Teachers' attitudes towards inclusive education in regular primary schools in Tanzania

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Abstract

The main purpose of this study was to investigate regular primary school teachers' attitudes towards inclusive education in regular primary schools in Tanzania. It was a qualitative study design, aimed at: first, to explore regular primary school teachers' knowledge and understanding of the concept inclusive education; second, to examine regular primary school teachers' feelings towards teaching students who face barriers to learning and participation in regular schools and third, to investigate regular primary school teachers' ability to create inclusive cultures and evolve inclusive practices in the regular school. Those three specific objectives reflected the three components of attitudes whereby the first objective assessed cognitive components, second affective and third behavioural component.

Purposive sampling technique was used to select two regular primary schools from one of the administrative regions found in Northern Tanzania. The sample included 10 regular primary school teachers (five teachers from each school).
Data were gathered through personal interviews and non-participant observation methods. Furthermore, data of this particular study were subjected to transcription as well as thematic analysis. The study findings were presented in relation to the main themes, categories and direct statements of the responses of the participants so as to maintain the flavour of the original information

This study showed that regular primary school teachers who participated in this study have limited knowledge about inclusive education. The findings also revealed that regular teachers have negative feelings towards teaching students who face barriers to learning and participation. Furthermore the study showed that regular primary school teachers have low ability to create inclusive cultures and evolve inclusive practices in the regular settings. Based on those findings the study concluded that regular primary school teachers who participated in the study have negative attitudes towards inclusive education.

During the process of data analysis and categorization of the themes, the findings revealed that there are some factors which contribute to regular teachers' negative attitudes towards inclusive education. Those factors are: lack of inclusive training, low salaries, and lack of motivation,

shortage of teachers, lack of enough teaching and learning materials, lack of government support and poor support from parents and the community at large.

Based on the study findings the investigator recommended that Ministry of Education and Vocational Training (MoEVT) should provide inclusive education to all regular primary schools teachers through in-service training, and inclusive education should be included in the curriculum of general teachers' education. Teachers' salaries should be equivalent to their work load. Government in turn should provide support to the regular teachers in term of relevant and enough teaching and learning resources and advice. Furthermore parents and the community at large should provide enough cooperation and cooperation to teachers.

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Dedication

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Abbreviations

AIDS	Acquired Immune Deficiency Syndrome
CRC	Convention on the Rights of Children
EFA	Education for All
GDP	Gross Domestic Product
HIV	Human Immunodeficiency Virus
IE	Inclusive Education
ICC	International Conference Centre
MDGs	Millennia Development Goals
MKUKUTA	Mkakati wa Kukuza Uchumi na Kupunguza Umaskini Tanzania
MoEVT	Ministry of Education and Vocation Training
NASUWT	National Association of Schoolmistress Union of Women teachers
NSIE	National Strategy on Inclusive Education
PEDP	Primary education Development Program
REO	Regional Education Officer
TFDPO	Tanzania Federation of Disabled People Organization
TESDP	Tanzania Education Sector Development Program
TNEA	Tanzania National Education Act
UN	United Nations
UNESCO	United Nations Education, Science and Cultural Organization
UNICEF	United Nations Children's Fund
UNIDO	United Nations Industrial Development Organization
URT	United Republic of Tanzania
WCEFA	World Conference on Education for All

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1.0 INTRODUCTION

This study aimed to investigate regular primary school teachers' attitudes towards inclusive education in Tanzania. Tanzania is located in the Eastern part of African continent just south of the equator between the great lakes of Tanganyika, Nyasa, Victoria and Indian Ocean (URT, 2000). Tanzania's education system has four levels which are pre-primary, primary and secondary as well as university level. This particular study focused on primary level. At primary level, there are three types of primary schools: there are former special primary schools nowadays inviting other learners, schools previously dealing with one type of disability now accept other learners with other types of disabilities and the regular schools which accept all types of learners in their localities. This study conducted at two regular primary schools which accept all types of learners in one administrative region in the northern part of Tanzania.

1.1 Background of the Study

According to Tanzania National Education Act (TNEA) No. 25 of 1978 every child in Tanzania is entitled to receive primary education which is free and compulsory (URT, 1978). This country is among countries which agreed to meet the learning needs of all children, youths and adults by 2015 (MoEVT, 2009). Furthermore, Tanzania has also ratified several United Nations documents which fight for equal access to and quality of education for all children regardless of their sex, socio-economic status, cultural background, ethnicity as well as disability conditions (TFDPO, 2010). It also adopted Article 28 of the Convention on the Rights of the Child (CRC) which emphasise that quality education is the basic right of every child (Farrel & Ainscow, 2002).

Despite the ratifications of those documents and good statement from TNEA, the research done by Haki Elimu (2006) shows that many children in the different parts of Tanzania who have been identified as vulnerable, disadvantaged and disabled face barriers to learning and participation which make them not attend the schools as they are supposed to do. UNESCO (1994) recommends that the countries of the world have to find out ways of removing those barriers which make learners not attend schools as they are supposed to do. There is an emerging consensus that those children and youths who are vulnerable, disadvantaged and disabled should be educated with their same-age mates in the educational arrangements made for the majority

children in their local areas (UNESCO, 1994). Booth and Ainscow (2011) claim that; schools have to introduce inclusion in the regular education system as an effective approach to address barriers to learning and participation. The concept of inclusive education was adopted at the World Conference on Education for All which was held in Salamanca, Spain from 7th -10th June 1994 (UNESCO, 1994). In Tanzania specifically the idea of inclusive education was started in 1998 in Dar es Salaam region whereby the pilot study was conducted in Temeke district under the supervision of the Tanzania Ministry of Education, the Salvation Army and UNESCO (Tungaraza, 2012).

In order to ensure the effective implementation of inclusive education in primary schools as the means of removing barriers to learning and participation the Tanzanian Government formulated different programs and strategies. Those strategies and programs include:

Primary Education Development Program (PEDP) (I) 2002-2006 and PEDP (II) 2007-2011. The main objectives of these two programs were to translate Tanzania's Development vision of 2025 and education and training policy of 1995 into a specific priorities and achievable targets in the medium term and to realize the goals and targets agreed upon in the Salamanca statement and framework for action of 1995, Dakar framework for action for education for all (EFA) and the summit Millennium Development Goals (MDGs) (TESDP, 2009). These programs aimed at ensuring that all people in Tanzania, especially children, have access to quality education as their basic right (MoEVT, 2009).

As a result of those programs Tanzania has made major advancements in improving access to primary education. The education Sector review of 2006 and 2007 recorded that there have been significant advancement in enrolments, school infrastructures and the provision of teaching and learning materials (MoEVT, 2009). However these achievements did not materialize to benefit vulnerable, disadvantaged and disabled groups (TESDP, 2009). In 2007 Tanzania government introduced the National Strategy on Inclusive Education (NSIE), aiming to provide all children and adults in Tanzania with equitable access to quality education in inclusive setting (MoEVT, 2009)

Although the Tanzanian government is working hard to formulate various programs and strategies on inclusive education, yet teaching and learning are not accommodative for learners who face barriers to learning and participation (ICC, 2008). This is also argued by Zinda (1997)

who says that in most developing countries and Tanzania particularly, the provision of inclusive education is not well realized. Florian (1998) in the same line argues that although the movement for inclusive education is part of a broad human rights agenda, there are many barriers which hinder the effective implementation of an inclusive education in different parts of the world. According to MoEVT (2009) the barriers which hinder the implementation of inclusive education in Tanzania can be viewed in three dimensions which are: barriers in policy, culture and practice. These three dimensions are also presented in the Index for Inclusion which is shown along sides of the triangle (See figure 2) (Booth & Ainscow, 2011).

Table1 below shows the summary of barriers which hinder effective implementation of inclusive education in Tanzania.

Table 1. Barriers which hinder implementation of inclusive education in Tanzania

Barriers in policy	Barriers in practice	Barriers in culture
Inadequate policy and regulatory frameworks in addressing diversity and promoting Inclusive Education	Uneven distribution of resources by basing on population ratios; failing to take into account other sources of support at the disposal of some schools e.g. schools owned/supported by the private sector faith based institutions compared to public/community schools.	Lack of awareness and resistance to change among implementers
Inadequate budget allocation resulting in shortages in teacher education, Equipment, learning materials, etc., as well as overcrowding and poor facilities.	Limited number and capacity of staff to cater for diversity at different levels	Cultures and customs that ostracize e.g. girls impregnated out of wedlock, stigmatization attached to impairments/ HIV and AIDS/ minority groups, etc
Top down approach to inclusive education	Poor utilisation of existing resources	Irresponsible parents or inadequate support from parents

Physical barriers to accessing education, e.g. lack of transport, poor roads, inaccessible buildings	No reliable accreditation, quality assurance and quality control to monitor the status, legitimacy and appropriateness of institutions and programmes	Poor morale and attitudes of teachers due to lack of support and proper remuneration
Inadequate Early Childhood Development Programme	Not enough teachers' colleges to train sufficient numbers of teachers as required in schools	Culture of violence and abuse, including corporal punishment
Regular teacher training and inclusive teacher training are not planned and developed to achieve proper standards	The intake of students for teacher education not streamlined	Poor collaboration between parents-teachers, teacher-teachers, teacher-students and students-students.
Too many Ministries are involved in the financing process of primary education and when the funds reach schools, they seem to be reduced; the financing modality for 'special needs' is based on child-based funding formula - and which is not operational at the moment	Limited knowledge of and unclear definition of roles and responsibilities	Poor social economic status among parents
The financing of current special education is not very clear due to multiple structures	Lack of health services including provision of first aid facilities	
Lack of incentives for teachers, particularly, for resource and low salaries	Lack of school feeding programmes	
Inadequate budget allocation to provide educational support	Geographical barriers, including long	

for learners who face barriers to presence, participation and learning	distances to school	
Inadequate measures in education to alleviate the impact of poverty	Inadequate and inappropriate school infrastructure, including toilets, playing grounds, classes, teachers houses	
Implicit acceptance of corporal punishment and abusive behaviour in education	Poor implementation strategies of policies, programmes and curricula	
	clinging to teacher-centred pedagogy	
	Shortage of qualified teachers and non-teaching staff resulting in overcrowding in classrooms	

Source:MoEVT, (2009 p.16)

1.2 Statement of the Problem

Studies have shown that successful implementation of inclusive education is not an easy task or straightforward matter (Tungaraza & Lyakurwa, 2013; Ryan, 2006). As it has been shown above that, there are many factors which hinder the effective implementation of inclusive education. One of the factors which impede the implementation of inclusive education in different part of the world is regular teachers' negative attitudes towards learners who face barriers to learning and participation (Dagnew, 2013). Pijl and Meijer (1996) argue that the way in which teachers realize inclusion in the classroom largely depends on their attitude towards having pupils who face barriers to learning, presence and participation. If regular teachers do not accept the education of vulnerable, disadvantage and disabled children as an integral part of their job, the inclusive education can never be successful (Pijl & Meijer, 1996).

1.3 Knowledge Gap

Many studies conducted in different part of Tanzania reported themes like enrolments of students with disabilities in regular schools, teaching and learning for pupils with disabilities, social learning environments of pupils with disabilities and teachers' attitudes towards pupils with disabilities (Kilimo, 2014,). But those studies did not focus specifically on regular teachers' attitudes towards inclusive education in regular primary schools in Tanzania. Therefore this motivated the researcher to conduct this study so as to fill the existing knowledge gap. Thus this particular study has the intention of achieving the following purpose.

1.4 Purpose of the Study and Research Questions

The main purpose of this study is to investigate regular primary school teachers' attitudes towards inclusive education in regular primary schools in Tanzania. To achieve this purpose, the empirical investigation was guided by one main research question and three sub-questions presented below:

Main question

What attitudes do regular primary school teachers have towards inclusive education in regular primary schools?

Sub-questions

1. How do regular primary school teachers conceptualize the term inclusive education?
2. What feelings do regular primary school teachers have with regards to teaching students who face barriers to learning and participation in regular classroom?
3. How do regular primary school teachers create inclusive culture and evolving inclusive practices in the classrooms?

Teachers' attitudes towards inclusive education can be evaluated based on three components which are: cognitive, affective and behaviour (Maio & Haddock, 2010). Therefore, first sub-question intended to explore cognitive components of attitudes, the second sub-question aimed to examine affective component and the last sub-question investigated the behavioural component.

1.5 Significance of the Study

The findings of this study are expected to create awareness among various educational stakeholders on regular primary school teachers' knowledge on inclusive education, feelings towards teaching students who face barriers to learning and participation and ability to create inclusive cultures and develop inclusive practices in regular schools.

Secondly, knowledge gained in this study will help the educational policy makers, planners and curriculum developers to design relevant policies and strategies for effective implementation of inclusive education in regular primary schools.

Last but not least, this study will be a significant reference to other researchers who want to do their research on regular teachers' attitudes towards inclusive education in different part of the world.

1.6 Operationalization of the key Terms and Concepts

For the sake of providing common understanding, the following key terms were described as they were used in this study context.

Attitude

In this study whenever the term attitude mentioned, it referred to the psychological tendency that is expressed by evaluating a certain situation, process, person, object or environments with some degree of favour or disfavour (Maio & Haddock, 2010).

Inclusion

This study focus on the education system hence the term inclusion was restricted to the education system. Therefore in this context the term inclusion and inclusive education referred to the same thing. Inclusive education in this work took a broader perspective and refers to the process whereby the education system accommodates all types of children regardless of their physical, intellectual, social, emotional, linguistic or other conditions, and the school curriculum, teaching style and environment in general have to adapt to suit for the range of diversity that is found among children in regular schools (UNESCO, 1994).

Regular Teacher

Regular teachers in this context refer to all teachers who did not attend any special needs education training courses.

Regular School

Regular schools in this work refer to schools which are designed for learners who are not identified as in need of special education but accept all types of children.

Special Educational Needs

According to Tanzania Education Act No 25. of 1978 special educational needs refers to the education system which provides for persons who are suffering from any infirmity of mind or body (URT,1978). In this particular work the term special educational needs refers to the education system which provides for students who have impairment or learning difficulty which may hinder them in getting the same effective learning as their age-mates.

This chapter presented background of the study, statement of the study, purpose of the study and research questions, significance of the study and operationalization of the key terms. The next chapter introduces the theoretical perspective of this study.

2.0 THEORETICAL PERSPECTIVES

The current chapter presents a review of relevant literature related to the topic under investigation. This particular chapter is divided into three parts. Part one contains the theories of attitudes. Part two contains the theories of inclusion and part three presents the empirical studies on teachers' attitudes towards inclusive education. Although this study was conducted in Tanzania, other empirical studies and literature from different parts of the world were used because existing studies conducted in Tanzania are not sufficient enough to enrich this study

2.1 Theories of Attitude

There is no agreed definition of attitudes among scholars (Olson & Zanna, 1993). Various authors define the term attitude in different perspectives. For example, Maio and Haddock (2010), Icek (2005), and Eagly and Chacken (1993) define attitude as a psychological tendency that is expressed by evaluating a certain situation, person, object or environments with some degree of favour or disfavour. Fazio (1995) on the other hand defines attitude as an association in memory between a given object and a given summary evaluation of the object. Petty and Cacioppo (1981) claim that attitude is a general and enduring positive or negative feeling about a person, an object, or issue. Zanna and Rempel (1988) also define the term attitude as the categorization of a stimulus object along an evaluative dimension.

Although there are various definitions of the term attitude, all of them emphasize the notion that attitude involves the expression of an evaluative judgement about a person, an object or issue (Maio & Haddock, 2010). This means that the term evaluation is the main aspect of attitude (Icek, 2005). Specifically in this work the term attitude refers to the psychological tendency which regular primary school teachers have towards inclusive education. This study is intended to evaluate whether regular primary school teachers have positive or negative feelings, thoughts or behaviour towards inclusive education in regular primary schools in Tanzania.

