

**HEADTEACHER'S ROLE IN ATTAINMENT OF QUALITY INCLUSIVE EDUCATION IN  
SELECTED SECONDARY SCHOOLS IN IGANGA DISTRICT, UGANDA**

**LASTONE HABERT BALYAINO**

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**UGANDA CHRISTIAN  
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## Declaration

I, Balyaino Lastone Habert, do hereby declare that the dissertation titled “Head teacher’s role in attainment of quality inclusive education in selected secondary schools” is my original work and has never been submitted to any university or institution of higher learning for defense or the award of a degree.

Signature:  .....

Date: 8<sup>th</sup> May, 2024

Balyaino Lastone Habert

## Approval

This is to certify that this dissertation titled “Head teacher’s role in attainment of quality inclusive education in selected secondary schools” is being submitted for defense with my approval as university supervisor.

Signature: 

Date: 13<sup>th</sup> May 2024

**Dr. Charles Muweesi (PhD)**

## **Dedication**

This disertation is dedicated to my wife Ms Namulemo Ephrance, my late father Lastone Balyaino and my late mother Joy Mutesi. They have a special place in the heart of my career. Most importantly, I also dedicate it to my children Musenero Madrine, Mutesi Mirthia, Ndala Jeremiah and Jordan Balyaino for the love and patience

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### **List of acronyms and abbreviations**

MOES	Ministry of Education and Sports
UNICEF	United Nations International Children’s Emergency Fund
UNESCO	United Nations Educational Scientific and Cultural Organization
UN	United Nations
ASCD	Association for Supervision and Curriculum Development
EI	Education International
HEC	Higher Education Commission
BRMS	Basic Requirements and Minimum Standards
OECD	Organization for Economic Co-operation and Development
UNEB	Uganda National Examination Board
SNE	Special Needs Education
EU	European Union

## **Abstract**

The study investigated the influence of head teachers' mandate in realization of inclusive quality education in selected secondary schools in Iganga district- Uganda. The study was guided by the following objectives i) to determine the influence of head teacher's planning role on the quality of inclusive education, ii) to establish the influence of head teachers' support role on the quality of inclusive education and iii) to find out the influence of head teachers' motivation role on the quality of inclusive education. The study was inclined on the systems theory propounded by Ludwing and George in 1940 and a cross-sectional descriptive research design was adopted, drawing on quantitative as well as qualitative research approaches with a sample size of 83 (including 73 teachers, 5 deputy head teachers, and 5 head teachers) respondents. The questionnaire reliability  $\alpha = 0.831$  was obtained after subjecting the instrument to 5 independent respondents in a week interval period while content validity index of 88.9 was obtained for 3 professional raters. Simple Random Sampling and Census Inquiry techniques were adopted for the study. Questionnaires and the interview guides were adopted for data collection. Quantitate data was analysed Pearson correlation and regression analyses while qualitative data was analysed using the verbatim method. The findings revealed; a positive, significant influence of the head teacher's planning role on the quality of inclusive education ( $r= 0.534, p > 0.05$ ), a positive moderate influence of head teacher's support role on the quality of inclusive education ( $r= 0.514, p < 0.05$ ) and strong positive influence of head teacher's motivation role on the quality of inclusive education ( $r= 0.621, p < 0.05$ ). Furthermore, the study recommended that in future, similar studies be extended to primary schools and headteachers to be sensitized about quality education.

## CHAPTER ONE: INTRODUCTION

### 1.1. Background of the study

Inclusive Education is a philosophy which focuses on the process of changing the families and society so that all individuals regardless to their differences can have the chances to learn, interact, experiment, work, feeling of belonging and developing in accordance with their potential (Ngugi and Kimanth, 2017). It is also the most critical ingredient in the country development process and it allows many development goals to be achieved (Carter et al, 2022). In addition, inclusive education is the main equalizer in closing the gaps of social–economic inequalities in modern life (Mosoti, 2015). Inclusive education includes range of changes, modifications in approaches, content, strategies and structures (UNESCO, 2005). Peter and Nderitu (2014) state that inclusion aims at ensuring that all learners have access to relevant, appropriate, affordable and effective education with in their society.

Inclusive education refers to a school environment where children become part of the school community regardless of their strength and weakness (ASCD and EI, 2025). All normal children and those with learning difficulties like special needs participate and learn together in the same class. The components of inclusive education involve classroom practices, support from principals, teachers’ attitudes, parents support and collaboration; making school more inclusive requires inclusive policies and cultures (Bari et al, 2014).

It also involves classroom practices that provide learners with the sense of belonging, encouragement of learners’ participation in class, promotion of active listening, promotion of psychologically safe environment and monitoring learners’ motivation (EU, 2015). Successful inclusive education is based on the following principles; supporting diversity and learners’ differences, understanding the needs and strength of learners, removing all barriers in learning environment, building teachers’ capacity and creating a culture of high expectation for all leaners (Lilianie, 2022).

The sustainable development goal 4, “Quality Education for all” is to attain inclusive and equitable quality education and promote lifelong learning. This makes learners to become productive and active members of the community (UN, 2021). Quality education involves the provision of appropriate skills, gender parity, and provision of good infrastructure in school, availability of relevant equipment, materials and resources, easing access to education and quality education processes (UN, 2022).

If the quality of education standard improves, then there is no doubt that product would be good; this affects the industry and economic growth to a greater extent (UNESCO, 2016). All education stakeholders including government, funding agencies, political leaders’ parents, school management committees and head teachers are keys in ensuring quality education in schools. Strong school management is one of the key contributing factors that make a school to attain its education goals. The head teacher, directors and principles need integrative quality education managing capacities and vitality of pupils, parents and teachers towards achieving the same educational goals (Shakeela, 2020).

Education is seen as the most important ingredient in the country development process and it allows many developments goals to be achieved (Carter et al, 2015). It is the main equalizer in closing the gaps of social-economic inequalities in modern life (Mosoti, 2015). Quality inclusive education breaks social challenges such as poverty, social inequalities, unemployment, high crime rates, political instabilities, poor health, hunger among others thus improving people’s standards of living (UN, 2022).

### **1.1.1. Historical perspective**

The concern to provide inclusive education existed after world war one. This came as a result of the Universal declaration of human rights coming into action in 1948; universal special education was realized as the main agenda of the world conferences (Salamanca, 1994). Free access to special education is a right in the Universal declaration of human rights (Jomtein

and world summit for children, 1990). In addition, the world Convention on Children's Rights which most countries signed to, voted on this right as legally binding (UNCRC, 1989).

The above conferences put great emphasis on universal primary education since the 1990s, and this spread to many countries for example the Jomtien and World summit for children conferences that occurred 1990s set ten years as the target for achieving global primary special education and when the set ten years target elapsed in 2000, it was evident that the target was far from reach, progressing slowly (Norwich, 2013).

African human rights and social justice were sanctioned as basic principles of education by the majority of African countries (Baffoe, 2013). Great strides were consequently made in development of education policy to address the inclusive education drive but emphasize was put on integrating learners with special needs into public schools mainly by putting them in separate classes or in special schools (Bamink et al, 2019). There is increasing awareness of inclusive education interact with African complex social economic legacies and cultural factors that reflect overwhelming legacy of continued inequality (Chilisa, 2012).

Several global developments were ratified by most African countries such as education for all campaign, flame work for action on special needs education, SDG4, the education 2030 Incheon declaration work for action for implementation of SDG4 and the convention of the rights of persons with disabilities (Global disability summit, 2018).

In East Africa particularly In Tanzania access to education has been hampered by poor cultural beliefs and in particular the sacrifice and discrimination of the albinos in attending schools. The Tanzania's president John Magufuli passed a presidential directive of protecting and taking all albinos of school going age to the public schools for free (Magazeti Ya Tanzania, February, 2022).

Uganda became a signatory to the international agreements that support children with special needs like Salamanca Statement and Framework for Action on Special Needs Education

(1994). This instrument stipulates the rights of all children with both permanent and temporary needs for educational adjustment attend schools in their societies in inclusive classes and participate in quality education that is relevant to every learner. In addition, without inclusive quality and equitable education facilitating lifelong opportunities for all no country will succeed in breaking the circle of poverty that is leaving millions of children, youth and adults behind (NDP, 2021).

In relation with the Uganda Constitution (1995), Uganda has put in place for Persons with Disability Act (2006) and has also consented to the United Nations Convention on the rights of persons with disabilities (2008). Both instruments demand for quality, access and equity as regards educational services for people with special learning needs. To meet those requirements, the Ministry of Education & Sports came up with a department responsible for special needs and inclusive education (MOES, 2021).

### **1.1.2. Conceptual perspective**

#### **Inclusive education:**

According to SDG4 and UNESCO (2012) quality education is inclusive when it does not discriminate anyone on grounds of ethnicity, gender, class, disability, language, or any other barrier that stop a child from participating, engaging and accessing education and the benefits thereof. Meanwhile Antil (2014) defines inclusive education as a way of building the capacity of the education system to reach out all learners. It includes restructuring the culture, policies and practices in schools so that they can respond to the diversity of students in concerned region. Whereas inclusive education means that all children in a school, regardless of their weakness and strength in any area become part of the school community (UN, 2015). In addition, this happens when learners with or without disabilities learn and participate together in the same class (MOES, 2017). UNESCO (2012) defines ‘inclusive education’ as education that does not discriminate anyone basing on grounds of disability, language, gender, class,

ethnicity or any other barrier that prevents a child from accessing, participating and engaging in education and the benefits thereof.

Inclusion of learners with disabilities, however, goes far beyond the normal classroom management for example pre-school child upbringing and community effort. Positive psycho-social consequences have been evident, resulting from any such effort to enhance effective inclusion (Jenna, 2017). Generally, inclusive education does not discriminate any one's disability, gender, ethnicity and language. It also involves strengthening the capacity of education system to reach all learners, restructuring cultural practices so that they can respond to diversity of students in the concerned region, learning and participate together in the same class and goes beyond the formal classroom setting for example pre- school rearing and positive social affairs (Antil, 2014).

Quality inclusion in education is supported by seven pillars which include; attitude, support policy leadership, school class processes, curriculum and pedagogy, community, meaningful reflection, training and resources (Loreman, 2007). Attitudes; Positive attitudes allows and encourages practices which guarantee a success of inclusion (Loreman, 2007) Teachers involve all learners by devising activities which support inclusion (Loreman, 2007). Supporting policy and leadership such as Salamanca statement has produced noticeable outcomes in the move towards inclusive schools (UNESCO, 2013) a key element of creating inclusive school is the support and system leaders (Loreman, 2007).

School and classroom processes; a successful inclusion requires the entire school to be committed since its extremely difficult for individual educators (teachers) to be in isolation (Abbot and McCaskey, 2006). There is need for innovative scheduling of time and facilities which rationally teaches children by subjects (Depplerer, 2006).

Flexible curriculum and pedagogy since there are a ten dance for curriculum in schools to be linear, inflexible, divorce from context, centralized and un responsive to the needs of the

minority groups, this has presented significant challenges in implementing inclusive education (Googman & Bond, 1993). Curriculum reforms are necessary to suite to other minority groups (Loreman, 2007). This should involve the provision of multiple representation of content, multiple option for expression and control multiple options for engagement and motivation (Loreman, 2007).

Community involvement; the community is very important in the success of inclusive education (Elkins, 2005), schools should reach out to the community through identifying community needs and offering social service while the community should also be welcomed into schools, the most important groups of the school community are the parents (Loreman, 2007), their role in school is to make decisions, advocate for school programs (Loreman, 2007).

Meaningful reflection; reflection is an important part of a good teacher's repertoire of strategies for continuous improvements and need to be able to reflect and study if they want to stay relevant. Teachers should use tools of reflecting such as journals, surveys, observation sheets, visiting other classroom among others (McCook, 2003).

Necessary training and resources; The class support to the teachers by professionals and experienced colleagues is necessary in improving the quality of inclusive education (Hodgkinson, 2006) moving towards an inclusive school model attract additional resources or training which benefits all students (Loreman, 2007). Technology is commonly used resource and has opened up opportunities for many learners and therefore requires teacher guidance skills (Goddard, 2004).

## **1.2: Quality inclusive education**

Quality according to Cheng (1997) refers to perfection or exactness, suitability for purpose, exceptional, money worth or transformation. While quality as viewed in management and administration refers to agreement to specifications, defect avoidance, requirement, and

meeting customer expectations. Quality education focuses on holistic learning by ensuring social, emotional, mental, physical and cognitive development of each student regardless of gender, race, ethnicity, socio economic status, or geographical location. It prepares a child for life not just for testing (ASCD, 2015). Quality education is guided by three pillars; thus, there must be access to quality teachers, use of quality learning tools and professional development, and provision of clear and supportive quality learning environment. While MOES (2018) identifies the traditional indicators of quality education as input factors like enrolment rate, pupil-teacher ratio and teacher qualifications, and educational outcomes such as test scores. According to MOES (2021), the success of an education institution is measured against performance by the indicators stated in the Basic Requirements and Minimum Standards.

Quality inclusive education is defined by a combination of elements that must act simultaneously. These elements belong to two spheres: the school's policies and practices on the one hand and the human and physical resources available to them on the other (EU, 2015). Quality in education is a multidimensional concept, which includes all the related functions and activities that form part of the academic life in a school system. Therefore, any framework for the assessment of quality should take into account the quality of students, teachers, infrastructure, student support services, curricula, assessment and learning resources (Charles, M., Sarah, N., & Anthony, M. M. 2024). Thus, quality of education is indicated by; quality of educational inputs, academics and outputs (HEC, 2021).

