



Examining the role of school leadership in enhancing teachers' adaptation of inclusive teaching practices in mainstream primary schools in Arusha City Council, Tanzania

Aloyce Luhamyia

kipaumbele2010@gmail.com

<https://orcid.org/0009-0002-1657-9304>

Institute of Accountancy Arusha, Tanzania

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ABSTRACT

Inclusive education has become a global priority in education reforms, aiming to provide all learners, regardless of their abilities or disabilities, with equal opportunities to succeed. However, meeting the diverse needs of learners in the inclusive classroom remains a pressing challenge for school leaders and educators worldwide. This study explored the role of school leaders in enhancing teachers' adaptation of inclusive teaching practices that address the diverse needs of learners in an inclusive classroom among primary schools in Arusha City Council. The study was guided by the Transformational Leadership Theory, which advocates for school leadership that inspires both teachers and learners to embrace an inclusive learning environment and enhances teachers' adaptation of inclusive teaching practices. The study employed a mixed-methods research approach and a convergent parallel design. Data were collected using questionnaires and semi-structured interviews from 94 teachers and four head teachers who were recruited using random and purposive sampling techniques and analyzed using descriptive statistics and thematic analysis, respectively. The findings revealed that school leaders play a pivotal role in enhancing inclusive teaching practices through providing resources, promoting professional development, encouraging collaborative planning and mentorship programmes, and supporting the use of diverse teaching strategies in mainstream classrooms. The study concludes that effective school leadership is essential for creating, maintaining, and fostering an inclusive teaching environment. It recommends targeted leadership training, a strong policy framework, resource mobilization, continuous professional development for teachers, and increased funding as key enhancement strategies for teachers' adaptation of inclusive teaching practices in mainstream primary schools.

Keywords: Inclusive Teaching Practices, Mainstream Primary Schools, School Leadership, Teachers' Adaptation

I. INTRODUCTION

Inclusive education has evolved significantly over the past few decades, driven by a global movement towards equity and accessibility in education. The concept, which initially focused on integrating learners with disabilities into mainstream classrooms, has expanded to encompass a broader range of diverse needs, including socio-economic, cultural, and linguistic differences (United Nations Educational, Scientific and Cultural Organization - UNESCO, 2005). Historically, the push for inclusive education began with the Salamanca Statement in 1994, which advocated for the right of all children to participate in regular schools, promoting an education system that values diversity and inclusivity for all (UNESCO, 1994). Globally, inclusive education has as a core objective within the international education agenda, specifically under Sustainable Development Goal 4, which calls for inclusive and equitable quality education and life learning opportunities for all (United Nations – UN, 2006; 2015). International Frameworks such as the United Nations Convention on the Rights of Persons with Disability (CRPD) have further reinforced the right to inclusive education, mandating systemic changes in curriculum, and teacher preparation to accommodate diverse learners (UNESCO, 2020). The importance of inclusive education is underscored by its potential to enhance educational outcomes and social integration. Broadly, inclusive education aims to create a learning environment that caters to the needs of all learners, irrespective of their socio-economic background, gender, abilities or geographical location (UNESCO, 2022).

Tanzania, like any other developing country, has embraced inclusive education as a key component of its educational policies, aligning with international frameworks to ensure that all children, including those from marginalized groups, have access to quality education. Apart from Tanzania having ratified the 1994 Salamanca Statement which emphasizes the need to provide access to quality basic education to children with special needs, also subscribes to the Dakar Framework for Action, that seeks to ensure that all children have access to, and complete, fee-free and compulsory primary education of good quality by 2025 (UNESCO, 2000). The ratification has been instrumental in attempts to fulfil the goals and targets of World Declaration of Education for All (EFA). Many countries



including Tanzania, have responded to these international conversions by adopting national inclusive policies, strategies and development plans. In particular, Tanzania has put in place the National Policy on Disability (2004), Personal with Disability Act (2010), the National Disability Mainstream Strategy (2020/21 -2025/26), and National Strategy for Inclusive Education (2021/22 – 2026/27) among others aimed at developing a comprehensive roadmap for inclusive education in the country (United Republic of Tanzania – URT, 2023). In addition, the country's Education and Training Policy (ETP) of 2014, revised in 2023, explicitly supports an inclusive and equitable education system (URT, 2023). However, the practical realization of these policies remains uneven across different regions. Though inclusive education has been adopted as a national priority, yet its implementation is challenged by inadequate resources, insufficient teacher preparation, negative societal attitudes, larger class sizes and lack of assistive technologies (World Bank, 2020; Kanyopa & Mkhele-Makgalwa, 2025; Tchongwe & Mwila, 2025).