Schau, Stevens, Dauphince and Del Vecchio (1995) structured the term attitude into three components: affective, cognitive and behaviour. Those three components of attitude can be well

understood through the following discussion of the multi-component model of attitude (Eangly & Chacken, 1993; Zanna & Rempel, 1988) which guided the entire discussion of this study.

2.1.1 Multi- Component model of Attitudes

Multi-component model of attitude (Eangly & Chacken, 1993; Zanna & Rempel, 1988) postulate that attitudes are the overall evaluation of objects that are derived from three general sources of information which are affective, cognitive and behaviour (Haddock & Zanna, 1999; Maio & Haddock, 2010).

Figure 1 below shows those three general sources of information (components), followed by the discussion of each component.

Figure 1 Multi-components model of attitudes
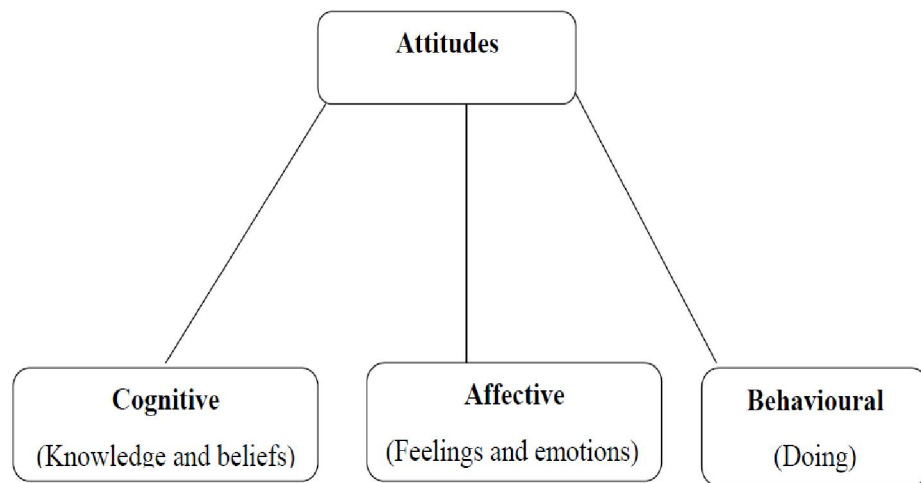
Source: Adopted from Maio and Haddock (2010)

Cognitive Component

A cognitive component of attitudes refers to the thoughts and knowledge which are associated with an attitude object (Haddock & Zanna, 1999). This means that the person's attitudes towards an object might be evaluated based primarily upon his or her knowledge, which is associated with an object, situation or environments (Maio & Haddock, 2010).

Hence in order to evaluate regular primary school teachers' attitudes towards inclusive education in regular primary schools the investigator explored how regular teachers conceptualize the term inclusive education. Their knowledge of inclusive education (Cognitive component) was used as the starting point to evaluate regular primary school teachers' attitudes about inclusive education. The Cognitive component of attitudes alone is not enough to determine teachers' attitudes; hence teachers' feelings on inclusive education (Affective component) have to be evaluated so as to gain an understanding on how regular teachers feel when they include all types of learners in regular settings.

Affective Component

Affective refers to the feelings and emotions linked to the attitudes object (Maio & Haddock, 2010; Haddock & Zanna, 1999). This means how an individual feels on the response towards an attitudes object (Eangly & Chacken, 1993; Zanna & Rempel, 1988). Also it is said that if an individual has enough knowledge on attitudes object and good feelings towards the object, then he or she will have positive attitudes towards the object and the vice versa is true (Haddock & Zanna, 1999).

In this study the investigator explored how regular teachers feel when they teach in classrooms which contain learners with different educational needs. Knowledge and feeling towards attitudes object have to go hand in hand with how regular teachers create inclusive cultures and develop inclusive practices in classrooms (Booth &Ainscow, 2011). This is the Behavioural components of attitudes

Behavioural Component of Attitudes

According to Eagly and Chacken (1993) Behavioural component consists of peoples' actions with respect to the attitudes object. The ways people act upon a certain attitude object reflect their attitudes

Furthermore the investigator adopted the following theory of planned behaviour created by Ajzen (1985) to guide this particular study.

2.1.2 Planned Behaviour Theory

The theory of planned behaviour is the extension of the theory of Reasoned Action (Fishbein & Ajzen, 1975). This theory was chosen to guide this particular study, as it gives some scientific

insights to the study. The discussion of the findings based on this theoretical perspective. In the theory of planned behaviour, the central factor is the individual's intention to perform a given task (Ajzen, 1991). The performance of a given task is the joint function of intention as well as the perceived behaviour control (Ajzen, 1985). The intention to perform behaviour is determined by the knowledge, skill and ability an individual has of the attitudes object (Cognitive). The intention seeks to capture the feelings and emotions (affective) which influence the behaviour of an individual (Ajzen, 1991).The individual's emotions are the indications of how the individual is willing to perform certain behaviour and how much effort he or she is planning to exert to perform the given task (Ajzen, 1991). If the individual has strong intention to perform certain behaviour and there are enough opportunities and resource then he or she will successfully perform the behaviour (Ajzen, 1985). In this particular work performance of behaviour refers to the act of creating inclusive culture and involving inclusive practices in the classrooms (Booth, Ainscow, & Kingston, 2006).

This theory is important in this study because the effective implementation of inclusive education in regular primary schools depends on regular primary school teachers' **intention** to share inclusive values with the whole school community (Booth & Ainscow, 2011). Regular primary school teachers' intention is determined by the knowledge, thoughts and beliefs (Cognitive), these teachers have towards inclusive education as well as their emotions and feelings (Affective). If regular primary school teachers have enough knowledge of inclusive education and they have positive feelings about inclusive education, then they will have the confidence and ability (self -efficacy) (Ajzen, 2005) to create an inclusive culture and evolving inclusive practices in their classrooms. Teacher's confidence and ability to implement inclusive education can be observed by how he or she can create a healthy classroom environment where all type of learner are accepted, valued and participated in all classroom activities (Jennings & Greenberg, 2008) and how she or he can create the philosophy of inclusion (Booth&Ainscow, 2002) and share with his or her students. Having seen the theories of attitudes, the following are the discussion of theories of inclusive education which started with its historical background.

2.2 Historical Background of Inclusive Education

Conceptualization of the term inclusive education cannot be complete without a narration of special educational needs (Topping & Maloney, 2005). It is important to narrate the history of special educational needs in this particular work so as to get to origin of inclusive education. Special educational needs began in Western contexts and later developed to other parts of the world (Pijl & Maijer, 1997), through four phases which discussed underneath.

The first phase was characterized by the segregation, extermination, and total isolation of people with disabilities in all aspects of life (Bunch, 1982). This was the era from the times of the Greek and Roman Empire to the beginning of institutionalization of disabled people in Europe (Barnes, 1997). During this time people with disabilities in Africa, Asia and even in Europe and North America were not exposed to education at all (Phiri, 2012). This was due to the fact that there were many myths about people with disabilities. Peoples' attitudes towards people with disabilities were very negative and radical (Bunch, 1982). For example in an African context and Tanzania specifically there were beliefs that being disabled is the punishment of sin and dishonesty either by gods or by the societies (Tungaraza & Lyakurwa, 2013). Therefore people with disabilities were not accepted in the societies (Phiri, 2012).Thus in those cases disabled were hidden inside the house, isolated and exterminated (Bunch, 1982).

The second phase was known as the institutionalization era (Phiri, 2012). This was the period whereby the institutions were established in the western world to accommodate people with disabilities (Center, 1989; Sutherland, 1981).

The third phase was the era of integration and mainstreaming (Phiri, 2012). Integration refers to the inclusion of children with disabilities into the regular settings (Topping & Maloney, 2005) for a specific period of time based on their skills (Tungaraza, 2012). In mainstream schools, children with disabilities attend special classes for most hours of the day and they have little time for interacting with their non-disabled peers (Kauffman & Hallahan, 1995).

The main challenge facing integration was that the mainstreaming had not taken place concurrently with the changes in the organization of regular schools in terms of curriculum, teaching and learning strategies, teaching and learning materials as well as the infrastructures

(Phiri, 2012). For that reason the disabled students have to adapt to the curriculum and school infrastructures (Mittler, 2000 cited in NASUWT, 2008). Although one of the main purposes of integration is to remove segregation of learners with disabilities and give them a chance to interact with their non-disabled peers (Topping & Maloney, 2005), however this system did not enable disabled learners to achieve or to enjoy the good intention of education for all as it has been advocated in Jomtiem 1990 (WCEFA, 1990). Therefore full inclusion is deemed as an effective approach to address the special learning needs of all students within a regular education system (Tungaraza, 2010).

The fourth phase was the era of transition from the integration to full inclusion (Winter & O'Raw, 2010), whereby, in different parts of the worlds, attempts are being made to provide more effective educational for all types of learners regardless of their physical and psychosocial characteristics (Mkonongwa, 2014). Below are the various definitions of inclusive education according to different perspective.

The Meaning of Inclusive Education
The concept of inclusive education has become part of the discussion on the developments in education sector in both developed and developing countries recently (Ballard, 1999). This concept seems to be complex and problematic due to the lack of a common definition (Mitchell, 2005). The concept inclusive education has different interpretations in different countries in the world (UNESCO, 2009; Booth & Ainscow, 2002).This means that the term inclusive education is interpreted and applied in different ways in different countries and in different cultures which leads to contradictions (Brown, 2005). Artiles and Dyson (2005, p. 37) add that "inclusive education is a multi-dimensional phenomenon where different countries, schools and classrooms define and develop in different directions as it suits their needs".

Booth, Ainscow and Kingston (2006) conclude that there is no consensus on the definition of the term inclusive education; therefore different people think differently. Due to that contradiction the literature varies and scholars define inclusive education based on different perspectives (Topping & Maloney, 2005).

Since inclusive education originated from special needs education, and the purpose of special needs education was to serve the needs of people with disabilities, there are some scholars who define inclusive education based on that ground (Mkonongwa, 2014). For example, Mastropieri and Scruggs (2004) and Garuba (2003) define inclusive education as the education provided to learners with disabilities in a regular classroom, where instructions are given by the regular teacher.

In the same line other scholars like Olaleye et al. (2012), Olofintoye (2010), Ajuwon (2008), Rousso (2003) and Christensen (1996) conceptualize the term inclusive education as the process of enrolling the students with disabilities in mainstream schools. Gilhool (1989) highlights that inclusive education is a situation where by learners with disabilities learn together with their age mates in general classrooms with appropriate teaching and learning materials. Yanoff (2006) adds that the fundamental philosophy underpinning inclusive education is that learners who were identified as disables will develop better socially, morally and cognitively when they study together with students who are not identified as disables. And students who are not identified as disables will become more knowledgeable and sensitive when they work with learner who were identified as disables.

Thus those scholars who conceptualize inclusive education based on students with disabilities, have a narrow perception towards inclusive education because they exclude other vulnerable and disadvantaged groups (Tungaraza, 2012).

The inclusive education in a broader perspective is defined as the process of accommodating all types of children and young people in their local schools regardless of the differences they may have in physical, intellectual, social, emotional, linguistic or other conditions. This should also include gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups (UNESCO, 1994).

The central argument in above definition is that inclusive education is not only defined on the basis of disabilities; other barriers and difficulties which may limit the learning and participation were also considered (Booth & Ainscow, 2002). Furthermore, inclusive education is underpinned by the following principles:

Principles of Inclusive Education

The diversity needs and patterns of developments of children should be addressed through a broad and flexible range of responses (Save the Children, 2006). Therefore schools and education systems should view the differences between students as resources to support learning and participation rather than as problem to overcome (Booth & Ainscow, 2002).

Schools and education systems should promote changes within the schools and within the communities to ensure that curriculum, teaching and learning materials, infrastructures and other school facilities adapt to the child needs rather than expecting the children having to adapt to them (Save the Children, 2006).

In addition schools and education system in general should reduce barriers to learning and participation for all types of students, not only those with impairments or those who are identified as having special education needs (Booth & Ainscow, 2011). Most of the governments especially in Africa and Tanzania specifically have tried to reduce barriers to learning and participation only to learners with impairments; they forget that there are other disadvantage groups like orphans, street children, children from poor family, children with HIV\AIDS, migrants children and many others just to mention a few (Zindi, 1997).

Schools should acknowledge the right of students to be educated in their locality with their age mates (Booth & Ainscow, 2002). This should start in early education because this is the most effective means of combating discrimination, building the inclusive society and achieving education for all (Save the Children, 2006). This is due to the fact that recognizing inclusion in early education is an aspect of inclusion in society (Booth, Ainscow, & Kingston, 2006).

There must be a mutual and sustainable relationship between teacher-teacher, teacher-students, students-student and school settings- community (Booth & Ainscow, 2011). This is an important aspect of building inclusive culture in the school. The following are indication of the effective implementation of inclusive education.

2.3 Implementation of Inclusive Education

The implementation of inclusive education can be indicated in three dimensions which are: (1) introducing inclusive policies, (2) Creating inclusive cultures in the school environments, and (3)

evolving inclusive practices (Booth & Ainscow, 2011). Those three dimensions which indicate the implementation of inclusive education can be presented by using the three dimensions of index for inclusion which can be shown along the sides of the triangle.

Figure 2. Three dimensions of Index for inclusion
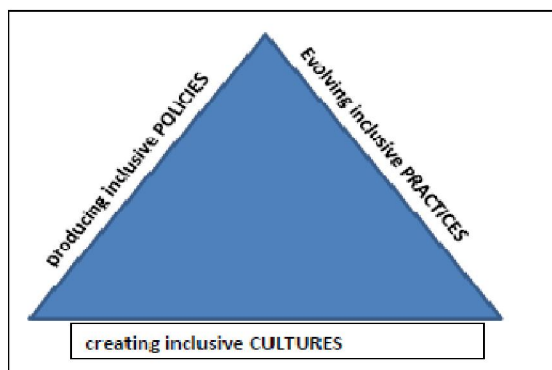
Source: adapted from Booth and Ainscow (2011).

Since attitudes first and foremost rely on values, the dimension two (creating inclusive cultures) is very relevant in this study. Dimension three (evolving inclusive practice) is also useful in this study because attitudes deal with evaluation of how attitudinal object are performed by the respondent. This is the behaviour component of attitude. The first dimension (developing inclusive policies) is not the focus of this particular study. This is due to the fact that policies are formulated by the policy makers in the central government level and the focus of this study is at the schools level where teachers' attitudes were investigated. In view of this only two dimensions were discussed in this section, starting with inclusive culture.

Inclusive Culture

One of the indications of the effective implementation of inclusive education in a given school is the existence of inclusive culture (Booth & Ainscow, 2002).Inclusive culture in a school can be created where teachers have the ability to build an inclusive community in which every student is made to feel welcomed, students helping each other as well as respecting one another and parents, and the school community are involved in making decisions (Booth & Ainscow, 2002). Furthermore teachers should be capable of establishing shared inclusive values like high expectation of all students (Booth & Ainscow, 2011). In addition, teachers should have the skills and knowledge of creating healthy school climate in which the whole school community shares a philosophy of inclusion (Booth & Ainscow, 2002). They have to value students equally and to

have shared goals, vision and mission (Booth, Ainscow & Kingston, 2006). By creating an inclusive culture the school will be like what Gustavsson (1999) in Nes (2004, p.125) refers to "a good home which knows no privileged or neglected child, no favourites and no step children. The strong do not suppress and plunder the weak. In the good home, there is equity, care, collaboration and support".

