ratified it in 1991, UN Convention on the rights of the child (2007). In implementing this, Tanzania's parliament in November 6, 2009 passed a bill known as "The Law of the Children Act 2009". This law provides the legal framework through which the rights of country's children can be protected. In November 2009 Tanzania ratified the UN Convention on the Rights of Persons with Disabilities (UN Treaty series, 2008).

Even though Tanzania has been launching some programmes on inclusion there are still some problems which face teachers on how to help the children with disability towards quality education in the classroom situation. For example, one of the problems which are serious

according to Tanzanian Human Rights Report (2011) is insufficient or lack of necessary facilities to enhance their learning. To put it in context, Tanzania is among the third world countries which lag behind in implementing inclusive education in primary schools. Despite the government efforts of putting budget for capacity building for inclusion to teachers, buying teaching aids, books, teaching and learning materials and other equipment, teachers still face a lot of challenges in the implementation of inclusion.

In order to ensure that inclusive education takes place there are many things to be considered. Msuya (2005) suggests that, necessary facilities like teaching and learning materials, equipment and some environmental settings that are important for children with special needs should be considered in an inclusive context. These facilities includes items like Braille materials, audio and visual devices, various teaching aids, mobility equipment like white cane for the blind, wheel chair for the physically challenged ones, special classroom designs and toilets.

Mmbaga (2002) argues that inclusive education needs to be part of the whole school equal opportunity policy; in this case children with learning difficulties, girls' and boys' learning needs would be incorporated into the curriculum and the school-learning environment. At a society level inclusion touches on questions of citizenship and politics of difference, that is, minority groups, gender differences, ethnicity and linguistic.

In line with this Mmbaga (2002: 36) discusses that,

> *"The previous studies in Tanzania have confirmed that children experiencing learning difficulties are present in schools, and have speculated that they are not learning. Children with learning difficulties between 2 and 5 percent finish the official seven years of primary education without having attained the basic skills of reading, writing and arithmetic".*

However, policy makers tend to ignore this by saying it is too expensive to accommodate the children with learning difficulties. The result was that, a large part of the population has been rejected equal opportunities and full participation in development activities. This is segregation and it is against the constitution of Tanzania and there should be a change of attitude so that implementation of inclusive education in primary schools in Tanzania can be undertaken.

The reason behind selecting this title "challenges teacher's face in implementation of inclusive education in primary schools in Tanzania" was to find out the challenges that teachers face as they implement inclusive education in primary schools of Tanzania. I think the barriers to implementation of inclusion in most of the primary schools in Tanzania are as a result of school organization, culture and policies, relationships and approaches to teaching and learning. However, this goes beyond the school boundaries and, to the community. Inclusive education needs to be given priority so that we have no discrimination in schools. The right to education is not just for some, it is for all human beings regardless of their incapability.

As an experienced teacher I faced the same problem in my working place when I was teaching a student who was deaf and I did not know how to help him. He was very bright and interested in learning but he could not hear well and sometimes he could not understand what we were teaching. My fellow staff did not know how to help him either because the learning context did not provide for inclusive setup for such disabilities.

Because his hearing impairment was mild, what we was to allow him to sit in front of the classroom to take advantage of the closeness of teacher to hear a little and also to follow the lips and tongue movement of the teacher.

1.2 Objectives and Research Questions

The major purpose of this study was to examine the challenges teachers face in the implementation of inclusive education. The investigation is guided by the following objectives:

1. To explore the kind of knowledge that teachers have about inclusive education
2. To assess the teaching methods teachers use in an inclusive classroom
3. To find out the challenges teachers face when implementing inclusive education

The research was guided by the following major question:-
What challenges teachers face in the implementation of inclusive education in primary schools in Tanzania?

Research questions:-
1. What kind of knowledge do teachers have about inclusion?
2. What teaching methods do teachers use in an inclusive classroom?

3. What challenges do teachers face in implementing inclusive education?

1.3 Definition of Key Terms

1.3.1 The concept of education

Education may be defined as the process of imparting knowledge, skills, values, norms and culture from one generation to another in a society. In line with this education is the influence exercised by adult generations on those that are not yet ready for social life (Lauder et el., 2006). Mmbaga (2002: 25) argues that,

> *"The main goal of education remains that of preparing the youth for the life of work in their communities, as stipulated in the 1961 Education for self-Reliance (ESR) policy, despite the fact that current changes, which are so unpredictable, call for knowledge that is flexible".*

The ESR intended at preparing students to play active role in the community after having integration in education and actual practice.

1.3.2 Inclusion

Inclusion according to UNESCO (1994) is associated with commitment to the term "Education for all" by identifying the requirement and urgency of providing education for all children, youth and adults with Special Needs Education. The Salamanca Statement (1994) stresses that every child has an ultimate right to have education, and need to be given the chance to attain and maintain satisfactory level of learning. Every child has unique features, interests, learning needs and abilities. Education systems should be designed and programs need to be implemented in consideration of a wide diversity of these characteristics and needs. Those with special educational needs must have access to regular schools which should accommodate them within child centred pedagogy capable of meeting their needs. Regular schools with this inclusive orientation are the most effective means of fighting against discriminatory attitudes, creating good welcoming communities, building an inclusive culture and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

Furthermore, UNESCO (2009: 8) defines inclusion as:

> *"a process of addressing and responding to the diversity of needs of all children, youth and adults through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision that covers all children of the appropriate age and a conviction that it is the responsibility of the regular system to educate all children".*

Therefore inclusive education has the foundation in education for all for an intention that all the children must attend school regardless of their disabilities.

Besides, Nes et al. (1998) argue that, the word inclusion is being used in forthcoming plans for compulsory schooling, but this may be seen simply as replacement for the term integration. Like the concept integration, it proposes that somebody does not belong from the start but has to be included. They choose to use the expression 'one school for all' to mean a school with place for each child who is born and grows up in the school district; a school for all signifies the union of two lines of development in Norway which are comprehensive school system and one society for all.

Wikan (2008) in the report done in Namibia stresses that in modern argumentation education for all is seen as a part of universal human rights as demonstrated in UN Declaration of Human Rights. Therefore it is seen as a means for the individual to reach other goals in primary education regardless of their disability, gender and environment.

1.3.3 Elements of inclusion

Mmbaga (2002) gives some of the elements of inclusive education. Customary education was always being inculcated in the process of socialization, child rearing, formal/informal/non formal learning facilitated by parents, siblings, peers, elders, community leaders, artist and artisans and experts in such areas as language and oratory arbitrary and legal issues, health, plants, metallurgy, astronomy and military science in fact by any adult. The process was non-discriminatory, functional and took place in and was relevant to the local community. These are also the current indicators of inclusive education. According to this and what I have read about inclusive education, I understand that an inclusive school should have the following characteristics: the use of adaptation of teaching and learning materials, flexible curriculum, supportive methodologies to students with learning barriers, proper organization of the classes, examination system and friendly physical environment and infrastructure. Furthermore Ballard's stresses some factors to be fixed in inclusive education that, education

needs to be non-discriminatory in terms of disability, culture and gender, it should involve all in the community with no exceptions, students should have equal rights to access the culturally valued curriculum as full time appropriate regular classroom and there should be an emphasis on diversity rather than assimilation (Suzanne, 1999).

1.4 Significance of the study

The study will have the following significances:

Indicate strategies and intervention to explore and overcome the challenges in inclusive education schools. This gives insight to policy makers, curriculum developers and other educational stakeholders at various levels to take measures to overcome the existing problems of implementing inclusion in primary school in Tanzania. It could be used as reference to other researchers who want to do their research in inclusive education. The study will make a contribution to research knowledge in the field of inclusive education.

Delimitation of the research, this study is limited to two primary schools in Mbeya. These schools are considered to offer inclusive education. One school is a unit integrated primary school where a special education unit is attached to a regular school. The second one is an inclusive school where both children with and without special needs attends the same classes. The children do not get equal and quality education as required because the teachers do not have inclusive education knowledge then it becomes difficult for them to implement inclusive education.

Limitation of the research, there are some limitations to do with the study. Since the main interest of the study is to investigate challenges that teachers face in the implementation of inclusive education their educational background on inclusive education would have been of great significance. A limitation is encountered following their state of not having adequate inclusive education. However the study tried to fix the gap through the use of school inclusive classes and the perspective of the few teachers who had a kind of awareness of inclusive education.

1.6 Organization of the monograph

The study has six chapters. The first chapter is the introduction chapter, which includes; background of the study and the reasons to why the study is done. The purpose of the study, objectives of the research and the research questions were presented in this chapter. It also gives the historical background of inclusive education in Tanzania and the explanation of the

key terms which are inclusion and education. Lastly will be the education system of Tanzanian primary schools followed by Tanzanian educational reforms.

The second chapter is the literature review. In this chapter I have discussed various readings about the study. I have presented different issues related to education and inclusion in global and Tanzanians primary schools followed by the challenges teachers face in the implementation of inclusive education.

Chapter three is on the theory presentation. I started with an introduction on theories followed by discussions on the theories.

Chapter four describes the study methodology, data collection procedures and data analysis strategies. In this chapter research design will be discussed, data collection methods which are interview and observation and also sampling techniques. Lastly, ethical issue considerations are discussed.

Chapter five presentations of the findings where the information gathered from the field is discussed. The discussion of findings follows the order of objectives of the study.

Chapter six is recommendations and conclusion of the study. This chapter also, gives a summary of the study.

2.0 LITERATURE REVIEW

This chapter looks at different literatures reviews on inclusive education as an approach to education for all. Education for all is a concept which means creating the environment in school where all learners are welcome regardless of their physical and mental abilities. In addressing the issue of challenges which teachers face in the implementation of inclusive education in primary schools, we need to be familiar with global debate on inclusive education.

2.1 Global debate on inclusion

2.1.1 Inclusive education

Inclusive education means that everyone should take part in society on an equal basis- academically, socially and culturally.

> *"Inclusion is both a process and a goal, where the educational institution should accommodate the individual's aptitudes and needs in the best possible manner. This requires diversity and adaptation in the educational program to enable each individual to participate more and receive more benefits from being an active member of community"* (Norwegian Directorate for Education and Training, 2008: 3).

From the quotation above, it means that inclusive education places demands on the education area and on every individual, who must be able to build worthy relations while considering individual differences and values.

UNESCO (2009) elaborates on how an inclusive education system should be by stating that: An 'inclusive' education system can only be formed if normal schools become more inclusive. This is to say, if they improve at educating all children in their communities. The Conference proclaimed that: 'regular schools with an inclusive direction are the most active means of fighting discriminatory attitudes, building welcoming societies, establishing an inclusive society and attaining education for all; moreover, they provide an effective education to many children and improve competence and ultimately the cost-effectiveness of the whole education system.

Mmbaga (2002) argues that inclusive education needs to be part of the whole school equal opportunity policy; in this case children with learning difficulties, girls' and boys' learning needs would be incorporated into the curriculum and the school-learning environment. At a

society level inclusion touches on the questions of citizenship and politics of difference, that is, minority groups, gender differences, ethnicity and linguistic. Every person:-child, youth and adult-shall be able to profit from educational chances designed to meet their basic learning needs and how they should be met with individual countries and cultures (Nes et al., 2003).

Wikan (2008: 78) have explained the concept of education for all as related to inclusion by saying that:

> *"Education is important for development; a question which is not very often asked. It is taken for granted that it is a good thing, for the individual and for the country. Few have criticized education; the obvious value both to the individual and the society have been taken for granted. Firstly, it has been seen as a way to civilize the individual and therefore, an aim in itself".*

2.1.2 Inclusive education in Tanzania

Inclusive education in Tanzania has its foundation in the values and norms of the society, where every person regardless of the differences has dignity, equal opportunity to education and respect. A study done in Tanzania by Polat (2011) stresses that, inclusive education aims to build a society that promotes equal opportunities for all citizens to take part in and play their role in development of the nation. Based on principles of indigenous customary education and traditional African socialism, everybody was included and was assigned roles according to their abilities. Those principles and values have been emphasized in Tanzania's "Development Vision 2025 (1-3)" where the goal is to build a society that promotes the same chance for all residents to participate in and contribute to the improvement of the nation. Special attention is directed to women, children, the youth and disabled persons. Implementation of (UPE) Universal Primary Education in 1977 and the education Act of 1978 were geared towards the realization of those principles and values. Through these policies the doors were opened to all school aged children. Such opportunity was available during the pre-colonial education but became restricted during the colonial period with the introduction of an elitist school system and importation of separate institutions for children with disabilities.

Relevant to inclusion is the 1978 Compulsory Education Act, advocating the right to education for every child to be offered within the general education framework. According to

section 56 of the act "every citizen of the United Republic of Tanzania (URT) is entitled to receive such category, nature and level of education as the ability may permit". The Act passed immediately after the declaration of Universal Primary Education, includes all the citizens into the education system, regardless of ability, race, colour, religion, class, background and gender. Furthermore, Tungaraza (2010) gives an account on the history of inclusive education in Tanzania that special educations to Tanzania history has been there since the period of colonialism when Tanzania was under British government by 1950. The first school to be established according to her was for children with sensory impairment.

Special schools for learners with disability were established based on discrimination. This was done in terms of gender and type of disability a person has. But at present some integrated schools have been established in Tanzania. Tanzania is now offering primary education to students with different disabilities. For example schools included all types of learners like both physical and visual impairments.

2.2 Education system in Tanzania

The system of education in Tanzania is basically from pre-primary education to university level. At each level there are students of a certain age who are supposed to attend classes. There is duration for each level that students are supposed to complete. The Ministry of education and vocational training (MOEVT) (2006-2010: 7) gives the structure of formal education and training as follows:

> "The structure of the formal education and training system in Tanzania is 2-7-4-2-3+, that is; 2 years of pre-primary education (year 1 and 2); 7 years of primary education (Standard 1-V11); 4 years of secondary ordinary level education (Form 1-4); 2 years of secondary advanced level education (Form 5and 6) and 3 or more years of university education. The official school attending age ranges from 5 to 6 for pre-primary, 7-13 for primary, 14-17 for lower secondary, 18-19 for upper secondary and 20-24 for university education".