Inputs include financial measures, physical measures, and manpower measures associated with the resources that are provided for students at each educational level. Financial measures are generally summarized by educational expenditures per student. Physical measures include the age, condition, and comprehensiveness of such facilities as classrooms, laboratories, and libraries and the provision and use of international materials and equipment. Manpower or human resource measures include the number of personnel of different types, often expressed

as ratios in relation to student numbers at each level. They also include background information about these personnel such as educational qualifications, experience, and perhaps knowledge competencies and attitudes (Murnane, 1987). Educational outputs refer to the consequences of the educational process as reflected in measures such as the levels of knowledge, skills, numeracy, values acquired by students and social benefits while educational processes refer to all processes from curriculum development to final assessment including admission, teaching, assessment, feedback, incentives, learning and class size.

### **1.3: School Head teacher's Roles**

School administrators like head teachers, dean or principles embrace the extremely important role of ensuring the system is operating efficiently. The common roles such as forming curriculum, goals, drawing budgets, time frame, formatting regulations, mandated testing and performance measures are to ensure that teachers and counselors are collaborating towards a common goal. According to Yi (2010), head teacher should first be an organized planner and manager to strategically launch and manage school program, then an effective motivator to encourage teachers to teach, and finally a strong supporter for teachers and students.

#### **1.3.1: Head teacher's Planning and Management Role**

Planning is the process of selecting objectives and determining strategies to achieve the organizational aims (Bush, 2011). Planning is a concept of executing actions that involves skills of anticipating, influencing and controlling the nature and direction of an organization (Gichobis, 2018). School Management is a way of controlling the school towards positive changes through not only the optimum use of the human resources, physical resources and principles but also the proper coordination and adjustment among all of them (Seema, 2005).

#### **1.3.2: Head teacher's Support Role**

Support providing, such as administrative, training, monetary, and promotional, is very important for administrators to effectively implement school programs. School leaders should

be in the know that student support needs to be provided differently than teacher support. Learners need to be supported in academic counseling, library services, training, financial aid, testing and access to instructional resources (Yi, 2010).

### **1.3.3: Head teacher's Motivation Role**

Motivation explains the drives, desires, needs, and wishes in order to induce the staff to act in a desirable and productive manner. According to Giannoni and Tesone (2003) cited in Yi (2010), some motivation strategies could be personal rewards or intrinsic, such as tenure and promotion at work place, workload adjustment, or reduction in duties and increase in pay.

### **1.1.3. Contextual perspective**

Most socially neglected groups in the society today are children with physical disabilities. They face different forms of discrimination which affect them in different ways due to the kind of disability they have, where they stay and the culture or class to which they belong. It is estimated that largest number of children below 15 years of age make up 85% in developing countries (UNICEF, 2012).

It was indicated in a World Bank report (2012) that many children with disabilities do not access special education, do not appear in school registers and are not catered for in government plans. The ministry of education and sports made a policy for Inclusive education which has particular interest in disadvantaged children; those with physical disabilities and those experiencing absolute poverty. Most of these learners come from diverse ethnicity (UNESCO, 2013). Inclusion of children with disabilities, however, goes far beyond the formal classroom setting for example pre-school child rearing and community effort. Positive psycho-social impacts have been evident, resulting from any such effort to enhance effective inclusion (Jenna, 2017).

Much as the right to education for all is embedded in most national policies and international agreements, however there are challenges for children with disabilities with regard to

accessing education, being socially included in education and experiencing quality education (Norwich, 2013). UNESCO (2013) point out that the rate of the disability prevalence in populations is between 10 and 16%, yet the reported number of learners with disabilities in schools is much lower (1.8% of total school enrolment in Uganda, 1.1% in Rwanda and 0.7% in Ethiopia). This shows that a large number of children with disabilities are out of school, or if they are, they are not known within current school populations.

Inclusive education was introduced in Uganda in 1997 through the universal primary education policy and this was followed by the universal secondary education so as to ensure that there is accessibility and participation of all learners in education (MOES, 2021). Other policies to support inclusive education in Uganda aim at providing facilities and resources to enable every child to access school, to make education equitable so as inequalities are eliminated, to ensure that education is affordable by the majority of Ugandans (MOES, 2019). There are a variety of disabilities in Uganda just like in other countries and factors that account for their existence. The common forms of disabilities are visual impairments, physical disabilities, hearing impairments, multiple disabilities, mental and psycho-socio disabilities, intellectual disabilities and albinism. Noticeable of disability, is association to communicable diseases, congenital abnormalities and injuries among others (NUDIPU, 2011).

## **1.2. Statement of the problem**

Approximately 50% of children with disability in low- and middle-income countries are out of school and those that are in school are less likely to stay in school (Lilliane, 2022 & World Bank Report, 2015). Inclusive secondary schools have been negatively affected by inadequate physical capacity, infrastructure, learning materials, teacher capacity and stigma and this situation has been worsened by the increased enrolment of learners with special needs (MOES, 2017). The number of registered special needs education candidates for Uganda Certificate of Education 2022 had increased by 38.95% and the performance of most

special needs candidates in inclusive schools declined compared to the previous year 2020 in Busoga region, only two SNE candidates in inclusive schools attained second grade while several others got division three, division four and the rest were ungraded (UNEB, 2023). The academic performance of schools in Iganga district has continued to decline compared to other districts in Busoga (Iganga District Education Officer, 2023). The above facts and statistics depict a decline in the quality of inclusive education in the region (Charles, M., Sarah, N., & Anthony, M. M. 2024).

Though previous reports by World Bank Report (2015), UNESCO (2016) and Norwich (2015) have identified the above challenges, very little is known about the school head teacher's role in improving the quality of inclusive education in secondary schools. It is on this background that the study intended to examine the role of head teachers in attainment of quality inclusive education in Iganga district

### **1.3. Purpose of the study**

The study was to investigate the head teacher's mandates in the realization of quality inclusive education in selected secondary schools in Iganga district.

### **1.4. Objectives of the study**

The study was guided by the following objectives;

- i. To determine the influence of the head teacher's planning role on the quality of inclusive education in secondary schools in Iganga District.
- ii. To establish the influence of head teacher's support role on the quality of inclusive education in secondary schools in Iganga District.
- iii. To examine the influence of head teacher's motivation role on the quality of inclusive education in secondary schools in Iganga District.

## **1.5. Research questions**

The study sought to answer the following research questions;

- i. What is the influence of head teacher's planning role on the quality of inclusive education in secondary schools in Iganga District?
- ii. What is the influence of head teacher's support role on the quality of inclusive education in secondary schools in Iganga District?
- iii. What is the influence of head teacher's motivation role on the quality of inclusive education in secondary schools in Iganga District?

## **1.6. Significance of the Study**

- i. The study might create awareness to the education and sports ministry, private entrepreneurs and non-government organizations to support the head teachers in implementing inclusive education in schools.
- ii. The study findings might be helpful to the government in revising the educational policies, and curriculum that are relevant to the needs of the community in attaining quality inclusive education for example training enough teachers to handle special needs learners.
- iii. The study could support the district education officers emphasize the implementation of inclusive education in the new curriculum from National Curriculum Development Center (NCDC) by allocating some funds to cater for special needs students especially securing some scholastic materials.
- iv. The findings could uncover the capacity gaps in inclusive schools which will give an impetus to the government to train and recruit more teachers in inclusive schools.
- v. The results of study might motivate scholars to conduct further studies in various contexts related to head teacher's roles and inclusive education.

- vi. The study might create awareness among the head teachers, parents, cultural leaders and other school stake holders regarding the importance of their roles in improving the quality of inclusive education in schools.

## **1.7. Scope of the study**

The study covered the geographical, content and time scope.

### **1.7.1. Geographical Scope**

The study was carried out in 5 selected secondary schools in Iganga District Busoga sub region which is located approximately 130km East of Kampala the capital city Uganda, the area lies on coordinates 19N.23E and it takes 5 hours driving on the road. Busoga region is known for sugar cane growing and food production feeding the surrounding Districts. This region was chosen because of declining academic performance in inclusive education compared to other regions in the country.

### **1.7.2. Content Scope**

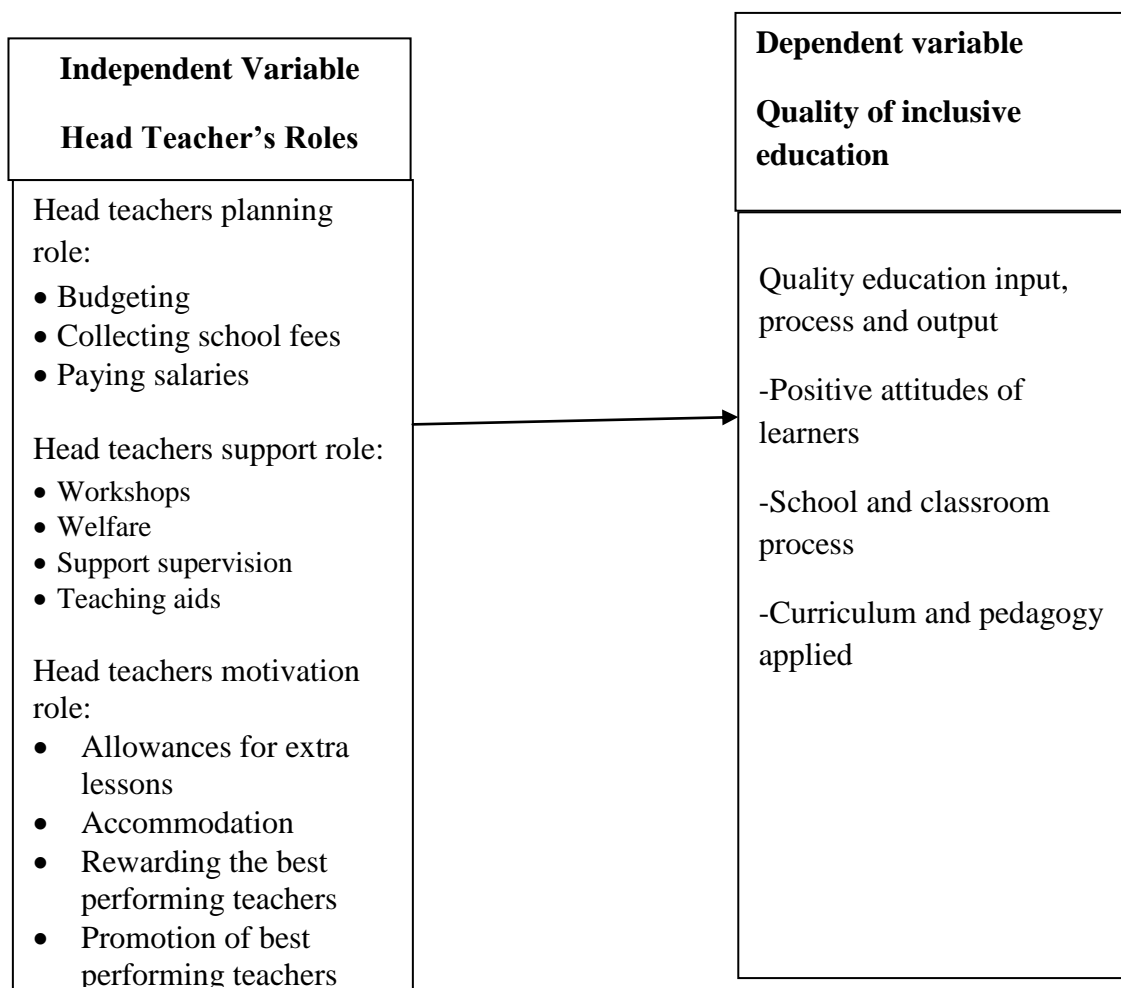
The study focused on the head teacher's planning, support and motivation roles as the independent variables. Planning role involved setting goals, budgeting and defining strategies to achieve them, while motivation role which involved provision of physical and emotional drive to the teachers such as wages, promotion, recognition among others and support role involved facilitation such as teaching learning materials, library services tools.

The dependent variable was quality of inclusive education which involved learner participation, learner access to education, removal of learning barriers, availability of adequate education facilities, completion rate and learner achievement.

### **1.7.3. Time Scope**

A three years' period was dedicated to the study from February 2021 to July 2023. The researcher was convinced that the time period is adequate for the study and would make it possible to realize all the research targets.

## 1.8. Conceptual framework



*Figure 1: A conceptual framework showing the relationship between the school head teacher's roles and the quality of inclusive education*

Figure 1 shows the independent variable is the head teacher's roles which includes; planning, support and motivation of teachers which influence the quality of inclusive education (dependent variable).

## **1.9. Definition of Operational Terms**

**Head teacher:** This is the school leader who runs the school.

**Head teacher's role:** This is the defined responsibility of running the school

**Planning:** This is setting of goals and defining strategies/tasks to achieve them.

**Support:** this is the facilitation provided to the teachers and learners in implementing school programs, this facilitation includes teachers' development, teaching learning materials, library services, tools, equipment, classrooms among others

**Teacher Motivation:** Refers to provision of physical and emotional drives to teachers to boost their performance. It includes wages, promotion, recognition and among others.

**Inclusive Education:** This is type of education that reaches out to all types of learners in same school setting regardless of their strengths and weaknesses.

**Quality Inclusive Education:** This is the type of education which involves accepting, understanding and attending to students' difference without discriminations and their diversity include physical, cognitive, academic, social and emotional.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1. Introduction**

This section presents the review of the theories and the previous studies relevant to the study in line with the objectives of the study. A search for empirical literature using electronic databases, articles, journals and textbooks has been done.