Evolving Inclusive Practices

This dimension develops inclusive practices which reflect inclusive culture (Booth & Ainscow, 2006). In investigating regular teachers' attitudes towards inclusive education, teachers' behavioural component of attitude was evaluated. This means how regular teachers develop practices which reflect the inclusive culture (Booth & Ainiscow, 2011). The investigator observed if the lessons planned by regular primary school teachers encourage the participation of all students, how students are actively involved in their own learning, whether the learners of different abilities and conditions learn collaboratively and whether all students take part in social activities outside the classroom.

Having seen the indication of effective implementation of inclusive education, the following are empirical studies which were conducted in different part of the world to investigate teaches' attitudes towards the inclusive education.

2.4 Teachers' Attitudes towards the Implementation of Inclusive Education

Teachers' attitudes are one among the important inclusive values to be adhered to in the implementation of inclusive education. This is because teachers' attitudes play a significant role on whether inclusive education can be effectively implemented in regular schools or not (Frost, 2002). Pearce (2008) recommends that teacher's positive attitudes towards teaching students with diverse educational needs are a crucial factor for becoming an inclusive teacher. Attitudes are one of the important factors for the successful implementation of inclusive education (Pickens, 2005). Hence, in order for the school to be an effective inclusive school, its regular teachers must have positive attitudes towards teaching students with diverse educational needs (Kitchen, 2007). Their knowledge and feelings will influence their classroom behaviours which will "determine positive students' learning outcomes" (Wang, 2008, p.76). Studies show that

teachers who have positive attitudes towards including learners with diverse educational needs in regular schools have positive effects on learners' learning and vice versa is true (Kitchen, 2007). The early researches conducted in America and other parts of the world show that there are contradictory findings (Avramidis, & Norwich, 2010). This means that there are teachers who have positive attitudes and others with negative attitudes. For example the research which was conducted from 1958 to 1995 in United States, Canada and Australia found that two thirds of regular teachers supported inclusive education and they are willing to teach students with different education needs in their classes (Scruggs &Mastropieri, 1996). The studies which were carried out by Coates (1989) and Semmel, Abernathy, and Butera (1991) in Illinois and California concluded that regular teachers have positive attitudes towards inclusive education, and they were not satisfied with exclusion of learners due to any reason. In the same line Ali, Mustapha, and Jeras (2006) their study conducted in Malaysia revealed that the majority of the teachers supported inclusive education.

Although inclusive education is part of a broad human rights agenda (Avramidis & Norwich, 2010; Florian, 1998) studies show that, there are some teachers who have negative attitudes towards inclusive education (Mambo, 2011). For example a study which was conducted in New Zealand, where 763 regular teachers' attitudes towards inclusive education were investigated and the result revealed that teachers exposed positive attitudes towards inclusive education in theory, but in practice, they do not want students who face barriers to learning and participation to be placed in the class where they teach (Mitchell, 1989). Mapea (2006) adds that a study conducted in Papua New Guinea found that teachers have positive attitudes towards inclusive as an idea, but in practice they have negative attitudes because they did not favour having the students with learning difficulties in their classrooms.

Whiting and Young (1995) concluded that teachers view inclusive education as difficult and stressful. Therefore it is the intention of the investigator of this study to investigate attitudes of regular primary school teachers towards inclusive education in Tanzania.

After the presentation of theories of attitudes and theories of inclusion as well as empirical studies about teachers' attitudes towards inclusive education which were conducted in different parts of the world; the following chapter presents methodology which used to conduct this particular study.

3.0 METHODOLOGY OF THE STUDY

3.1 Chapter Overview

This chapter describes and presents the research design and philosophy which underpins this study. Furthermore, the settings of the study, sampling procedures as well as data collection methods are presented. The reliability and validity of the study, data analysis and ethical consideration are also presented in this chapter.

3.2 Research Design

Research design is the set of connected research activities from the developing of the research proposal to the writing of research report (Kaplan, 1999; Kothari, 2004). Kuada (2012) adds that research design is the action of the study, which provides the logical sequence of the activities that allows the readers of the study to see the connection between the research questions, the approach that the researcher adapts to address the question, the assumptions underlying the approach, how the researcher collects data and analysis data as well as how the findings and conclusion were reported.

For the purpose of gaining a deep understanding of regular primary school teachers' attitudes towards inclusive education in the regular primary schools in Tanzania, the investigator in this study employed qualitative research design. Denzin and Lincoln (1994. p.2) define qualitative research design as "the research design which involves studying things in their natural settings and attempting to make sense of phenomena in terms of the meanings people bring to them". Under qualitative research design the researchers are interested in the quality of the particular events or activity rather than the statistical part of it (Fraenkel, Wallen & Hyun, 2012). An exploratory qualitative design followed phenomenological approach (Merriam, 2009) was adopted in this study. This design was deemed as the relevant methodological solution in this study due to the following reasons:

Firstly, the purpose of the study; the main purpose of this study was to investigate the regular teacher's attitudes towards inclusive education which were attained by exploring their

knowledge (Cognitive), feeling (Affective) as well as how they create inclusive cultures and evolve inclusive practices in the regular primary schools (Behaviour). So in order to gain a deep understanding of their knowledge, feeling and their daily practices, then the exploratory qualitative design is relevant.

Secondly, the nature of the topic under investigation; qualitative design is more appropriate in studying how people experience the implementation of programs in their working area (Binde, 2010). As the nature of the topic of the current study is the teachers' attitudes towards the implementation of inclusive education, then this approach was deemed relevant.

Thirdly, the nature of the research questions was another reason. Creswell (2007) points out that there are some research questions which have qualitative features like those which contain one main question and several sub-questions, question-initiating words like "how" or "what", exploring verbs like "explore" or "investigate". Therefore, this study's research questions are qualitative in nature as they contain one main question and three sub-questions (see section1.4). For these features made the investigator adopt exploratory qualitative research design as the methodological solution in this study.

3.3 Philosophical Approach

The philosophical approach underpinning this study is phenomenology. Merriam (2002, p.7) pointed out that; "Phenomenology is a school of philosophical thought that underpins most of qualitative research". Basing on that argument this philosophical approach was seemed to be relevant to guide this particular study.

Phenomenology is the study of "lived, human phenomena within the everyday social context in which the phenomena occur from the perspective of those who experience them" (Titchen & Hobson, 2005, p.121). Phenomenology indicates that people's experience of social reality provides a basis to understand the meaning of that reality (Dahlberg, Drew & Nyström 2001; Van der Mescht, 2004). In addition, the philosophy of phenomenology claims that true knowledge of a phenomenon can be explored only through the lived experience of the participants' voice. This means how they perceive, describe and make sense in the phenomena (Titchen & Hobson, 2005). Thus investigator has to use the voice of the social world so as to

obtain new knowledge, meanings and increase understanding of the phenomena under investigation (Gray, 2004).

Social world in this context refers to human beings interaction (Silverman, 1993).The concept phenomenon is the key concept within phenomenology (Chambulila, 2013), and it refers to an object, a thing, a part of the world, as it present itself to or its experience by a subject (Dahlberg, Drew & Nyström, 2001). Under the current study the phenomenon is attitude towards inclusive education and the social world are the regular primary school teachers. The investigator of this study considered regular primary school teachers to have concrete lived experience in teaching students who face barriers to learning and participation. The investigator also considered the voices of those teachers as an appropriate source of true knowledge of attitudes towards inclusive education.

3.4 Setting of the Study

This study was carried out in one of the administrative regions found in the northern part of Tanzania. The region was purposively selected based on two reasons: First, the investigator is familiar with the area. Hence it reduced the costs and time taken. Second, this region has many primary schools with different characteristics like regular schools which accept all types of learners, special schools with learners with different disabilities, special schools with learners with only one type of disability and regular schools which do not accept learners with disabilities. This made it easy to get required schools.

3.4.1 Sample and Sampling Procedures

This section explains how schools and participants were obtained in this study. The technique used to select schools involved in this study was purposive sampling. Gall, Gall and Borg (2007) argue that purposive sampling technique aims at selecting cases which will provide rich information in respect of the purpose of the study. Thus, schools involved in this study were selected with the assistance of the Regional Educational Officer who is overseer of all education activities in that region. In the process of selecting the schools to be involved in the study, the important factor such as nature (characteristics) of the school was used. The region has many primary schools with different characteristics as said above but only regular primary schools

which accept all type of learners in their locality were deemed to be appropriate in this particular study. Another factor which was considered in selecting the schools to be involved was: the schools must be easily accessible in term of public transport and in all weather. This factor was used because the study was conducted in January and February which are the rain seasons in most parts of Tanzania. There are some schools in the region which are not easily accessible in rain seasons. Thus based on those two factors two regular primary schools were selected to be involved in the study.

For the sake of confidentiality the names of the schools which were selected to be investigated were made anonymous and instead the label **School 1** was used to refer to the school visited first and **School 2** to refer to the second school.

The characteristics of the schools are summarized in table 2 below. The main reason of providing the summary of schools' characteristics was to show the real picture of inclusive education in both schools. These characteristics cannot threat the anonymity of the study because there are many schools in the region or even in the other regions in Tanzania which have the same characteristics. This means the characteristics are not very unique.

Table 2. Characteristics of the schools investigated

School 1				School 2			
Students' enrolments		**Regular teachers**	**Special teachers**	**Students' enrolments**		**Regular teachers**	**Special teachers**
Boys	608	26	4	Boys	725	18	2
Girls	812			Girls	521		
Total	1420	30		**Total**	1246	20	

Particular characteristics	**School 1**	**School 2**
Students with cognitive disabilities	30	3
Students from poor economic status	50	13
Orphans	15	21
Students living with and affected by HIV/AIDS	5	13
Students who live with single parents	10	11
Students with albinism	2	17
Low vision	7	10
Totally blind	13	30
Poor academic performance	10	12
Students with behavioural disorders	3	2
Talented	0	2

In order to obtain participants from two schools who would provide depth and rich information about the topic under investigation, the investigator selected the respondents who have living experience of the phenomenon under the study. This has been supported by Chambulila (2013) who claimed that in qualitative studies the respondents should have a living experience of the phenomenon under study. The selection of participants was purposive based on following criteria:

Teachers with more than ten years of teaching in regular primary schools in northern Tanzania were chosen. This criterion was used because these teachers have been in the field for many years, so it was believed that they possess better and required information about the topic under investigation.

Moreover, only teachers who possess a degree, diploma or certificate in regular education from recognized universities or teachers' colleges for two or more years and who have never attended special needs education courses were selected. This is because the main purpose of the study was to investigate the attitudes of regular primary school teachers and not special teachers.

Based on the above criteria ten regular primary school teachers, five from each regular primary school were chosen to participate in this study. The sample selected were small because qualitative research is highly reliant on small samples that in some cases limit generalization of the result to a large population (Silverman, 2000). However this sample was deemed to be sufficient to provide the context based knowledge.

To maintain confidentiality the names of teachers who participate in the study were not mentioned; instead letters **A-E** were used. **1A, 1B, 1C, 1D** and **1E,** these are codes which were given to teachers of **School 1** and **2A, 2B, 2C, 2D, and 2E** were codes which were given to teachers in **School 2.**

The background profile of the participants is summarized in table 3 below. The background profile of the participants was necessary in this section so as to show real picture of participants involved in the study. This information cannot reveal their identity because there are many teachers in different schools in Tanzania who has the same background profile. Hence the information cannot threat the anonymity of the study

Table 3. Background profile of the participants

Name of the teacher	Level of education	Teaching experience	Teaching experience in the location of study
1A	Certificate in primary education	15 years	10 years
1B	Certificate in primary education	25 years	25 years
1C	Diploma in education	20 years	11 years
1D	Bachelor of education	11 years	11 years
1E	Certificate in primary education	17 years	17 years
2A	Diploma in education	22 years	10 years
2B	Certificate in primary education	18 years	11 years
2C	Bachelor of education	12 years	12 years
2D	Certificate in primary education	32 years	20 years
2E	Certificate in primary education	26 years	15 years

On the side of classrooms where observation took place the following criteria were used: The classroom must be taught by one of the teachers who participated in the interview. The classroom must have learners who face barriers to learning and participation. Observation was done in class **one, three and six** in both schools**.** Outside the classroom the main criterion used was the place where students practised social activities hence **morning parade, tea break and lunch break** were used.

3.5 Data Collection Methods

Qualitative researchers use different methods of data collection as a measure for checking biases and ensuring that there is no misinformation (Frankel, Wallen, & Hyun, 2012). But the choice of which method should be used in a particular study depends on research approach of the study (Jidamva, 2012). Therefore due to the fact that this study is guided by the phenomenological approach under which interview and observation are the main methods of enquiry, the investigator employed interview method supplemented by observation method.

3.5.1 Interview Method

Interview is an inter-change of views between two persons conversing about a theme of mutual interest (Kvale, 2009). The interview is a highly used data collection technique in qualitative research (Bryman, 2008). Interview method gives room to the participants to express and share their knowledge, feelings, ideas, and opinions on a certain phenomenon from their own

perspectives (Kvale, 1996). There are many types of interview, but this study adopted the semi-structured interview as the main data collection technique. Ten regular primary school teachers (five teachers from each school) participated in the interview.

Interview method has been said to reach the parts which other methods cannot reach (Wellington & Szczerbinsk, 2007).Therefore by using this method the investigator managed to probe interviewees' thoughts, feelings, values, prejudices, perceptions and attitudes towards the phenomenon under investigation (Kvale, 2007). Hence, it made it possible to capture participants' knowledge and understanding of inclusive education, their feelings towards teaching students who face barriers to learning and participation in the regular settings and the way they practise inclusive culture in the classrooms and even outside the classroom (Cohen, Manion, & Morrison, 2007).

In addition interview method allowed the researcher to investigate and prompt things that could not be observed or obtained by using other methods (Wellington & Szczerbinsk, 2007). For example the issue of how regular teachers understand the term inclusive education. This theme needed in-depth conversation where interview method was appropriate.

Another rationale for using this method was that it is a flexible and adaptable way of finding things out (Robson, 1993). Interview gives room for a researcher to seek for more clarifications on the topic under the study. The investigator used probing question to get rich information from the participants. This method also allowed the investigator to modify ways of inquiry after the first interview. By doing so the investigator managed to obtain the required information from the respondents.

Jidamva (2010) suggests that under qualitative studies, natural settings for qualitative interview are considered important. On the same line, Kincheloe (1999) argues that the interviews carried out in natural contexts are likely to produce reliable results. Therefore interviews in both schools took place in schools environment in rooms which were offered by the head teachers. Each interview session lasted to 40 minutes. The information was recorded by using digital voice recorder and notes were taken. The interview language was Kiswahili. This was due to the fact that Kiswahili is the language of instruction and communication in all public primary schools in Tanzania (URT, 1995).

Regardless of the advantages of interview in qualitative studies, the investigator of this study faced a number of limitations in the process of data collection by using interview as follows:

The method demanded a lot of time (Robson, 1993; Bryman, 2008). Every teacher was interviewed individually and these teachers had a lot to say. To overcome this limitation the investigator used interview guides which guided the discussion. In addition, the investigator made sure that the conversation was based only on the questions under the interview guides so as to save time while obtaining detailed and required information.

Some of the regular teachers were unwilling to participate in the interview. They claimed that they have insufficient knowledge to be interviewed by master's student from Europe. Investigator assured them that the knowledge they have are very sufficient in this study. After that explanation the teachers agreed to participate and signed the consent form (see appendix 5) and the process of data collection started.

Observation method was adapted in this study in order to supplement the interview method.

3.5.2 Observation Method

Observation method refers to the method of data collection where a researcher observes the behaviour, social and physical environments of individuals who are being studied in their natural setting (Denzin & Lincoln, 1994) through sight, hearing, test, smell and touch (Richards, & Morse, 2007). In this study the data gathered through hearing and watching and by using such things as note book, pencil and sound recorder. The observation method of data collection added meaningfully for the purpose of providing a broader understanding of the phenomenon under the study (Gall, Gall, & Borg, 2003).