Most of the primary schools in Tanzania are owned by the government except a few which are owned by the private and religious sectors. Fees in government school are subsidized by the state and therefore free to attend while private and religious schools parents pay school fees. The national language of Tanzania is Swahili. This language is mostly used as a medium of instruction from pre-primary schools to primary schools in government schools with only

one subject taught in English. That means in government schools they have English as a subject and not a means of instruction. In private schools and religious schools they start using English language as a means of instruction from pre-primary to primary schools. That means the language of instruction differs from government schools and private schools. The classes are mixed sex except for the schools which are only for girls in private schools.

The curriculum in government schools differs from private schools. English is used as the medium of instruction in private schools while Swahili language is the medium of instruction in government schools.

> *"Primary education is a seven year education cycle after pre-primary it is universal and compulsory to all children from the age 7 to 13 years. The primary school cycle begins with standard one (STD 1) on entry, and ends with standard seven (STD VII) in the final year. Standard seven examinations is a primary school leaving examination (PSLE), marking completion of the primary education cycle. PSLE is used for selection of students into secondary education "*(ibid).

Curriculum consists of the principles of education, the content for primary schools in each year and the related subject, methods to be used in teaching and learning, goals and the objectives intended to be achieved in primary education. Subjects taught in primary schools are, for example: Kiswahili, English, arts, mathematics, science, domestic science, geography, sports and music.

2.3 Education reforms in Tanzania

There are two transformation reforms which have been taking place in primary schools. These reforms are the Primary Education Development plan (PEDP) 1&2. The Primary Education Development Program (PEDP) was launched in 2001 and its implementation started in January, 2002 with four main objectives namely: enrolment expansion; quality improvement; capacity building and strengthening institutional arrangements. PEDP (2002 – 2006) was formulated to attain medium term objectives and targets, as part of the long term objectives and targets of EFA goals to be realized by 2015. (PEDP 2002-2006).

Some key achievements realized by PEDP I in primary schools were:-

❖ Primary school enrolment increased from 4,842,875 in 2001 to 7,959,884 in 2006. The GER and NER improved from 84% and 65.5% in 2001 to 112.7% and 96.1%

in 2006 respectively. The Gender Parity Index (GPI) has remained at 0.99 over the same period.

- ❖ The pass rate at Primary School Leaving Examinations (PSLE) improved from 28.6% in 2001 to 61.8% in 2005.
- ❖ The transition rate from primary to secondary school increased from 22.4% in 2001 to 49.3% in 2005.
- ❖ The Book Pupil Ratio improved from 1:20 in 2001 to 1:3 in 2006.
- ❖ The number of primary schools increased from 11,873 in 2001 to 14,700 in 2006.

PEDP phase two started 2007-2011 and some of their successes are:

- ❖ The primary school enrolment increased from grade 1-7 from 316,925 in 2007 to 8, 363,386 in 2011.
- ❖ There was increase in number of pupils year after year. For example, in 2011, 1,388,216 were enrolled in one. This is the increase of 4,464 which is equivalent to 3.2%.
- ❖ The numbers of primary schools have been increased from 15,446 in 2007 up to 16,001 primary schools in 2011. This is the increase of 555 primary schools which is equivalent to 3.59%;
- ❖ Kindergarten pupils has been increased from 825,465 in 2007 up to 1, 069,208 in 2011, This is the increase of 243,743 pupils which is equivalent to 29.5%;

Generally, the establishment of PEDP 1&2 in primary schools in Tanzania has contributed more achievement three times compared before establishment.

2.4 Challenges facing teachers in the implementation of inclusive education in primary schools in Tanzania.

There are many challenges teachers face in implementing inclusive education in primary schools. Inclusive education is a process and therefore it cannot be attained in a single day it takes several years to reach this goal of educational for all.

The Inclusive Education Modal
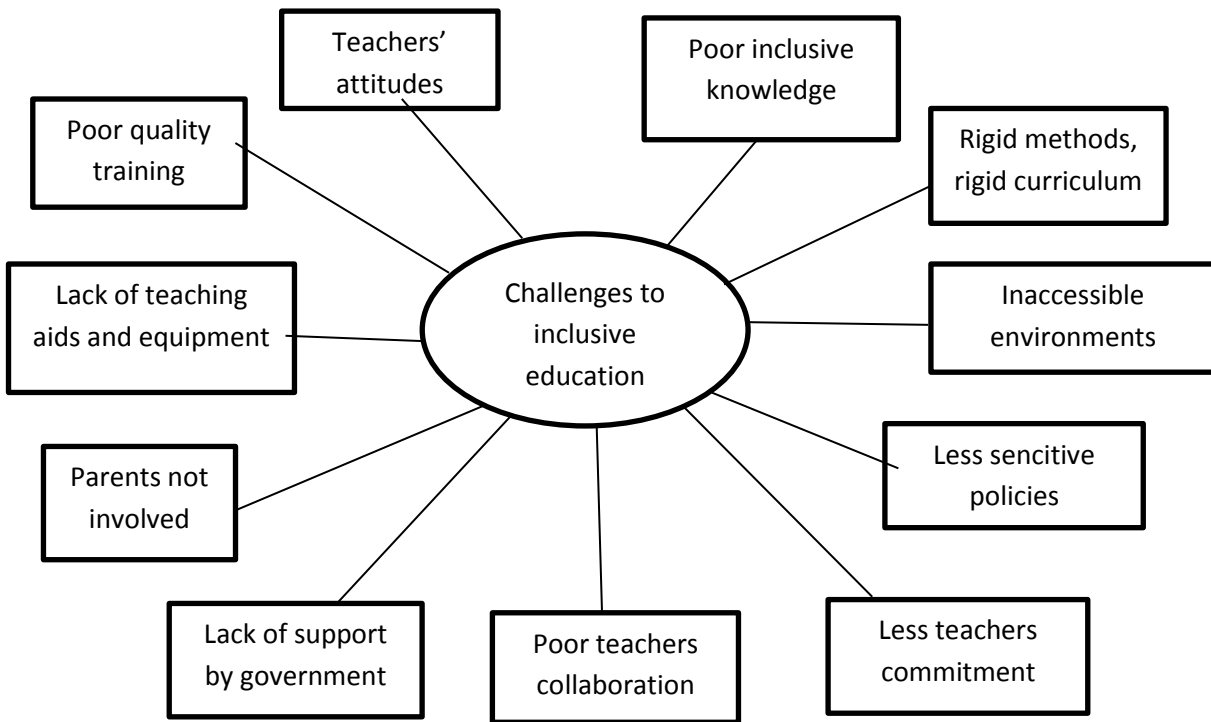
Figure 1: Inclusive education (adapted from) Little and Lewis (2007: 10)

There are many challenges which are associated with its implementation and achievement. The inclusive education model above gives some of the challenges towards the implementation of inclusive education. The challenges will be explained in relation to constructivist theory and system theory. The following are some of them:

There is poor collaboration and interaction among teachers, students and parents. This becomes a challenge for teachers to implementation inclusion. Teachers need parents' support in doing their work. In most cases teachers are unwilling to involve parents in school matters. In line with this Vigotsky (1978) emphasizes that, students have different Zone of Proximal Development (ZPD) and through interaction with their teachers or peers, underachievers get to understand the new concepts. He also stresses on cooperative dialogues between children and knowledgeable members of their society in challenging activities. Children learn to think and behave in ways that reflect their community's culture. For this matter it means that there should be a good interaction between learners and teachers. As learners learn from their teachers and they take them as their role model.

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Engen (2009) asserts that there are three ways a cultural tool can be passed on from one individual to another. The first one is imitative learning, the second way is by instructed learning and the final way is collaborative learning, which involves a group of peers who strive to understand each other and work together to learn a specific skill.

Senge (2000: 535) discusses this by saying the school should *"involve the parents and empower them to define their own challenges systematically-especially the challenges that might be in the way of an optimal education for their children- and search out unique solutions that will work for them"*. By doing so the school becomes the resource place for parents and their children.

In addition to that Parents are experts for their children, in the sense that they know better their children and have the last say on them while teachers are experts in helping the students in academic arena and provision different skills to fulfil the needs of the child. Therefore a parent needs to provide to the teacher necessary information about the child which can help the teacher to plan teaching and reaching objectives of the child. Again, teachers and parents in collaboration with counsellors need to design a way of helping the child social and emotional development (Kirk, 2011: 49). In addition to this UNESCO States, *"Education is not simply a matter for professionals. ...they have the knowledge of their children which professionals do not have"* as cited in (Mmbaga, 2002: 181). That means as far as inclusion is concerned the good cooperation between school and parents in necessary.

There is less commitment among teachers. Teaching in primary schools is stressful to most teachers. Teachers do not have commitment in teaching because they are being given low salaries and they are not respected by the society. This makes them not to play a good role for their responsibility. This becomes a big challenge when it comes to the implementation of inclusion in primary schools. In relation to system theory Senge (2000: 281) argue that teachers should be involved in creating and sustaining school wide change. To him *"involvement means teachers seeing the educational dynamics in all classrooms across responsibility"*. Mmbaga (2002) argues that teachers lack commitment because their salary is low and therefore most of them prefer to be committed to private tuition than normal class teaching because tuition gives them an extra income.

There is lack of proper knowledge towards inclusion. Most teachers in primary schools lack the knowledge of inclusive education that makes it difficult for them to implement it. Lack of adequate knowledge makes them fail to adapt inclusion. If the teacher lacks the inclusive knowledge he or she may face another problem of poor classroom management. In line with this Senge (2000) give advice that children should be provided learning opportunities during non-school hours. This will help them more on the construction of new knowledge. In addition, Winger (2008: 18) argues that *"low quality of teacher education or lack of qualified teachers might be one reason behind the poor learning outcome"* as this may be a challenge towards the implementation of inclusion.

There is presence of some less sensitive policies to the implementation of inclusive education. This includes both the policies and the people who are to implement them. In line with this Senge (2000: 536) argues that *"changing the policies affecting accountability, funding, program development and evaluation, supervision and resource deployment in response to the innovations and achievements in school communities"*. This has made it difficult in the implementation of inclusive education in Tanzanian primary schools.

Mmbaga (2002: 180) gives various policies which are the challenges in implementing inclusion in Tanzania. These are; cost sharing, decentralization and introduction of standard four examinations. According to her these policies were started in general terms given that *"the issues of equal opportunity and human rights had not been high on the political agenda, general statements of policy and intent could provide loopholes for ignoring the needs of those traditionally excluded from education"*. This becomes a challenge to teachers when it comes to the implementation of inclusion because according to him it seems the blame and counter- blame is to teachers and parents as they seem not to perform well their role as they are not specified in relevant policies such as decentralization and participation of the private sector in education development.

There is scarcity of teachers who have knowledge of inclusive education. Most primary schools lack teachers who can teach the students with special educational needs. Senge (2000: 280) argues that *"a teacher's failure to create an intellectually reflective, engaging classroom for learning is not simply malpractice it is immoral, particularly for students who do not have the option of withdrawing"*. There should be designed teaching strategies that ensure that

every child is attended individually. This calls upon the IEP through Co-teaching (Dalen, 1982).

Negative attitudes of teachers can create barriers to learning for students with disabilities. Some parents also prefer to hide their children at home to sending them to school. Wikan (2008: 12) cements this point by saying: *"the attitude of the teachers to children from poor households might add to the decision not to send or to drop out from schools"*. Sometimes parents do not like their children to attend normal schools as a means of inclusion because they think they will be segregated. This gives hard time to teachers towards the implementation of inclusion.

In labelling the teachers often construct a certain understanding of the pupils this is in accordance with constructivist theory. This has to do with the attitudinal challenges towards the implementation of inclusive education in primary schools. Most of the teachers tend to label the students according to their disabilities which make the students not to be uncomfortable. This shows that teachers themselves did not accept the disabilities the students have then it becomes a problem in implementation of inclusive education. Mmbaga (2002: 189) argues that *"arrangement for sorting pupils into groups or classes based on their assumed common abilities for learning remain common practice in many schools despite their massive warning evidence we have suggest negative influence they can have upon the motivation and achievement of large groups of pupils"*.

She gives an example of a certain school in Tanzania where she found out that labelling was being practiced. One teacher referred to a group of children experiencing difficulty in learning as "my people". She says that it was interesting to know how the teacher interacted with this group as the term connotes some kind of comradeship. However, the children with learning difficulties are the ones who are labelled as my people. These children were not allowed to answer the questions when the teacher asks. Instead he would quickly call on one of the able child to try, allowing ample time in expectation of a correct response.

> There is low expectation of teachers from the students with special needs education. Most of the teachers have given up on the success of learners with disabilities. They always take them as failures as low achievers instead of applying different ways that can help them to accommodate the students with learning disabilities. Mmbaga (2002:

191) argues that *"teachers low expectations and clearly lower children's self-esteem retards their progress. Dividing the children in two groups of "bright" and "dull" and "able" and "unable" worked against the concept and expectations of inclusion".*

This shows that inclusive education faces a serious challenge in Tanzania.

The role of inclusion is to remove this view by putting children with different learning abilities and cultures together so they can learn from each other and develop socially. These cultural differences affect their learning processes. It is important that teachers find out the knowledge level of these students which Vygotsky (1978) termed as The Zone of Proximal Development (ZPD) simply defined as the gap between what a student can achieve independently and what he or she can achieve under teachers' guidance or in collaboration with more capable peers.