### **2.2. Theoretical Review**

Adopted was the systems theory as propounded by Ludwing Von Bertalanity, and George Bateson in 1940s (GTS, 2015). It says that institutions consist of multiple elements that must work together for the larger system to operate effectively. For the institutions to succeed, therefore there must be interdependence and interrelations between subsystems. According to this theory, employees, departments or workgroups are crucial elements for the institutional success. The four basic elements to the systems model are input, process, output and feedback (Kyalo, 2014).

Inputs are the basic materials or resources that will be transformed into outputs. In education context, the basic inputs are the learners enrolled in school. Process represents the operations that occur to transform the inputs to the desired outputs and this includes the teaching and learning processes. Outputs are the final product from the processes. These outputs are the learners who have attained the knowledge, skills and desired attitude. Feedback is the element of control. If the desired output is not achieved, the processes or inputs must be adjusted. In education, the results from assessments show the feedback (Kyalo, 2014). According to this theory, leaders should evaluate patterns and events within the schools to determine the best management strategy. There is need to collaborate and work together on programs to ensure organization success (Hernandez et al, 2020).

The major advantage of the theory is that it leads to efficient or optimum utilization of the available resources like materials, equipment, money and employees. The theory also leads to increased wages, reduced work disputes and high-quality products (Hernandez et al, 2020).

### **2.3. Review of the related literature**

#### **2.3.1. Planning Role and Quality Inclusive Education**

An inclusive education is not possible without proper planning, and good management practices founded on a good culture at the school that seeks the participation of all students in all educational processes, regardless of their disabilities (EU, 2015). Planning for educational is an account or revelation of conditions, events or requirements of future actions including forecasting the type and number of learners as well as increasing their required facilities. Educational planning involves problem avoidance which reduces the extent of a problem in education that would be faced in time (Mbiti, 2017).

However, it is evident that that some learners especially those with special needs don't fully participate in education process due to lack of the necessary requirements for example easy access to classrooms, writing and hearing gadgets due to small funds in their school budgets.

Salami (2019) emphasized that educational planning involves the best use of logical and systematic analysis in education development processes aiming at making education extra relevant, efficient and effective in responding to and attending to the goals and needs of learners and the community (Balyaino, L., Charles, M., Ochieng, M. K., et al 2023). This implies that for any growth in quality education to happen, and be sustainable in the system of educational, it ought to be planned (Musungu and Nasongo, 2020). When reviewing developing countries literature, Obanya (2014) in line with reforms in education as per quality is a rethinking or revisiting the education role in nation building. It is basically a reconsideration of national goals and offering of appropriate solutions to problem created by education quality world over especially in countries developing decent.

Adepoju (2016) states that the commonest reasons or requirement for bringing in change as well as innovation or a reform in quality of education especially in teaching, educational structure and curriculum are caused by a number of issues for example *needs on standards improvement*: on many occasions educational systems standard has been reprehended by several people including non-experts and experts. Because educational reform is seen as relevant where the system standard is falling or in which its present state causes discomfort or public protest, introducing it is considered pertinent. *Expectations of the Future*: Change might sometimes be required provided an indication of trends of the future or system selection are visible. To match with that kind of requirements for the future, recreation in education might be required. *Inclined achievement*: This often permit positive reform to occur whenever it is required. This implies that, a manager in education would continuously love novel programs which better teaching and learning environments inculcated in the school. *Creativity*: Quality of education might be caused by the desire and craving of faculty members in being more creative by inculcating new reforms that can result in the achievement of institutional objectives as well as achievement of own goals (Musungu and Nasongo, 2020). However, much as there is need for improvement on standards, future expectation, achievements and creativity in inclusive education, some head teachers have not walked the talk as regards to implementing the quality of inclusive education like being target achievers, creative among others (Musungu and Nasongo, 2020).

Salaami (2019) noted that for achievement of development and growth, innovations and quality planning are necessities. Education Quality is a condition for improvement in education as well as planned change and development is most probable to be more efficient and effective than change which is not planned.

When institutions are seen over extended time period, their outstanding features seem reliable than change (Sarao 2016). Nevertheless, when you contemplate rates to which changes in innovations and education quality occur in systems of education today, the inference is that

the rate does not rhyme that of community in general (World Bank, 2016). Education ought to be planned in the areas of curriculum, structure, methods, and process in order to be more pertinent and compliant with community needs (Mpaata and Mpaata, 2018).

*Innovation and quality education management:* Planning for educational quality ought to be controlled for effective self-reliance, with a clear profound connotation. Self-reliance implies that education has to be of quality so as to teach learner to be intelligently self-reliant so as to mold them into independent intellectuals such that if it's the major goal of learning, then the entire approaches of learning would be altered. Adepaju (2016) stresses that self-reliance implies liberty from reliance on external assistance. An independent man is really free in learning. The least and first portion of this self-sufficiency required that a person ought to be skilled and trained in a craft. The capacity to attain oneself new knowledge is the second and equally important portion as well as that a man ought to have the ability to manage oneself so as to command his thoughts and senses; or else he would be subjected to body slavery (Mpaata and Mpaata, 2018).

In quality education planning processes, a district ought to be well informed on the chief pointers and matters in separate areas, more especially in the form of tabulation while quantitative data for example physical facilities, retention, enrolment can be accessed using records of school, qualitative data can be attained by way of assessment of separate features of quality where information is unavailable in schools including tests of students' achievement (Gichobi, 2018). Therefore, the involvement or activities with the aim of attaining quality of education in secondary or post primary schools can be envisaged based on data and prioritized according to a plan in order to handle the type of activities as well as policies in a set specified time line (Shakeela, 2020).

According to Taylor and Cleland (2014) planning is a crucial stage and the first or commencing phase bettering and developing educational institutions thereby improving education institutions' quality. It's therefore significant currently to concentrate on such

institutions so as to attain efficiency, quality and excellence and should embrace excellence and quality ideas in all the rules that guide higher education as well as activities of scientific research, teaching and service to society both at university level, college or academic scheme and chasing excellence which can result in encouraging competent authorities thereby acknowledging certificates and degrees given by such institutions. It is clear that orientation for quality in institutions of education and programs at tertiary level isn't an alternative. Realizing the maximum quality levels in higher education is a reply to natural and logical several variations extraordinarily met by universities (Qowis, 2018).

Planning intends to embrace the notion of development which aims at continuous improvement in working life quality so as to guarantee involvement for all (Gichobia, 2018). Works aimed at developing infrastructure and as well find alternatives and ways grounded on deep understanding of environment which may bring down the levels of waste stemming from randomness and uncertainty, and benefits the ones that bear it and the confidence participants and commanding and constitutes a stimulus and motivation focused on attaining objectives of an education institutions (Hamdan& Ahmed, 2013). Therefore, it is important note that to achieve the goals of quality there is need to collect statistical information as well as technological data, scrutinize inferences of every phase of exact analysis scientifically, compare outcomes of various alternative stages and balance necessities for realizing objectives and existing resources (Shakeela, 2020).

Planning for quality is crucial in obtaining objectives and is among the most significant elements of education ideals mean while the significance of vision, culture, philosophy and values in personification of the relationship in quality and planning as crucial components and foundation constructed to recognize strategies and trends for education institution (Gichobi, 2018). This controls the strategy, precision of its accomplishment as well as its impetus on the environment of operation which constructs workers' culture in the institution (Gichobi, 2018).

When restrictions of the process of planning commence identification resulting in the construction of quality concussion objectives across the recognized external environment and developing goals which attract and gratify beneficiaries of the community, then proceed to the scrutiny of the outside environment which is about the dispersal of materials, investment and growth strengths and respond to the imbalance (Mace, 2018).

quality is controlled after accomplishment of analytical procedures and deliberated prudently and I have got persons featherbed mistakes only, and then arose the idea of enhancement in regard to initiative then there wrong might not be there but the yearning for continuous advancement is the leading characteristic of culture institutions, attitudes and behavior and we therefore establish that advancement of ideas as regards to bettering work resulted in establishment of strategic plans as well as possibilities to offer service for the growth of the institution (Hamdan & Ahmed, 2013).

Quality achievement is a duty of university management which must plan for all the institutional programs, articulate policies and culture (Doherty, 2018). Most studies understate that educational planning in form of setting goals, budgets and timelines play an important role in advancing the quality of education in normal school setting but no particular studies correlated planning to quality of inclusive education in schools (Bush, 2011).

### **2.3.2. Support Role and Quality of Inclusive Education**

Nations with resources restrictions and efforts to increase access to elementary education often have resulted into diminishing education quality (Leu and Price-Rom 2015). Teachers, and scholastic materials are emphasized as the drivers of quality while identifying and establishing teacher quality as a chief focus (Leu and Price-Rom, 2015).

After identifying the challenges faced by disabled students in inclusive schools, UN (2016) during the UN Convention on the Rights of Persons with Disabilities 2006 recommended that; 1) Children with disabilities must be able to access an inclusive, quality and free primary

education and secondary education on an equal basis with others in the communities in which they live. 2) There must be reasonable accommodation of the individual's requirements and provision of the support required to facilitate their effective education. 3) (UNESCO, 2016) Governments must facilitate the learning of Braille and other relevant communication formats; orientation and mobility skills; and peer support and mentoring; 4) Governments must ensure that education for children who are blind, deaf or blind is delivered in the most appropriate languages and means of communication for the individual and in environments which maximize academic and social development. 5) Governments must employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and train education professionals in disability awareness and use of relevant communication formats, educational techniques and materials to support people with disabilities (Nsubuga, 2014).

UNESCO (2014) asserts that because quality education is teachers credited, five important points of consideration to teacher quality exist, about their mandate as stakeholders to quality education. Such intercessions include (i) teacher earnings; (ii) continuing professional support; (iii) preliminary teacher education; (iv) discovering the right recruits; and (v) teacher placement and service conditions.

OECD (2019) pointed out that producing quality consciousness within teachers facilitates their contribution to education quality. Quality consciousness as well as self-evaluation is capacity to look at teaching, critically scrutinize the methodologies adopted and find alternative teaching ways. As such teachers are assisted to develop their approaches and methods of teaching.

Inputs in an institution play a very important part in building towards education quality, particularly in regard to outcomes or production. A distinctive way of viewing quality worthwhile in both the program execution reports and research literature according to Leu

and Price-Rom (2015) as noted by Fuller (1986) and Muskin (1999) involves the connection that exists among diverse inputs as well as a measure of performance of learner.

In sanctioning inputs, teaching and learning success is expected to be largely affected by availability of resources to assist the course as well as the straight approaches in which such resources are controlled. The final outcomes of education at completion of formal learning ought to be, therefore, should be evaluated in line with agreed established objectives. They are most simply communicated in form of achievement academically and regardless of the instance, the end results affected by inputs ought to be objectively quality outcomes (World Bank, 2016).

According to UNICEF (2018) tangible facilities for learning or spaces where formal learning occurs ranges from moderately well-equipped and modern buildings to gathering places of open-air. The paper states that school facilities quality appears to hold an incidental outcome on learning, which effect is not easy to measure. Further still, some researchers confirm existence of inconclusive integrative experiential evidence on the likelihood of buildings of schools being interconnected to greater achievement of student with consideration of the background of students.

In contrary, research carried out in India considering 59 schools established that only 49 of them had structures of buildings including 20 with electricity, 25 with a toilet, 4 with a television, while only 10 were seen with a school library (Carron and Chau, 2016). They further stated that learning facilities' quality greatly corresponded to the achievement of pupils in Mathematics and Hindi. In the same vein, several experimental researches conducted in countries of developing nature about facilities in school specifically in Latin America that comprised grades 3 and 4 50,000 students established that those children in schools which did not have classroom materials and as well had an insufficient library registered clearly very low scores in tests and higher-grade reiteration compared to where schools had sufficient equipment (Williams, 2014). There exists increasing evidence that

proves a high correlation between a suitable conducive learning environment and education quality. UNESCO (2019) states that good education quality means an environment which looks out for learners actively and helps in learning and inviting them as well as assisting such learners adapt to requirements of learning. Policies in school and how they are executed should promote and encourage both mental and physical health (Balyaino, L., Charles, M., Ochieng, M. K., et al 2023). Also, there should exist sufficient sanitation and hygiene facilities which are available to all and if possible, services for nutrition and health must be available in the area.

The above literature shows that there was less support given to teachers in schools by their head teacher in inclusive education setting. This shows that there is a need to study how head teacher's support to teachers helps to improve the quality of inclusive education in schools.

### **2.3.3. Motivation and Quality of Inclusive Education**

According to Gizem (2013), motivation refers to decency of a person to elaborate and show effort while working. Therefore, the motivation of teachers is among the crucial issues in perceiving objectives of education. Motivation is considered a behavior energizer in psychology (Gatsinzi et al, 2014). Teachers occupy such a central and notable position in our education system that their attitude and morale is a major concern not only to education authorities but also to the general public. Being critical classroom facilitators and curriculum implementers, they are key determinants of education quality (Gichobi, 2018).

UNESCO (2019) observes that staff members will perform effectively when they are assured of: Salary, job Security, regular consultation with the head, their work being appreciated, fact full discipline and when they receive sympathetic help when dealing with problems. Some of the ways in which a head teacher can meet his staff motivational needs include: providing teachers with professional development opportunities, assigning major duties to teachers such

as head of departments, delegation of teachers and inviting role models to talk to the teachers (Wekesa, 2013).