School leaders play a pivotal role in fostering an inclusive environment, as they are responsible for leading the implementation of inclusive practices and promote a school culture that values diversity (Bush & Glover, 2014). School leadership is responsible for creating and maintaining an inclusive learning environment, yet there is limited empirical evidence in understanding the specific roles school leaders use to support teachers' adaptation of inclusive teaching practices in mainstream primary schools. Studies have often focused on broader aspects of educational leadership practices without delving deeply into their specific role in supporting teachers' adaptation of inclusive teaching approaches pertinent to mainstream classrooms (Hallinger & Heck, 2010). Research suggests that school leadership directly impacts teachers' ability to adapt inclusive teaching approaches that address the varying academic and emotional needs of their learners (Leithwood & Louis, 2011; Robinson et al., 2008). The gaps in current research include a need for detailed case studies that focus on specific local contexts, such as how the school leadership supports teachers' adaptability of inclusive teaching practices that address diverse learner needs. Moreover, there is a lack of empirical data on specific leadership role employed by school leaders in supporting teachers' adaptability of inclusive teaching practices in Tanzania's mainstream primary schools and their impact on inclusivity. Addressing these gaps is significant as it would provide a clearer picture of the barriers and enablers within the Tanzanian educational system, and Arusha City Council in particular. It would also offer practical insights for policymakers, educational planners, and school leaders to enhance the inclusivity of education and ensure that all learners receive the support they need to succeed (Ball & Hennessy, 2020). Thus, this study aimed at examining specific roles that school leaders use to enhance teachers' adaptation of inclusive teaching practices in public mainstream primary schools in Arusha City Council.

1.1 Research Objective

This study aimed to examine the role of school leadership in enhancing teachers' adaptation of inclusive teaching practices in mainstream primary schools in Arusha City Council

II. LITERATURE REVIEW

2.1 Theoretical Review

Transformational Leadership theory was developed by James V Downtown in 1973 and further expanded by Bernard M Bass in 1985. The theory asserted that leaders could inspire and motivate followers by creating a vision, fostering commitment, and encouraging personal development (Bass, 1999). This theory was particularly relevant to the study as it examined how school leaders in the Arusha City Council could inspire teachers and learners to embrace inclusive education. It focused on how leaders could influence and transform the school environment to effectively support diverse learning needs. The theory was used to explore how school leaders' support teachers' adoption of inclusive teaching practices such as promoting in-service professional development, support teachers adoption of inclusive teaching methods and promotion of effective learner participation. The strength of the theory lies on its focus on inspiring and motivating individuals to achieve beyond expectations. Thus the theory was well-suited for guiding the study because it emphasizes the role of school leaders in driving positive change and fostering an environment conducive to inclusive education (Bass & Riggio, 2006). However, the theory potential limitation is that it overlooks the structural and systemic challenges that leaders face (Northouse, 2018). The transformational leadership theory suits the study because of its focus on leadership practices and their impact on the inclusivity of the school learning environment. The transformational theory aligned with the study's objective of examining school leadership roles in enhancing teachers' adaptability of inclusive teaching practices, providing a robust framework for understanding the dynamic roles of school leadership in fostering inclusive teaching practices in mainstream primary schools.

2.2 Empirical Review

Over the past few decades, research has increasingly emphasized the pivotal role that school leadership plays an important role in fostering inclusive teaching practices. Effective school leadership is widely recognized as a key factor in improving the quality of teaching and learning, particularly in diverse educational settings. Studies such as that



of Rivana et al. (2024) explored the role of school principals in promoting inclusive education, focusing on the strategies they employ, challenges they face and the impact of their leadership on creating inclusive school environment in Thailand. Using a qualitative approach and a case study design, they collected data using in depth interviews from 15 school principals across diverse educational settings and were analyzed thematically to identify key patterns in the principals' approach to inclusion. Findings revealed that school principals play a crucial role in fostering inclusive education by promoting inclusive policies, ensuring adequate resources allocation, and supporting professional development for teachers. However, contextually, the study was conducted outside Africa and Tanzania in particular, and covered principals' role on creating inclusive education in general, contrary to the current study that seeks specifically, to examine school leadership role in supporting teachers' adaptability of inclusive teaching practices. Tchongwe and Mwila (2025) examined how instructional leadership influences inclusive education practices in four selected primary schools in Malawi. Using a qualitative research design, data were collected through semi-structure interview, focus group discussion and document reviews and were analyzed thematically to capture patterns and variations across schools. Findings showed that instructional leadership promoted inclusive education through shared vision, building community engagement, supervision of teaching, provision of resources and professional development for teachers and challenges included overcrowded classrooms, inadequate training, limited resources, cultural stigma around disability and heavy administrative workload for teachers. Despite these encounters, results showed that supportive leadership enhanced teachers' confidence, improved collaboration and fostered positive attitudes toward inclusion.