There is no provision of inclusive education in universities and colleges that train teachers. The teacher are not supposed to hold the information they got instead they should put it into practice. This will help the students to be accommodated because instead of the entire burden to be left to teachers if the society gets education they can also help in implementation of inclusion. Mmbaga (2002: 190) gives an example that;

> *"A teacher was teaching a class where visual impaired students are attending. All the children in the class were taught as sighted children with the teacher writing on the blackboard and children copying what the teacher had written down".*

The teacher did not bother if they could see or not. She could not even read in favour of those who cannot see. This shows that the teacher lacked inclusive education practises that is why she was not able to realize what she was doing was not good.

Infrastructure and classrooms are not adaptive for the needs of the students. For example some of the buildings in primary schools have stairs which limit mobility of students with physical and visual impairment. Socio constructivist theory advocates that environment should be manipulated in a desirable way so that a child acquires what will help them in the future (Vygotsky, 1978). In addition, Senge (2000: 536) states that;

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> "*Use of cable television and computer networking as a powerful tool for teaching and learning for strengthening communities by linking families, school, homes, neighbourhoods, higher education institutions, businesses and community agencies. For example, technology networks can promote better system, skill and resource exchanges and other mutual aid and assistance networks*".

This might help teachers to adapt to good ways of inclusive education.

Inadequate teaching and learning resources is another challenge in primary schools. The cost of buying teaching and learning materials is high. For example, braille machines and textbooks are costly; hence, it becomes a problem to implement inclusive education Mmbaga (2002: 175) argues that, *"schools are not making necessary purchases of teaching and learning materials, equipment for making teaching aids and materials for building and completing the required number of classrooms and furniture to avoid overcrowding and having pupils sit on the floor"*. Therefore this makes it difficult for the school to plan effectively for their development and hence, teachers face problems in implementing inclusion. She emphasizes that planning is one of the guiding principles in inclusive education development (ibid). Adaptation involves changing things like teaching methods, classroom organization, physical environment and many more (Johnsen, 2001: 176). That is, teachers should make sure that each child benefits from the teaching regardless of his or her learning difficulties.

Furthermore, Mmbaga (2002) mentions that most of the primary school teachers are not aware that they can use their local environment in teaching students with special needs education. She gives an example that *"teachers were not keen to use real objects in the environment that were available free of charge and most of the teachers teach without appropriate teaching aids"* (186). She gives an example that; *"At the school where she did her research she observed that in the classroom textbooks were being shared up to nine children. Visual impaired pupils had no writing equipment such as Perkins Braille, and hand frames and styluses were not available for all pupils needing them"* (ibid: 185). Besides, Senge (2000: 280) emphasizes on nurturing pedagogy *"as the art and science of teaching that provides nourishment, support, and encouragement for all children to promote their learning at various stages of their development"*. This problem should be taken into consideration as it may be a source of difficulty in learning and therefore may be a factor for exclusion.

There is lack of awareness, among teachers, parents and the guardians about inclusion education. This is because in Tanzania inclusion has not been advocated that much so it becomes difficult to implement it. This makes most teachers not to discover the uniqueness of the students which could help them to assist the learners based on their uniqueness. Vygotsky emphasizes that, all exceptionally human, higher forms of mental activity are the result of social and cultural contexts as these conceptual developments are adaptive. They are central to knowledge and skills that are necessary for success within a particular culture as cited in (Rieber, 1998).

The examination system does not consider the specific needs of the students. For example, visually impaired students need to have more time when sitting for an exam and also there are other subjects which they cannot take for example practical studies. That means all this is a barrier towards implementation of inclusive education. Mmbaga (2002: 183) argues that *"The primary school curriculum is examination-oriented. No wonder teachers feel there is no time for them to give extra help to children experiencing difficulty in learning, arising from whatever source, including their own teaching"*. The example was given that teacher's performance in upper classes was very much associated with the school's performance in std.7 examinations. A good teacher was one who had the largest number of passes in his or her subject and a good school was one that had most pupils selected to public secondary schools by virtue of their examination results.

3.0 THEORY PRESENTATIONS

Several theories and approaches have been established to give meaning to different education concepts. Each theory has its meaning and context in which if applied will produce desired outcomes. A theory has its meanings, terms, ideas and some of them have a model which elaborates the given phenomenon. In the social sciences, most theories are associated with social problems existing in the society, among them are those related to learning. For example; learners with physical and mental disabilities are in this category. My research is on the challenges that teachers face in the implementation of inclusive education in primary schools. The theoretical framework that I will work with to explore this study is constructivist theory and system theory. I used a constructivist perspective because in implementing inclusive education there are thoughts that students with special needs have difficulties in adapting to new environments such as being an inclusive class. Constructivist theory postulates that knowledge is actively constructed by the person through cooperation with the environment. It is believed that, people construct their knowledge on the basis of their experiences from everyday life. To further comprehend the subject matter under study the application of system theory is used. This is because in the whole process of implementation of inclusive education, schools as organisations need to function as a system which cannot stand alone. It needs support and collaboration between different stakeholders. For example the ministry of education, administrators, parents and teachers need to work together to attain the benefits of inclusive education.

3.1 Constructivist theory

The main proponent of constructivist theory is Piaget whose ideas originated from psychological stages of development of children where the basis of learning is discovery. According to him, intellectual growth involved three processes. These processes are assimilation, accommodation and equilibrium. Piaget ideas on constructivism focused on individualization of learning and believed that human inquiry is embedded within an individual who construct knowledge through his or her action in environment (Pass, 2004). In addition to that,

> *"No behaviour, even if it is new to the individual, constitutes an absolute beginning. It is always grafted onto previous schemes and therefore amounts to assimilating new elements to already constructed structures"* (Irby, 2013: 171).

From this expression we can find that the new behaviour is not created by man rather it is established by individual from the experiences he or she has been through by either assimilation or accommodation. The theory was later supported by Montesory, Brunner and Vygotsky. Constructivism's main idea is that learners are capable of constructing their own knowledge. The knowledge constructed by learners can be from their personal experience or as a result of interaction with peers or with the teachers. That means a learner interaction is important because knowledge cannot be developed in isolation but through being in contact with others in the society or a given environment. Pelech and Pieper (2010: 8) believe that *"constructivism is a philosophy that views knowledge as a subjective that is shaped and structured by one's experience"*. By merely being in contact with others, a person will construct new knowledge.

Even though both Piaget and Vygotsky have made contributions to the constructivists' ideas they differ in the way they interpret the theory. Piaget believes that knowledge is constructed by an individual while Vygotsky emphasizes that knowledge is being constructed form man's experience in a social context. In line with this Pass (2004) argues that Piaget focused on an idea that human inquiry is rooted within an individual who constructs knowledge through his or her action in the environment. While Vygotsky idea base on the focus that human inquiry is embedded within culture which is embedded within social history. However Piaget did not disagree with Vygotsky's idea on the importance of social aspects in learning as an essential aspect on knowledge development.

I have chosen to work with Vygotsky's idea on social constructivism because to develop the field of inclusive education in Tanzania social context has a contribution on how its implementation is done. Vygotsky's constructivist theory is better known as social constructivism. According to him culture and social context are very important in cognitive development. To him social context appear to be very important and human inquiry is embedded within culture which is embedded within social history (Pass, 2004). Culture provides the child cognitive tools needed for development such as language, cultural history and social context. In addition, man not only develops naturally, he also constructs knowledge himself from what he or she has learned through experience (Ratner, 1991). Knowledge need to be built by a person, not just transmitted to a person. Hoover (1996) suggests two simple but important ideas that highlight the notion of constructed knowledge that; First, prior

knowledge always influences the formation of new knowledge and second learning is an active process.

Contribution of constructivist theory in inclusive education in Tanzania

Using constructivist theory there are some changes which can happen in inclusive education. Vygotsky's social constructivism ideas might have a great impact in inclusive education in Tanzania. By using his ideas in the implementations of inclusive education, benefit can be achieved. Zone of Proximal Development (ZPD) refers to the difference between what the child can do on his or her own and the help he or she needs from others experienced in the subject matter. This is important in supporting learners in inclusive education through capable peers, teachers and social context, since it is known that the main task for inclusive education is to bring about a transformation of ZPD. Vygotsky (1978: 85) stresses that, *"ZPD is the distance between actual development through problem solving under adult guidance or in collaboration with more capable peers"*. Therefore collaboration seems to be the key element in achieving inclusive education.

Constructivists believe that collaboration in inclusive schools will help teachers to solve problems that will lead to new learning for all learners and, provide explanations of their actions to their peers that will be of mutual benefit. They will have exchanged shared, understanding hence this will lead to development of cognitive abilities. Teachers will be able to plan and look for teachable moments to provide encouragement and to assist according to children needs. This will make children become more skilful after receiving sufficient support. The significance of context to learning where the use of adaptive teaching methods allows active involvement of learners should be encouraged. This social constructivist process can provide an important direction for inclusive education in Tanzania.

Principles of constructivist theory

Different scholars have given the principles of constructivism. To show this in a clear manner I have chosen to present the principles as bullet points.

Vygotsky gave four principles which are related to teaching and learning which are;

- ❖ Learning and development is a social, cognitive activity,
- ❖ The zone of proximal development can serve as a guide to curricular development,
- ❖ Learning extends beyond school to home and other environments and
- ❖ Classroom activities should always be related to real life (Irby, 2013).

Collay and Gagnon (2004) give the epistemological assumptions upon which constructivist learning is cantered: They believe that;

- ❖ Knowledge is physically constructed by learners, who are involved in active learning,
- ❖ Knowledge is symbolically constructed by learners who are making their own meaning to others and
- ❖ Knowledge is critically constructed by learners who try to explain things they do not completely understand.

In addition to this Brunner (1966) describes three key principles of constructivism.

- ❖ The first principle emphasize on readiness related to the instructions.
- ❖ The second principle is Spiral organization which means the content should both be structured and sequenced effectively.
- ❖ The third principle is generation pertains to instructions going beyond the information given.

Implication of social constructivism to teaching and learning process
Content implications
Vygotsky believed that the lesson designed for a group of learners should be learner centred and oriented towards activities through which they can be able to construct their knowledge as a result of recognition of one's experience. He considered the fact that any function in a child's cultural development appear twice or on two planes:

> "*It appears first between people as an inter-mental category, and then within the child as an intra-mental category. This is equally true of voluntary attention, logical memory, the formation of concepts and development of will*" (Rieber, 1987: 21).

From the explanation above it means that, in inclusive classroom the pupils with different learning difficulties will learn new knowledge from other learners who attend the same class and later they can construct their own knowledge. This will be a result of interaction between the children in the classroom and outside the classroom.

Constructivism has been used and applied in the field of teacher educational leadership. Dewey pointed out that one of the key components of constructivism is learning through reflection. That means reflection cannot occur unless the learner had used thinking to make a change that could be seen in action. Basing on constructivism theory, the learner theorizes

based on current experience, imagines another course of action, and takes action. Without the follow-up action, reflection has not occurred as cited in (Irby, 2013). In addition to that, Vygotsky argues that where there is no self-movement, there is no place for development in the true sense of the world. In Piaget's theory it is believed that one phenomenon replaces the other, but it does not emerge from the other (Rieber, 1987). This is one of the key lessons that teacher educators try to engage pre service teachers to entertain as they consider the complexity of context with accountability testing, multiple language spoken, different life styles, diverse learning styles, and students' diverse needs. Critical reflection and participatory dialogue with learners is essential to learning in inclusive education.

Constructivists insist that teachers should conduct assessments to find out if their set goals have been achieved. Assessment for learning may be referred to as the way of monitoring student's achievements while the process of learning is going on. This can be used by the teachers in an inclusive classroom to improve their teaching strategies when implementing inclusive education. In assessment for learning the teacher will be able to identify student's area of weakness and work on it. Assessment for learning according to Chartered Institute of educational Assessors (2008) is a powerful way of rising pupils' success. It is built on the principle that pupils will improve most if they recognize the purpose of their learning, whether they understand the goal and how they can attain it. Therefore assessment for learning is considered to be central to effective teaching and learning.

Constructivist educators believe that assessments should measure what teachers teach and what students learn. In the bullet points below are the positive qualities of good assessment as identified (Irby, 2013).

❖ Requires students to be effective performers with acquired knowledge
❖ Presents the students with a full array of tasks that align with the priorities and challenges found in the best instructional activities
❖ Attend to whether a student can craft polished thorough and justifiable answers, performances, or products
❖ Achieves validity and reliability by emphasizing and standardizing the appropriate criteria for scoring such varied products
❖ Test validity depends in part on whether the test simulates real-world test of ability
❖ Involve ill-structured challenges and roles that help students rehearse for the complex ambiguities of the game of adult and professional life (ibid: 174).

Assessment can be used as a tool to know if the students understood what they were supposed to learn. As a teacher assessment is necessary because it might lead to successful achievement of educational goals. In the implementation of inclusive education, teachers should assess themselves to know the extent to which they have achieved the goal of equal and quality education. Assessment will help teachers to know where they went wrong in the whole process of implementation of inclusive education and failure in implementation should be seen as another opportunity to improve the same.

Pedagogical Implications

Constructivist theory insists on the change of the role of a teacher from being a director to being a facilitator. In a classroom situation the role of teacher changes from that of transmitting knowledge to students to being facilitator when teaching from a constructivist theory of learning framework. That means it emphasize on the good cooperation between the teacher and students and between students themselves. Here the students feeling of identity is improved and feels high self-esteem as they are being involved in the whole process of teaching and learning. The constructivist teacher mediates, coaches, stimulates and supports students progress and assess their understanding and learning (Cobb, 1999). Students who use basic forms of tools and methods of experts in the subject area to actively construct their knowledge have greater generalization skills and transfer of learning to new context. In addition to that, Pelech and Pieper (2010) argue that a constructivist teacher views his or her role as one of managing the learning environment and acting as guide, facilitator, and coach. They keep on emphasising by saying the role of the constructivist teacher is not one of transmitting knowledge.