It is believed that teachers who are well motivated undergo contentment to the job and as well work better compared to their counterparts who are poorly motivated; and thus, a mixture of extrinsic and intrinsic issues tend to apply influence on motivation of teachers (Nairuba, 2014). A basic factor that determines performance of school is teachers' success that can be bettered by recruiting teachers of good quality with inducements as well as good conditions of work while increasing and adding on the effort of present teachers through connecting their inducement to performance of work (Muralidharan, 2016). Research has shown that when employees are satisfied, institutions experience high productivity, low absenteeism and turnover; less job stress and burnout; and a stronger tendency to perform. The opposite is that unsatisfied employees exhibit behaviors that are incongruent with the institutional objectives and goals (Iwu et al., 2013).

One of the key principles for quality education is increasing teacher motivation with incentives if the incentivized actions are within teachers' capacity and if the failure to perform those actions has hampered learning. The report found that the best way to strengthen teacher ability and motivation may be to attract capable, intrinsically motivated people into the teaching profession (World Bank, 2016). Financial and non-financial inducement are one possible approach for teacher motivation. In India, students performed better in primary schools that provided teachers with financial incentives for higher reading and mathematics scores (Nairuba, 2017). Students also scored higher in science and social studies, despite no financial incentives being given in those areas. Other financial incentive programs were successful in two districts of Kenya and elsewhere in India (Duflo et al, 2018).

In the United States, by contrast, teacher financial inducement did not improve test scores in several states. However, large financial incentives for teachers did increase student learning

in the District of Columbia of United States. In Mexico and Tanzania, teacher financial incentives were effective only in conjunction with another intervention (Ashraf et al, 2014). One interpretation of this scattered evidence is that financial incentives are most likely to be relevant when teachers can take straightforward actions to improve learning (Fryer, 2013). Non-financial incentives may involve providing successful teachers with special recognition. Evidence of the effectiveness of this inducement in education is limited, although there is suggestive evidence in other departments for example among health workers in Zambia, where public recognition of worker achievement markedly improved the service quality and performance (Ashraf et al, 2014).

According to Gizem (2013), there are two types of motivating factors which are important in managing performance of workers and these are; extrinsic and intrinsic factors. Extrinsic motivational factors are consequently comprehended as the dish to accomplish precise results and are influenced by external stimulant; on the other hand, intrinsic motivation is as a result of internal feelings (Nsubuga, 2014). Meanwhile, extrinsic motivation largely involves the reward externally applied such as free accommodation, wages or salary, progress in education in premiums payments, free medical care, meals, paid leave, as well as extra payments where financial problems exist (Nairuba, 2014). Motivation therefore, whether intrinsic or extrinsic, is aroused by rewards or inducements that exist as benefits which workers get as a result of their effort in executing tasks for an institution (Akampurira, 2016). It is therefore constantly imperative to note that teachers ought to be accorded rewards and inducements so as to better their motivation thereby increasing and realizing their influence in achieving institutional goals.

There is growing attention in the world today in attracting, retaining, developing, and motivating good teachers across education institutions since academic achievement of students is seen to correspond with social and economic progress where teachers are at the center stage (World Bank, 2016). Analysis of the proximate causes a lack of learning in low-

and middle-income countries often point to teachers (Bruns & Luque, 2015). Evidence suggests that in many countries' teachers are absent for an astonishing number of school days and know too little about the subjects they are to teach. For this reason, students and other stakeholders may want and deserve more from teachers but teachers also deserve more from the systems that employ them (Bruns and Luque, 2015).

Bari et al (2014) stated that constructive relationships grounded on respect, support and confidence amidst institution adults are vital for school success and professional fulfillment. Presence of understanding and respect among colleagues influences the efficacy of teachers, gratifies emotional needs and as well results in professional and personal learning. Staff and teachers ought to like the work they do and as well be ready to play a part in a constructive learning environment (Ashiraf et al, 2014). Similarly, previous related studies show that teacher motivation in form of financial support and non-monetary incentives improve performance of teacher's schools and hence quality of education. However, no study was carried out in inclusive secondary schools.

Conclusively its evident that some learners with special needs don't fully participate in education process due to failure of head teachers to include them in school budgets in securing the necessary requirements for example scholastic materials and infrastructures (Nansubuga, O. K., Muweesi, C., Zhao, L., & Mutebi, A. 2019). It's also evident that motivation has not been effective as it is cited in United States of America, Mexico and Tanzania as being associated with big financial incentives and other interventions. On the other hand, motivation among the Health workers in Zambia is associated to recognition of success achieved by the workers but not financial incentives.

## **CHAPTER THREE METHODOLOGY**

### **3. 1. Introduction**

It presents the research design, study population, sample size and sampling techniques, data collection instruments, validity and reliability of research instruments, research procedure and data analysis, ethical considerations as well as procedure for data collection.

### **3. 2. Research Design**

The research design was a cross-sectional survey design to enable the researcher collect data from various samples of the teachers at the same point in time. Both qualitative and quantitative research approaches were utilized. The researcher used the qualitative technique to enable him understand the knowledge and analyze the problem under investigation very well, meanwhile the quantitative technique was used to generate frequencies, percentages and summary tables that were used to present the data numerically to examine the influence between variables.

### **3. 3. Population of study**

The target population involved 5 head teachers, 5 deputy head teachers and 90 teachers from the five selected secondary schools. The head teachers were vital in providing resources towards implementing the curriculum while as deputies were relevant because they were focal people in implementing inclusive education via supervising the teaching and learning in schools on the other hand the teacher provided the most accurate information since they are so closed to the beneficiaries who were the learners in terms of assessing and providing the feedback right from the head teachers and learners.

### 3. 4. Sample Size and Techniques

Sample size refers to the number of respondents chosen to participate in the study, whose views shall be representative of the general population. The sample size was based on Krejcie and Morgan's (1970) table of sample determination for each of the population sizes.

**Table 1: Target population and sample size**

Category	Target Population	Sample size	Sampling technique	Instrument
Head teachers	5	5	Census inquiry	Interview guide
Deputy head Teachers	5	5	Census inquiry	Interview guide
Teachers	90	73	Simple Random Sampling	Questionnaire
Total	100	83		

**Source;** Krejcie and Morgan (1970) sample size deferred table

This sample helped to provide relevant and adequate data for the study. The sample size of 83 was determined from the sampling table developed according to Krejcie and Morgan (1970). Head teachers and deputy head teachers were selected by Census inquiry because they have the information needed for the study and according to Amin (2005), this enables the researcher to acquire an in-depth understanding of the problem. The teachers were selected by Simple Random Sampling so that each respondent has equal opportunity to participate in the study while considering fair distribution according to gender and numbers in each school. The researcher divided the population into strata according to the percentage of gender and number of teachers in each school. Then simple random sampling was carried out to determine the sample size from each school.

### **3.4 Data collection methods**

Questionnaires and interviews were adopted to gather data for the study as established by Sideman (1991) as observed in Nsubuga (2019) who assert that the methods and instruments are selected basing on their ability to what the study wants them to address as well as the paused research questions. Interviews were subjected to head teachers and deputy head teachers of the selected schools in Iganga District to supplement on information that was obtained from the questionnaires which were subjected to teachers. A four-point Likert scale was adopted to reduce response biases (Clark and Creswell, 2011). The scale was read as follows; 1=strongly disagree, 2= disagree, 3= agree while 4=strongly agree.

### **3.5 Instruments of Data Collection**

The researcher used questionnaires and interview guides to collect responses. These instruments were preferred since they are considered appropriate in getting comprehensive data about a social phenomenon under investigation.

#### **3.5.1 Questionnaires**

Questionnaires were constructed with both close ended items and open-ended items. Section A sought respondent's background information while section B, C and D sought data related to the research questions. The instrument was used to collect data from teachers because it is considered appropriate for data collection and not expensive to execute (Amin, 2005). In addition, the instrument is more reliable for collecting information from respondents who are scattered in a vast area (Ghosh, 2000). The instrument also keeps the respondents on the subject matter and is relatively objective (Mugenda and Mugenda, 1999).

#### **3.5.2 Interviews**

Interview guides applied were open ended questions, and these were administered to headteachers and deputies from the selected schools as per study themes. The data solicited

using the interview guide assisted the researcher to enhance responses from the self-administered questionnaires and it was possible for the researcher to validate and cross-examine some key issues in the research, and also close the gaps left in the questionnaires (Mugenda and Mugenda, 1999).

### **3.6 Data Quality Control**

#### **3.6.1 Validity**

Validity refers to the extent to which the instrument measures what it's supposed to measure and consequently allow appropriate interpretation of scores (Zohrabi, 2013). Validity determines the degree to which the results are truthful depending on what the instrument is designed to measure the concepts under the study. Content validity was used to determine the validity of the questionnaire where the researcher sought expert knowledge from experienced researchers who provided judgements, corrections and modifications. The questionnaire was subjected to three research experts who made their judgements and CVI was computed as a ratio of average agreed correct items to the total number of items in the questionnaire.

$$\text{Content Validity Index} = \frac{\text{Average agreed correct items}}{\text{Total number of items in Instrument}} = \frac{30}{34} = 0.88$$

The content validity index of 0.88 was adequate to make the instrument usable for data collection as recommended by Lynn's (1986).

#### **3.6.2 Reliability**

Reliability is the degree to which the instrument will yield consistent results when the same individuals or groups of people are recurrently measured under similar circumstances (Amin, 2005). An instrument is considered to be reliable if it provides same results each time it's used to the same group of people (Zohrabi, 2013). It is also the extent to which measurements are repeatable even when different persons perform the measurements on different occasions

under different conditions (Drost, 2011). Nunnally (1978) asserts that any instrument that is used in social science research should have reliability coefficient of 0.7 and above. Cronbach Alpha coefficient to test for internal consistency was used to calculate reliability which is the internal consistency of a test and always goes up in cases where correlation among variables goes up. It spans from 0 to 1. The closer a value is to 1, the greater the reliability of an instrument in gauging the variables. One type of questionnaire was administered by the researcher to the teachers and used the Cronbach reliability test. According to Cronbach (1950), coefficient alpha values of 0.7 and above are considered adequate.

The reliability of the teachers' questionnaire was tested by piloting the 5 questionnaire in one secondary school which was not selected in the study in an interval of 1 week. Then the Cronbach alpha coefficient of 0.831 ( $\alpha = 0.831$ ). This is above the recommended 0.70 (Amin, 2005) for a reliable instrument. The values of Cronbach alpha for the sub-scales were 0.791, 0.881, 0.781, and, 0.872 for head teachers planning role, head teachers support role, motivation role, on the quality of inclusive education in secondary schools respectively. These values meant that the scales used were consistent. The values of Cronbach alpha for the sub-scales as seen in the Table 2. are visible.

**Table 2: Cronbach Alpha results**

<b>Variable</b>	<b>Cronbach Alpha</b>	<b>Number of items</b>
Head teacher's planning role	0.791	10
Head teacher's support role	0.881	10
Head teacher's motivation role	0.781	10
Quality of inclusive education in secondary schools	0.872	5

**Source: Result of analysis 2023**

### **3. 5. Data Analysis**

The qualitative and quantitative techniques were used to analyze the data.

#### **3.6.3 Quantitative Data Analysis**

After the data was collected from the selected schools, it was edited, coded and tabulated (frequencies, percentages and means) to determine the existing influence of head teachers planning role, head teachers support role, and head teacher's motivation role on the quality of inclusive education in secondary schools in Iganga District. The researcher computed data in terms of descriptive statistics regarding responses to the major variables in the research study (Creswell, 2002). The regression analysis was applied to determine the influence of the various components of head teacher's role (head teachers planning role; head teachers support role; and head teacher's motivation role) on realization of quality of inclusive education in the selected secondary schools. Multiple regression analysis was later performed in order to examine the strongest predictor variable under head teachers planning role; head teachers support role; and head teacher's motivation role.

**Table 3: Interpretation of Mean Scores**

<b>Response</b>	<b>Mean score</b>
<b>Strongly Disagree</b>	1.00 – 1.49
<b>Disagree</b>	1.50 – 2.49
<b>Neutral</b>	2.50 – 3.49
<b>Agree</b>	3.50 – 4.49
<b>Strongly Agree</b>	4.50 – 5.00

**Source: Adopted from Bringula, Batalla and Moraga (2019)**

### **3.6.4 Qualitative Data Analysis**

Qualitative data analysis involved simultaneous activities of gathering, analyzing and inscription up results (Amin, 2005). Words were used to in order to describe the patterns, and trends that existed in the data collected. Analysis also involved reviewing transcripts and finding similarities and differences on the basis of study objectives and themes identified. This enabled the reorganization of data to form meaningful briefer sentences which were later presented and displayed as quotations to complement quantitative data so as to boost interpretation and validity results.

### **3.7 Ethical Consideration**

In line with Cooper and Schindler (2014), the researcher ensured that no one was hurt during research activities while maintaining the integrity and quality of the study.

Anonymity and Confidentiality were maintained by assuring respondents that their names would not appear anywhere in the dissertation.

Respect of Rights: The researcher avoided infringement on the rights of respondents by communicating the rights to them in terms of freedom to pull out, rejection of some questions, asking their questions, choice of research venue, especially for interviews etc.

Consent: consent was sought from the administrators of the selected schools and participants before the commencement of this research initiative filled consent form. Also, participants were selected without bias and were informed about the rationale of the research. Moreover, participation was voluntary.