Khaleel et al. (2021) examined the role of school principals in promoting inclusive schools in the city of Al Ain, United Arab Emirates (UAE). Using a qualitative approach and a phenomenology research design, data were collected using a semi-structured interview to gather data from 10 participants, including special education and general education teachers, five from public and five from private schools. Findings demonstrated that principals' awareness of inclusive education emerged as a significant factor in creating and promoting inclusive schools, suggesting that, in order to foster inclusive school environment investing in principals' knowledge and positive attitude about inclusion is paramount important. However, the study was solely qualitative and focused particularly on factors influencing principals' role in promoting inclusive school environment as perceived by teachers, contrary to the current study which is a mixed method research focusing on school leadership role in enhancing teachers' adaptability of inclusive practices. Nketsia, et al. (2025) investigated inclusive teaching practices with particular focus on evaluating teachers' competence in applying Differentiated Instruction (DI) to meet the needs of students with disabilities in high secondary schools in Ghana. Data were collecting using structure questionnaire from 204 high school teachers were recruited from 10 high school that were conveniently selected across the three regions in Ghana. The study found a relationship between teacher readiness and inclusive teaching strategies and recommended targeted training in DI to enhance inclusive practices in classrooms. This study focused mainly on teachers' competencies in implementing DI in high secondary schools, the current study seeks to examine school leadership role in supporting teachers' adaptation of inclusive teaching practices in mainstream primary schools.

III. METHODOLOGY

3.1 Research Approach and Design

This study adopted a mixed-methods research approach, integrating both quantitative and qualitative methods and a convergent parallel design. The study employed a mixed methods approach and parallel research design in order to integrate both quantitative and qualitative data collection and analysis within a single study simultaneously for gaining a thorough understanding of the research problem (Creswell & Creswell, 2023). Quantitative data from the questionnaire examined the role of school leadership in supporting teachers' adaptability of inclusive teaching practices, while qualitative data from interviews and observations provided nuanced insights into the experiences of school leaders, teachers and learners. This combination allowed for a comprehensive understanding of the complex dynamics of the role of school leadership in fostering teachers' adaptability of inclusive pedagogical practices in selected primary schools of Arusha City Council.

3.2 Study Area

This study was conducted in selected primary schools in Arusha City Council, Arusha, Tanzania. Arusha City Council was chosen as the study area for this research due to its unique urban characteristics and diverse demographic composition that provided a rich context for exploring inclusive pedagogical practices. Unlike many rural areas of Tanzania, Arusha benefits from relatively better access to educational resources, infrastructure, and trained personnel, as indicated by the Education and Training Policy (URT, 2023). Additionally, Arusha's proximity to various educational stakeholders, including government agencies, NGOs, international and regional community organizations, they all made the area more suitable for carrying out this study.



3.3 Population and Sample Size

The study population consisted of 1510 teachers from primary schools in Arusha City Council, obtained from Education Dept. ACC of 2025. The sample size for the study from the target population was obtained using Yamane’s (1967) formula with a 90% confidence level and a margin of error of 10%, while purposive sampling was used to obtain four head teachers and schools out of 51 based on a criterion. Yamane’s formula was computed as illustrated below:

$$n = \frac{N}{1 + N(e)^2}$$

Where; n = sample size; N = total population; e = margin of error (usually set at 0.1 for a 90% confidence level)

$$n = \frac{1510}{1 + 1510(0.1)^2}$$

$$n = \frac{1510}{1 + 151.1}$$

$$n = \frac{1510}{16.1}$$

$$n = 94$$

Therefore, the sample size of this study was 94 teachers and 4 head teachers, as presented in Table 1.

Table 1
Population and Sample Size Distribution

Item	Population	Sample	Sample determination
Teachers	1459	94	Yamane’s formula
Head teachers	51	4	Purposive
Total	1510	98	

3.4 Sampling Strategies

This study employed a combination of purposive and random sampling methods. Initially, purposive sampling was used to select a diverse range of primary schools within the Arusha City Council while ensuring the inclusion of schools with varying characteristics such as size and location. Specifically, criterion sampling was used to select four head teachers who met predetermined criteria critical to the study. Once these schools and head teachers thereof were chosen, random sampling methods, such as stratified random sampling, were used to select teachers within each school to participate in the study. This combination ensured that the sample captured the diversity of the population while providing a degree of randomness in participant selection, thereby enhancing the representativeness and reliability of the findings.