Researcher played the role of non-participant observer (Walliam, 2006). According to Bryman (2008), the non-participant observer is the one who observes what is taking place in the settings without actively participating. Four regular primary school teachers (two from each school) who teach in inclusive classrooms were observed. The duration of observation depended on the length of the lesson prepared by the teachers. The maximum length of a single lesson session was 40 minutes.

Observation method was used to elicit data on the way regular teachers are able to put inclusive culture into practice. This involved the way teachers created a secure classroom environment for all types of learners, established healthy teacher-students relationships inside and outside the classroom and good relationships among the students. The investigator on the other hand observed how all learners feel involved, accepted and valued in the classroom. Another element which was observed was the way teachers are able to make students actively involved in their own learning in classroom. In addition, the investigator observed how teachers communicate with the students outside the classroom

The observation method was deemed the relevant method to supplement interview method due to the following reasons: its directness (Robson, 1993) the information obtained under the observation method related directly to what was happening in the classrooms (Kothari, 2004). The investigator did not ask the regular teachers about how they teach in a classroom with the different types of learners; rather the investigator watched and listened to what took place in the classroom (Bell, 2005). This made the information obtained free from either past experience or future intention of these teachers (Kothari, 2004).

The observations method were used to verify information the participants provided by using interview method. ''Observation can be useful in discovering whether individuals do what they said they do or behave in the way they said they behave'' (Bell, 2005, p. 184). Robson (1993) adds that observation can often usefully complement information obtained by interview technique. This is because it has been discovered that there are notorious for discrepancies between what people say that they have done or they will do and what actually did or do (Oskamp, 1977; Hanson, 1980 cited in Robson, 1993).

In the process of data collection by using observation method the investigator faced the following challenges: The participants were worried about being observed as some of them know that the investigator is the teacher educator and they thought investigator wanted to assess their teaching. To overcome this situation, investigator assured them that this study has no relationship with being a teacher educator.

Robson (1993) comments that there is practical problem with the observation method of data collection as it tend to be time consuming. In the current study this problem also emerged. That

is why the investigator decided to observe only four teachers, two teachers from each school. These teachers were observed in two different sessions so as to have enough time to be in the class from the beginning of the session to the end. This helped to obtain relatively rich information and at the same time to save the time.

Another challenge in using observation method is that there is the possibility of the investigator to include their own feelings and experience when interpreting data (Gall, Gall & Borg, 2007), which may lead to bias. This means that the investigator can infer meanings which are not the intended meaning of the observed individuals (Ary, Jacob & Sorenses, 2010). To avoid this, the investigator arranged the session with the observed teachers to ask whether the recorded information matched with their intention or not. Fortunately all observed teachers declared that the recorded information matched with their intention.

3.6 Reliability and Validity

Reliability and validity are terms which are commonly used in quantitative research (Golafshan, 2003). Patton (1990) on the other hand argues that the issue of validity and reliability should also be considered in qualitative studies, especially when designing a study, analysing results and judging the quality of the study.

Punch (2009) defines validity as the extent to which a data collecting instrument measures what is intended to measure. Jidamva (2012) adds that in qualitative research, validity is the process of making justification of the study. Therefore validity simply can be defined as the consistency of the research instruments. In this study, the investigator ensured the issue of validity as follows:

The investigator made triangulation of the method of data collection, whereby the interview method was used as the main tool of data collection and observation used as a supplementary tool. Bell (2005) defines triangulation as the use of more than one tool of data collection so as to ensure richness and validity of the data. Triangulation of the methods of data collection helps to increase validity of the data because the researcher manages to obtain similar findings from different perspectives. Yin (2009) adds that the use of more than one method of data collection provides several solutions to the same problem.

Furthermore the investigator discussed the interview guides and observation guides with the study supervisor so as to strengthen the items and see if they would guide the investigator to measure what is supposed to be measured.

Punch (2009) defines reliability as the consistency of the study result. If other investigators at different times and place can reach the same result when they use the same case and follow the same procedures used by the first investigator, then there will be reliability of findings.

In order to ensure reliability in this study the investigator made repetition of different procedures during the process of data analysis. For example the transcripts were read several times and the audio recordings were listened to over and over again so as to examine if there were any misinterpretations in the transcribed data. This has been supported by Yin (2009) who says the best way of ensuring the reliability of the study is to redo different steps as if there is someone following behind you.

During the process of data translation from Kiswahili to English the investigator used three language experts from the University of Dar Es Salam so as to avoid misinterpretation of the information which could hamper the reliability of the study findings.

The interview was done in the natural setting and the participants were informed from the very beginning that the study has no negative impact to their jobs, and that the name of region, district, and school as well as participants name will remain anonymous. This made them to feel free and provide the information which was reliable.

As it has been said above that the investigator showed the recorded information to the respondents so as to see if the recorded information matched with their intention or not. This also was one of the means used by investigator of this study to ensure the reliability of the findings.

3.7 Data Analysis

Raw data collected from the field do not give much meaning. Data need to be analysed, transcribed and translated so as to make meaning (Bell, 2005). It has been advised that in qualitative studies, the process of data analysis should begin straightaway after the collection of the first data (Mwakyeja, 2013). This is due to the fact that the investigator will still have a clear memory of the data collection environments and condition. Thus the investigator of this study made sure that the data were analysed as soon as they were obtained. This helped to review and restructure the tools of data collection.

After the process of data collection was over, the raw data obtained from the field was transcribed. The audio recorded interviews were transcribed verbatim in the original language (Kiswahili), and then with the help from language experts the transcriptions were translated from Kiswahili to English.

After the process of transcription and translation of the findings was over, then the investigator conducted the thematic analysis (Braun & Clarke, 2006). The thematic analyses refer to the process of classifying the findings into themes. The investigator adopted six steps which were proposed by Braun and Clarke (2006) for conducting good thematic analysis. Those steps are:

First the investigator familiarized with the data. This was done by multiple reading of the transcripts so as to determine the main theme obtained from the data.

Generating of the initial codes was the second step. After the investigator re-read the transcripts, the data were coded. Those codes identify features of the data.

Third step involved searching for themes. This step involved sorting of the different codes into the potential themes. The fourth step was reviewing the themes. The investigator reviewed the themes to see if they have enough evidence to be called a theme. The fifth step was defining and naming themes and categories. The researcher defined the overall content of the themes and categories as well as the message they contained. The last step was producing a report.

The responses of each participant of the study were verified and presented in relation to the research questions. In presenting the research finding, the investigator used direct quotations so

as to maintain the flavour of the original information (Cohen, Manion & Marrison, 2007). Having seen how data were analysed, the following section describes how ethical issues were treated in this study.

3.8 Ethical Considerations

Bryman (2008) argues that ethical issues cannot be ignored as they relate directly to the integrity of a piece of research and the discipline which is involved. Cohen, Manion and Marrison (2007) add that ethical issues in a social research are of potential value, so it should be considered at the different stages of the study. For that case the investigator made considerations of ethical issues in this study in each stage.

The permission to carry out the study was initially provided by Hedmark University College in Norway (see appendix 8). Then, the investigator sought research clearance from the Norwegian Social Science Data Service in Norway (see appendix 1). Cohen, Manion and Marrison (2007) say that permission to carry out an investigation must always be sought at an early stage providing an agreed project outline and have read enough to convince yourself that the topic is feasible. Data collection was conducted in Tanzania; therefore, the investigator also sought permission from relevant educational authorities in Tanzania such as the Regional Education Office (REO) and District Education Office. The REO permitted the investigator to conduct a research project in two regular primary schools (see appendix 2). Furthermore, the investigator also consulted the heads of the two schools before the begun of data collection process (see appendix 5).

Before collecting data in the field, the investigator explained clearly the purpose of the study to all participants. The investigator made it clear that this study is only for academic purposes it does not have any negative or positive impact to their job or their daily life. As earlier mentioned that the respondents were informed that their names, name of schools, district and even the region where the study was conducted would remain anonymous in the report and the information which they would provide would be treated and kept confidentially. This has been supported by Cohen, Manion and Marrison (2007) who say the essence of anonymity is that information provided by participants should in no way reveal their identity.

Participants of this study were informed to participate voluntarily and should feel free to withdraw from participating in the study once the research has begun. This has been advised by Cohen, Manion and Marrison (2007) who claim that participants should know that their involvement is voluntary at all times, and they should be informed beforehand that they have the right to refuse to take part or to withdraw once the research has begun. Fortunately, no participants withdrew during data collection.

In addition the participants were assured that all recorded and written information will be deleted as soon as the report of the study was submitted. In the whole process of report writing no-one will have access to the information except the researcher and the study supervisor where necessary.

Last but not least the investigator asked all respondents freely to sign the form of informed consent which will also be kept securely.

Having seen the methodology which was used to conduct this particular study, the following chapter presents the findings which obtained from the field.

4.0 RESEARCH FINDINGS

This chapter presents the findings of the study. The findings contain a total of four themes whereby three themes were obtained from the data collected by using interview and observation methods. These are; Teachers' knowledge and understanding of the concept inclusive education, teachers' feelings towards teaching students who face barriers to learning and participation and teachers' ability to create inclusive culture and practices in regular classrooms. The above mentioned themes reflect the research questions presented in chapter one. The fourth theme emerged during data analysis process. This is namely; factors contributing to teachers attitudes toward inclusive e education. As most of participants of this particular study showed a negative attitude towards inclusive education in regular schools in Tanzania, the investigator became interested in examining factors which contribute to that situation.

In presentation of those four themes; direct quotations from the responses of the participants were used as titles so as to maintain the flavour of the original information. Themes and their categories are presented in a sequence and some of teachers' direct statements are used to support the arguments:

4.1 "The regional officers told us to implement inclusive education, but they did not tell us what it means"

This theme reflects research sub-question one. The main intention of research sub-question one was to explore regular primary school teachers' knowledge and understanding of concept inclusive education. Regular primary school teachers' knowledge and understanding of inclusive education was explored by using face-to-face interview method. Three categories were obtained under this theme. The following are presentation of those categories:

4.1.1 Lack of Understanding of the term Inclusive Education

On responding to the question about the meaning of inclusive education three teachers out of ten claimed that they know nothing about the concept inclusive education. Teacher 2E said that:

The regional officers told us to implement inclusive education, but they did not tell us what it means. Hence I do not know what it means and this concept is not common for most of teachers in this school.

According to teacher 2E's responses the term inclusive is not a new term as the regional office told them to implement inclusive education without any training. She added that it is not a common concept for most of teachers. Teacher 2C on the same line declared that:

Inclusive education is the new term to me; I do not understand its meaning

The above statement shows that inclusive education is a new phenomenon to him. He has no idea about the meaning of inclusive education. On other hand, teacher 1C said that:

Inclusive education is not a new term to me, I hear people in this school talk about inclusive education, but really I do not know what it means.

Teacher 1C heard other teachers talk about inclusive education; this indicated that some teachers have an idea of it. But he does not know what it means. The investigator was curious to know why teacher 1C did not make any effort to find out what the term inclusive education means as other teachers talk about it. He said that;

I do not have time. I have a lot of classes to teach and in the evening I have my business which helps me to increase my income as you know our salaries are not enough.

4.1.2 Definition of Inclusive Education Based on Disability Ground

On responding to the question about the meaning of inclusive education four teachers define it by relating it to the issue of disability. Also they claimed that inclusive education is not a new term to them. Their responses were as follows,
Teacher 1A said:

Inclusive education is the education system which includes students with problems and those without problems in the same classroom.

The researcher asked teacher 1A to clarify what she meant when she said students with problems and without problems. She said.

When I say students with problems I refer to students with disabilities and student without problems means those without disabilities.

Teacher 1B said:

Inclusive education is the education system which includes the students with disabilities and those without disabilities in the same classroom

Teacher 2A defined inclusive education as,

The process of putting together students who are normal and those who are not normal in the same classroom

Teacher 2A was asked to clarify the meaning of terms normal, and not normal in this context. He said:

I said normal students to mean those students without disabilities and not normal to mean those with disabilities.

4.1.3 Inclusive Education was defined Based on Cross-cutting Issues

In this group every teacher defined inclusive education based on his or her own perspective. But when the investigator viewed their responses with the broad eyes, it was discovered that they tried to relate inclusive education with the issues of HIV/ AIDS, Science subjects especially for girls and co-education which are cross-cutting issues in Tanzanian context. The government is emphasizing on integrating those issues in primary education curriculum. That is why these teachers defined inclusive education by relating it to those issues. Their responses were as follows:

Teacher 1D defined inclusive education as:

The education system which includes many things at the same time

When the participant was asked to clarify the meaning of "*many things*" She elaborated that:

I said inclusive education is the education system which includes many science subjects, computer, and HIV/AIDS plus those common subjects.

Teacher 1E on the other hand defined inclusive education as:

The co-education which includes girls and boys in the same classroom

Teacher 2B said:

Inclusive education is the education system which deals with HIV/ AIDS.

The investigator was curious to know what participant meant when she said inclusive education is the education system which deals with HIV / AIDS. The respondent said:

It means inclusive education is the education system which puts emphasis on teaching things like how HIV/AIDS is transmitted, HIV/AIDS's symptoms, the prevention of HIV/AIDs and how to take care of people who living with and affected by HIV/AIDS.

Teacher 2D said that:

Inclusive education is the education system which puts emphasis on the science subjects especially for girls who have been left behind for many years.

Summary of Theme One

On responding to the question about the meaning of inclusive education, teachers' responses were grouped into three categories as shown above. The first group declared that they know nothing about the meaning of inclusive education. Group two and three defined the term inclusive education differently. This is an indication that teachers have different knowledge and understandings of the term inclusive education.

4.2. "I love them except one boy who has Behavioural Problems"

Theme two reflects research sub-question two. The main intention of this sub-question is to examine the second component of attitude which is affective. To answer the research sub-question two, both interview and observation methods were used to get information from participants. During the analysis of the teachers' responses of their feelings towards teaching students who face barriers to learning and participation four categories were emerged.

4.2.1 Teachers' Feelings towards Students with Behavioural Problems

On answering the question about feelings towards teaching students who face barriers to learning and participation Teacher 1A said:

> *I feel very happy teaching my students and I love them except one boy who has behavioural problems, I have tried to punish him but he never changes. He is aggressive to his fellow classmates. Sometimes he steals his classmates' properties. I do not want this boy in my class. I have advised his parents to send him to one school in Arusha where kids with behavioural problems are studying, but they do not show cooperation. So I have decided to let him go out of my classroom when I am teaching so as to leave his fellows to enjoy the teaching.*

Teacher 1A's responses show that she do not has inclusive value of loving all students equally. She does not know how to accommodate students with challenging behaviour. That is why she used corporal punishment and exclusion of student with behavioural problem.

Teacher 2A responded that:

> *I am very happy with all types of learners. I have very positive feelings towards children who face barriers to learning and participation because one of my sons has behavioural problems. The only problem we have in this school is the lack of inclusive education as well as teaching and learning materials. So this makes most of the teachers have negative feelings towards kids who face barriers to learning and participation. But personally I will teach them in whatever situation.*

Teacher 2A is a representative of participants who showed positive feelings towards teaching students who face barriers to learning and participation but their feelings are affected by factors like lack of knowledge, teaching and learning materials, low motivations and many others just to mention a few.

Teacher2C said that:

> *I am very happy in my class I do not have learners who face barriers to learning and participation.*

The investigator was interested know why she is happy. She replied that:

You know, madam, to teach those kids who have problems like visual impairments, audio impairments, or behavioural disorders together with other children is not an easy task. It needs special skills and materials which most of us we do not have. So this makes some of us very happy when you get a classroom without those special kids.