Originality: the researcher duly acknowledged and properly cited all the sources that were utilized in the dissertation. The research work was also checked for plagiarism via the Turnitin software with a similarity index of -----

## CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

### 4.1. Introduction

This chapter presents the findings; analysis and interpretation of the data collected from the questionnaires and interviews from the five selected secondary schools with inclusive education. The background information of respondents is analyzed by simple statistics and percentages while the numerical data from the research questions have been analyzed by descriptive and Pearson moment correlation.

### 4.2. Response rate

In this section, the details presented in table 4 highlight statistics summary for the study's response rates. Details are expressed as seen in Table 4 below.

**Table 4: Summary of study response rates of head teachers, deputies and teachers**

	H T	Deputies	Teachers	Total
Sample size	5	5	73	83
Response	4	5	65	74
Response rate	80%	100%	89%	89.2%

Source; Primary data 2023

The response rate of head teachers, deputy head teachers and teachers from the five selected secondary schools. Out of the five head teachers only four were interviewed and one was absent and could not accept phone interview and the response rate was 80%.

Out of 5 deputy head teachers the researcher interviewed 5 respondents making 100% response rate, and out of 73 questionnaires distributed to teachers in the five inclusive secondary schools (ISS) in Iganga District only 65 questionnaires were returned thus making 89.2% response rate. Therefore, the above indicates that out of 83 sampled sizes, only 74

participants responded making 89.2% (a positive) response rate. This high response was adequate to analyze the findings of the study.

### 4.3. Background information of respondents

The demographic data of 80 respondents who included 4 head teachers, 5 deputies and 71 teachers were collected regarding their age, gender, level of education and working experience in years by category, frequencies and percentages as shown in table 5.

**Table 5: Distribution by Age, Gender, Education Level & Working experience**

Category	Frequency	Percentages
<b>Gender</b>		
Male	53	66%
Female	27	34%
Total	80	100%
<b>Age</b>		
20-29 years	12	15%
30-39 years	29	36%
40-49 years	28	35%
50-59 years	11	14%
60 and above	00	00%
Total	80	100%
<b>Working experience</b>		
1-10 years	25	31%
11-20 years	43	54%
21 years+	12	15%
Total	80	100%
<b>Education Level</b>		

Diploma	20	25%
Degree	53	66%
Masters	07	09%
PhD	00	00%
Total	80	100%

Source: Primary data 2023

The sex was one of the variables the study analyzed. This was intended to find out whether the sample selected was balanced in terms of gender. Majority of the respondents as shown in Table 5; 53(66.2%) were male and 27(33.8%) were female. This implies that secondary schools in Iganga District consider gender balance during recruitment of their staff.

In terms of age bracket, the majority of respondents 29(36.3%) belongs to age bracket of 30-39 years, followed by 28(35%) in age bracket of 40 – 49 years, 12(15%) in age bracket 20 – 29 years, and the least 11(13.7%) were aged between 50-59 years. The implications are that each of the respondents were from different age group or generation differences. This further indicates that most of the teachers have been in the system for long and they must be having enough working experience in secondary schools.

From the field study, majority 53(66.3%) of the respondents were degree holders, followed by 20(25%) were Diploma holders, and the least 7(8.7%) had Masters' Degrees. This implies that most of the staff employed by secondary schools are qualified at graduate level. This concurs with Public Service Report (2021) revealed that most of the teachers in secondary schools in Uganda must have Bachelors' Degree.

Respondents were further asked to reveal the time period they have spent in this school, that is working experience. From the above, majority of the respondents 43(53.7%) indicated that they have been working with secondary schools for 11-20 years followed by 25(31.3%) of the respondents indicated 1 – 10 years and only 12(15%) mentioned of 21 years and above. The implications are that all the respondents were familiar with the secondary

schools’ activities. This is in line with School Inspection Report, Iganga District (September, 2022) which stated that schools in the district tend to teachers have young and energetic people and this have led to most teachers to have short working skills and experience.

#### 4.4. Findings on inclusive education quality in chosen schools

**Table 6: The results from interviews about the quality of inclusive education**

<b>Particular on the quality of education in inclusive</b>	<b>Yes</b>	<b>No</b>
Learners access to education increased in the school	9	01
The educational materials and equipment are adequate in school	08	02
Participation of all learners including special needs increased	07	03
Learner achievement has improved in school	9	01
Barriers to girl’s education in school were removed	10	00
The enrolment rate of all learners including special needs increased	8	02
The learner completion rate increased in the school	7	03

Source; Primary data 2023

Five head teachers and 5 deputies from the five selected secondary schools were asked if they agreed (yes) or disagreed (no) on the quality of inclusive education in school.

When asked if the learners’ access to education increased in school, 9 said yes while only 1 said no. The following responses were also captured; key informant 3 interviewed said *“learners can easily access school facilities and classes unlike the previous years”*. This means that access to education is increasing for all learners.

When asked about the educational materials and equipment are adequate in school, 8 said yes while 2 said no. key informant 1 interviewed also said that *“since enrolment increased, learning materials such as text books are no longer adequate”* Another respondent said that *“we do not have enough classrooms and desks to accommodate all the learners”* This

indicates that the educational materials and equipment are not adequate in school hence low quality of education.

When asked whether participation of learners including special needs increased in school, 7 said yes while 3 replied no, and one key informant 2 said that *“there is increased participation of girls and disabled in debates, science fair and sports and games in school”* This implies that there is relatively fair increased participation of learners including those with special needs hence quality education.

When asked whether learners achievement has improved in school, 9 said yes, while 1 said no and key informant 4 interviewed said that *“we got more first grades this year compared to the previous year and the percentages of failures are reducing”* This indicates that there is great improvement in learners’ achievement in school.

When asked about barriers to girls’ education were removed, 10 said yes, while none said no and one key informant 10 said *“the school lacks free sanitary pads for the girls which causes absenteeism to girls’ education but there are plans buy them”*. Another said that *“there are school regulations and rules in place for girls as well as disabled against being bullied and social discrimination” female woman teacher was appointed to handle girls’ issues in school, and the school engages parents, local leaders and religious leaders sensitize and prevent earl marriages in girls”*. This implies that barriers to girls’ education were removed hence quality education.

When asked about enrolment rate of learners including special needs increased, 8 said yes, while one said no and key informant 8 said *“since COVID 19 lock down the enrolment has doubled, the number of girls has surpassed the number of boys in the school”* Another key informant 5 said *“we have received more cases of learners of low vision and hearing defect in school this year “*. This means that the enrolment rate of learners including those with special needs increased.

When asked about learners’ completion rate increased in school, 7 said yes, while three said no and key informant 7 said *“it’s very difficult for all learners to study up senior four” we*

*have more drop outs in senior two due to early pregnancies and child labor”* This implies that there is low completion rate of girls and disabled in school.

**4.5. Objective one: To determine the influence of head teacher’s planning role on the quality of inclusive education**

**4.5.1. Findings on the influence of head teacher’s planning role on the quality of inclusive education**

When the 4 head teachers and 5 deputies where asked if there are plans to improve quality of teaching and learning in schools, all the 9 administrators said yes and among the common plans one said *“I have plans to buy new text books. “The school has plans to recruit more teachers and take them for workshops”, while another head teacher said “I have got plans to add more classrooms to accommodate the increasing enrolment”.*

**Table 7: Teachers’ responses on the influence of head teacher’s planning role on the quality of inclusive education**

<b>Particulars of Head teacher’s planning role</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>Std Dev</b>
Do you agree that the head teacher set goals for improving the quality of teaching and learning?	5 (7.7%)	8 (12.3%)	25 (38.5%)	27 (41.5%)	3.82	0.925
Do you agree that planning increases access to education of learners in school?	2 (3.1%)	6 (9.2%)	22 (33.8%)	35 (53.8%)	3.12	1.131
Do you agree that planning increases learner participation in school?	1 (1.5%)	7 (10.8%)	32 (49.2%)	25 (38.5%)	2.68	1.162
Do you agree that planning increases availability of education facilities in school?	0 (0%)	0 (0%)	25 (38.5%)	40 (61.5%)	4.34	1.445
Do you agree that planning increases learner achievement in school?	0 (0%)	4 (6.2%)	31 (47.7%)	30 (46.2%)	3.50	1.106
The head teacher has plans that remove barriers for girls’ education	18 (27.7%)	20 (30.8%)	18 (27.7%)	9 (13.8%)	4.34	0.614
There are plans to increase the enrolment rate of learners with special needs	26 (40%)	22 (33.8%)	8 (12.3%)	9 (13.8%)	3.83	1.085
The low learner completion rate is attributed to poor planning in school	9 (13.8%)	12 (18.5%)	17 (26.2%)	27 (41.5%)	3.72	0.882

Source; Primary data 2023

Majority of the respondents; 52 (80%) agreed that the head teacher set goals for improving the quality of teaching and learning, while 13(20%) disagreed. A mean of 3.82 and standard

deviation of 0.925 were captured suggesting that most respondents agreed that the head teacher sets goals for improving the quality of teaching and learning. Therefore, it means that the head teacher sets goals to improve the quality of teaching and learning in school. In confirmation of this finding, Key Informant 1 interviewed said *“Recently, our head teacher has just set goals for the term two and the staff is already working towards the achieving those goals.”* This means that when head teacher sets goals for the staff, the quality of inclusive education is most likely to improve.

As shown in table 7, the minority of the respondents disagreed with the statement that planning increases access to education of learners in school 8(12.3%), while 57(87.7%) agreed. A mean of 3.12 and standard deviation of 1.131 were recorded suggesting that some respondents were in disagreement with the statement that planning increases access to education of learners in school. This means that a minority of the respondent disagreed that planning increases access to education of learners in school.

Table 7 shows that the majority 57(87.7%) of the respondents agreed that planning increases learner participation in school, while 8(12.3%) were in disagreement. The mean of 2.68 and standard deviation of 1.162 were captured implying that most respondents were in agreement with the statement that planning increases learner participation in school activities. This means that the majority of the respondents agreed that planning increases learner participation in school. This was confirmed by Key Informant 2 who said: *“we encourage our teachers to prepare well and this has encouraged learners to participate actively in class.”* This means that the teachers’ preparation increases learners’ participation in school activities.

The study found that all respondents 65(100%) were in agreement that planning increases availability of education facilities in schools. The mean was 4.34 while the standard deviation of 1.210 was recorded, implying that most respondents were in agreement with the assumptive statement that planning increases availability of education facilities in schools. It means that the most of the respondents agreed that planning increases availability of

education facilities in school. *In confirmation of these findings, Key Informant 3 interviewed said "We always carryout planning activity which has made our school to have more education facilities which help in the teaching learning process in classes."*

The study established that the majority 61(93.8%) of the respondents agreed that planning increases learner achievement in school, whereas only 4(6.2%) disagreed. A mean of 3.50 and standard deviation of 1.106 were recorded implying that most respondents agreed that planning increases learner achievement in school. Therefore, it means that most of the respondents agreed that planning increases learner achievement in school.

The findings indicate that the majority 38 (58.5%) of the respondents disagreed that the head teacher has plans to remove barriers from girls' education, while 27(41.5%) agreed. A mean of 2.25 and standard deviation of 0.614 were recorded suggesting that majority of respondents disagreed with the statement that the head teacher has plans to remove barriers from girls' education. Therefore, it means that the most of the respondents disagreed that the head teacher has plans to remove barriers from girls' education.

The findings from the above table 7 show that the minority agreed there are plans to increase the enrolment rate of learners with special needs 17(26.1%) of the respondents, while 48(73.8%) disagreed with the statement that there are plans to increase the enrolment rate of learners with special needs. A mean of 3.83 and standard deviation of 1.085 were recorded inferring that most respondents were in disagreement with the statement that there are plans to increase the enrolment rate of special needs learners. This means that minority of respondent agreed that there are plans to increase the enrolment rate of learners with special needs.

Table 4.4 shows that the majority 44(67.7%) of the respondents agreed that the low learner completion rate is attributed to poor planning in school, while 21(33.3%) were in disagreement. The mean of 3.72 and standard deviation 0.882 were captured implying that majority of respondents agreed with the assumption statement that the low learner completion rate is attributed to poor planning in school. This implies that most respondents agreed that

the low learner completion rate is attributed to poor planning in school. This was confirmed by Key Informant 2 who said: *“poor grades are attributed to poor planning in a school.*

#### 4.5.2. Correlation between head teacher’s planning role and attainment of the quality inclusive education

Finding out the influence of head teacher’s planning role on attainment of the quality inclusive education in the District of Iganga was necessary. The Pearson Product Moment correlation coefficient method was used and the results presented as shown in table 8.

**Table 8: Correlation Results for head teacher’s planning role and attainment of the quality inclusive education**

Correlations		
	head teacher’s planning role	attainment of the quality inclusive education
head teacher’s planning role	Pearson Correlation	1
	Sig. (1-tailed)	.534**
	N	.000
attainment of the quality inclusive education	Pearson Correlation	1
	Sig. (1-tailed)	.534**
	N	.000

\*\* . Correlation is significant at the 0.05 level (1-tailed).

Source: Primary data

Table 8 displays a strong positive or constructive substantial correlation in the head teacher’s planning role and attainment of the quality inclusive education in the district of Iganga ( $r=.534^{**}$   $p < 0.05$ ). therefore, this implies that Science reading material and attainment of the quality inclusive education in Iganga District move in the same direction. Therefore, maintaining other factors constant, budgeting, collecting school fees and paying salaries, is most likely to significantly improve on attainment of the quality inclusive education in Iganga District.