Furthermore it is believed that students who work in cooperation have a greater chance of developing their knowledge and skills at the maximum level. Irby (2013) argues that students who cooperate in small groups develop superior critical thinking skills and have longer retention than those who work alone. In addition to that, involving students and requiring their participation has shown positive results in diverse learners. Learners with different problems in learning may be helped by their peers and be able to understand well. This shows that cooperation is an essential component of constructivist theory. Westwood (2004) argues that knowledge is socially constructed and therefore requires interpersonal collaborative effort among learners.

In addition to constructivism theory I have used system theory. I decided to use system theory because schools as organisations do not function alone, it function as a system which includes many stakeholders. These stakeholders are like the ministry of education, head teachers, parents and teachers. In line with this, Sterret (2011) agrees that there is a strong relationship between school leaders and students achievement. In the implementation of inclusive education in primary schools all these stakeholders are included. Therefore system theory will help me to explain more on how school should function as a system towards the implementation of inclusive education.

3.2 System theory

The concept of system theory was introduced by Burtalanffy in 1937. He was a biologist and his theory was used to explain the interrelationship which exists between different organizations. He used system to outline principles which were common to system in general. He integrated the ideas of general systems theory using biological systems as a means to understand the world at large (Irby, 2013). Different writers have used the different terms and ideas related to system theory. For example, in educational context, Griffiths (1964), Senge (1990) and Morgan (1997) have incorporated the system concepts into theoretical constructs and their application to the leadership (ibid). In any system there are things which are interrelated with one another that make the whole system more than just the sum of its element. My study is based on Irby's model as will be explained further on.

Senge (2000: 73) argues that "*in organization, system consists of people, structure and processes that work together to make an organization healthy or unhealthy*". School as an organization which consist of teachers and other stakeholders if they work together they will achieve the goal in implementation of inclusive education in primary schools. This can be related to education management as a system which consists of different parts which are related and interdependent to other systems. Therefore, generally system theory sees human behaviour as the outcome of shared interactions of persons who are within the same social systems. In addition to that it has been realised that establishing routine and consistently following them built important relational trust among the leader and teachers (Sterrett, 2011).

The major issue in system theory is communication. Communication may be defined as the process of sending and receiving information from one person to another, this can be done

either verbally or nonverbal. Communication to be effective the message should be understood by both sides. Lunenburg (2010) identified important element of the communication process which are: Sender, medium, message, noise, receiver and feedback. Sender is a person who initiates the message. Receiver is an individual to whom a message is directed. Message is the spoken and or written content that need to be encoded by the sender and interpreted by the receiver. Medium is the channel by which the message is delivered and received. Feedback is the response from the receiver indicating whether a message has been received in its intended form.

Communication is very significant in any organization for the information to be able to reach the intended person. School as an organization it needs to have a good form of communication in its system. This will help the school to proper implement inclusive education. According to National School Public Relations Association (2006) it is important to establish effective two-way communication as a necessary trait for success at all levels of education, from school board to superintendent to principal, administrator and teacher. This ensures a constant flow of quality information from the administration to the school board.

Every system includes inputs, process and output. In educational context inputs may include; management, teachers, students, curriculum, environment, teaching and learning materials, time and other things. Process includes educational activities for example in the classroom situation teaching and learning activities. The output includes learning which will be indicated by behaviour, examinations and attitudes. For this matter will be the expected behaviour after the whole process in teaching and learning. After the whole process feedback is necessary because it helps to understand the achievements of the intended goal.

This concept of system theory can be explained further in the diagram bellow which shows the system modal of education as cited in Irby (2013: 810).
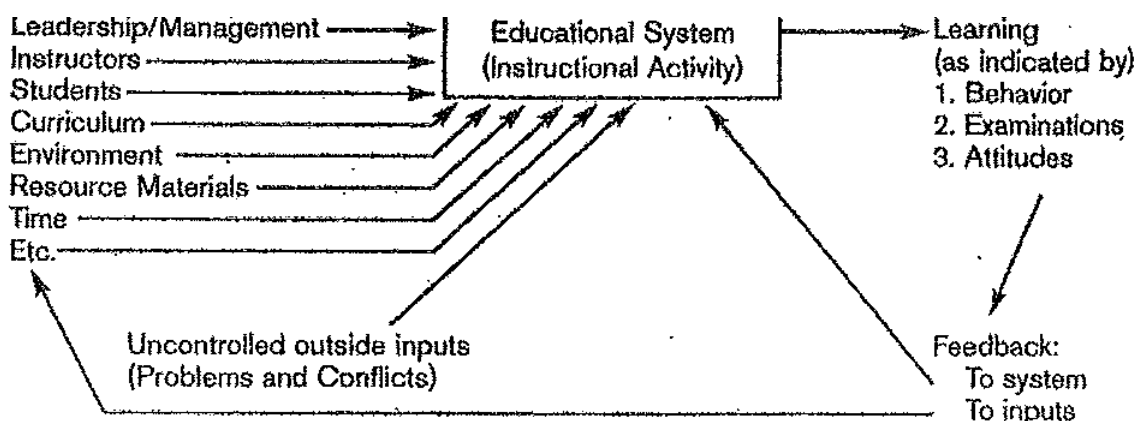
Source: Adapted from Vornberg (2010, p. 117).

In the context of inclusive education, feedback helps primary teachers to understand their level of success in implementation of inclusive education in primary schools. For example, the system modal of education indicates that feedback should be taken back to system and input. For that matter the results coming from the output will help teachers to improve the teaching methodology they have been applying in teaching in an inclusive classroom towards better achievements of the intended goal. Taking feedback to the input could require teachers to discuss among themselves or with the management that includes head teachers and the ministry of education system at large. In line with this Sterrett (2011) suggests that a successful school need to have a successful educational leader who will support and monitor all the issues taking place at school. Furthermore *"successful educational leader build regular touch points into their day in which they consistently reach out to the school community"* (ibid: 11). Teachers should discuss among themselves and the immediate school management to find out what could be done for better implementation of inclusive education in primary schools.

Educational Implication of the system theory in inclusive education

In educational context, system theory plays a great role in making the whole system function in an interdependent way. This means everyone who belongs to the system has to play a certain role. Ainscow and Sandil (2010) stresses the importance of leaders gathering, generating and interpreting information within a school in order to create an inquisitive attitude in implementing inclusive education. The emphasis is being put in working together as an organization and not as a single person. Teachers should be clear about what is to be

taught and when it is to be taught and the administrator should consistently ensure that the goals made are being met (Sterrett, 2011). Within the field of education system theory plays a major role in understanding how school as a social systems function. Here are some of the assumptions as was given by Hoy and Miskel as cited in (Irby, 2013).

- ❖ School as a social systems are goal oriented and may have a multiplicity of goals but the central one is preparation of its students for adult roles.
- ❖ Social systems are peopled, and these individuals act in roles as students, teachers, administrators and others.
- ❖ Social system is normative with individual role expectations for the role structure and prescribed behaviour.
- ❖ Sanctions exist in a social system where norms are being enforced with rewards and punishments. Informal sanctions also exist, such as ostracism.
- ❖ Schools are generally open systems that operate in an environment that include exchanges. They are affected by values of the community, by politics and outside forces.

From these assumptions we can say that the central goal of teachers in schools is to implement inclusive education and make sure all learners receive equal and quality education. All the stakeholders in the system should work together in the implementation of inclusive education. For example most of the schools see the teacher as the main implementer of inclusive education as a result of ineffective support most of the burden is left to teachers. This shortcoming with the education system makes implementation of inclusive education a challenge. A review of this systems on the principles espoused in system theory will ensure that the education sector works better.

4.0 RESEARCH METHODOLOGIES

In this chapter I describe the methodology and different procedures used during data collection and analysis. In the first part research design is discussed. The second part will be on the instrument and procedures of data collection which consist of observation and interview. The third part relates to the data processing and analysis. The fourth part presents data quality assurance involving validity and reliability. The last part will be the ethical issues consideration.

4.1 Research design

Research design may be referred to as the plan of the study that will answer the research objectives. Research designs are *the specific procedures involved in the research process which are; data collection, data analysis and report writing* (Cresswell, 2012: 20). In addition to that Yin (1994) explains a different way of thinking about research design that it is a "blueprint" of research, looking at four problems: what questions to study, what data are relevant, what data to collect and how to analyse the results. According to Bryman (2012) research design provides a framework for the collection and analysis of data. Research design according to Janesick it keeps the study centred on its purposes, while accommodating the inevitable twists and turns occasioned by real world contingencies as they are met in naturalistic inquiry (in Bazeley, 2013). The purpose of research design is to help the researcher to organize his or her ideas in a way that the researcher will be in a good flaw. Bryman (2012) gives five types of research design which are; experimental, cross-sectional or survey, longitudinal, case study and comparative design. I choose case study design to work with in my research.

Case study

In my study I employed case study design to be able to answer the research. Stake (2004) gives the definition of a case study that is both a process of inquiry about the case and the product of that inquiry. Yin (2003: 18) argues that

> *"case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real life context especially when the boundaries between phenomenon and context are not clearly evident".*

He also sees case study as a research strategy with a strong descriptive purpose (ibid). Case study has a tendency of allowing flexibility of the instrument used in data collection and allows reasonable research of the study. Cresswell (2007) gives the concept of case study that, it is a qualitative approach in which the researcher explores a case or cases over time, through detailed, in-depth data collection. For example the sources of information can be observation, interview, audio-visual material and documents and reports. In my case I have used observation and interview. Gall et al (2007: 447) gives the meaning of case study that *"Case study is an in depth investigation of two or more phenomenon in natural settings considering the perspectives of the participants involved in the phenomenon"*. Choosing case study in my research design helped me to investigate deeply the challenges teachers face in implementation of inclusive education in Mbeya city. Case study is important because by using it I was able to collect sufficient data as the focus was on small population.

There are several procedures one has to undergo when conducting a case study in qualitative research. Cresswell (2007) has explained some of the procedures which are; first, researchers should determine if a case approach is appropriate to the research problem. Second is that researchers need to identify their cases or case. Third, data collection in case study research is typically extensive, drawing on various sources of information, such as observation, interviews, documents and audio-visual materials. The next procedure is that the type of analysis of this information can be a holistic analysis of the entire case or an embedded analysis of the specific aspect of the case. In the last interpretative phase is that, the researcher should report the meaning of the case. This stage is also referred to as *the lesson learned*. I have chosen the case of two primary inclusive schools in Mbeya city because of a well understanding of this specific study.

Gal et al (2003) gives some advantages and disadvantages of a of a case study design in a qualitative research. To start with advantages; Case study researcher through plenty description can bring a case to life. Another is readers of case study report may have a better basis for developing theories, designing educational interventions, or taking some other actions. Furthermore thick description helps readers to compare cases with their own situations. A good case study report will reveal the researchers perspective and enable the readers to determine whether the investigator has the same perspective on the phenomenon as they do. Also case study is emergent quality in a sense that researchers can change the case on which the study will focus, adopt new data collection methods and frame new research questions. The disadvantages of a case study are; it is challenging to generalise the findings to

other situations. Also ethical issues may rise if it shows difficulties in the report to cover the character of the society or those who were studied. furthermore case study are highly labour intensive and require highly developed language skills in order to identify constructs, themes, and pattern in verbal data and to write a report that brings the case alive for the reader.

As identified by Stake (2004) intrinsic case study is carried out because one wants a good understanding of a particular case. Furthermore many case researchers rely on subjective data such as the testimony of participants and the judgement of witnesses but to make empirical data more objective there should be the use of replicative, falsification and triangulation methods (ibid). This is also emphasized by Bazeley (2013) that intrinsic case study is more significant to sufficiently represent the case than to draw generalizations. That is why in my research I used observation and interview as insisted in case study designs that the use of more than two ways of data collection might help a case study researcher to avoid subjective data.

4.2 Qualitative approach

In order to find out the challenges teachers face in the implementation of inclusive education in primary schools qualitative approach was used. *Qualitative approach allows researchers to get at the inner experiences of participants, to determine how meanings are formed through culture and to discover rather than test variables* (Corbin & Straws, 2008: 5). Creswell (2012) stresses that, qualitative research is suitable in addressing a research problem which you do not know the variables and need to discover. In line with this De Vaus (2002) argues that qualitative method are often regarded as providing rich information about real life people and situations and being more able to make sense of behaviour and understand it within its wider context. The natural setting of this study was in an inclusive classroom where teaching process occur. Teachers were observed and interviewed on how they teach in their classes. This helped me to find out how they teach the students with special needs education. From this observation I was able to find out the challenges they face in the implementation of inclusive education. Qualitative research uses interviews, observation, document analysis and audio-visual materials in data collection among others (Cresswell, 2009).

Stake (1995) gives some characteristics of a good qualitative study that its observation and immediate interpretations are validated through the use of more than one method of data collection, its report assist readers to make their own interpretation. Another characteristic is that qualitative study is sensitive to the risks of human subjects research and lastly is its

researchers are not just methodologically knowledgeable and experienced in some substantive discipline but competent in the relevant disciplines. In addition to that Cresswell (2012) stresses some of the characteristics of qualitative research which are; it helps in exploring a problem and developing a detailed understanding of a central phenomenon. Another characteristic is stating the purpose and research questions in a general and broad way so as to the participants' experiences. Another one is it allows collecting information based on words from a small group of individuals so that the participants view is obtained. Furthermore it helps in analysing the data for description and themes by text analysis and interpreting more meaning of the findings. The last characteristic is in writing the report using flexible, emerging structures and evaluative criteria, and including the researchers' subjective reflexivity and bias.