The utterance of teacher 2C also indicates that she does not possess negative feelings towards learners who face barriers to learning. The lack of inclusive education knowledge as well as appropriate teaching and learning materials to suit the diverse needs of the learners makes her to have negative feeling towards inclusive education.

4.2.2 Teachers' Feelings towards Students from Poor Families

On responding to the question on feeling towards teaching students who face barriers to learning and participation teacher 2D said:

In my class there are about 5 students from very poor families, their parents are not able to buy school requirements like books, pens, rulers and exercise books. So it is difficult for me to teach in this class because some time I have to buy these things for them so as they can write what I am teaching, but myself I am not rich, my salary is very low and I have my own kids. We asked those parents with economic problems come to school and do some activities like repairing some buildings, cutting grass or cleaning the school during holidays so they can get money for their kids, but most of them refuse.

Teacher 1E on the same line claimed that:

In my classroom I have one orphan girl who lives with her grandmother. Her grandmother is very old. She has no money to buy the school requirements for her grandchild. So she is a real problem as sometimes I buy books, pens and notebooks for her. When I do not have money I tell her to go home until she gets school requirements.

Teacher 2D and 1E were complaining about having students from poor economic status. Their responses did not reveal that they have negative feeling towards those kids; rather they indicated

that they have negative feeling towards the situation which demands them to provide financial assistance to the kids.

The observation made inside the classrooms revealed that some teachers do punish students who have no learning materials. For example in standard six in school 2, the investigator observed two students who were chased away from the classroom by the teacher **2E** because they did not have note books. They tried to ask the teacher to allow them to copy the notes on the papers, and when they get notebooks they will transfer materials, but the teacher refused and chased them away.

4.2.3 Teachers' Feelings towards Learners who Score below Average

When the participants were asked about their feelings towards teaching students who face barriers to learning and participation, teacher 1B said that:

> *Teaching students who face barriers to learning and participation is very challenging. For example in my class I have 3 students who I can say are lazy and dull in learning. They are in standard six, but their ability is like standard one students. Every morning when I enter in the classroom I give them five sticks on their back or hands so as to make them active, but they do not change. I have told the head teacher that we have to find a means of removing these kids from my class because next year they will sit for standard seven national examination and they will leave our school in a bad position because of their laziness.*

When she was asked where the appropriate place for these learners is. She said:

> *They call our school inclusive so they bring those stupid kids here. But we have decided to arrange a class for them. In their class we do not teach. They just play, make noises and wait for their lunch, and then they go home. These are mentally retarded and we do not have skills to teach this type of learners.*

From this teacher's responses it can be realized that regardless of the effort of the government to introduce inclusive education in the regular schools, what actually takes place there is not

inclusion. Rather it is exclusion of some learners. Those learners with cognitive disabilities do not receive intended quality education.

The investigator observed teacher 1B punished three boys because they got wrong answers in their mathematics. These boys were called out in front of the classroom where they got one stick for each wrong mark. So one boy had six wrong marks, hence he received six sticks. After the sticks teacher 1B told them:

> *You are so dull, tomorrow one wrong mark two sticks (*Investigator's note book)

4.2.4 Teachers' Feelings towards Students with Poor School Attendance and other related Problems

On responding to the question about the feelings towards teaching students who face barriers to learning and participation teacher 1C argued that:

> *In my classroom I have two kids who are seriously sick. One is HIV positive and another has skin cancer. These kids do not come to school all days. They make my teaching difficult because they need me to repeat what I have covered when they were absent but in this school we have a shortage of teachers so we have a lot of hours to teach and no time for repetition.*

Teacher 1B on the same line responded that:

> *The teaching profession is a difficult job because we come across learners from different background. In my classroom I have kids who always come very late. When they come I am almost done with the first half of my lesson and I do not have time to repeat for them. I have punished them but they never change. They say their parents are all sick so they have to take care of them before they come to school. But this is not my responsibility. My responsibility is to teach students who are in the classroom at the right time.*

The responses of teacher 1C and 1B indicate that they are not happy with those learners who are sick or whose parents are sick. This is because those learners do not come to school regularly and on time. So they need teachers to do repetition of what they have been covered when they were

absent. Teachers do not have time to do repetition because of the shortage of teachers. Teachers become frustrated and they end up punishing those students instead of helping them.

Another issue which was revealed by using observation techniques in both schools outside the classroom was corporal punishment to students who came late to school. In the morning parade, teachers on duty called the names of all students who arrived to school before 7.00am, and those were asked to go to their respective classrooms. Those who came after 7.00am were asked to remain in the parade ground; then all teachers came to punish them without even listening why they came late. Students cried but nobody cared. The investigator heard one unintended participant in school 1 shout to students:

> *This is not your mothers' school so when you come late you will be punished, you are so*
> *lazy* (observation note book)

Summary of Theme Two

The participants' responses about their feelings towards students who face barriers to learning and participations indicate that most of teachers do not possess negative feeling towards learners who face barriers to learning and participation. These teachers lack inclusive education which could help them to create healthy classroom environments which could influence all students in both academic and social emotional learning. In addition the findings show that these two schools have no enough relevant teaching and learning material to suit the diverse needs of learners. Both schools face shortage of teachers and little support from parents. All these factors seem to influence teachers to have negative feelings towards teaching students who face barriers to learning and participation.

4.3 "Kids in this School are like Donkeys that cannot walk without Punishment"

This theme reflects the research sub-question three which intended to explore the behavioural component of attitude. The main concern was how the regular teachers create inclusive culture and involving inclusive practices in the classrooms. In order to obtain the rich information in this context, observation and interview methods of data collection were used. The following four categories were obtained under this theme

4.3.1 Teacher-Student Relationships

In this study it was very hard to find good examples of relationships between teachers and students. This was due to the fact that all the time teachers were seen carrying sticks when they are in the classrooms or outside the classrooms. The investigator asked the participants why teachers were carrying sticks all the time. One of the participants said:

> *Kids in this school are like donkeys that cannot walk without punishment. Therefore we have to carry sticks so as to give them punishment and make them behave the way we want.*

This indicates an aggressive culture which exists in these schools, contrary to inclusive culture and practice. The investigator discovered that teachers do not listen when students explained for example why they come to school late, why they do not have books or why their school uniforms are dirty. Teachers abuse students by calling them:

> *You dull guys, you lazy girls, you donkey and you dogs* (observation note book).

I observed one kid complaining to the teacher that she has headache, but her class teacher just told her to go home without escort or even making communication with her parents. When investigator asked the teacher how if the kid reaches home and her parents are not there she said:

> *Madam we have more than 1000 students and we are only 22 teachers. So do you think we are able to escort students home or to hospital? The government has to find matrons and patrons for the students.*

During the lunch break teachers do not allow those students who fail to pay Tshs.48000 for their lunch to eat. I observed one teacher say:

> *No money no food* (observation note book)

4.3.2 Student-Student Relationships

The study discovered that in both schools students were encouraged to work independently. The investigator observed that every student tried to hide his or her exercise book so that his or her neighbour could not copy from him or her. Moreover, through observation the investigator noted

that the classrooms are arranged in rows. No chance was provided for the learners to discuss or to share knowledge. Some students have their own books; they do not allow others who don't have to read their books.

Through observation of classrooms' sitting plans which were displayed in almost all classrooms visited,   the investigator discovered that students with visual impairments and those with skin cancer sit at their own desks. Also the investigator found that students with high performance in their examinations sit in front of the classrooms and those with poor performance they sit at the back. Teachers do not use students with high ability to help those with low ability. Investigator heard teacher 1C emphases that:

Make sure you work independently (observation note book).

Those students who get A in the examination receive gifts like pens, books and school bags, while those who get D and F are punished (corporal punishment) in front of all students. The investigator observed this in school 2 in morning parade on the first day they opened the school after the Christmas holiday. So this makes students work independently as much as they can so as to receive gifts. Furthermore investigator observed that in these schools teachers view students' differences as the problem to be overcome rather than a resource to support learning and participation.

During tea and lunch breaks students play outside the classroom. The investigator observed that students with visual impairments, albinism, and those with skin cancer do not play with other students. They are unhappy. During the lunch break students with visual impairments, albinism and those with skin cancer were observed to eat in the hall while other students eat their lunch in their classrooms. This indicates that even in the social activities outside the classrooms there was no good relationship between students with disabilities and other students.

4.3.3 How Lessons encourage full Learning and Participation of all Students

The findings show that in most cases teachers use whole class approach methods without considering individual learners needs. In one of the classes observed the teacher used oral questions and answers as the method of teaching. She wrote students' responses on the blackboard. She did not care that the class has students with different needs like the visually impaired and others. Sometimes she asked students to open their books and read silently while there are some students who have no books and those with visual impairments who have no access to read those books. The investigator asked the teacher why she used that method of silent reading while they have students with visual impairments and others with no books. She said:

> *Madam, I follow what the syllabus instructs me to do. Those who prepared the syllabus and curriculum know that we have those types of learners but they told us to use this method. So it is not my fault.*

It observed that teachers concentrate on students who answer questions correctly. Those who gave the wrong answers they were asked to come in front of the classroom and kneel down for the rest of the lesson. Nobody cares about visually impaired students. The investigator observed one visually impaired student whispered to his sighted peer*:*

> *Can you read for me what the teacher wrote on the board?* (Observation note book)

The sighted learner replied:

> *I wish to do so but I will make noises and the teacher will punish me, I have noted down, I will read for you during free time.* (Observation note book)

The investigator observed that the teachers do not know the needs of their students. They just concentrate with getting through the syllabus on time. Teacher 1B told me that:

> *This year we have a general election in October so we have to make sure that by whatever means we finish the syllabus before September instead of November.*

The investigator was interested know what the relationship between the general election and finishing the syllabus before September was. She said:

> *Primary school teachers are involved in supervising the voting process, and all primary school buildings will be used as voting stations. Although voting is only one day, there are a lot of preparations like attending seminars on how to supervise voting. Also school environments have to be prepared before the voting day. So we need more than two weeks for preparation. This is the reason for needing to finish syllabus before September.*

The investigator was also interested to know what teachers see as important; is it covering the syllabus or making students understand? Teacher 1B said:

> *The school inspectors do not ask us if the students have understood but they want to know if we have covered the syllabus. So everyone here is busy covering the syllabus so as to be on the safe side. Nobody wants to quarrel with school inspectors, they are our bosses.*

Another participant added that:

> *We know that student' needs have to be met, but our government also knows that we need good salaries because we are poor and we have families, but they do not increase our salaries. Therefore if the government is not fair to teachers how can teachers be fair to students?*

This is an indication that teachers are concerned to cover the syllabus and not to meet the needs of each individual learner in the classroom. This is due to the fact that they have been demoralized by the government.

4.3.4 Stigmatization in the Classroom and Outside the Classroom

Students with albinism are bullied by their fellows. They call them "dili". Dili is the jargon which means something which you can sell and get money for. In Tanzania people with albinism are killed and parts of their bodies are chopped and sold. There is a belief that if you kill albinos and send some of their body parts to the witchdoctor, you will be rich. The investigator heard a group of kids called their classmate dili. That kid told the teacher, but the teacher said:

> *I am tired of your complaining (*observation note book).

After this occasion the investigator became curious to know how the students with albinism are protected in this school. One of the participants said that:

We have a big job to protect these albinos. We have more than 15 albinos in our school, and there are people who come here with the intention of taking them so we have to protect them, because if one gets lost we will be in trouble with the government.

Another teacher added that:

These albino students here are a real problem, because even their parents do not accept them during long holidays. They want their kids to remain here even during long holiday for security reason. But we need to have holiday; nobody is paying us extra money for helping albinos.

It was observed that in standard one, students with visual impairments, albinos, and kids with skin cancer, have their own classrooms. When teachers were asked why they are excluded from their age mates; one teacher told me that:

You know these new normal kids (standard one) they are so afraid to sit with albinism, blind kids and these kids with skin cancer in the same classroom to the extent that they cry. So we have decided to separate them up to standard three when they have grown up.

Another issue which has an element of stigmatization which was observed in school 2 is that all students with skin cancer wear black trouser and white shirts with long arms; albinos wear blue trousers and blue t-shirt with a hat; visually impaired pupils wears blue shorts with white shirts and other students wear khaki shorts with white shirts. The investigator asked the teacher the reasons of having different uniforms according to disabilities. He replied:

We decided to do so for easy identification of the students especially when we want to punish them because we do not use sticks on those kids with skin problems.

The study discovered that students from standard five up to seven are streamed according to their performance. Stream A contained all students with A and B in almost all subjects, stream B contain all students with B and C, and stream C contained students with D and F in their subjects. Teachers are not happy to teach in stream C, everyone wants to teach in stream A or B.

They said it is difficult to teach in stream C because most of kids are slow learners, hard to teach and lazy.

Summary of Theme Three
Regular teachers in both schools have little ability to create inclusive culture and practices inside and outside the classroom. Teachers do not use students' differences as the resource; rather they see them as the problem. It was discovered that regular teachers in these two schools have very low skills and knowledge to create conducive school environments in which all type of learners are accepted, valued, respected and participated in all school activities equally and fairly regardless of the differences they may have in physical, cognitive and social abilities. The next theme presented below emerged during data analysis.

4.4 "The Government has forgotten us for a long time; how can we remember Students' needs?"

During the process of data analysis investigator discovered that most of participants seemed to disfavour inclusive education in regular schools. Hence the investigator became interested in examining factors which contribute to that situation. Therefore the factors which obtained as contributors to the situation of disfavouring inclusive education were presented underneath.

4.4.1 Lack of Inclusive Training

Most of the participants complained that they are forced to implement inclusive education in regular primary schools without necessary training. For example Teacher 2E claimed that

> *We teach students with different needs because our bosses told us to do so but really we do not have any inclusive knowledge.*

In responding to the issue of feelings towards teaching students who facing barriers to learning and participation, teacher 2E also mentioned the issue of the lack of inclusive training as it has been presented in theme two above.

Teacher 2A has a very positive feeling towards learners who face barriers to learning and participation but she claimed that,

[...] The only problem we have in this school is the lack of inclusive education [...]

This indicates that teachers do not favour students who face barriers to learning and participation because they lack inclusive knowledge. Hence they are frustrated when they have those types of learners in their classrooms.

4.4.2 Low Salaries and low Motivation

In Tanzania teachers are one among the low paid professionals. The low salary demoralized teachers. Respondents in this study complained that learners from poor family need help from them, but they do not have money because their salary is very low. Teacher 2D claimed that,

> *Some teachers are willing to help students from poor families but our salary is not enough even for our own family [...]*

Teachers revealed that they know that students needs have to be met, but the government is not fair to them. As a result, they are also not being fair to students. One teacher argued that:

> *The government has forgotten us for a long time so how can we remember students' needs [...]*

Teachers do offer tuition. Tuition is the extra teaching which has the intention of helping students who are in need and this tuition supposed to be free of charge. In these two schools tuition is not free and not offered to help students who are in need, but it is for raising teachers' income because their salaries are very low. They call it private tuition. Private tuition is against the inclusive culture and practice simply because only learners who are able to pay will attend. Hence it leads to exclusion.

4.4.3 Shortage of Teaching and Learning Materials

The majority of the participants mentioned lack of teaching and learning materials as one of the factors which made them to have negative attitudes towards inclusive education in regular schools. For example, teacher 2E reported that:

> *It is very difficult to teach students with different education needs in the same classroom without relevant teaching and learning materials [...]*

Teachers in school 2 further complained that they receive students with visual impairments. These students need their Braille books and Braille machines but the government does not provide these things and their parents are not able to buy them. It becomes a burden to teachers. The whole school has only two Braille machines and more than 15 students with visual impairments. So this made teachers look upon inclusive education as a burden for them.