**Table 9: Model Summary on head teacher’s planning role on the quality of inclusive education**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.545 <sup>a</sup>	.297	.288	.47541
a. Predictors: (Constant), head teacher’s planning role				

Source: Primary Data

Table 9 shows that 0.288 or 28.8% of the variation in the quality of inclusive education was a result of changes in head teacher’s planning role. The R square tells how a set of independent variables explains variations of a dependent variable (Mugenda & Mugenda, 1999). This implies that 28.8% of the variation in the quality of inclusive education in selected secondary schools in Iganga District, can be explained by head teacher’s planning role.

To confirm that head teacher’s planning role affects the quality of inclusive education in the chosen secondary schools in the district of Iganga, a consistent coefficients board or table was adopted and outcomes highlighted in the table 10.

**Table 10: Showing head teacher’s Coefficients of planning role**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.743	.254		10.791	.000
head teacher’s planning role	.370	.064	.545	5.808	.001

Source: Primary Data

The influence of the dependent variable (quality of inclusive education in secondary schools) as seen in table 10 was computed by a standardized regression coefficient (Beta). Findings indicate that headteacher's planning role normal regression coefficient (Beta) was 0.545.

The greater the value of Beta, the higher influence of the forecaster variable on the yardstick, criterion, basis or standard (Mugenda & Mugenda, 1999). Therefore, it suggests the power or strength of that bond or relationship in the headteacher's planning role as an independent variable as well as quality of inclusive education in chosen secondary schools in the district of Iganga as the dependent variable was computed at 0.545. The unstandardized coefficients (B) were regression coefficients. Cohen (1988) opines a variable is considered statistically significant weak below 0.2, moderate between 0.3 and 0.7, and strong when its 0.7 and above.

As per regression equation  $y = a + bx$ ; where y is equivalent to quality of inclusive education in selected secondary schools, a being equal to intercept, b equivalent to the slope and x equivalent to head teacher's planning role, therefore the quality of inclusive education in selected secondary schools =  $2.743 + .370x$  that suggests that a change in component in head teacher's planning role results in a 0.370 difference in the quality of inclusive education in selected secondary schools. As such it can be inferred that head teacher's planning role is constructively connected to the quality of inclusive education in chosen secondary schools in the district of Iganga. Therefore, if there are any variations in head teacher's planning role, there will be a corresponding influence on the quality of inclusive education in chosen secondary schools. This particular finding does confirm that head teacher's planning role has positive influence with the quality of inclusive education in selected secondary schools.

**4.6. Objective two: To establish the influence of head teachers support role on the attainment of quality inclusive education**

**4.6.1. Findings on the influence of head teacher’s planning role on the quality of inclusive education**

**Table 11: Teachers response on the influence of head teachers support role on the attainment of quality inclusive education**

<b>Particulars of Head teacher’s support role</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>Std Dev</b>
Do you agree that the head teacher’s support improves teaching and learning? Do you agree that the head teacher’s support improves teaching and learning?	2 (3.1%)	2 (3.1%)	34 (52.3%)	27 (41.5%)	3.16	1.269
Do you agree that head teacher’s support increases access to education of learners in inclusive schools?	5 (7.7%)	8 (12.3%)	29 (44.6%)	23 (35.4%)	3.16	1.141
Do you agree that head teacher’s support increases learner participation in inclusive schools?	8 (12.3%)	10 (15.4%)	35 (53.8%)	12 (18.5%)	3.24	1.144
Do you agree that head teacher’s support increases availability of quality education facilities in inclusive schools?	5 (7.7%)	12 (18.5%)	28 (43.1%)	20 (30.8%)	3.65	1.247

Do you agree that head teacher's support increases learner achievement in school?	11 (16.9%)	8 (12.3%)	27 (41.5%)	19 (29.2%)	3.96	1.193
The head teacher's support removes barriers to girls' education	17 (26.2)	14 (21.5%)	22 (33.8%)	12 (18.5%)	3.82	0.925
The head teacher's support increases the enrolment rate of learners	24 (36.9%)	14 (21.5%)	19 (29.2%)	8 (12.3%)	3.12	1.131
The low learner completion rate is attributed to lack of support from the head teacher	13 (20%)	11 (16.9%)	21 (32.3%)	20 (30.8%)	2.68	1.162

Source, Primary data 2023

From table 11, the study found that only 61(93.8%) of the respondents agreed that the head teacher's support improves teaching and learning whereas 4(6,2%) disagreed. The Mean was measured at 3.16 and standard deviation of 1.269 recorded suggesting that majority agreed with the statement that the head teacher's support improves teaching and learning. This means that the majority of the respondents agreed that the head teacher's support improves teaching and learning.

Findings in table 11 also indicate that most of the teachers that is 52(80%) agreed that head teacher's support increases access to education of learners in inclusive schools while 13(20%) disagreed. The mean was 3.16 and the standard deviation was 1.141 implying that most respondents agreed with the statement that head teacher's support increases access to education of learners in inclusive schools. This means that the majority of the respondents agreed that head teacher's support increases access to education of learners in inclusive

schools. This implies that the head teacher's support increases access to education of learners in inclusive schools.

Furthermore, the findings indicate that most respondents 47(72.3%) agreed that head teacher's support increases learner participation in inclusive schools, while 18(27.7%) disagreed. The mean was 3.24 and the standard deviation was 1.144 implying that most respondents agreed with the statement that head teacher's support increases learner participation in inclusive schools. This means that the majority of the respondents agreed that head teacher's support increases learner participation in inclusive schools.

The study found that only 48(73.8%) of the respondents agreed that the head teacher's support increases availability of quality education facilities in inclusive schools and yet only 26% that is to say. 17 disagreed. A mean of 3.65 and standard deviation of 1.247 were recorded, inferring that majority agreed with the statement that head teacher's support increases availability of quality education facilities in inclusive schools. This means that the majority of the respondents agreed that head teacher's support increases availability of quality education facilities in inclusive schools.

Findings show that most respondents 46(70.7%) agreed that head teacher's support increases learner achievement in school while 19(29.3%) were in disagreement. A mean of 3.96 and Standard deviation of 1.193 were captured indicating that majority of the respondents agreed with assumption that head teacher's support increases learner achievement in school. This means that the majority of the respondents agreed that the head teacher's support increases learner achievement in school.

Findings in table 11 found that 34(52.3%) of the respondents agreed that the head teacher's support removes barriers from girls' education whereas 31(47.7%) disagreed. A mean of 3.82 and standard deviation of 0.925 were captured inferring that most respondents were in agreement with the assumption that the head teacher's support removes barriers from girls' education. This means that the majority of the respondents agreed that the head teacher's support removes barriers from girls' education.

The findings indicate that a minority 27(41.5%) of the respondents agreed that the head teacher's support increases the enrolment rate of learners, while the majority 38(58.5%) disagreed. The mean of 3.12 and standard deviation of 1.131 were captured implying that majority of respondents were in disagreement with the assumption that the head teacher's support increases the enrolment rate of learners. Therefore, it means that most of the respondents disagreed that the head teacher's support increases the enrolment rate of learners. The findings indicate that a majority 41(63.1%) of the respondents agreed that the low learner completion rate is attributed to lack of support from the head teacher, while 24(36.9%) disagreed. A mean of 2.68 and standard deviation of 1.162 were captured suggesting that majority of respondents were in agreement with the assumption that the low learner completion rate is attributed to lack of support from the head teacher. Therefore, it means that the most respondents were in agreement that the low learner completion rate is attributed to lack of support from the head teacher.

#### **4.6.2. Correlation between head teachers support role on the attainment of quality inclusive education in the District of Iganga**

Finding out the influence of head teachers support role on the attainment of quality inclusive education in the District of Iganga was necessary was determined using pearson product moment correlation.

**Table 12: The Pearson Product Moment correlation coefficient of the variables**

		Correlations	
		Head teachers support role	Attainment of quality inclusive education
Head teachers support role	Pearson Correlation	1	.514**
	Sig. (1-tailed)		.000
	N	65	65
Attainment of quality inclusive education	Pearson Correlation	.514**	1
	Sig. (1-tailed)	.000	
	N	65	65

\*\* . Correlation is significant at the 0.05 level (1-tailed).



Table 12 displays a strong positive significant correlation between head teachers support role on the attainment of quality inclusive education in Iganga District ( $r=.514^{**}$   $p < 0.05$ ). Therefore, this means that head teachers support role on the attainment of quality inclusive education in Iganga District move in the same direction. Therefore, maintaining other factors constant, putting in place the continuous professional development workshops, welfare, giving support supervision and provision of teaching aids is most likely to significantly improve the quality of inclusive education.

**Table 13: Model Summary on head teachers support role**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.534 <sup>a</sup>	.285	.276	.47928
a. Predictors: (Constant), head teachers support role				

Source: Primary Data

0.276 or 27.6% of the difference in quality of inclusive education in chosen secondary schools in the district of Iganga was due to variations in head teachers support role as seen in Table 13. The R square expresses the way in which a group of independent variables clarifies disparities of a dependent variable (Mugenda & Mugenda, 1999). This suggests therefore that 27.6% of the variation in quality of inclusive education in secondary schools in the district of Iganga can be clarified by head teachers support role. In confirmation that head teachers support role influence quality of inclusive education in secondary schools, a standardized coefficients table was adopted and results highlighted in table 13.

**Table 14: Showing Coefficients of head teachers support role**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
	1	(Constant)	1.975			.395
	head teachers support role	.531	.094	.534	5.648	.001

Source: Primary Data

Results in table 14 highlight that the influence of a dependent variable (quality of inclusive education in secondary schools) is computed by a standardized regression coefficient (Beta). The findings indicate that head teachers support role standardized regression coefficient (Beta) stood at 0.534. The more the Beta value, the higher the effect of the forecaster variable on the basis, criterion or standard (Mugenda & Mugenda, 1999). This suggests that the power of the connection or relationship that exists between the independent variable; head teachers support role as well as the dependent variable quality of inclusive education in secondary schools was 0.534. The unstandardized coefficients (B) are the regression coefficients.

In the regression equation  $y = a + bx$ ; where  $y$  is *equivalent to* inclusive education quality in secondary schools; an *equivalent to* intercept,  $b$  *equals to* the slope and  $x$  *equivalent to* head teachers support role, quality of inclusive education in secondary schools =  $1.975 + .531x$  which suggests that a unit of change in head teachers' support role brings about a .531 variation in inclusive education quality in secondary schools in the district of Iganga. Consequently, it can be deduced that head teachers support role is a moderate positive influence on quality of inclusive education in secondary schools in the district of Iganga. According to Cohen (1988) a variable is considered statistically significant weak below 0.2, moderate between 0.3 and 0.7, and strong when its 0.7 and above. As such, if there exists any

difference in head teachers support role, then a corresponding influence on inclusive education quality in secondary schools in the district of Iganga will exist. This particular finding does confirm that head teachers support role has positive influence on quality of inclusive education in secondary schools in Iganga District.

#### **4.7. Objective three: To examine the influence of head teacher's motivation role on the attainment of quality inclusive education**

##### **4.7.1. Findings on the influence of head teacher's motivation role on inclusive education quality**

The findings from the interviews indicate that the 5 head teachers and their deputies agreed that teacher motivation improves teaching and learning in an inclusive environment and the most common forms of teacher motivation were through allowances for extra lessons, accommodation, rewarding the best performing teachers, recognition and promotion of best performing teachers.

**Table 15: Teachers response on the influence of head teacher’s motivation role on the quality of inclusive education**

<b>Particulars of head teacher’s motivation role</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>Std Dev</b>
Do you agree that the head teacher set goals for improving the quality of teaching and learning?	0 (0%)	4 (6.2%)	23 (35.4%)	38 (58.4%)	3.85	0.821
Do you agree that planning increases access to education of learners in school?	17 (26.2%)	15 (23.1%)	20 (30.8%)	13 (20%)	3.87	0.761
Do you agree that planning increases learner participation in school?	6 (9.2%)	9 (13.8%)	34 (52.4%)	16 (24.6%)	3.28	0.996
Do you agree that planning increases availability of education facilities in school?	20 (30.8%)	27 (41.5%)	8 (12.3%)	10 (15.4%)	3.94	0.941
Do you agree that planning increases learner achievement in school?	0 (0%)	4 (6.2%)	16 (24.6%)	45 (69.2%)	4.72	0.435
The head teacher has plans that remove barriers for girls’ education	18 (27.7%)	28 (43.1%)	13 (20%)	6 (9.2%)	2.97	1.167
7. There are plans to increase the enrolment rate of learners with special needs	10 (15.4%)	31 (47.6%)	12 (18.5%)	12 (18.5%)	2.27	1.176
8. The low learner completion rate is attributed to poor planning in school	15 (23.1%)	2 (3.1%)	25 (38.5%)	23 (35.4%)	2.95	1.024

Source, Primary data 2023

The findings in table 15 indicate that almost all 51 (93.8%) of the respondents agreed that the head teacher set goals for improving the quality of teaching and learning, while only 4(6.2%) were in disagreement. A mean of 3.85 and standard deviation of 0.821 were captured implying that most respondents were in agreement that the head teacher sets goals for improving the quality of teaching and learning. Therefore, it means that the almost all the respondents agreed that the head teacher set goals for improving the quality of teaching and learning.

The findings from the above table 15 show that the minority 32(49.3%) of the respondents disagreed that planning increases access to education of learners in school, while 33(50.8%) agreed. A mean of 3.87 and standard deviation of 0.761 were captured inferring that some respondents agreed that planning increases access to education of learners in school. This means that a majority of the respondent agreed planning increases access to education of learners in school.