The reasons that I selected qualitative approach are; the characteristics above support the provision of detailed information from the research participants. Qualitative approach allowed me to get into respondents' personal world and gain deeper and clear understanding of their experiences and feelings. The nature of the study and kind of data to be obtained demanded this approach for example personal interview and observation.

4.3 Methods of data collection

During the investigation on the challenges which face teachers on the implementation of inclusive education in primary schools interview and observation were used.

4.3.1 Observation

The observation was my main instrument of collecting data. Since the study was about challenges on implementation of inclusive education, therefore it was important to see what teachers do in the classroom. Maxwell (2005) argues that it is known that observation often provides a direct and influential way of learning about people's behaviour and context in which this occurs. In line with this Gall et al (2007) says observation provides rich data sources that offer an in-depth explanation of the case.

In this study I observed teaching methods which were used by the teachers during classroom instructions to primary pupils of grade five with a focus on how the teacher integrate those with special needs education. I also observed lesson plan and scheme of work the teacher use in the classroom. The observation method may supplement what the oral interview may not suffice. In line with this, Gall et al (2007) state that there are two types of observations in qualitative research. The first one is reactive observation which occurs in a real life context

where research participants know that they are being observed. The second type is non-reactive observation which involves observation behaviour in which research participants do not know that they are being observed.

Table showing the observation schedule

Teachers	Observation	Time	Subject
Teacher A	2	80 minutes	English
Teacher B	2	80 minutes	Mathematics
Teacher C	2	80 minutes	English
Teacher D	2	80 minutes	Mathematics
Total	8		

In line with this Bryman (2004) gives the major types of observation research which are: structured observation, systematic observation, participant observation, non-participant observation, unstructured observation, simple observation and contrived observation. Observation instruments can be observation schedule. I used non-participant observation. I believe that non-participant observation gave me a great chance to observe what the teachers are doing in an inclusive class.

Advantages of observation

Observation is very important among the data collection instruments. According to Marshal& Rossman (1995) the following are the advantages of observation. It is used to find out complex interactions in natural social settings. They also believe that even in depth interview studies, observation plays a significant role as the investigator notes body language and affects in addition to the person's worlds.

Limitations of observation

Limitations which are likely to occur during observation are closely related to the role of inquirer in observation. This may be because the researcher assumes the participant, nonparticipant, or middle-grounded position. Taking the field notes, recording quotes perfectly for inclusion and determining the good timing for moving from a nonparticipant to participant. Researchers sometime tend to disclose themselves to the participants, sharing

relationships with other individuals and attempting to disengage from the site (Cresswell, 2007 p.139).

4.3.2 Interview

This study involved semi-structured interviews which are attached in appendix number 8. The interview involved open-ended questions that were asked to the interviewees. The questions were constructed from my knowledge gained from literature on inclusive education, my experience on Tanzania's educational system, my educational background, and my personal interest. According to Maxwell (2005) interview is often an efficient and valid way of understanding someone's perspective. The questions that I asked were therefore inquisitive, exploratory and analytical focusing on the challenges facing the implementation of inclusive education in Mbeya city. This study will allow explanation of the interviewees views about the challenges they face on the implementation of inclusive education.

The interview was administered to the four teachers and one head teacher who were sampled for the study. Interview allowed me to gather more accurate data about research participants' values in the teachers own voice. During the interview I used tape recorder with the permission from the teachers and prepared interview guide were used. I interviewed the teachers about what I observed in the class during the lesson. In line with this Kvale (1996) explains that interview in qualitative research attempts to understand the world from the subjective way, to unfold the meaning of peoples' understandings, to discover their lived world prior to scientific justifications.

Gall et al., (2007) mention three types of interviews in qualitative research. First, informal conversation interview which relies entirely on the spontaneous generation of questions and natural interaction and research participants may not realise that they are being interviewed. The second type is the general interview guide approach which involves the same outline of a set of themes to be explored with each respondent. The third type is the standardized open-ended interview which involves the same set of questions being asked to each respondent in order to minimize the possibility of bias.

Advantages of interview

There are several advantages of interview according to different scholars. Marshal& Rossman (1995) gives the advantages of interview is a useful approach to get large amounts of information quickly. When more than one interviewee participate the interview process

gathers a wide variety of information. There is the possibility of immediate follow-up and clarification. If interview combined with observation, it allows the investigator to know the meaning people hold for their daily activities.

Limitations of Interview method

Limitations in qualitative research may occur depending on the procedure of conducting interview. Normally the limitations occur because of unexpected behaviour of the interviewees on the way they answer the questions and how they react to sensitive issues. Cresswell (2007) gives some of the limitations of conducting an interview.

Conducting interview is demanding and this might be a problem especially to most of the researchers who are not experienced in doing research. Preparations of the interview equipment may lead to the limitation of the study because they need to be well prepared before the interview, for example, recording equipment. Another limitation may rise due to the process of questioning during the interview. For example responding by using low voice and handling emotional outbursts may create a barrier during interview (ibid).

4.4 Area of the study, Population and Sampling

Area of the study

This study has been carried out in Mbeya city in Tanzania involving two different schools. The study was conducted in these two schools because they are schools designed by the ministry of education as inclusive schools. The reasons for choosing this study area is that I am familiar with this area well and I grow up there. Mbeya is a town sharing boundaries with two neighbouring countries which are Malawi and Zambia. Mbeya has a population of 2,707,410 people according to Global Population Statistics, 2012). It is among the fastest growing region in Tanzania. It covers the area of 60,350 square kilometres.

Population

Population may be defined as certain group of people in which a researcher is interested in. Cresswell (2012) defines population as a group of individuals with some common defining characteristic that a researcher can identify and study. In this study the population was formed by five teachers which involve four primary school teachers and head teacher from one school. All the teachers were purposeful selected from inclusive schools.

Sampling

This study employed purposeful sampling. In purposeful sampling the aim is to choose cases that are likely to be information rich with respect to the purpose of the study (Gall et al, 2007). Purposeful sampling according to Patton is the typical approach to sampling with the aim of generating insight and in-depth understanding of the topic of interest as cited in Braun & Clarke (2013). Considering the focus of the study; challenges that face teachers in the implementation of inclusive education in primary schools in Mbeya district, Tanzania. Five teachers formed the population. Two schools were sampled and from each of the school grade five teachers were purposeful sampled. I have decided to select one head teacher and four teachers who teach in inclusive classes in standard five because of the experience they have in that profession and the reason to why they face some challenges. By using these five teachers I got more information concerning the challenges they face in implementing inclusive education.

The reason for choosing the two schools is because is of the time limitations and resources to reach many schools in Mbeya districts that has a total of 65 schools. The information gathered from the two schools can therefore be a representative of the conditions of other schools in Mbeya city. In line with that Gall et al (2007) argues that the study intentionally opted to select cases of which it considered to be information rich with respect to its purpose.

4.5 Data Processing and Analysis

Data processing consists of editing, coding, classifying and entering them for interpretation. Field notes from interviews and observation which were written in Kiswahili were translated to English. This is because I used Kiswahili during interview, as it made the respondents not to face any barrier during the interview. From the field notes, themes were formulated which were relevant to the data collected from the interview and observation in accordance to the specific objectives of the study. The results from analysis were described in a narrative.

4.6 Data Quality Assurance

In a qualitative study validity and reliability are the terms that used to measure the quality of the study. In this stage it is where the trustworthiness of the project can be assessed.

4.6.1 Validity

According to Stake (2003: 134) a *good case study research follows disciplined practices of analysis and triangulation to tease out what deserves to be called experiential knowledge from what is opinion and preference*. I took long time in collecting data with a followed observations and interviews so as to collect rich and valid data. Both long term and

involvement and interviews enabled me to collect data that was detailed and varied enough that it provided a full and revealing picture of what is going on (Maxwell, 2005). After collecting data I gave feedback to the people who were studied to reduce misinterpreting the meaning of what they have said and done, and perspectives they have towards inclusion in Mbeya city. Validity of the study went along the theory of analysis as stated above and the ethical issues as stated below.

4.6.2 Reliability

Reliability is the accuracy of work in the research. For the research to be reliable it must prove that if it were to be done on a similar group of respondents in a similar context the similar results would be found. According to Gall et al (2007) reliability is used to measure quality of the research in qualitative paradigm. Through interview with unstructured questions and observation methods which was used and repeat the same question is evidence of reliability. Using multiple methods as direct observation and interview ensured reliability due to the fact that, the greater the number of methods used the more accurate the findings will be.

During data collection process I made sure that phone contacts are maintained between the respondents and the researcher this helped me to continue asking for more information and clarification in areas which seems to be necessary.

4.7 Research Ethics

Studies that involve collecting data from participants' researches should consider protecting research participants from possible harm and how to secure privacy and confidentiality and make a plan or how to do this (Gall et al, 2007). In my study I highlighted and took into consideration three main issues. One is the recognition of the political and education authority by seeking permission to carry out the research in the district. Second I respected and maintain the informed consent and right of data dissemination from the interviewees. Third has kept confidential the interviewees identity. The name of the schools was anonymous and the teachers' names were represented by letters. This reduced the possibility of the participants being recognized. After collecting the data I erased it after its use. Ethical consideration is part of the research works and cannot be avoided Bryman (2004).

I carried out my research within an area with political boundaries and educated people. To enter into that area I needed to ask for the permission Letter from Hedmark University College which helped me to get the permission to conduct my research from the Ministry of Education and Vocational Training (MOEVT) in Tanzania. The permission helped me to get

the permission from the Regional Educational Officer (REO) who deals with the educational administration governance of the whole regional. The District Educational Officer (DEO) deals with educational administration in the area and the head teacher of the schools that were selected for this research. These authorities gave me the permission and authorization for the right to reach the places and find the recognition from those to be interviewed. Ultimately people have right to be informed of what the research is about and they have the right to the information they present (Fluebr, 2003). Therefore, in every step of my research I always presented the nature of my study and ask the interviewees for the information while at the same time informing them the way I was going to use their information. I guaranteed confidentiality to the research participants and assured them that the research was specifically for academic purposes and will therefore not bring about conflict to their work or position in their schools. I gave them interview concert forms which they all agreed to sign.

5.0 PRESENTATIONS, ANALYSIS AND DISCUSSION OF FINDINGS

This chapter presents analyses and discusses the findings collected from the field. The study's intended at investigating the challenges teachers face in implementation of inclusive education in primary schools in Tanzania with the case study of Mbeya city primary schools. This research was guided by three research objectives:

- ❖ The first objective was to explore the kind of knowledge teachers have about inclusive education
- ❖ The second objective was to assess the teaching methods teachers use in an inclusive classroom.
- ❖ The third objective was to find out the challenges which face teachers in implementing inclusive education.

Findings were collected by using two research methods, which were observation and interview. Observation method was used to collect data for questions which were covered by the second and third objectives. It was important to use observation method for these questions in order to have plenty of information on the challenges of implementing inclusive education in primary schools which was a key aspect of this study. Data collected from interview and observation were analysed by the use of questions and two theories. The theories used were System Theory and Constructivism Theory.

The study was conducted in two inclusive primary schools. I did my research in fifth grade of each school. These schools had a large number of children with small number of teachers. The teachers had no enough experience in teaching inclusive classes. The teaching experiences varied from one teacher to another. The teachers are assigned classes where they teach all subjects. A big burden indeed as a teacher has to be in class the entire day.

In the presentation of the findings, verbalism statements from the respondents are used in order to maintain the originality of the information collected. The findings are presented in consideration of the research objectives. In each part I start by presenting the data, followed by discussion of the findings in relation to theoretical approach and literature which were reviewed in chapter two. The anonymity of respondents is ensured by the use of letters A, B, C, D, and head teacher.

5.1 Teachers' Knowledge on Inclusive education

This is one of the specific objectives of the study. In responding to the question on the concept of inclusive education teacher had different views according to their understanding. The question was what do you understand by inclusive education? Most of the answers from teachers showed some sense of recognition and welcoming attitudes towards inclusive education.

According to teacher A, *"Inclusive education is the type of education which has a mixture of children with special needs education and normal children"*.

I was interested to know who are normal children and those with special need. Teacher A replied by saying, "*Children with special need are like those children with mental retardation, blind and deaf"*. According to him *normal children are those who have no disabilities"*.

Teacher A from his explanations had revealed reasonable knowledge on inclusive education. Teacher B responded to the question by saying, *"…………type of education which includes different types of children in the same classes"*. - From this explanation it shows that the respondent is aware on inclusive education since she was able to give a general concept on the question I asked.

Teacher C said, *"Inclusive education is a type of education which involves all the students in consideration of their needs"*. Teacher C was able to give a bit more explanation on inclusive education even though he failed to give some examples when I asked him "who are those students involved and what are their needs".

Teacher D and head teacher had a similar view, *"Inclusive education is a system of provision of education by including all children with special need education and normal children in the same class"*. From the above explanation the head teacher and teacher E shows that they have enough knowledge on inclusive education.

Discussion

The response of interview shows that all the teachers are aware of inclusive education since all of them were able to give their understanding on inclusive education. Even though inclusive education can be so much more than what they have said. Studies done in Tanzania

by Zombwe (2010) revealed that most of the teachers in Tanzania don't have enough knowledge on inclusive education. Suzanne (1999) stresses that teacher's knowledge and beliefs on inclusive education could lead to its proper implementation. Having an idea of inclusive education does not mean they know everything as related to inclusive education. A study done in Tanzania by Miles (2003) revealed that teachers are not trained well in this new role of inclusive education. In line with that teachers in inclusive schools in Tanzania are not aware of inclusive education and how to make environment become friendly to all learners (Lewis & Little, 2007). Even though all of them gave their views their definitions lacked certain aspects of inclusive education. They don't recognize that talented children need special education. Pelech and Pieper (2010) argue that becoming a constructivist teacher, you will find yourself thinking differently about how you think about knowledge, learning and the role of the teacher. In addition to that constructivist teacher will understand the planning process, assessment and curriculum which are suitable to different types of learners in the classroom. All the teachers have educational background in different aspects and not in inclusive education while all of them teach in an inclusive school.