4.4.4 Lack of enough Support from Parents and Community in General

 Regular teachers complained that they get little support from parents. When they call parents for a meeting to discuss students' affairs, some parents do not show positive responses. For example during the long holiday albinos' parents do not want their kids to come home as has been described above in the presentation of theme three.

Another complaint was that there are kids who are sick but their parents do not call the school when their kids are not able to come to school. This shows that there is no collaboration between teachers and parents; hence it contributes to negative attitudes among regular teachers with regards to inclusive education in the regular primary schools.

4.4.5 Teacher-to-student Ratio

The investigator observed in school 2 teacher-student ratios were 1:62 and in school 1 was 1:47 which leads to huge workloads to the teachers. Teachers do not have time to do revision for students who are in needs. Furthermore teachers complained that they fail to help even sick students because they are too few.

This indicates that teachers have negative feelings towards learners who face barriers to learning and participation because they are few and they have big numbers of students.

Summary of Theme Four

Based on the above responses from the regular teachers it can be concluded that regular primary school teachers in both schools do not favour inclusive education in practice. But that condition was influenced by the lack of inclusive knowledge, shortage of teaching and learning materials to suit the diverse needs of learners, low salaries, and the lack of enough support from the

governments and parents as well as the teacher-to-student ratio. The above presented themes and categories are summarized in the table 4 below.

Table 4. Themes and categories

Themes	Categories
Teachers' knowledge and understanding of the concept inclusive education	• Lack of understanding of the term Inclusive Education • Definition of inclusive education based on disability ground • Inclusive education was defined based on cross-cutting issues
Teachers' feelings towards teaching students who face barriers to learning and participation	• Teachers' feelings towards students with behavioural problems. • Teachers' feelings towards students from poor families • Teachers' feelings towards learners who score below average • Teachers' feelings towards students with poor school attendance and related problems
Teachers' ability to create inclusive culture and evolve inclusive practices in regular classrooms	• Students - students relationships • Teacher - students relationships • How lessons encourage full participation of all students • Stigmatization inside and outside of the classrooms
Factors contributing to teachers attitudes toward inclusive education.	• Lack of inclusive training • Low salaries and low motivation • Shortage of teaching and learning materials • Lack of enough support from parents and community in general • Teacher-to-student ratio

5.0 DISCUSSION OF THE FINDINGS

This chapter focuses on the discussion of research findings which are presented in chapter four above. The discussion is guided by theoretical perspectives and relevant literature as presented in chapter one and two of this work. The discussions include: Teachers' knowledge and understanding of the concept inclusive education, teachers' feelings towards teaching students who face barriers to learning and participation, teachers' abilities to create inclusive cultures and evolve inclusive practices in regular classrooms and factors contributing to teachers' attitudes towards inclusive education.

5.1 Teachers' Knowledge and Understanding of the Concept Inclusive Education

Inclusive education is a complex and problematic concept that lacks a common understanding (Mitchell, 2005; Booth, Ainscow & Kingston, 2006). Teachers who participated in the present study also showed diverse understandings of the term inclusive education. Based on the findings and theory of inclusive education, participants' answers were divided into three categories according to the responses about the meaning of the term inclusive education. The following are the discussions of each category.

5.1.1 Lack of Knowledge of the Concept Inclusive Education

According to a multi-component model of attitude (Eangly & Chacken, 1993; Zanna & Rempel, 1988), which guided this study, the cognitive is the first component of attitude. The cognitive component refers to the knowledge which is associated with an attitude object (Maio & Haddock, 2010; Haddock & Zanna, 1999). In this study the attitude object is inclusive education.

In this study, some of the participants declared that they knew nothing concerning the meaning of inclusive education. Although some of them claimed that inclusive education is not a new term but they did not know what it means. It has been argued in the multi-component model that the cognitive component is an important component to determine individual's attitudes (Eangly & Chacken, 1993). Therefore regular primary school teachers who declared that they do not

know what the term inclusive education means, lack knowledge with regard to the attitude object (Haddock & Zanna, 2011).

The studies conducted by Mwakyeja (2013) and Ngonyani (2010) in southern Tanzania on inclusive education also found that most regular teachers were forced to implement inclusive education, but they did not have enough knowledge about it. Lack of inclusive knowledge is one of the main factors which influence regular primary school teachers in Tanzania to disfavour inclusive education (Mwakyeja, 2013).

Other studies conducted in Temeke and Same districts in Tanzania on inclusive education also found that regular primary school teachers lack enough inclusive knowledge (Lewis & Little, 2007; Miles, 2003; Mmbaga, 2002).

In addition studies which have been conducted in other countries also found that some regular teachers lack inclusive knowledge. For example, studies of Mambo (2011) and Mapea (2006) conducted in Papua New Guinea discovered that many regular teachers lack appropriate inclusive knowledge. Furthermore, studies conducted in Turkey and Spain on inclusive education concluded that teachers do not favour inclusive education because they believe that they have insufficient knowledge of it (Kesiktas & Akcamete, 2011; Simon et al., 2010).

The studies referred to above show that not only the respondents of this study who lack knowledge towards inclusive education but also many regular teachers in different parts of the world implement inclusive education though they are not well informed about the phenomenon. This situation influences regular teachers to disfavour inclusive education. The theory of planned behaviour (Ajzen, 1991) indicates that the individual's knowledge towards an attitudinal object is very important in determining an individual's intention to perform certain behaviour. In this sense, if regular teachers have enough knowledge towards inclusive education, they will have strong intention to implement it (Ajzen, 1991) and vice versa is true.

5.1.2 A Disability Understanding of Inclusive Education

Narrow understanding of inclusive education occurs when inclusive education refers to the inclusion of one group while broader understanding occurs when inclusive education focuses on diversity and inclusion of all types of children (Pijl & Maijer, 1997). Therefore, some of the

participants of this study defined inclusive education as the process of including students with disabilities in the general settings. This is a widespread understanding of the term. For instance, Mkonongwa (2014) argues that inclusive education originated from special needs education and the purpose of special needs education was to serve the needs of children with disabilities so inclusive education should be focus on the children with disabilities.

There are other scholars who support above arguments, for example Mastropieri and Scruggs (2004), Garuba (2003), Olaleye *et* al. (2012), Olafintoye (2010), Afuwon (2008), Rousso (2003) and Christensen (1996) view inclusive education as the education provided to learners with disabilities in a regular classroom, where instructions are given by regular teachers with appropriate teaching and learning materials.

The justification given above is that inclusive education should be focused on disability because of its origin, but a pioneer of inclusive education is UNESCO with its Salamanca Framework for Action in which the term inclusive education was defined in a broader perspective as it focuses to Education for All (UNESCO, 1994). That is inclusion of all groups of students such as disabled, disadvantaged as well as vulnerable groups in their neighbourhood schools in age appropriate regular classes (Save the Children, 2006).

Basing on the Salamanca statements it can be concluded that the participants who defined inclusive education based only on the issue of disabilities have demonstrated a narrow understanding of the concept as they did not focus on education for all. This leads to the exclusion of other vulnerable and disadvantaged groups (Tungaraza, 2012).

5.1.3 Inclusive Education was defined on the Basis of Local and National Context

Artiles and Dyson (2005, p.37) claim that: "Inclusive education is a multi-dimensional phenomenon where different countries, schools and classrooms define and develop in different directions as it suits their needs". Therefore, in Tanzania currently the issues of HIV/AIDS, encouraging girls to participate in science subjects and co-education are among cross-cutting issues which are part of the discussion on the developments in the education sector (MoEVT,

2009). Some participants in this study defined the term inclusive education by relating it to those cross-cutting issues. Booth, Ainscow and Kingston (2006) claim that the term inclusive education is interpreted and applied in different ways in different countries and in different cultures. Hence these teachers defined the term inclusive education based on what is important in their local and national context (Artiles & Dyson, 2005).

Summary of Theme One

The findings of the study showed that no single respondent defined inclusive education based on the broader definition of inclusive education which was adopted in this study. The findings revealed that some participants lack inclusive knowledge while others possess narrow understanding of inclusive education. Therefore it can be concluded that regular teachers who participated in this study have low knowledge and narrow understanding of inclusive education.

5.2 Teachers' Feelings towards Teaching Students who face Barriers to Learning and Participation

According to the multi-component model of attitude (Eangly & Chacken 1993; Zanna & Rempel, 1988) the second component is the affective. The affective component of attitude refers to the feelings linked to the attitude object (Haddock & Zanna, 1999). Feelings influence attitudes in a number of ways (Maio & Haddock, 2010). A main way in which feelings shape attitude is through feelings that arise in the response to an attitude object. The following is a discussion about the participants' feelings towards teaching students who face barriers to learning and participation in inclusive settings.

5.2.1 Teachers' Feelings towards Teaching Students from Poor Economic Status

Theory of planned behaviour shows that the successful performance of social actions depends on the degree of control a person has over the barriers which hinder effective performance of a given social action (Ajzen, 1985). The above theoretical argument has been proved by this study which revealed that there are some regular teachers who have very positive feelings or good

intentions towards teaching students who face barriers to learning and participation, but the lack of financial support to students from poor families, acts as a barrier to effective inclusion.

Despite the availability of fee-free education at primary level, the households' contributions in the education are still of significant value (URT, 2011). This means that households or parents are responsible for sharing the cost of education of their kids so as to promote democracy and participation of parents in the provision of primary education (URT, 2011). The parents have to buy some school requirements like uniforms, books, pens, note books and to pay other contribution like school lunch (Galabawa, 1991). That is the issue of cost-sharing in the education sector.

Cost-sharing is not a bad idea where the issue of democracy and participation is concerned, but the Tanzanian government ignored the fact that there are parents who are very poor to the extent that they cannot afford the cost for all school requirements for their kids. This has been stated in table 1 of this work, namely that one of the barriers to effective implementation of inclusive education is inadequate measures in education to alleviate the impact of poverty (MoEVT, 2009). This makes kids from the poor families dependent on teachers' private economy. The cost-sharing policy in primary education is an example of a policy barrier which influences teacher's negative feelings towards teaching students from poor families. The issue of supporting poor children should not depend on the teachers' private economy as it may cause negative attitudes towards having children from poor families in their schools (Mwakyeja, 2013).

5.2.2 Teachers' Feelings towards teaching Students with Challenging Behaviour

The findings of this study reveal that teachers do not have enough skills and abilities to deal with learners with behavioural problems which influence them to have negative feelings towards those learners. The theory of planned behaviour indicates that the extent to which an individual can attain a given social activity depends on the skills and abilities one has with a view to performing that activity (Ajzen, 1985). Furthermore, Ajzen (1985) adds that the success of attempts to execute a given social phenomenon depends not only on the effort invested but also on a person's control over other factors. Similarly, studies of Carr, Taylor and Robison (1991), Chandler (2000), Mac Mahon and MacNamara (2000), Pick, Sasso and Stambaugh (1998),

Reichle et al. (1996), Stephenson, Linfoot, and Martin (1999), Peterson and Hittie (2010) also revealed that many regular teachers have inadequate skills and abilities in the management of students' challenging behaviours. Peterson and Hittie (2010) argue that inadequate skills and abilities are the key cause of regular teachers' negative feeling towards including learners with challenging behaviour in inclusive setting.

This study also discovered that due to inadequate skills and abilities to manage students who face barriers to learning and participation; regular teachers use corporal punishment as a means of helping students. One of the barriers for effective implementation of inclusive education which is stated in NSIE is implicit acceptance of corporal punishment and abusive behaviour in education (MoEVT, 2009). As has been stated in chapter one, Tanzania signed and ratified the Convention on the Rights of Children (CRC), but corporal punishment is legal, though it is limited to four sticks that can only be administered by the head teacher (MoEVT, 2009). Although the policy requires only the head teacher to administer corporal punishment to students, the observed regular teachers in this study were administering corporal punishment to students in both schools investigated. The same findings have been revealed in the studies conducted in Tanzania by Kuleana (1997), MKUKUTA (2007), Feinstein and Mwahombela (2010), Frankenberg, Homqvist and Rubenso (2010). These studies claim that it is not only head teachers who administer corporal punishment but all regular teachers all over the country. This policy of allowing even the head teacher to administer corporal punishments is against values of inclusive education and practices. The use of corporal punishment on students who face barriers to learning and participation is an indication of negative feeling towards them (Kuleana, 1997).

5.2.3 Teachers' Feelings towards teaching Students with Poor School Attendance

As it has been shown in table 2, in both schools investigated there are some kids who were identified as living with HIV/AIDS. Those kids have poor school attendance due to their sickness. Teachers do not value, care or support the sick kids. Their intentions to help them have been hindered by many factors such as lack of health services in the school, and shortage of

teachers. NSIE declares that lack of health services including provision of first aid facilities is a hindrance to achieve EFA's goals (MoEVT, 2009).

Teachers have no time to do repetition work for students who are in need for example students with poor attendance. Their time is limited and curriculum is not flexible. Support staff or a assistant teacher is not available either. Richard (2008) argues that teachers may have negative feelings towards students who face barriers to learning and participation because they may need additional time to do revision for them while their curriculum is not flexible. On the other hand, Mambo (2011) found that regular teachers fail to provide help to learners who face barriers to learning and participation due to heavy workload.

5.2.4 Teachers' Feelings towards Learners with Low Academic Performance

The study revealed that most of the participants had negative feelings towards teaching students with poor academic performance. This finding is supported by Konza (2008) who comments that many regular teachers have negative feelings towards students with cognitive problems because they demand extra effort. The research conducted by Abelson, Kinder, Peters, and Fiske (1982), Breckler and Wiggins (1989), Dijker (1987), Eagly, Mladinic and Otto (1994); Stangor, Sullivan and Ford (1991) claim that negative responses towards social groups make a significant contribution to the negative attitudes towards the attitude object.

Summary of Theme Two
Regular teachers' negative responses towards teaching learners with behavioural disorders, poor academic performance, students with poor school attendance, and students from low economic status are an indication that they have negative attitudes towards inclusive education in practice.

5.3 Teachers' Ability to create Inclusive Cultures and evolve Inclusive Practices

Theory of inclusion suggests that an inclusive teacher should have skills and ability to create inclusive culture in the classrooms and in the whole school environment (Booth, Ainscow & Kingston, 2006). In the same way Jennings and Greenberg (2008) emphasise that teachers should be competent to create healthy classroom climate in which all types of learners can feel secured, accepted, valued and respected. Teachers should be capable to develop shared inclusive values that are conveyed to all members of the classroom and school community (Booth & Ainscow, 2011). In addition inclusive teachers should have the abilities to develop classroom practices which reflect the inclusive cultures (Booth & Ainscow, 2002). The findings showed that regular primary school teachers who participated in the study have very low and little support to create inclusive culture in the classrooms and to develop classroom practices which reflect the inclusive culture. The following is a discussion of the categories obtained under the above mentioned theme.

5.3.1 Teachers' Ability to create Good Relationship among Students

One of the principles of inclusive education discussed in the theory chapter of this work is mutual and sustainable relationship among students (Booth & Ainscow, 2011). Thus teachers should have the ability to share the philosophy of inclusion with all students (Booth & Ainsow, 2002). This study's findings revealed that some students possess inclusive values of love and helping each other, but teachers may act as barriers to students who offer help to each other. This was revealed for instance when one student with visual impairment asked his sighted peer to read what was written on the blackboard; his sighted peer was willing to offer help but he was afraid that he would make noise and would be punished by teacher, (see section 4.4.3). Lipsky and Gartner (1997) argue that peer assistance and support are very necessary in improving the academic achievement of all students in an inclusive setting. However the findings show that regular primary school teachers who participated in this study have no enough ability to build an inclusive community in the classroom. This was revealed when teachers emphasised that the students should work individually in the classroom and not help each other.

Teachers were not able to make students share the small resources they had. Students who had books did not share with their classmates who did not have. This shows that these students were not brought up on the philosophy of inclusion which influences good relationships between students.