Results in table 15 indicate that most respondents 50(77%) agreed that planning increases learner participation in school, while 15(23%) disagreed. A mean of 3.28 and standard deviation of 0.996 were recorded suggesting that most respondents were in agreement that planning increases learner participation in school. This means that the majority of the respondents agree that planning increases learner participation in school.

The study found that only 47(72.3%) of the respondents disagreed that planning increases availability of education facilities in school, whereas 18(27.7%) agreed. A mean of 3.94 and standard deviation of 0.941 were recorded inferring that majority of the respondents disagreed with the assumptive statement that planning increases availability of education facilities in school. It means that most of the respondents disagreed that planning does not increase availability of education facilities in school.

The study established that the majority 61(93.8%) of the respondents agreed that planning increases learner achievement in school, whereas only 4(6.2%) disagreed. Mean was 4.72 and standard deviation was 0.435 implying that most respondents agreed that planning increases

learner achievement in school. Therefore, it means that most of the respondents agreed that planning increases learner achievement in school.

Findings in table 15 found that 19(29.2%) of the respondents agreed that the head teacher has plans that can remove barriers from girls' education whereas 46(70.8%) disagreed. A mean of 2.97 and standard deviation of 1.167 were recorded inferring that majority of the respondents were in disagreement with the assumption that the head teacher has plans that can remove barriers from girls' education. As such most respondents disagreed that the head teacher has plans that can remove barriers from girls' education.

The findings indicate that a minority 24(37%) of the respondents agreed that there are plans to increase the enrolment rate of learners with special needs, while 41(63%) disagreed. A mean of 2.27 and standard deviation of 1.176 were recorded inferring that majority of respondents were in disagreement with the assumption that there are plans to increase the enrolment rate of learners with special needs. Therefore, it means that most of the respondents disagreed that there are no plans to increase the enrolment rate of learners with special needs.

The findings indicate that the majority 48(73.9%) of the respondents agreed that the low learner completion rate is attributed to poor planning in school while 17(26.1%) disagreed. A Mean of 2.95 and Standard deviation of 1.024 were recorded inferring that most respondents were in agreement with assumption that the low learner completion rate is attributed to poor planning in school. This therefore suggests that most respondents agreed that the low learner completion rate is attributed to poor planning in school.

#### **4.7.2. Correlation between science head teacher's motivation role on the attainment of quality inclusive education in the District of Iganga**

Finding out the influence of head teachers motivation role on the attainment of quality inclusive education in the District of Iganga was necessary. The Pearson Product Moment correlation coefficient method was used and the results presented as shown in table 16.

**Table 16: Correlation Results for head teachers’ motivation role and quality inclusive education**

Correlations		
	head teachers’ motivation role	attainment of quality inclusive education
head teachers’ motivation role	1	.621**
	Sig. (1-tailed)	.000
	N	65
attainment of quality inclusive education	.621**	1
	Sig. (1-tailed)	.000
	N	65

\*\* . Correlation is significant at the 0.05 level (1-tailed).

Source: Researcher 2023

Table 16 displays a strong positive or constructive substantial correlation in head teacher’s motivation role and the attainment of quality inclusive education ( $r=.621^{**}$   $p < 0.05$ ). therefore, this means that head teachers motivation role and the attainment of quality inclusive education in Iganga District move in the same direction. Therefore, maintaining other factors constant, putting in place allowances for extra lessons, accommodation, rewarding the best performing teachers, recognition and promotion of best performing teachers, is most likely to significantly improve on attainment of quality inclusive education in Iganga District.

**Table 17: Model Summary on head teacher’s motivation role on the quality of inclusive education**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.504 <sup>a</sup>	.254	.245	.48946
a. Predictors: (Constant), head teacher’s motivation role				

Source: Primary Data

Table 17 shows that 0.245 or 24.5% of the variation in the quality of inclusive education was a result of changes in head teacher’s motivation role. The R square highlights the way in which a group of independent variables elucidates variances of a dependent variable (Mugenda & Mugenda, 1999). This suggests that 24.5% of the variance in inclusive education quality in some chosen secondary schools in the district of Iganga can be explained by head teacher’s motivation role.

To confirm that head teacher’s motivation role influences inclusive education quality in some chosen secondary schools in the district of Iganga, a standardized and consistent coefficients table was adopted highlighted results as viewed in table 18.

**Table 18: Showing Coefficients of head teacher’s motivation role**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.097	.216		14.362	.000
Head teacher’s motivation role	.283	.054	.504	5.225	.001

Source: Researcher 2023

Results in table 18 indicate that the dependent variable (quality of inclusive education in secondary schools) is computed by a normal regression coefficient (Beta). Outcomes indicate that the motivation role headteachers’ standardized or normalized regression coefficient (Beta) was 0.504. The more the value of Beta, the higher effect of predictor or forecaster variable on standard or criterion or basis (Mugenda & Mugenda, 1999). Therefore, it suggests that power of connection or relationship in headteacher’s motivation role as an independent variable and inclusive education quality in some chosen secondary schools in the district of Iganga as the dependent variable is 0.504. According to Cohen (1988) a variable is considered statistically significant weak below 0.2, moderate between 0.3 and 0.7, and strong when its 0.7 and above.

The equation of regression  $y = a + bx$ ; where  $y$  is equivalent to the quality of inclusive education in secondary schools,  $a$  is equivalent to the intercept,  $b$  is equivalent to the slope and  $x$  is head teacher's motivation role, therefore inclusive education quality in secondary schools' equals to  $3.097 + .283x$  which infers that a unit of change in head teacher's motivation role causes a 0.283 change in the quality of inclusive education in selected secondary schools. Consequently, it can be deduced that head teacher's motivation role is positively related to the quality of inclusive education in selected secondary schools. Implying that if there is any variation in head teacher's motivation role, there will be a corresponding influence on the quality of inclusive education in secondary schools in Iganga District.

#### 4.8. Multiple regression analysis on the influence of Head teacher's role on realization of inclusive education quality in selected secondary schools in the district Iganga.

The multiple regression analysis was performed purposely to examine the strongest predictor variable of Head teacher's role. The aim was to establish which of the 3 components of Head teacher's role; head teacher's planning role, head teacher's support role and head teacher's motivation role has the strongest predictive power on the dependent variable; attainment of quality inclusive education.

**Table 19: Coefficients for Head teacher's role and of quality inclusive education**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.995	.861		1.155	.043
1 planning role	.254	.186	.165	.761	.031
support role	.142	.246	.126	1.032	.018
motivation role	.396	.195	.289	2.033	.010

a. Dependent Variable: Attainment of quality inclusive education

Source: Researcher, 2023

Basing on the linear regression equation below

$$Y = \alpha + \beta X_1 + \beta X_2 + \beta X_3 + \varepsilon$$

Where, Y is the value of attainment of quality inclusive education in secondary schools (dependent variable) and  $X_1$  is the value of head teacher's planning role,  $X_2$  is the value of head teacher's support role,  $X_3$  is the value of head teacher's motivation role,  $\beta$  is the Beta coefficient of the independent variable (Slope/gradient),  $\alpha$  is the intercept (constant) and  $\varepsilon$  is the error term. Substituting the values in Table 4.14 in the linear regression Equation

$$Y = 1.157 + .254 X_1 + .142 X_2 + .396 X_3 + \varepsilon$$

As reflected above, the constant value of 1.157 is the value of realization of inclusive education quality in secondary schools (Y) when the outcome of the predictor variables is zero (all other factors constant). Also, the equation exposed that if all factors are constant; a unit increase in the head teacher's planning role results in 0.142 increase in realization of inclusive education quality in secondary schools. The model indicates a positive significant relationship between the head teacher's planning role and attainment of quality inclusive education in secondary schools ( $\beta=.254$ ,  $p=.308$ ,  $< 0.05$ ).

The regression equation also exposed that all factors are constant; a unit increase in head teacher's support role results in 0.254 increase in realization of inclusive education quality in secondary schools. The model indicates a positive significant relationship between head teacher's support role and attainment of quality inclusive education in secondary schools ( $\beta=.142$ ,  $p=.451$ ,  $>0.05$ ).

The equation also disclosed that all factors constant; a unit increase in head teacher's motivation role results into 0.396 increase in realization of inclusive education quality in secondary school. The model indicates a positive significant relationship between head teacher's motivation role and attainment of quality inclusive education in secondary schools ( $\beta=.396$ ,  $p=.048$ ,  $>0.05$ ).

Basing on the results from regression analysis, realization of inclusive education quality in secondary schools is mostly affected by head teacher's motivation role ( $\beta=.396$ ,  $p=.048$ ,  $< 0.05$ ). followed by head teacher's planning role ( $\beta=. 254$ ,  $p =.308$ ,  $>0.05$ ) and lastly by head teacher's support role ( $\beta=.142$ ,  $p=.451$ ,  $>0.05$ ).

## **CHAPTER FIVE: SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1. Introduction**

The research study scrutinized the influence of Head teacher's role in realization of inclusive education quality in selected secondary schools in the district of Iganga. According to Carter et al (2022), effective headteachers and principles are expected to work relentlessly to improve achievement by focusing on the quality of teaching and learning with emphasis on holistic learning. Analysis, presentation and interpretation of data from teachers of some chosen secondary Schools in the district of Iganga were presented in the preceding chapter. In this chapter, highlights of the research summary, discussion, conclusions and recommendations in respect to specific study objectives are expounded.

### **5.2. Study findings summary**

In this section, the researcher highlights the study findings summary as presented and discussed in line with the specific study objectives.

#### **5.2.1. Head teacher's planning role and attainment of quality inclusive education in selected secondary Schools in Iganga district.**

The study findings revealed that there was a moderate positive significant correlation between head teacher's planning role and realization of inclusive education quality in some selected secondary Schools in the district of Iganga ( $r=.534^{**}$   $p < 0.05$ ). This study established that budgeting, collecting school fees and paying salaries, other issues remaining constant, can most probably better realization of inclusive education quality in selected secondary schools in the district of Iganga.

#### **5.2.2. Head teacher's support role and achievement of inclusive education quality in some selected secondary schools in the district of Iganga.**

The study revealed that there was a moderate positive or constructive significant correlation in head teacher's support role and achievement of quality inclusive education in selected secondary Schools in Iganga District ( $r=.514^{**}$   $p < 0.05$ ). The study established that putting

in place continuous professional development workshops, welfare, giving support supervision and provision of teaching aids, while other factors or issues remaining constant, is most likely to better the process of inclusive education quality in secondary school in the district of Iganga.

### **5.2.3. 5.2.3 Head teacher's motivation role and achievement of inclusive education quality in selected secondary Schools in the district of Iganga.**

The study findings revealed that there was a strong positive significant correlation between Head teacher's motivation role and attainment of quality inclusive education in selected secondary Schools in Iganga District ( $r=.621^{**}$   $p < 0.05$ ). The researcher established that putting in place allowances for extra lessons, accommodation, rewarding the best performing teachers, recognition and promotion of best performing teachers, other factors remaining constant is likely to significantly improve quality of inclusive education in Iganga District.

## **5.3. Discussion of Study Findings**

### **5.3.1. Head teacher's planning role and attainment of quality inclusive education in selected secondary Schools in Iganga district.**

The study found out that was a moderate positive significant correlation between Head teacher's planning role and realization of inclusive education quality in some selected secondary schools in the district of Iganga.

These findings are in agreement with EU (2015) who said that an inclusive education is not possible without proper planning, and good management practices founded on a good culture at the school that seeks the participation of all students in all educational processes, regardless of their disabilities. Educational planning is a revelation of needs, conditions, or events of actions intended for some future time such as estimating type and number of learners and as well expanding required facilities for them.

Relatedly, Salami (2019) emphasized that planning for education involves the best application of systematic and logical analysis in the education development process aiming at achieving more efficient, more effective, and more relevant education as a response to the

goals and needs of learners and the community. Similarly, Musungu and Nasongo (2020) opined that to achieve sustainable educational growth and development, planning is vital.

Also, these findings concur with Impaata and Mpaata (2018) who found that the success of academics and co-curricular programs in school is attributed to proper planning and allocation of school resources. European Union (2015) also had similar findings when she found that good plans based on good culture in education institutions increase participation of all learners which is a strong indicator of quality education (Nansubuga, O. K., Muweesi, C., Zhao, L., & Mutebi, A. 2019). In addition, Salami (2019, also found that good educational planning makes education more relevant, efficient and effective in responding to needs of learners and the community such as relevant curriculum, learning space, learning materials, culture and rights. Shakeela (2020) findings showed that quality educational facilities and decent academic performance are achievable if the school has good planning.

The study findings were also in agreement with Doherty (2018) who found that it's a university management mandate to achieve quality and must plan for all the institutional programs, articulate policies and culture. Similarly, Kwek (2011) suggested that head teachers can meet learners, teachers and society expectations if they plan and design school strategies to change teachers' mindset to implement inclusive and learner centered approaches.

### **5.3.2. Head teacher's support role and realization of inclusive education quality in some selected secondary Schools in the district of Iganga.**

The study found that the head teacher's support role significantly influences inclusive education quality in secondary schools. These study findings are in agreement with Leu and Price-Rom (2015) in their study of the factors that encourage quality education that scholastic materials provided to teachers and learners in school is an engine to quality.