The findings revealed that most of the teachers do not have education in inclusive education and out of those interviewed, only two had taught inclusive classes for more than two years. This was also evident in literature review as Winger (2008: 18) who noted that *"low quality of teacher education or lack of qualified teachers might be one reason behind the poor learning outcome"*. That means from the findings it is evident that lack of trained experience compared to relevance of teachers owns teaching in inclusive education reduces the skill to meet specific needs of the learners.

5.2 Teaching methods used in inclusive classrooms

It was important to know different teaching methods used by teachers to meet the needs of the pupils with special needs education in and outside the classroom. In line with this constructivism as a curriculum organizer and a teaching strategy, has been effective for diverse types of students in inclusive schools, including those labelled as having special needs, students regarded as gifted, and students considered at risk (Pelech and Pieper, 2010). In addition to that Vygotsky's cognitive development and the idea of ZDP insist upon giving assistance and help to the learners (Rogoff, 2003). It is believed that if these learners are given assistance they could perform better. Childrens level of understanding differs from one

another, so it is important for teachers to use different environments apart from classes to develop a better understanding.

The question that I put forth was; *"Please can you tell me what kind of teaching methods you normally use in order to improve abilities of pupils with special needs education"?*
All respondents replied that they use different methods to meet the needs of the learners in the classroom. For example some of the ways they use are; Question and answers, Lecture method, group discussion, demonstration, peer-tutoring, sports and games, oral and written question, , guided participation, small groups discussion, tutorial and role play . All the teachers admitted that it is difficult to employ one method of teaching in an inclusive environment therefore most of the teachers prefer to use mixed method in teaching. In addition to that teacher C said that, *I normally use mixed method since the special needs student's gets tired too early. For example I normally teach them by songs, sports and games. Otherwise they won't be able to concentrate so changing activities even if the target is to teach them the same thing is important in inclusive classes.*

Questions and answers

It is important to apply different methods in inclusive context since the teaching methods is an essential tool in reaching the learners needs. Question and answers helps the learners to get the opportunity and explore more the concepts. By applying this method in inclusive classroom the teacher will be able to give more examples and clear up confusion that exists among the learners. This method was used by all the teachers in asking questions in class. For example teacher A, B and C had a similar answer.

Teacher A added by saying, *"I normally ask questions to the class and let them respond according to their understanding.*

Teacher B emphasised that question and answers *simplifies work because students with special needs can easily learn from their fellow student responses.*

Similarly teacher C said, "*when teaching mathematics I can start with question and answers by writing on the chalkboard then I…….."*

The teachers gave further explanations that they have been trying to help all the students in their classes according to their needs but the challenge is still to those children with visual impairment and hearing impairment. Teacher A and D responded by saying they face some challenges because the school does not have essential tools to help these students.

Teacher A said"… *school does not have any teaching aids basing on specific children area. For example we don't have books for students with visual impairment.*

Teacher D had the following to say *"We are supposed to use projector but since the government promised to buy one for us they have not brought it up to this time, this makes our work more difficult".*

During observation it was revealed that question and answers was the method used by all the teachers. I observed that teacher A used this method when teaching English. He asked the questions by writing on the chalkboard and asked the students to find the answers in the books. Teacher B used this method in the class and she asked the students to respond together (chorus answers). The same applied to teacher C and D who used mixed method.

Lecture method

Lecture method is among the teaching method mentioned to be used by teachers and can be applied in a context where there are many students in the classroom. The head teacher argued that most of the teachers prefer this method because it is a good way in accomplishing the content on time.

Teacher A said, *"I use this method only when I want to provide some information to students when they need to do a certain work".*

Furthermore teacher C prefers to use this method because ….. *"It simplifies work since she had many students in the class".*

I observed that this method was not used by many teachers in inclusive classrooms. Most of the teacher use lecture method in a combination with other method to support the lesson. Only teacher A and C preferred to use lecture method often.

Group discussion

It is a type of teaching method where by learners learn by being involved in the process of teaching and learning. Teachers said they use this method in inclusive context because it involves learners. Teacher A and D said this method helps learners to gain more knowledge as they will be able to get opinion from others. Whereas teacher B and D agrees by saying it makes learning to be more interesting to learners.

Teacher A had the following to say, *"I use group discussion when I want the students to give examples in the specific lesson…"*

In addition teacher D said, *"I use group discussion in the class and outside the class I prefer taking my students to natural settings"*.

Through observation it was revealed that teachers preferred to use group discussion because it was easier to help learners in the groups. Teacher D said group discussion helps all the learners to participate in the specific lesson.

Demonstration

In an inclusive context demonstration is used as a way of teaching learners by imitation. Most learners prefer to watch when others do something before they can do it themselves. All teachers said that they normally use this method because it helps the learners to learn new skills. Teacher D emphasized that this method helps learners to build more confidence and facilitates learning evaluation.

Teacher B said that, *"sometime I take a special need student in front of the class and see if he or she follows what I am doing by asking him or her to repeat what I am doing"*.

Teacher C had this to say, *"…….I writes on the sand and I ask them to do the same......."*

This was revealed during observation that demonstration helped learners to learn easily. I observed that this method when used by teacher B students was able to get enough support and the teacher was able to evaluate depending on the performance of the students.

Peer-tutoring

Peer tutoring is a method which employs peers in teaching. All the teachers said they usually use this method in teaching. Teacher B and D said they prefer this method because it increases interaction between the students in an inclusive classroom. Teacher C emphasized by saying a student feels more comfortable being taught by fellow student hence meeting the needs of the student and increase the cognitive ability development.

Teacher A said, *"I use students who I know have understood well the lesson to help those with special needs in the class"*.

Teacher B said, *"I use peer tutoring because students can easily learn from their fellow student"*.
Teacher C said, "…when *I see they don't concentrate then I assign them to work in pairs"*.

It was observed that only teacher B used peer tutoring in the class when teaching. It is believed that peer tutoring can increase the achievement in different subjects to the learners. Teacher should play a big role in monitoring, evaluating and making sure that the pairs are helpful to them.

Sports and games
Sports and games are very important in education. Teacher B and C said they prefer using this method in inclusive classes. Since it is believed that in inclusive education sports and games plays a great role in establishing a good relationship between students and increase the development of cognitive abilities of the learners. Teacher C admitted that being away from the classroom makes the learners become more creative and decreases disrupting behaviour.

Teacher B had the following to say, *"I normally teach them by songs, sports and games"*.

Teacher C said, *"students in the class differ a lot in different subjects and others are very good at physical work so what we do is asses them and put them where they fit depending on their strength and weakness"*.

Through observation the use of sports and games helps the learners increase knowledge and skills hence building their cognitive abilities. All the students were seem to be enjoying and interested in the lesson. This method gave all learners the opportunity to participate in

learning. Teacher B said that Sports and games as stated by help students to have well healthy.

Oral and written question

In an inclusive classroom using oral and written question as a teaching method is important because all the learners will be able to participate fully in the lesson. All the teachers admitted to use this method in teaching. Head teacher emphasized that inclusive classroom comprises of students with different needs so it is a task of the teacher to use this teaching methods in order to achieve the learners needs.

Teacher A said, *"I normally write the questions on the chalkboard and I read the same questions to those having visual impairment".*

Teacher C said, *"During a short period test of 15 minutes I normally use oral and written but not often".*

Through observation oral and written testing proved to be useful in inclusive education since all the learners regardless of their disabilities were able to do the test. This was used by teacher C during mathematic testing in the classroom. For example those who had hearing impairment were involved in written testing and those who are visual impairment the teacher used oral testing. The teacher was able to determine the independent level of mastery for every child in the subject matter.

Guided participation

Guided participation is a type of teaching method where by a teacher participate in the whole process of teaching and learning. This method helps the learners in engaging in mental and physical activities that will help them to understand and retain the information presented. In an inclusive classroom students' needs to be guided by their teachers when doing different activities and a teacher should make sure that the students are on the right track.

Teacher A said, *"I go through special needs students one by one and instruct them for the second time".*

Teacher B said, *"I normally make all learners participate in the subject matter and I believe this helps them understand more"*.

Teacher D said, *"I help them learn by seeing and being nearby them"*.

Through observation this method was used by teacher A, B and D. It was observed that at least a teacher could take two minutes of attending to few learners with special needs. Teacher A and D did this during English subject and teacher B did the same thing when she was teaching mathematics. This increases good relationship between teachers and students in an inclusive classroom.

Small group discussion

Small group is among the methods of teaching which is applied in primary schools. This is being done by having a small group discussion obtained through the teachers' supervision. This method is believed to be the best method in learner-cantered approach where by the learners are being involved in the whole process of teaching and learning. All the teachers said they like using this method.

Teacher B said, *"I don't use this method all the time because I have many students in the classroom"*.

Teacher C said, *"I normally use small group discussion when I want the children to use books in doing exercises"*.

Through observation teacher C used this method. When other teachers were asked they said it is difficult to use this method since we have many students in the class hence becomes difficult to manage them. However in a manageable class this method increases participation among children in an inclusive classroom.

Role play

This is among the teaching methods which are applied in inclusive education as it gives the learners a great chance of participating in learning. All the teachers said they use it in inclusive classroom. Teacher A, B and D acknowledged that this method helps the learners to be creative in learning and it also encourages understanding for other situation. The head

teacher emphasized that if this method is used, learners with different disabilities feel free to contribute in the whole process of learning.

Teacher A said "*I apply this method by taking them in the field to learn by action, for example taking them to the farm*".

Teacher B said, "*I normally tell them to come with teaching aids like fruits and other things .....*"

Classroom observation showed that only Teacher A used this method for teaching. He took the students to the school garden and started asking them to mention the types of vegetables they have grown. The teacher emphasized participation by letting those who answer to say it loudly and touch the type of vegetable being mentioned at a specific time.

Collaborative teaching and learning

Teachers in inclusive classroom should work in collaboration with their fellow teachers. This method might be helpful to students since teachers differ in the way of presenting materials. Furthermore collaboration between students is necessary in teaching as was revealed by head teacher that students with low ability in learning will learn from their more capable peers.

Teacher A said, "*I use capable peers who I know can help those with special needs in the class*".

Teacher B said, "*I talk to another teacher so that he or she can come and talk to them then you can try to apologise*".

Through observation this method has proved to be effective in inclusive classrooms. It was used by teacher B. She asked for help from other teachers when one student was not listening to her. This method helps the learners to work together and help each other also it improves social interaction among learners. It is a good strategy of teaching in an inclusive classroom.

Discussion

Using different teaching method in an inclusive classroom is important and helpful to all the students. The environment we live is full of things that can help the children learn and remember many things. *Adoption of constructivist approach in the classroom requires a shift from a teacher-directed method to a student-centred, active approach* (Westwood, 2004: 22). I was very impressed by teacher B and D the way they teach the children. Taking the children

out of the classes makes them change environment and the lesson becomes not boring to them as a result they enjoy while learning. In constructivism teaching it advised to analyse the effects in terms of academic achievement, self-concept, learning strategies and student preference for teaching styles. According to Pelech and Pieper (2010) using constructivism method of teaching plays a great part in students understanding. They give five different steps which constructivist teaching consists: first step is inviting ideas, exploring, proposing, explanation solution, and taking action. This approach seems to be more effective since it encourage motivation to learners, anxiety towards learning and self-monitoring.

Children have different level of understanding and so by using mixed method while teaching helps the children to learn from one another. Through the use of peer tutoring some of the children in the classroom feels more comfortable to ask their fellow student than to the teacher therefore makes it easy for them to learn from each other. Constructivists believe that students learn when they teach others, explain to others, or demonstrate a concept to others (Pelech and Pieper, 2010). According to Vygotsky (1978) student have different cognitive level of development and he emphasizes that every child is born into a different cultural historical setting and develops in an interaction with his or her surroundings. In addition to that social constructivist acknowledges the importance on cooperative group work and discussion focused on reliable investigations and problem solving (Westwood, 2004). System theory suggests that to succeed in education students should be seen as individuals (Sterrett, 2011). This is the only way in which a teacher can attend to the needs of the students as an individual. In line with this Vygotskian approach stresses that effective teaching involves providing opportunity for learners to work with a concept in a space of reasons within which it falls and within which its meaning is established (Derry, 2013). Furthermore Aincsow & Sandill (2010) argues that methodology for developing inclusive practices must take account of social processes of learning that go within specific contexts also stakeholders should look for a common way to guide their practice.

Teaching aids are very important since they help teachers to simplify the lesson and make it easy for the students to understand in the class. Lewis and Little (2007) reported that Tanzania had some priorities on implementation of inclusive education in primary schools. These priorities were; Improving teachers' teaching styles and methods in the classroom, to make sure there is availability of good quality learning and teaching materials, and ensuring the necessary support for preserving educational ethics. Using learner centred approach in

teaching constructivist belief that it will includes creating their own rules, definitions and experiments (Pelech and Pieper, 2010). Thinking of the visual impaired students they are in a disadvantaged group because most of the time they depend on the help they get from other students. The teacher may try to write on the blackboard for other to read but still the visual impaired will not benefit from this. Utilizing Constructivist practices to introduce the framework to those who will be using it not only makes good pedagogical sense, it validates the concept of understanding itself Pelech and Pieper (ibid). Therefore in a situation like this where most of the teachers do not have teaching aids especially books then it becomes a problem for students to understand the lesson. Furthermore students learn by participating in activities that enable them to create their own knowledge.