5.3.2 Teachers' Ability to create Teacher-Student Relationships

Chaaya (2012) elucidates that one of the features of inclusive education is to promote a good relationship and collaboration between teacher and students. If there is a good relationship between teacher and students all types of students will learn best in the classroom (Fullan, 2003). It was very difficult for the investigator of this study to find good relationships between teachers and students. This was because all the time teachers carried sticks, and when the students saw teachers they ran as if teachers were dangerous animals. This is an indication of a poor relationship between teacher and students. This situation creates frustrations which act as a barrier to learning and participation. One of the inclusive values which is stated in the theory of inclusion is; teachers should possess the ability to remove barriers to learning and participation as well as to minimize all forms of discrimination (Booth & Ainscow, 2002).The findings revealed that inclusive values did not seem to be much put into action and that is why instead of removing barriers to learning and participation teachers create situation which lead to barriers to learning and participation.

This study also discovered that there were some students who perform below average. Peterson and Hittie (2010, p.232) claim that, "all students learn best in the classrooms that are inviting, warm, and cosy". This type of classroom can be possible when there is good friendship between teachers and students. If there is good relationship between teacher and student, then the classroom will be compared with the good home where there is equality, care, collaboration and support (Gustavsson, 1999 as cited in Nes, 2004). But in the schools where this study was conducted there is no good relationship between teachers and students. Teachers were beating students, and they compared students with donkeys and dogs. These schools cannot be compared with the good home simply because there was no equality. The findings show that some students were not allowed to eat because their parents had not paid for lunch. There is no care and sympathy, as teachers did not listen when the students explained, for example reasons for their

coming late to school, reasons for not having all school requirements, or why their school uniforms were dirty. Also teachers did not support or help sick students.

Furthermore teachers did not have high expectations of all students. Hattie (2009) recommends that a teacher should have high expectations of all types of learners in the classroom. Fullan (2003) in the same way argues that teachers should give moral support to all type of learners and show them that learning leads to success in the future. Teachers in this study have demonstrated lack of skills of providing moral support to their learners, thus, why they call some students lazy, stupid and dull. It can be concluded that in both schools where the study was conducted there was no good relationship between teachers and learners. Factors which contribute to this situation are discussed in section 5.4 below.

5.3.3 The Ability to develop Lessons which Encourage full Learning and Participation

Meena (2004) highlights that regular primary school teachers in Tanzania do not put emphasis on adapting to the needs of all types of students, rather they concentrate on finding the means of covering syllabus so that the students can pass the national examination. Meena (2004) adds that the Tanzanian primary school curriculum is examination oriented. This type of curriculum is seen as a barrier to inclusive education because teachers face the pressure of teaching for the national examination (Singel & Rouse, 2003). This study revealed that the pressures of teaching which regular teachers face influence their negative attitudes towards learners who need repetition for whatever reasons. The theory of planned behaviour points out that an individual's intention to perform certain behaviour can be limited by either external or internal factors (Ajzen, 1991). In this study the curriculum is one of the factors which hinder regular teachers' intention to put inclusive culture into practice.

Another issue discovered in this study which proves that the Tanzanian primary education curriculum is examination oriented, is where the teacher was afraid to have students in standard six who score below average. Teachers do not plan lessons which encourage full learning and participation of all types of students, but they look for ways of excluding the students from the classroom so that their school can be in a good position in the National standard 7 examinations.

Ajzen (1985) argues that in order to succeed in the implementation of certain behaviour a good plan is needed. Successful implementation of inclusive education in schools depends on good planning from teachers. The findings showed that regular teachers do not have good planning for encouraging full learning and participation for all students. Rather they have good planning for accomplishing a primary school curriculum which is examination oriented (Meena, 2004).

Some teachers asked students to read their books silently, while they know that there are visually impaired students and other students who have no books. Sometimes teachers write students' responses on the blackboard without considering the visually impaired students. This means that teachers exclude students in learning and participation though they are in the classroom. This is against the ideas of inclusive cultures and practices. It has been stated by Booth and Ainscow (2002) that the main task of inclusive education is to overcome barriers to learning and participation for all type of learners, which means adapting teaching to the needs of each individual learner in the classroom (Booth & Ainscow, 2011).

5.3.4 Stigmatization in the Schools' Environments

Agbenyega (2003) elucidates stigmatization as a negative habit which people have towards disabled, vulnerable and disadvantaged people. Avoke (2002) adds that stigma can be influenced by local beliefs, ignorance or lack of knowledge as well as negative attitudes towards those groups of people.

In this study the issue of stigmatization has been found in many areas. This is an indication that the teachers in the two schools were not able to build an inclusive community and to establish shared inclusive values for all members (Booth & Ainscow, 2002). Stigmatization is an indication of the lack of inclusive values among members of community (Mmbaga, 2002; Booth & Ainscow, 2002). To give students uniforms according to their disability is like labelling, which is against the principles of inclusive education. They justified that they did so for security reasons, but in an inclusive settings all students should be treated equally and fairly (Booth &Ainscow, 2011).

To stream students according to their academic performance is also against the inclusive principle. This can be compared with Mmbaga (2002) who claims that teachers label and

categorize learners as bright and dull. Teachers do not view the differences between students as resources to support learning and participation; rather they view those differences as a problem to be overcome (Booth & Ainscow, 2002). Learners with high or low academic performance and others should work together and provide assistance as well as support to each other, because this is very necessary for improving the academic achievements of all students in an inclusive setting (Lipsky & Gartner, 1997).

Furthermore, the findings revealed that students with skin cancer, albinos, and visual impairments have their own place where they eat lunch while other students eat in their classroom. This is blatant discrimination of learners with disabilities. Igune (2009) insists that teachers should not differentiate learners in this way according to disability or any condition they have. Booth and Ainscow (2002) claim that inclusive teachers and schools in general should strive to minimize all forms of discrimination.

Another example of stigmatization arose when one kid called his fellow student "dili" simply because he is albino. The offended child tried to report the matter to the teacher but no measure was taken. This situation not only caused personal pain but also can cause learners who face barriers to learning and participation to refrain from seeking assistance, so they can feel hopelessness as well (Baffoe, 2013).

Summary of Theme Three

The study indicates that regular primary school teachers who participated in the study have low skills for creating inclusive cultures and evolving inclusive practices in regular primary schools. The study revealed a poor relationship between teacher and students and among students, stigmatization of learners with disabilities, and lessons do not encourage all types of learners to participate fully in learning. Therefore it can be concluded that these teachers have low skills and opportunity to create inclusive culture and evolving inclusive practices in the classrooms. This situation influences them to have negative attitudes towards inclusive education in the regular schools.

5.4 Factors Contributing to Teachers' Attitudes toward Inclusive Education

The theory of planned behaviour assumes that an individual may have positive motivation (intention) and ability (behavioural control) to perform a certain activity but non-motivational factors such as unavailability of requisite opportunities and resources can limit the performance (Ajzen, 1985; Ajzen, 1991). The findings of this study revealed that some of participants have good intentions to implement inclusive education but there are some non-motivational factors which limit them. Those factors made them have negative attitudes towards inclusive education.

During the process of data analysis the investigator discovered that there are a number of factors which seem to influence the negative attitudes about inclusive education. Referring to the three dimension of the Index for Inclusion which are presented in chapter two (see figure 2) and to the barriers which hinder effective implementation of inclusive education in Tanzania presented in chapter one (see table 1), most of those factors which seem to influence teachers' negative attitudes towards inclusive education follow on the first dimension of the Index for Inclusion which is policy issues. It is stated in chapter two of this work that the policy issues were not the main focus of this work because this study was limited to primary school level but most of the factors which influence regular teachers' negative attitudes towards inclusive education emerged from policies which are formulated at the national level. Hence policy issues which influence regular primary school teachers' negative attitudes are discussed below.

5.4.1 Lack of Inclusive Training among Regular Primary School Teachers

Most participants complained that they are forced to implement inclusive education policy in regular primary schools without training. This is an indication that teachers do not know the meaning of inclusive education, how to create inclusive culture and how to deal with students who face barriers to learning and participation because no training was provided for them. In addition, (Kaikkonen, 2010) mentioned that teachers need to be well informed on inclusive education in order to have effective implementation of it. As it has been argued in the theory of

planned behaviour that an individual may have good intentions to implement a certain behaviour but lack of skill can limit the intention (Ajzen, 1985).This also has been discussed in the Tanzanian National Strategy on Inclusive Education (MoEVT, 2009) that regular teachers are not well trained to achieve proper standards of inclusive education.

5.4.2 Lack of Incentives for Teachers

The respondents of this study complained about low salaries and lack of motivation from the government. This also has been reported on the Daily News (2012a) that in Tanzania teachers are among the government employees with low salaries. Low salary demoralizes teachers (Tungaraza, 2012). The respondents felt that learners from poor families needed help from them, but the teachers themselves do not have money because their salary is very low. One of the barriers which were presented in table 1 is the issue of lack of incentives for teachers, particularly low salaries (MoEVT, 2009).

A study conducted by Mwakyeja (2013) in Tanzania also revealed that teachers' negative attitudes towards inclusive education are influenced by many factors including lack of motivation. Mwakyeja adds that lack of motivation among teachers is the result of long-term disagreements between teachers and government over salary increments. The Daily News (2012a) reports that the Tanzania Teachers Union (TTU) demanded 100% salary increase, but the government ignored their demands.

This study discovered that teachers offer private tuition. Although the Tanzanian National Education policy of 1995 does not state anything about provision of tuition in schools, educational circular issued by MoEVT allows remedial studies for the purpose of helping learners who are in need (MoEVT, 2009). But the study discovered that teachers in both schools offer private tuition for the purpose of increasing their income. This type of tuition is against inclusive values and practice simply because only learners who are able to pay will attend. Hence it leads to exclusion.

5.4.3 Inadequate Teaching and Learning Resources

Another reason which was found as a contributor to negative attitudes towards inclusive education in regular schools is the lack of teaching and learning materials. Ajzen (1985) says that lack of requisite resources to a person to some extent affects the behavioural achievement. The findings in this study shows that both schools have students with visual impairments who need Braille books and machine and the government does not provide them. For example, School 2 has only two Braille machine for more than 15 students with visual impairments. So this made teachers see inclusive education as a burden to them. One of the policy issues which is presented in table 1 as a barrier to inclusive education in Tanzania was inadequate budget allocation resulting in shortages in equipment, learning materials as well as poor facilities (MoEVT, 2009). This also has been supported by Pijl and Meijer (1996) who argue that the effective implementation of inclusive education not only depends on appropriate organization, legislation and regulation, but also on the availability of resources in the regular classroom and on the way regular teachers allocate resources among the students.

5.4.4 Lack of enough Support from Parents and the Community in General

Participants complained that they get little support from parents. In the theory of planned behaviour the issue of perceived social pressure (parents and community) is discussed as an important factor in determining the performance of certain activities (Ajzen, 1985). The teachers claimed that when they called parents for a meeting to discuss students' affairs, some parents did not show positive responses. This situation influences teachers' negative attitudes towards teaching students who face barriers to learning and participation. Rose (2010) states that if there is good relationship between teachers and parents, and then all parents can contribute important information on the academic development of their kids. From parents, teachers can obtain valuable information about students' social, physical, and emotional development (Garner & Davies, 2001; Johsen, 2001; Smidt, 2009). Participants reported that the poor parents who fail to pay money for their kids or fail to buy school requirements for the kids were asked to come to school and do some activities like repairing some buildings, cutting grass or cleaning the school during holidays so they can get money for their kids, but most of them refuse. These parents

forgotten that according to the Tanzania Education policy 1995 they are responsible for all school requirements for their children (URT, 2011).

Teachers also told that there are kids who are sick but their parents do not call the school when their kids are not able to come to school. Another big issue is students with albinism whose parents do not want to be with them for a long time.

This shows that there is little or no collaboration between teachers and parents; hence it contributes to negative attitudes among regular teachers towards inclusive education in the regular primary schools.

Having seen the discussion of the study findings, the main intention of the following chapter is to make general conclusion and recommendations.

6.0 CONCLUSION AND RECOMMENDATIONS

This chapter presents the concluding remarks, Strength and limitation of the study as well as recommendations which will help to change regular teachers' attitudes towards inclusive education and recommendation for future actions and research.

6.1 Conclusion

The general aim of conducting this study was to investigate regular primary school teachers' attitudes towards inclusive education in regular primary schools in Tanzania. In order to achieve this purpose, the study was guided by three sub-research questions which reflect three components of attitude (cognitive, affective and behaviour).

The first sub-question was; how do regular primary school teachers conceptualize the term inclusive education? The main purpose of this question was to explore cognitive component of attitudes. The findings show that most of regular primary school teachers who participated in the study have narrow understanding of the term inclusive education compared to the broader perspective of inclusive education which was adopted in this study. It is agreed that the term inclusive education has no common definition and can be contextualized according to the situation. But their definitions showed that their knowledge and understanding of inclusive education is limited.

The second sub-question was; what feelings do regular primary school teachers have with regards to teaching students who face barriers to learning and participation in regular classroom? This question intended to examine the affective component of attitudes. The study revealed that most of regular primary school teachers who participated in this study do not possess positive feelings towards teaching students who face barriers to learning and participation. They are not happy to teach students who have cognitive problems. The kids with cognitive problems were called lazy, stupid, dull and hard to teach. Students with behavioural problems were frequently punished and chased away from the classrooms. This also indicates that these regular teachers' feelings towards teaching students who face barriers to learning and participation were predominantly negative.

The third sub-question was; how do regular primary school teachers create inclusive cultures and evolving inclusive practices in regular classrooms? This question reflects the third component of attitudes which is behaviour. The main concern here was to investigate the abilities of regular primary school teachers to create inclusive cultures and evolve inclusive practices in the regular settings. The findings showed that regular primary school teachers have low competency to share and create inclusive values in the regular school environments. For example student-student cooperation in the classroom was very poor. The students were geared to a competitive culture, to a little extent to collaborative and cooperative cultures. Students were not encouraged to help each other and to share the small resources they have. Even teacher and students relationships were not usually good. Teachers did not build friendship environments with their students.

Generally referring to the three components of attitude, knowledge, feeling and behaviour the findings concluded that most of teachers who participated in this particular study mainly have negative attitudes towards inclusive education in the regular primary schools. Having seen conclusion of the study, the following section presents the strengths and limitations of this study.

6.2 Strength and Limitations of the study

This study is very unique due to the fact that nobody had conducted the similar study at the similar setting and by using similar procedures. This makes this particular study to be very special and valuable not only to Tanzanian but also to many people in different part of the world. Regardless of the strength this study has, also it has a number of limitations such as: This small study was a qualitative in nature and it used a small sample (Bill, 2005). Due to the fact that the sample used is not statistically representative of the whole population in question, therefore the findings cannot be generalized to other regular primary schools; however it can be applied in the areas which have the same characteristics.

Although the findings of this study revealed that most of participants have negative attitudes towards inclusive education, the findings should be nevertheless be interpreted with caution because it is very possible that the findings of this study was influenced by factors for example: Lack of awareness, poor working environments, little support from government and many other factors found in two schools involved in the study.

Furthermore, it was very difficult to investigate teachers' attitudes towards inclusion. This is because inclusion seemed to be complex and new to most of participants. This made some of the participants to feel inferior and unhappy to say for example I do not know or I have no idea. Investigator tried to remind the participants about the purpose of the study and to inform them that this study was not a test or examination which has pass and fail, so they should not feel inferior or unhappy if the concept seemed to be new to them.

Furthermore, Teachers were reluctant to participate in the study as they needed payment. They thought that investigator has a lot of money for being a student in Norway. This made the investigator to use extra effort and time to build good rapport with the participants, and then they agreed to participate. This happened in both schools.