The study findings were also similar to Nsubuga (2018) findings which showed that the government and school management must give braille, hearing aids, and eye glasses to learners with special needs in order to increase participation and achievement of all learners. The quality of success of education is strongly affected by the resources made available in school to assist in the educational process (UNICEF, 2018 and UNESCO, 2019).

Similarly, Shakeela (2020) revealed that head teachers offer guidance and reinforcement in the desired teaching methods such as; up-to-date delivery of content, diversified teaching, continuous evaluation and timely feedback, positive recognition and supporting of performing teachers, high standards of discipline and creating conducive school environment for all learners.

Relatedly, nations with resources restrictions and efforts to increase access to elementary education often have resulted into diminishing education quality (Leu and Price-Rom 2015). Teachers, and scholastic materials are emphasized as the drivers of quality while identifying and establishing teacher quality as a chief focus (Leu and Price-Rom, 2015). Similarly, a distinctive way of viewing quality worthwhile in both the program execution reports and research literature according to Leu and Price-Rom (2015) as noted by Fuller (1986) and Muskin (1999) involves the connection that exists among diverse inputs as well as a measure of performance of learner.

### **5.3.3. Head teacher's motivation role and realization of inclusive education quality in some selected secondary schools in the district of Iganga.**

The results of the study revealed that motivation role of the head teachers strongly influences the quality of inclusive education in selected secondary schools. This is in agreement with Nairuba (2014) and Bruns and Luque, 2015) who found that the basic determinant of participation and learner achievement is success of teachers that can be bettered by engaging highly qualified teachers who are given inducements and good working environment.

Chapman (1983) in Andiwa (2018) noted that Jamaica elementary schools whose performance was high, had satisfied teachers who felt that their school was held in high regard by the school administrators while Nairuba (2017) found out that 67.3% of the teachers felt motivated when they got recognition from their headteacher.

Similarly, Ocham (2017) revealed when head teachers appreciated the teachers' efforts through material incentives, tours, and recognition which increased their work performance and indirectly improved the academic achievement of the learners (Taaka, M. A., Muweesi, C., & Kintu, G. J. 2022).

These study findings are in agreement with Gichobi, (2018) who said that teachers occupy such a central and notable position in our education system that their attitude and morale is a major concern not only to education authorities but also to the general public. Being critical classroom facilitators and curriculum implementers, they are key determinants of education quality. (Stephen, A., Charles, M., Mugenyi, D. K., et al 2022).

Relatedly, UNESCO (2019) observed that staff members will perform effectively when they are assured of salary, job security, regular consultation with the head, their work being appreciated, fact full discipline and when they receive sympathetic help when dealing with problems. Similarly, Wekesa (2013) said that head teachers meet their staff motivational needs through offering professional development opportunities to teachers, assigning major duties to teachers such as heading of departments of subjects, delegation of responsibilities to teachers, inviting role models to talk to teachers and supportive staff.

Also these study findings are in agreement with Nairuba (2014) who opined that it is believed that teachers who are well motivated undergo contentment to the job and as well work better compared to their counterparts who are poorly motivated; and thus a mixture of extrinsic and intrinsic issues tend to apply influence on motivation of teachers,

#### **5.4. Conclusions**

The following conclusions were made based on findings discussions.

The study found that the head teacher's planning role influences the quality of inclusive education. This is because good inclusive education practices, policies and environment must be designed with set goals and targets that meet the needs of all learners and this task is done by the school head teacher who also advises the board of governors.

The study also found that the head teachers support role influences the quality of inclusive education since teachers who are adequately supported with training, supervision, guidance, tools, instructional materials and facilities will create a conducive learning environment that will eventually increase learner participation, accessibility, academic achievement, enrolment and completion rate.

Finally, the study revealed that head teacher's motivation role influences the quality of inclusive education since the motivation of teachers through monetary and non-monetary ways boosts teachers' work performance and eventually leads to achievement of inclusive learning objectives.

#### **5.5. Recommendations**

The education stakeholders should work with the head teachers to make relevant plans and increase support and motivation in order to uplift secondary schools' quality of inclusive education.

The head teachers' roles in realization of inclusive education quality in secondary schools does not necessary improve education in such schools. Some factors identified during the data collection are likely to hamper the quality inclusive education and therefore there is need to investigate on the following;

Low government support and finance, most schools especially government aided had poor learning facilities like few class rooms, few desks, few text books, no sports facilities, no

sick, brail lies among others. In addition, some schools could not hire teachers for special needs, sports (Physical Education) teachers.

Poorly implemented government policies; some areas or sub counties in Iganga District are large and did not have USE schools and this denied access to inclusive learning to those potential learners from far areas to reach school, for example some learners travelled more than 5km to reach school.

Culture and religion: In some areas where schools are affiliated to a partisan religion, this affected inclusiveness where some learners were not given opportunity to practice their faith. This is a factor of the community surrounding or a foundation body. In addition, learners from diverse cultural back ground especially the non-Bantu tribes are denied chance to speak openly or practice cultural dances and activities due to dominancy of Busoga culture.

#### **5.6. Areas of further Research**

From the study findings, it is important to extend the same study topic or research to primary schools in the area so that the results can be generalized. The head teachers and their deputies should be taken to develop their capacities to handle inclusiveness in schools, since some of them had little knowledge about inclusive education. The similar study should be investigated with the learners as participant so as to seek the opinion and compare the findings to the current study. A study to be conducted to examine the extent to which the new lower secondary curriculum has affected the quality of inclusive education in Uganda secondary schools.

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## APPENDIX A: QUESTIONNAIRE FOR TEACHERS

### “Head teacher’s role in attainment of quality inclusive education in secondary schools”

Dear Respondent,

You have been randomly chosen to participate in the above titled survey which is being undertaken as part of an educational research. Your cooperation in filling this questionnaire will ensure success of the study. Please feel free to give your views on the items given by answering all the questions and indicate your choice by putting a tick in the checkbox before the answer you feel most appropriate, or Fill in the gaps by giving your opinions in relation to a particular question. The responses will be used for academic purposes only and will be treated with utmost confidentiality.

#### SECTION A: Background information of the respondent

1. Your Age: 20-30                      30-40                      40-50                      50-60                      60+ yrs
2. Gender.    Male.....                      Female.....
3. Level of Education:    Diploma.....                      Degree.....                      Masters.....
4. Work experience 1-10years                      11-20years                      21+years

**Key: SA=Strongly Agree, A=Agree, D=Disagree and SD=Strongly Disagree**

#### SECTION B: Head teacher’s planning role and Quality Inclusive education (Tick in box of your choice)

Particulars of Head teacher’s planning role	SA	A	D	SD
1. Do you agree that the head teacher set goals for improving the quality of teaching and learning?				
2. Do you agree that planning increases access to education of learners in school?				

3. Do you agree that planning increases learner participation in school?				
4. Do you agree that planning increases availability of education facilities in school?				
5. Do you agree that planning increases learner achievement in school?				
6.The head teacher has plans that remove barriers for girls' education				
7.There are plans to increase the enrolment rate of learners with special needs				
8.The low learner completion rate is attributed to poor planning in school				

9. How does the headteachers involve teachers in planning for the school? .....

.....

10. What role does the headteachers play in planning for the school?

.....

.....

**SECTION C: Head teacher's support role on the quality of inclusive education**

<b>Particulars of Head teacher's support role</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1. Do you agree that the head teacher's support improves teaching and learning? Do you agree that the head teacher's support improves teaching and learning?				
2. Do you agree that head teacher's support increases access to education of learners in inclusive schools?				

3. Do you agree that head teacher's support increases learner participation in inclusive schools?				
4. Do you agree that head teacher's support increases availability of quality education facilities in inclusive schools?				
5. Do you agree that head teacher's support increases learner achievement in school?				
6.The head teacher's support removes barriers to girls' education				
7.The head teacher's support increases the enrolment rate of learners				
8.The low learner completion rate is attributed to lack of support from the head teacher				

9. How are teachers supported by the headteachers in school?.....

.....

10. In what ways are learners supported to increase learners' participation & achievement?

.....

.....

**SECTION C: Motivation role on the quality of inclusive education**

<b>Head teacher's motivation role on inclusive education.</b>	SA	A	S	SD
1. Do you agree that motivation of teachers improves teaching and learning?				
2. Do you agree that motivation of teachers increases access to education of learners in inclusive schools?				

3. Do you agree that motivation of teachers increases learner participation in inclusive schools?				
4. Do you agree that motivation of teachers increases availability of quality education facilities in inclusive schools?				
5. Do you agree that motivation of teachers increases learner achievement in school?				
6.The motivation of teachers removes barriers to girls' education				
7.Motivation of teachers increases the enrolment rate of learners				
8.The low learner completion rate is attributed to lack of lack of teacher motivation				

9. Does the head teacher motivate teachers to improve teaching and learning in school?

Yes.... or No....

10. If yes explain the kind of motivation is provided to teachers by the head teachers

.....  
.....

**APPENDIX B: INTERVIEW GUIDE FOR HEAD TEACHERS AND DEPUTIES**

**SECTION A: Background information of the respondent**

1. Age of respondent: 20-29 ----, 30-39..., 40-49 ..., 50-59..., 60+.....
2. Gender: .....
3. Highest level of education: Degree..... Masters..... PhD.....
4. Position in the school; Headteachers..... Deputy Headteachers.....
5. Work experience 1-10years      11-20years      21+years

**SECTION B: Head teacher’s roles and Quality of inclusive education**

1. Are there plans to improve quality of teaching and learning in school? Yes/No.... If yes, mention them

.....  
 .....

2. Do you support teachers to improve the quality of teaching and learning in an inclusive environment? Yes/No ..... If yes, explain how .....

.....

3. Does teacher motivation improve teaching and learning in an inclusive environment?

Yes/No.....

4. How do you motivate the teachers in school?

.....  
 .....

	Yes	No
5.Learners access to education increased in the school		


6.The educational materials and equipment are adequate in school		
7.Participation of all learners including special needs increased		
8.Learner achievement has improved in school		
9.Barriers to girls' education in school were removed		
10.The enrolment rate of all learners including special needs increased		
11.The learner completion rate increased in the school		

**APPENXIX C: KREJCIE & MORGAN 1970 SAMPLING TABLE**

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357

100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384
Note: N=Population Size                      S=Sample Size					

APPENDIX D: INTRODUCTION LETTER

 **UGANDA CHRISTIAN UNIVERSITY**  
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UG-REC-026 Approval Version 4.0 June, 2013

*Permissi  
Gombe  
College  
Mjoberis*

**Lastone Bahayo Habert**  
Uganda Christian University  
+256 776994591  
Email: lastonebahayo2017@gmail.com

**UG-REC-026 APPROVAL NOTICE**


To Bahayo Lastone , Principal Investigator

Re: UCU-REC Application titled: Head teachers role in attainment of quality inclusive education in selected secondary Schools in Iganga district.

Application Number: UCUREC-2023-150-3

Version: 4.0

Type:  Initial Review  
 Protocol Amendment  
 Letter of Amendment (LOA)  
 Continuing Review  
 Material Transfer Agreement  
 Other, Specify:



I am please to inform you that the UG-REC-026; UCUREC approved the above referenced application.

Approval of the research is for the period from 30<sup>th</sup> May 2023, to 30<sup>th</sup> May, 2024.

This research is considered minimal risk category.  
As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and additions to the protocol or the consent form must be submitted to the REC for re-review and approval prior to the activation of the changes. The REC application number assigned to the research should be cited in any correspondence.

1 of 2

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Uganda Christian University (UCU) University Founded by the Province of Churches of Uganda. Chartered by the Government of Uganda.

## APPENDIX E: PLAGIARISM REPORT

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### HEADTEACHER'S ROLE IN ATTAINMENT OF QUALITY INCLUSIVE EDUCATION IN SELECTED SECONDARY SCHOOLS IN IGANGA DISTRICT, UGANDA

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#### ORIGINALITY REPORT

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SCHOOL OF RESEARCH & POSTGRADUATE STUDIES

## DISSERTATION CORRECTION COMPLIANCE REPORT BY THE CANDIDATE (POST VIVA FORM)

Date: 13/05/2024

Name of Candidate: BALYAINO LASTONE HARBET . Reg. No:RM21M06/016

Title of Dissertation THE HEADTEACHER'S ROLE IN ATTAINMENT OF QUALITY INCLUSIVE EDUCATION IN SELECTED SECONDARY SCHOOLS IGANGA DISTRICT UGANDA

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	Need to indicate the month	The month and the year was indicated	Eg. Cover page
2	Need to sign dissertation	The dissertation was signed	Page 1, etc corrected
3	Need for dedication	Dedication included	
4	There is need for one page of abstract	Abstract reduced to one page	
5	Candidate need to remove the next method mixed	Mixed method removed	

SN	COMMENTS BY INTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	Need to show the number of people of pilot study	Number of participant included	e.g. Cover page
2	Show exactly qualitative data analysis	Verbatim analysis was used	Page 1, etc corrected
3	Need to show the similarity index	Similarity index attached	
4	Need for all references in APA format	References put in APA format	
5			

SN	COMMENTS BY VIVA VOCE PANNEL	ACTION TAKEN	INDICATOR
1	Current month	Current Month Indicated	e.g. Cover page
2	Need for signing the dissertation	Dissertation signed	e.g. Page 1, etc corrected
3	Need for dedication and acknowledgment	Both indicated	
4	Need for abstract in one page	Reduced to one page	
5	Need to edit the work	Work was edited	

BALYANO LARIONI-H



Dr. Charles W. Weese



Candidate's Name

Signature

Supervisor's Name

Signature