5.3 Challenges facing teachers in implementing inclusive education

During data collection it was important to know the challenges which teachers face in implementing inclusive education. This question is the core of my study. The responses obtained from the interviews helped me to understand the challenges teachers face in the implementation of inclusive education in primary schools. The teachers responded as follows:

Insufficient teaching and learning materials

Teaching aids are very important in teaching learners in an inclusive classroom. Since a good lesson presentation should comprise all the essential tools which will help the learners understand well the lesson. Insufficient teaching resources make it difficult for the teachers to deliver the materials and for the learners to understand the lesson. Hence it is a challenge to teachers to implement inclusive education in a context like this.

Teacher A and D said, "*We don't have teaching aids especially in inclusive classes*".

Teacher B said, "*I have few teaching aids but we still have a problem in books*".

Teacher C said, "*We use special needs teaching aids but we don't have for inclusive classes*".

Head teacher said, "*There is no supporting teaching and learning materials for inclusive education*".

Lack of inclusive education

Teacher's failure to implement inclusive education is a result of not having educational background in inclusive education. It is believed that the content knowledge of inclusive

education among teachers is essential since it help them in instructing the students with barriers in learning. Most of the teachers complained about this situation and noted that it really affected their performance. All the teachers said they had not been specially trained in inclusive education.

Teacher A and B said, "*We don't have any educational background in inclusive education*"

Teacher C and D had similar answers that, "*we have educational background in special needs education but not inclusive education*".

Head teacher said, "*The teachers in my school don't have education concerning inclusive education including myself*".

Large number of students

Large number of students is among the challenge that teachers face in implementation of inclusive education. The teachers complain that they have many students in the class who needs support but it becomes a challenge because teachers cannot manage all of them. Therefore the number of students in the classroom affects the implementation of inclusive education.

Teacher A said, "*There is a poor ratio between teachers and students*".

Teacher C said, "*The number of students is large compared to the number of teachers*".

Unclear policies on inclusive education

Another challenge given by teacher is having unclear policies on how inclusive education in primary schools should be implemented. They believe that if there could be a clear policy which states how to implement inclusive education it could be better. They cannot implement a policy that they do not know.

Teacher C said, *"We don't have a clear implementation of inclusive education in primary schools"*.

Head teacher said, *"I don't have any guidelines on how inclusive education should be implemented"*.

Lack of support from the government

There is lack of support from the government that is caused by lack of a policy on inclusive education. Teachers complain that the government is not supportive in the implementation of inclusive education because all the promises made by its officials have come to naught.

Teacher C said, "*In our schools we lack the support from the government*".

Head teacher said, "*The government does not support inclusive education as it is supposed to*".

Lack of collaboration between teachers and parents

Another challenge mentioned by the teachers is lack of collaboration between teachers and parents. This becomes a setback in the implementation of inclusive education because teachers and parents need to work together in the achievement of this goal. This was also supported by the head teacher who said that there was *no effective cooperation between teachers and parents of students with special needs education.*

Few teachers

The Tanzanian government has not allocated sufficient resources to the training of inclusive education teachers and that explains the short fall. The few that are trained together with the untrained ones are usually insufficient to handle the numbers of students that require inclusive education skills. They are therefore overburdened making it impossible to achieve the objectives of inclusive education.

This was revealed during the interview with the teachers and head teacher.

Lack of fund in supporting inclusive education

Teachers said that one of policies of implementation of inclusive education is that all the children are supposed to have lunch at school. But the problem is the schools don't have sufficient funds to buy food for the whole school. As a result they don't buy food at all. Funds are also not sufficient for the purchase of training materials for inclusive education.

Negative attitude of teachers and parents

Most of the teacher have negative attitude to students with special needs. They blame this on the fact that they are not specially trained in inclusive education and such do not possess the necessary skill to offer quality services to the student. It also arises out of the frustration of

not acquiring teaching materials and aids for inclusive education classes. In addition to these, the teachers said that there is also a challenge of parent's attitudes towards learners with disabilities, it seems that some of the parents fail to accept the challenges a child has.

Teacher C said, *"Many parents have not accepted the children problems/ disabilities and they don't accept our advice"* and Teacher D had almost a similar observation and noted *"parents neglect their children and they don't take the children's disability as part of normal life"*.

Discussion

Challenges facing teachers in the implementation of inclusive education in primary schools in Tanzania are many. The research I did covered only two primary schools in Tanzania with a sample of five teachers only and this may not be representative across the country. There might be different challenges in other places. What I was able to find is that most of the blame on implementation of inclusive education goes to government. In literature review Mmbaga (2002: 175) stresses the challenge on implementation of inclusive education that, *"schools are not making necessary purchases of teaching and learning materials, equipment for making teaching aids and materials for building and completing the required number of classrooms and furniture to avoid overcrowding and having pupils sit on the floor"*. Public schools in Tanzania are funded and audited by government and if schools are not provided sufficient funding they cannot make purchases of the material needed to carry out the education function. In addition to that studies done in Tanzania revealed that there are no clear policies and documents on how inclusive education should be implemented in schools (Gronlund, Lim and Larson, 2010). In line with this disintegration of policy has been pointed out as a key barrier in understanding it in relation to different areas of inclusion (Gidley, 2010). Teachers complain that what the government says is quite different from practice. In short there is no enough support from the government concerning inclusive education. Hornby (1999) gives some factors for a successful inclusion these are, visionary leadership, collaboration between stakeholders, refocused use of assessment, support for stuffs and students, appropriate funding levels, parental involvement, effective programme models, curriculum adaptation and instructional practices. In many developing countries there can be issues around shortage of staffs, huge class sizes, lack of support staff and additional administrative responsibilities and less space of collaboration may act as a barrier for the implementation of inclusive education Ainscow & Sandill (2010).

A good teacher is the one who knows his or her students' needs. A teacher will not be able to know the need of the children if he or she does not know the level of understanding between the learners. It is evident that, culture of the work place affects teachers, their work output and definitely their students (Ainscow & Sandill, 2010). System theory suggests that teachers should take a look at each learner and understand that each one is unique. Furthermore they emphasise that students differences, if given the right guidance students will find the right fit within the classroom environment as they meet new challenges (Sterrett, 2011). A research done in Tanzania by Miles (2003) revealed that some of the teachers in Tanzania had received in service training, however still expressing their need for training and their lack of self-confidence in teaching children with learning difficulties, in spite of the fact that many of them were used to handling classes of over 100 children. The suggestions given by the teachers towards the improvement of inclusive education in Tanzania are very important. This is because inclusive education cannot happen overnight. It is a process which may take a number of years. These suggestions if taken into consideration might help to make some changes in inclusive education.

Ainscow & Sandil (2010) emphasise that the development of inclusive education practices requires processes of social learning within particular organisational contexts. They also give possible examples of low leverage activity in the education field including: policy documents, conferences and in-service courses (ibid). A review of literature concluded that the issue of inclusion is increasingly seen as a key challenge for educational leaders. They also suggests that with continuing diversity, schools will need to thrive on uncertainty and have a greater capacity of collective problem-solving and hence be able to respond to a wider range of learners. Constructivist leadership involves reciprocal processes that enable participants in an educational community to construct meanings that lead toward a common purpose about schooling.

6.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents a summary of findings of the study, conclusion, recommendations and areas for further study.

6.1 Summary

The study aimed at assessing the challenges that face teachers in the implementation of inclusive education in primary schools in Tanzania. The data collection process included responses from primary schools teachers and head teacher. In this study, I was able to conduct a semi structured interview with five (5) respondents and also observations by sitting in the classroom during normal class lesson.

The study had three specific objectives as summarized below:

The first objective was to find out the teachers knowledge on inclusive education. The study found out that all the teachers have knowledge about inclusive education. All the respondents were able to explain the concepts of inclusive education according to their understanding. In addition, the study revealed that not all teachers had formal education on inclusive education. The environment does not support inclusive education and this was evident from the sitting arrangement where students with mental disability have their own desks. When I asked the teacher he said that, *these students are very stubborn and when they seat with other students they make others not to concentrate on their studies.*

The second objective was to examine the teaching methods teachers use in an inclusive classroom. The findings indicate that, most of the teachers use mixed method when teaching. For example they use question and answers, small group discussion, sports and games, songs, group discussion, peer tutoring, pair sharing and study tour. These methods seem to be very helpful as I observed during class hours the students were very active and were enjoying the lesson. The findings indicate that the students with special needs like those with visual impairment do not benefit from the way their teachers present the lesson in the class. This has been due to the absence of teaching aids which can be used by braille students. Lack of enough special needs education among teachers also seems to affect the students

understanding in the classroom since the teachers do not know how to handle these students in inclusive classroom.

The third objective was to find out the challenges which face teachers in implementing inclusive education. The findings revealed that, the teachers face problems in teaching in inclusive classes because they lack some skills on how to handle the students. There is absence of teaching and learning materials especially for visual impaired students. There is no enough support from the government that can help to maintain students at school, for example food and facilities for sports and games. There are no seminars for teachers to attend so that they can learn new skills on how to handle the children in inclusive classes. There is no good cooperation among teachers and parents on solving the problems the children have. In short the system does not give enough support to teacher so that they can get motivation on teaching in inclusive education classes. It shows that teachers have been left with the burden of taking care of the children at school and other stakeholders don't see it as their responsibility. For example, the head teachers, parents, administrators and the ministry of education do not participate fully as should be.

In suggesting the way forward, the following were suggested: teachers should be formally educated so that they have the knowledge of their work and responsibilities. There should be effective monitoring and evaluation if the goals of inclusive educational have to been achieved. There should be cooperation between teachers and other stakeholders to make it easy for the implementation of inclusive education in primary schools. The government should support the schools by the provision of funds and teaching and learning materials. Teachers should be involved in decision making concerning how to implement inclusive education because this will help in achievement of its objectives. The government should ensure quality education to all the students. In addition it was suggested that the government should employ teachers who have inclusive education for inclusive schools. It is by doing all these that can be guarantee for quality and equal education for all.

6.2 Conclusion

In this study the findings show that, to a large extent the lack of training in inclusive education to teachers contribute towards a poor inclusive education implementation in primary schools. However, other factors also compound these challenges. But these can be

countered if all stakeholders are involved in decision making and particularly the teachers of inclusive education.

6.3 Recommendations

6.3.1 Recommendations for Improvements

Based on presented results, discussion and conclusion several issues would need to be addresses in order to enhance the implementation of inclusive education in primary schools. The following recommendations are among the issues that can be addressed to enhance the implementation of inclusive education in primary schools.

Educational policies should be reviewed to take full account of individual differences and situations. The importance of sign language as the medium of communication among the deaf, for example, should be recognized and provision made to ensure that all deaf students have access to education by using sign language. Owing to the particular communication needs of deaf and deaf/blind persons, their education may be more suitably provided in special schools or special classes and units in mainstream schools according UNESCO (1994) Statement at Salamanca.

There should be cooperation among teachers, children and parents. Cooperation helps the teaching and learning process in schools to run smoothly. Teachers are able to teach and learners are able to learn. Healthy interactions promote achievement for learners. Mmbaga (2002) argues that *"the knowledge children create during their school and classroom experiences should be seen as a combination of interactions with teachers, adults, and other pupils the school should be seen as immediate and extended family members and to all the people who come in contact with them"* (p.191).

There should be the provision of teaching and learning materials which might be helpful for teachers in order to help learners with special educational needs. Mmbaga (2002) suggests that, using whatever resources available in the classroom could have had telling effects on the learning of all children. She says *"Given the assumption that any child may experience difficulties in school at some stage"* teachers need to accept and find a way of how to help these children in regular classes.

Teachers should accept students with learning barriers and assist them to achieve the goal of an inclusive education. Teachers should know that it is right to be different and accept their learners the way they are and remember that they also have some strengths and weakness.

Parents and other members of the society should be provided with civic education about inclusive education in order to assist the schools effectively. Mmbaga (2002: 18) suggests that

"building partnerships between school, families, and communities focus on finding ways in which families and communities can support the school". She emphasizes that the school can act as the resource in the community. This means that it can provide services and facilities which promote the life of community but which are not necessarily to do with education. Many schools do this informally.

There should be revision of curriculum to make it flexible so that teachers have room to use different teaching styles to achieve the same objectives.

6.3.2 Recommendations for Further Studies

Since the study covered inclusive schools in Mbeya city only, it is important that other studies be carried out in other regions in order to make comparisons.

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Appendices
Appendix 1: Letter from Hedmark University College

Høgskolen i **Hedmark**

Chaula, Getruda Japhet

Storgate 59, 3HO407

0182 Oslo

Date: 13 Jan. 2014

Your ref:

Our ref:

TO WHOM IT MAY CONCERN:

Request for access to data collection for a master's thesis

This is to certify that, Chaula, Getruda Japhet, date of birth 23.07.81, is a full-time student pursuing a course of masters in adapted education at Hedmark University College.

In our master's program students in final year conduct an independent inquiry for their master's thesis. Our student Getruda Chaula is in her final year and will need access to empirical material from schools for her master's thesis. We would kindly request that the relevant authorities give the student the access required to the schools and educational establishments necessary in order to undertake field work and research. All data will be anonymised before use. The result will be treated confidentially, and so no findings will be made public unless the parties involved have given their permission.

Hedmark University College is hoping that your institution will accept collection of data necessary for Getruda J. Chaula's work. Thank you!

Questions can be directed to the responsible person below

Hamar, January 09, 2014

Stephen Dobson

Professor in Education

Faculty of Education and natural science

Hedmark University College

Campus Hamar

N-2418 Elverum, Norway

Tlf +47

Stephen.Dobson@hil.no

Appendix 2: Letter from Ministry of Education and Vocational Training Tanzania

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

Cable: "ELIMU" DAR ES SALAAM
Telex: 41742 Elimu Tz.
Telephone: 2121287, 2110146
Fax: 2127763

Post Office Box 9121
DAR ES SALAAM

In reply please quote:

Ref. ED/EP/ERC/VOLVI/ 31

Date: Wednesday, 15th January, 2014.