Another limitation was that the process of data collection started in early January after the long Christmas holiday. So teachers were very busy preparing their work plan and other action plans. So to get a teacher alone for 40 minutes was also a challenge. However the investigator tried to follow their timetable so as to get relevant information from those teachers.

6.3 Recommendations

It was said above that this study's findings cannot be generalized to all regular primary school teachers in Tanzania, but they can be applicable (Bill, 2005). Therefore the recommendations are specifically to the regular teachers in the school studied and other regular teachers in the regular schools in Tanzania which have similar conditions and characteristics.

6.3.1 Recommendations for changing Regular Teachers' Attitudes

This section presents recommendations and suggesting measures for minimizing factors which influence teachers' negative attitudes towards inclusive education. The suggestions based on three dimensions which are; suggestions to policy, practices and cultures (Booth & Ainscow, 2011; MoEVT, 2009).The first dimension was not presented in theory chapter because only second and third dimensions were deemed relevant as attitudes depends on values (culture) and practice. But in this section the first dimension should be included because some of the factors

which influence teachers' negative attitudes towards inclusive education originated from policy related issues. The following suggestions specifically focus to central government, MoEVT, parents and other education stakeholders like policy makers, curriculum developers and education planners:

Firstly, MoEVT should provide inclusive education training to all regular teachers. As it has been discussed above teachers claimed that it is difficult to implement inclusive education due to lack of inclusive knowledge. It is impossible to implement something of which you do not have knowledge. So, MoEVT via Department of teachers' education policy and planning should arrange in-service courses on inclusive education to all regular teachers in Tanzania. Also the curriculum developers should include inclusive education in the teachers' education curriculum. By doing so both in-service and pre-service teachers will have enough knowledge of inclusive education which will raise positive attitudes towards inclusive education.

Secondly, the policy makers should formulate adequate policy and regulatory frameworks in addressing diversity and promoting Inclusive Education (MoEVT, 2009). This is because in the current Tanzania education and training policy there is no even a single line which addresses the issue of diversity and promoting inclusive education (URT, 2000). Hence formulation of clear policy and frameworks will raise teachers' awareness of inclusive education and change the negative feelings they have towards teaching students who face barriers to learning and participation.

Thirdly, there should be strong supervision strategies for implementation of policies and programmes which address the issues of inclusive education. This is due to the fact that there were many programmes which have been formulated so as to ensure effective implementation of EFA's goals, but MoEVT (2009) declares that one of the barriers for effective implementation of inclusive education is Poor implementation strategies of programmes. Those strategies should go hand in hand with good salaries and incentives for teachers. This will make teachers to love their job and have positive attitudes with regards to teaching students of all types in the regular schools.

Fourthly, the central government should allocate enough budgets to MoEVT for building many classrooms so as to reduce overcrowdings in the classrooms. It is difficult for the teachers to

identify and adapt each student's needs for the classroom with more than 50 students. This should go hand in hand with recruiting more teachers and providing teaching and learning materials which are suitable for all types of learners, provision of health services including first aid facilities, provision of appropriate school infrastructure; including toilets, playing grounds and teachers houses (MoEVT, 2009). This will improve teachers working environment which can change teachers' negative attitudes towards inclusive education.

Furthermore, parents should provide support to teachers. Poor morale and teachers' negative attitude towards teaching students who face barriers to learning and participation are contributed by inadequate support from parents and Irresponsible parents (MoEVT, 2009). Parents should acknowledge teachers' work. When parents are called for meeting with teachers to discuss students affairs they should turn up. They should try their level best to provide school requirements for their kids so as to reduce the burden on teachers. They should have smooth communication between teachers and parents. If a student has a problem which may hinder him or her from coming to school his or her parents should call the teachers the same day. This also may motivate the teachers and they will change their negative attitudes towards teaching students who face barriers to learning and participation.

Lastly, the government should acknowledge the issue of Poor social economic status among parents and should take adequate measures in education to alleviate the impact of poverty (MoEVT, 2007). The issues of poor social economic status among parents is the main contributor of teachers' negative attitudes towards learners who face such situation. Thus measures should be taken so as to change teachers' negative attitudes towards learners who come from poor socio-economic families.

6.3.2 Recommendation for Future Action and Researches

This small study focused on regular teachers' attitudes towards inclusive education in the regular primary schools in Tanzania. Data were collected in two regular schools in northern Tanzania. Ten regular primary school teachers participated in the study. It is the hope of investigator that this study should open the door for further studies in this area. Other researchers should conduct the similar study using more samples than the sample which was used in this particular study.

Furthermore other studies should focus not only on regular primary schools teachers, but also to special needs teachers who teach in the regular primary schools. In addition further studies should be done in different settings so as to enhance transferability of the study findings.

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8.0 Appendices

Appendix 1 Approval letter from NSD

Norsk samfunnsvitenskapelig datatjeneste AS
NORWEGIAN SOCIAL SCIENCE DATA SERVICES

Kari Nes
Institutt for samfunnsvitenskap Høgskolen i Hedmark
Postboks 4010 Bedriftssenteret
2318 HAMAR

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N-5007 Bergen
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Tel +47-55 58 21 17
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Org.nr. 985 321 884

Vår dato: 21.01.2015   Vår ref: 40922 / 3 / HIT   Deres dato: Deres ref:

TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 25.11.2014. All nødvendig informasjon om prosjektet forelå i sin helhet 16.01.2015. Meldingen gjelder prosjektet:

40922	*Regular primary School teachers attitudes and perceptions towards the implementation of inclusive education policy in regular primary Schools in Tanzania*
Behandlingsansvarlig	Høgskolen i Hedmark, ved institusjonens øverste leder
Daglig ansvarlig	Kari Nes
Student	Asha Bakari Mbwambo

Personvernombudet har vurdert prosjektet og finner at behandlingen av personopplysninger er meldepliktig i henhold til personopplysningsloven § 31. Behandlingen tilfredsstiller kravene i personopplysningsloven.

Personvernombudets vurdering forutsetter at prosjektet gjennomføres i tråd med opplysningene gitt i meldeskjemaet, korrespondanse med ombudet, ombudets kommentarer samt personopplysningsloven og helseregisterloven med forskrifter. Behandlingen av personopplysninger kan settes i gang.

Det gjøres oppmerksom på at det skal gis ny melding dersom behandlingen endres i forhold til de opplysninger som ligger til grunn for personvernombudets vurdering. Endringsmeldinger gis via et eget skjema, http://www.nsd.uib.no/personvern/meldeplikt/skjema.html. Det skal også gis melding etter tre år dersom prosjektet fortsatt pågår. Meldinger skal skje skriftlig til ombudet.

Personvernombudet har lagt ut opplysninger om prosjektet i en offentlig database, http://pvo.nsd.no/prosjekt.

Personvernombudet vil ved prosjektets avslutning, 15.05.2015, rette en henvendelse angående status for behandlingen av personopplysninger.

Vennlig hilsen

Vigdis Namtvedt Kvalheim

Hildur Thorarensen

Dokumentet er elektronisk produsert og godkjent ved NSDs rutiner for elektronisk godkjenning.

Avdelingskontorer / *District Offices:*
OSLO: NSD. Universitetet i Oslo, Postboks 1055 Blindern, 0316 Oslo. Tel: +47-22 85 52 11. nsd@uio.no
TRONDHEIM: NSD. Norges teknisk-naturvitenskapelige universitet, 7491 Trondheim. Tel: +47-73 59 19 07. kyrre.svarva@svt.ntnu.no
TROMSØ: NSD. SVF, Universitetet i Tromsø, 9037 Tromsø. Tel: +47-77 64 43 36. nsdmaa@sv.uit.no

Appendix 2 Permission letter from Regional Administration and Local Government

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

TELEGRAPH: 'REGCOM'
PHONE :
E-mail p@yahoo.co.uk
Fax Na.
In reply please quote

REGIONAL COMMISSIONER'S OFFICE
P. O BOX.

Ref. No. C. 50/46/VOL.II/73

30 DEC. 2014

Headteacher,
.............../..............Primary School,
....

RESEARCH PERMIT

Please refer to the topic above.

Asha Bakari Mbwambo is a bonafide student of **Hedmark University College** and who is at the moment conducting a research. Your School is one of the selected area where the researcher will collect data.

The working tittle for her project is "**Regular primary school teachers' attitudes** ... ... towards ... ... **inclusive education policy in regular primary schools in Tanzania.**"

The permission to collect data is granted within a period of month from 13th January 2015 to 13th February 2015.

Please give her necessary assistance so that she can accomplish her studies.

For: **REGIONAL ADMINISTRATIVE SECRETARY**

C.C: Asha Bakari Mbwambo.

Appendix 3 Letter of Introduction

LETTER OF INTRODUCTION

To: The head teacher

Dear sir/ Madam,

RE: Permission to conduct a research project in your school.

As the heading above is concerned, my name is Asha Bakari Mbwambo, a second year master's student at Hedmark University College in Norway. For the partial fulfilment for master's degree in Adapted Education, I intend to conduct a research project on the topic: *Regular Primary school teachers' attitudes towards inclusive education in regular primary schools in Tanzania.* I chose your school to be one among the sites of my study due to the fact that it is one among the regular school in the region which practising inclusive education.

The main purpose of this study is to investigate regular primary school teachers' attitudes towards inclusive education in regular primary schools. During the field work I would like to work with only 5 regular teachers. The data will collect by using interview and observation methods. Observation method will be conducted inside and outside the classrooms.

The result of the study will be very potential for the fulfilment of the required program in Hedmark University College. All issues which will be discussed and observed will be treated with confidentiality. In addition, participation in this study will be voluntary and the respondents will be free to withdraw at any time they wish. This study has no economic incentive to participants; however after the finalization of the study, all participants will be welcomed to have a copy of a report if they wish to do so.

It is my hope that my request will be considered positively.

Yours faithfully,

Asha Bakari Mbwambo.

+255756525372

Email: mbwambo_asha@yahoo.co.uk

Appendix 4. Introduction letter to the Informants

Introduction Letter to the Informants

Dear Teacher,

My name is Asha Bakari Mbwambo a second year student at Hedmark University in Norway. I am pursuing **Masters in adapted Education.**

I am doing project on **regular primary school teachers' altitude towards inclusive education in Tanzania,** under the supervision of **Kari Nes** who is the lecturer at Hedmark University. The deadline for submission of this thesis is **15th May 2015**

The main objective of this project is to investigate regular primary school teachers' altitudes toward inclusive education in Tanzania.

The information will be obtained by two methods which are: Interview conversation and observation. I will use note book and tape recorder to record information. I cannot use any video device.

I will appreciate your participation very much. However the participation is voluntary you have the right to withdraw from this participation at any time you want to.

If you would like to participate in this interview please complete the attached form of consent and return it to the Head of the school by 13th January 2015. If you have any question please you are welcome at any time.

Thank you very much,

Yours,

Asha B. Mbwambo.

+255756525372/+4791253215

Email: mbwamboasha@yahoo.com.co.uk

Appendix 5. Consent Form

<u>CONSENT FORM</u>

I am well informed about the objectives of the study investigating regular primary school teachers' attitudes towards inclusive education in Tanzania.

I would like to participate

Full name ....

Signature ....

Date ....

Phone number ....

I would not like to participate

Name ....

Signature ....

Date ....

Appendix 6. Interview Guide

Research Instruments-Interview Guide

AN INTRODUCTION TO THE INFORMANT

My name is ASHA BAKARI MBWAMBO. I am a student at Hedmark University College, in Norway studying a Master's degree in Individual Adapted Education. I am conducting the study which has the purpose of investigating regular primary school teachers' attitudes towards inclusive education in regular primary schools in Tanzania.

I wish to ask you some questions relating to your knowledge and understanding of term inclusive education, your feelings towards teaching students who face barriers to learning and participation and your ability to create inclusive culture and practices in regular school/classroom.

Please feel free and comfortable to answer any question which I will ask you. You are also free to ask me any question if you need some clarification. The information that you will provide to me will remain confidentially. Your name, name of the school, district as well as region will remain anonymous. Can we start?

B: BACKGROUND QUESTIONS

1. May you please tell me briefly about your educational background?

2. How long have you been in teaching professional?

3. How long have you been teaching in this particular school?

4. May you tell me about the characteristic of this school like?

    Number of teachers, total number of students' enrolments and their specification

Questions to answer objective one (To explore regular primary school teachers' knowledge and understanding of the concept inclusive education)

1. Have you ever heard about the term inclusive education? Yes/ No. If yes when and where?

2. What does the term inclusive education mean to you?

3. What kind of children, do you think, should be included in an inclusive classroom? And why?

4. Is the concept inclusive education common for all teachers in this school? Yes/ No?

Questions to answer objectives number 2 (To explore regular primary school teachers' feelings towards teaching students who face barriers to learning and participation different education needs in inclusive classroom)

5. Do you have any learner who faces barriers to learning and participation in the classroom where you are teaching? Yes/ No. If yes may you tell me which barriers your student/ students face

6. Do you think those children who face barriers to learning and participation should be taught in inclusive classroom or in a separate classroom? Why?

7. How do you feel when teaching students who face barriers to learning and participation together with other students in inclusive classroom?

8. What is your opinion about teaching students who face barriers to learning and participation in inclusive setting?

9. What is your general comment on inclusive education in regular schools?

Questions to answer objectives number 3(To investigate how regular primary school teachers create inclusive culture and practices in regular classrooms.)

10. How do you create inclusive community in your classroom in which students can seek and offer help to each other?

11. How do you create classroom environment which is secure, accepting and value all types of learners equally?

12. How do build good relationship with your students?

13. How do you impart inclusive values to your learners?

Other questions

14. Have you ever attended any training concerning inclusive education? If yes how often? Where and what did you learn?

15. Are parents and community around the school giving you support? Yes/ No. If yes how

16. Does government provides enough teaching materials which make teaching in inclusive classrooms easy?

17. Is there anything which you would like to add or to talk more about this topic of study?

THANK YOU FOR YOUR TIME

Appendix 7 Observation Guide

OBSERVATION GUIDE

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

Grade............................

Subject..............................

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

The observation took place inside and outside the classroom.

The following is the check list which guided the investigator to observe regular primary school teachers' abilities to create inclusive culture and practices in inclusive classroom/school and their feelings towards teaching students who facing barriers to learning and participation.

Inside the classroom

1. Physical environment of the classroom: Are blackboard, chairs, table, illustrations maps and general classroom arrangements are designed in a way that supports the learning and participation of all types of learners
2. Looking if classroom sitting arrangement build in inclusive values
3. Observing how teacher treat learners who face barriers to learning and participation
4. Observing t teacher – students relationship in the classroom
5. Identify teaching methods which teacher use in inclusive classroom
    a. ....
    b. ....
    c. ....
6. Observing how teacher motivates students to help each other
7. Observing the way teachers create conducive classroom environment in which all learners participate in learning

Outside the classroom

1. Looking if all types of learners are involved in extra curriculum activities
2. Observing how teacher treat students in the morning parade

3. Is there a shared philosophy of inclusion among the students outside the classroom?
4. Observing how teachers communicate with students outside the classroom
5. Looking how teachers organize students during lunch time

Appendix 8. Permission letter from Hedmark University College

Høgskolen i Hedmark
Hedmark University College

Master's program in adaptive education

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

In our master's program in adaptive education at Hedmark University College, Norway, students in their final year conduct an independent inquiry for their master's thesis.

Our student *Asha Bakari Mbwambo* is in her final year and will need access to collect empirical material from schools for her master's thesis. The working title for her project is:

Teachers' attitudes Towards Inclusive Education in Regular Primary schools in Tanzania

All data will be anonymised before use. The results will be treated confidentially, and 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 the data necessary for Asha Bakari Mbwambo's research work. Thank you!

Questions can be directed to the responsible person below.

Hamar, December 18, 2014

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