The Regional Administrative Secretary, Mbeya Region

ATT. Region Education Officer

RE: RESEARCH CLEARANCE FOR MS CHAULA, GETRUDA JAPHET

The above-mentioned is a bonafide student of The Hedmark University College (Norway) who is conducting a research on the topic titled **"CHALLENGES THAT FACE TEACHERS IN THE IMPLIMENTATION OF INCLUSIVE EDUCATION IN PRIMARY SCHOOLS IN TANZANIA"** as part of her course programme for the award of Masters programme.

For the purpose of accomplishing this study, the researcher will therefore need to collect data and necessary information related to the research topic from the selected primary schools in your region

In line with the above information you are being requested to provide the needed assistance that will enable him to complete the research successfully.

The period by which this permission has been granted is from **January to March, 2014.**

By copy of this letter, **Chaula, Getruda Japhet** is required to submit a copy of the report (or part of it) to *the Permanent Secretary, Ministry of Education and Vocational Training* for documentation and reference.

Yours truly,

Mr. Erasmus J. Buretta
For Permanent Secretary

CC: Ms Chaula, Getruda Japhet – The Hedmark University College

Appendix 3: Letter from Regional Educational Officer

THE UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

MBEYA REGION
TELEGRAM: "REGCOM"
Telephone No: 025-2504045
Fax No.025-2504243
Email: *rasmbeya@pmoralg.go.tz*

REGIONAL COMMISSIONER'S OFFICE,
P.O. Box 754,
MBEYA.

In reply please quote:

Ref. No. DA.191/228/01/226

22 Januari, 2014

District Administrative Secretary,
P.O. Box 255
MBEYA.

REF. RESEARCH PERMIT

Please refer to the above captioned subject.

May I introduce to you **Chaula, Getruda Japhet**, from   Hedmark University College

At the moment she is conducting research on **"Challenges that face Teachers in the Implimentation of Inclusive Education in Primary Schools in Tanzania"** A Case of Selected Public Secondary and Primary Schools Teachers in Mbeya City Council from **January to 2014 to March, 2014.**

Please assist her accordingly.

Maria J. Sepocho
For: REGIONAL ADMINISTRATIVE SECRETARY
MBEYA

Copy: Chaula, Getruda Japhet,

    "   Ministry of Education and Vocation
                 Training,
                 S.L.P 9121,
                 DAR ES SALAAM.

Appendix 4: Letter from District Educational Officer

THE UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

MBEYA REGION
TELEGRAM: "ADMIN".
Telephone No: 502309.
Fax No. 025-2502567.
In reply please quote:

DISTRICT COMMISSIONER'S OFFICE
P.O. Box 255,
MBEYA.

Ref. No. AB.120/369/01/8

27th January, 2014

City Director,
P.O. Box 149,
MBEYA.

REF: RESEARCH PERMIT

Please refer to the above captioned subject.

May I introduce to you Chaula, Getruda Japhet, from   Hedmark University College

At the moment she is conducting research on "**Challenges that face Teachers in the Implimentation of Inclusive Education in Primary Schools in Tanzania**". A case of Selected Public Secondary and Primary Schools Teachers in Mbeya City Council from January to 2014 to March, 2014.

Please assist her accordingly.

Geoffrey G. Annaniah
For: **DISTRICT ADMINISTRATIVE SECRETARY**
MBEYA

Copy: Chaula, Getruda Japhet.

"   Ministry of Education & Vocation Training
           P.O. Box 9121,
           DAR ES SALAAM.

Appendix 5: A consent Letter for Teachers

LETTER OF INTRODUCTION

To: The Head Teacher/ Class Teacher

Dear Sir/ Madam,

Re permission to carry out Research in your school

The heading above is concerned. My name is Getruda Japher Chaula, a second year student of Hedmark University College, Norway doing masters of philosophy in Adapted Education. I intend to research on the topic CHALLENGES TEACHERS FACE IN IMPLEMENTATION OF INCLUSIVE EDUCATION IN PRIMARY SCHOOL: I have identified your school for the purpose of this study for the reason that your school is an inclusive school. Therefore I strongly feel that your participation in this study will be very valuable help as together we will find proper interventions for reducing the challenges teachers' face in implementation of inclusive education in your school.

The interview conversation will be recorded through tape recorder and notes in order to have all the important information provided. Nobody will have access to your data except me and you will not be recognized by anyone and soon after the submission of the thesis all these data will be erased.

I consider your opinion as very important and will appreciate your participation very much, though the participation is voluntary and you have the right to withdraw from this participation any time you wish to.

I will appreciate if you would like to participate in this interview please complete the attached letter of concert. For any further explanation, you are welcome anytime.

Thank you very much

Your sincerely,

Getruda Chaula.

Email: gkc1981@yahoo.com

Appendix 6: Informed Concert Form

Informed Consent Form

I have received oral and written information about the study Challenges teachers face in implementation of inclusive education and

Would like to participate

Full name of the participant teacher…………………………………………………

Signature………………………

Date…………………………...

Mobile phone number………………………………

Do not want to participate

Name of the teacher…………...

Signature………………………

Date: …………………………..

Appendix 6: Interview Guide for Teachers

1. What do you understand by the term inclusive education

2. Do you have any background in inclusive education? (Interested in training and qualifications)

3. How long have you been teaching in an inclusive classroom? (3B: Follow up question: Kind of experience)

4. Please can you tell me what kind of teaching methods you normally use in order to improve abilities of pupils with special needs education?

5. Can you describe how do you use different teaching methods to meet the needs of pupils with learning difficulties in and out classroom?

6. May you briefly explain how do you differentiate the independent level of mastery to pupils with learning difficulties?

7. Do you have any of the teaching aids, especially extra that you use to facilitate learning to pupils with special needs? How do you use teaching aids in your lesson presentation and experiences of pupils with learning difficulties?

8. How do you incorporate manipulative and hands on activities for pupils with learning difficulties?

9. Can you describe how you transform pupils with special needs from concrete to abstract learning?

10. What challenges do you face in implementing inclusive education?

11. What are your general suggestions that you think can improve the implementation of inclusive education in primary schools?

Appendix 8: Observation Guide

Name...................

Subject.................
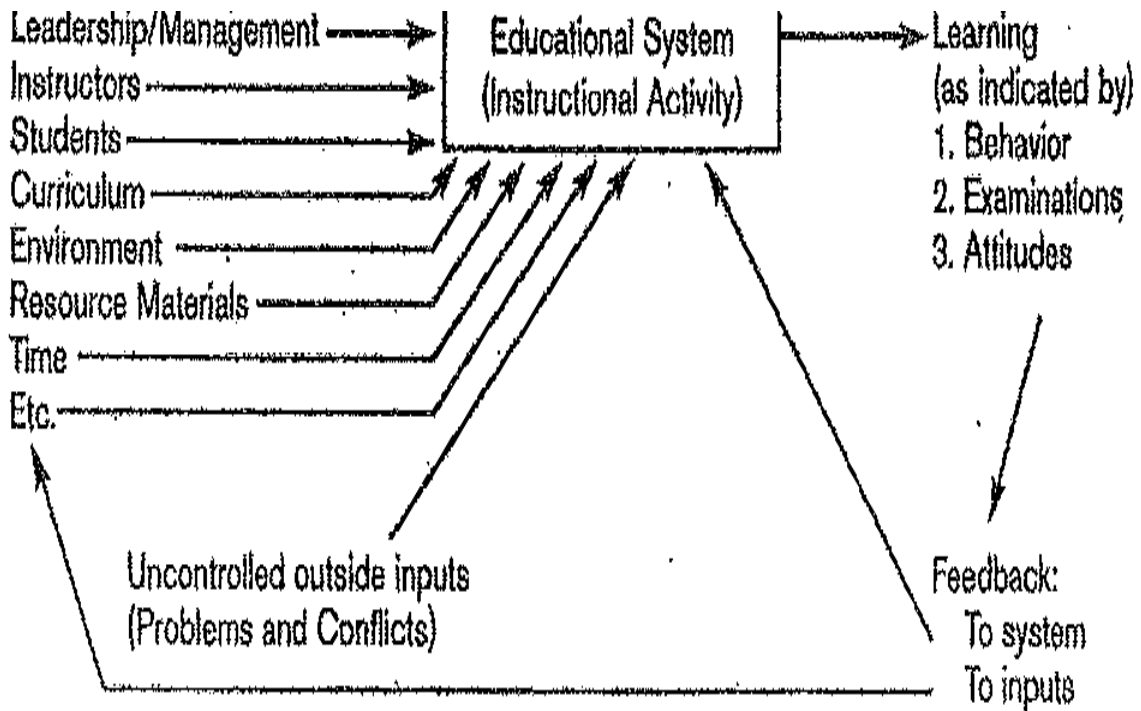
Grade...................

Date....................

1. Looking at the classroom arrangement and organization if it facilitates inclusive education.
2. Observing the interaction between teacher and pupils in an inclusive classroom.
3. Communication between the teacher and pupils with special needs education.
4. Identified methods which teachers use in an inclusive classroom

   (a)

   (b)

   (c)

5. Observing the effectiveness use of teaching aids.
6. Observing the way pupils with special needs use learning materials.
7. Observing the time pupils with special needs education spend on task.
8. Identifying teacher's knowledge and ability in instructing pupils in an inclusive classroom.
9. Observing the way teachers use syllabus, scheme of work and lesson plan.

Appendix 9: Table showing Observation schedule

Teachers	Observation	Time	Subject
Teacher A	2	80 minutes	English
Teacher B	2	80 minutes	Mathematics
Teacher C	2	80 minutes	English
Teacher D	2	80 minutes	Mathematics
Total	8		

Appendix 10: IRBY'S SYSTEM MODEL OF EDUCATION

Adapted from Irby (2013)

Leadership/Management ⟶ Educational System (Instructional Activity) ⟶ Learning
(as indicated by)
1. Behavior
2. Examinations
3. Attitudes

Instructors ⟶

Students ⟶

Curriculum ⟶

Environment ⟶

Resource Materials ⟶

Time ⟶

Etc. ⟶

Uncontrolled outside inputs
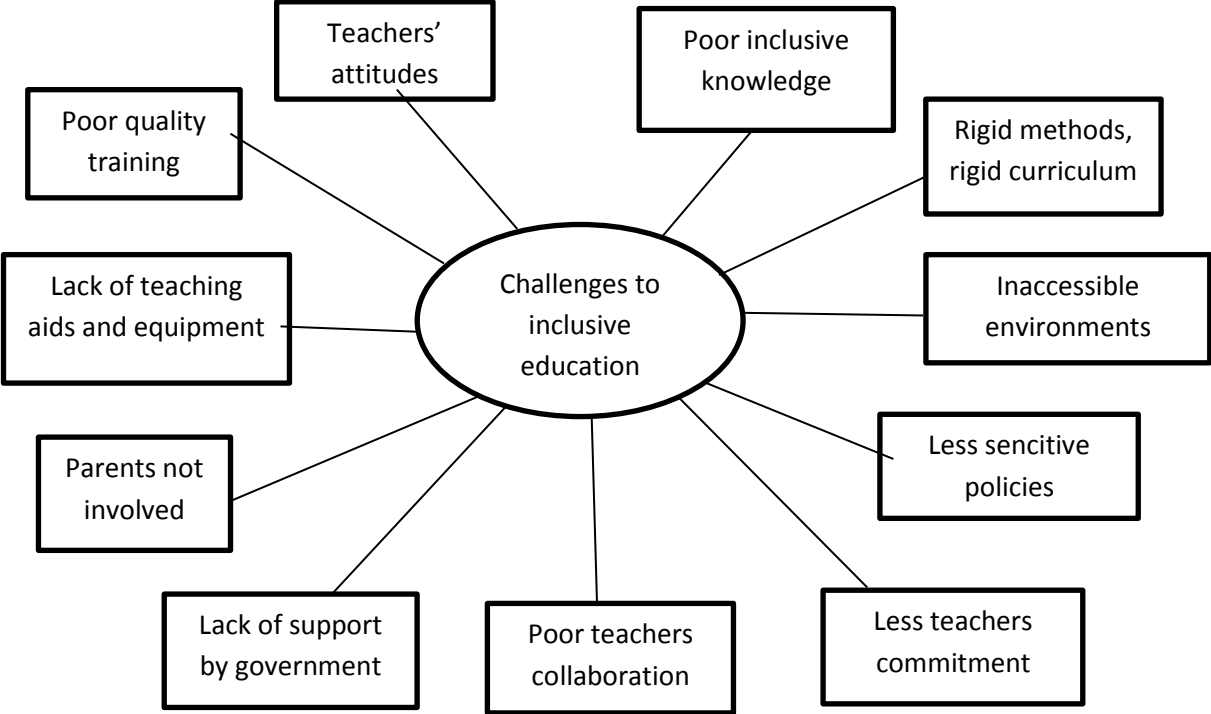(Problems and Conflicts)

Feedback:
To system
To inputs

Source: Adapted from Vornberg (2010, p. 117).

Appendix 11: The Inclusive Education Modal

Adapted from Little and Lewis (2007)

The Inclusive Education Modal

The Inclusive Education Modal

- Teachers' attitudes
- Poor inclusive knowledge
- Poor quality training
- Rigid methods, rigid curriculum
- Lack of teaching aids and equipment
- Challenges to inclusive education
- Inaccessible environments
- Parents not involved
- Less sencitive policies
- Lack of support by government
- Poor teachers collaboration
- Less teachers commitment

Appendix 12: Map of Tanzania, showing Mbeya and neighbor countries

Adapted from http://www.world-guides.com/africa/east-africa/tanzania/tanzania_maps.html