3.5 Data Collection Methods

Multiple data collection methods were employed in this study to ensure the gathering of accurate, comprehensive, and triangulated information while minimizing biases (Creswell & Creswell, 2023). In this study, two primary data collection methods were used namely; questionnaires and semi-structured interview. Questionnaires were used to collect quantitative data from teachers while interview were used to collect qualitative data from head teachers in the selected primary schools. These methods were selected to capture both quantitative and qualitative data, offering a comprehensive understanding of how school leadership plays a role in supporting teachers’ adoption of inclusive pedagogical practices in primary schools in Arusha City Council, Tanzania.

3.6 Data Analysis

This study employed a mixed methods approach, so data analysis was tailored to the specific type of data collected. The quantitative data from surveys were analyzed using descriptive statistics, such as frequencies and percentages, summarizing the prevalence of noticeable roles of school leadership in supporting teachers’ adoption of inclusive pedagogical practices reported by participants, particularly teachers. The qualitative data from interviews with head teachers were analyzed thematically. This entailed carefully reviewing transcriptions of interviews to identify recurring themes, patterns, and significant concepts that emerged from the collected data. This thematic analysis helped to understand the lived experiences of school leaders and the role they played in fostering teachers’ adaptability of inclusive teaching practices in their respective schools.



3.7 Ethical Considerations

In any scientific study, ethical considerations is a fundamental research practice, ensuring that particular research is conducted with respect and integrity while protecting participants from harm and maintaining the integrity of the study outcome (Creswell & Creswell, 2023). In this study, research clearance was obtained from relevant local authorities, participants were fully informed about the study’s purpose, procedures, and potential impacts before were agreed to participate. The process ensured that their participation was voluntary and based on a clear understanding of how their data would be used. Written informed consent was obtained from each participant before their involvement in the research. Participants were assured that their participation was voluntary and that they had the right to withdraw from the study at any point in time without any repercussions. Confidentiality was rigorously maintained throughout the research process. Personal identifiers were removed from data to anonymize participants, ensuring their privacy and the secure handling of their information.

IV. FINDINGS & DISCUSSION

4.1 Findings

4.1.1 Background Characteristics of the Respondents

The demographic characteristics of the respondents reveal a diverse sample in terms of gender, age, education, work experience, and roles within the school. The participants included both male (41.5%) and female (58.5) teachers, with varying ages, the majority being considerably young teachers in their early 20s but below 40 years (71.3%) trailed by those who were in their 40s and above years (28.7%). In terms of teaching experience, the majority (60.7%) of the respondents had 10 years or more of teaching experience, followed by those with less than 10 years of teaching experience (39.3%). Respondents’ highest level education indicated that the majority (58.5%) had bachelor's degree and above, while (41.5%) had acquire certificate and diplomas by the time of data collection, as summarized in Table 2.

Table 2

Background Characteristics of the Respondents (teachers only)

Description	Category	Frequency	Percentage
Gender of the respondent	Male	39	41.5
	Female	55	58.5
Age group of the respondent	20-29	13	13.8
	30-39	54	57.5
	40-49	22	23.4
	50 and above	5	5.3
Teaching experience in years of the respondent	1-5	13	13.8
	6-10	24	25.5
	11-15	31	33
	15 and above	26	27.7
Highest level of education attained by the respondent	Certificate	16	17
	Diploma	23	24.5
	Bachelor degree	51	54.2
	Master’s degree	4	4.3

4.1.2 School Leadership and Teachers' Adaptability of Inclusive Teaching Practices

Respondents were subjected to five items on the role of school leadership in supporting teachers’ adaptability of inclusive teaching practices in mainstream primary schools which were scaled using the five-point Likert scale, where 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A), and 5 = Strongly Agree (SA). Table 3 gives the descriptive results of the items on the role of school leadership in supporting teachers’ adaptability of inclusive teaching practices.

Table 3
School Leadership and Teachers' Adaptability of Inclusive Teaching Practices

Statement	SD Count (%)	DA Count (%)	N Count (%)	A Count (%)	SA Count (%)	Mean Count (%)	Overall rating	Std. Dev.
School leaders provide resources to help teachers address diverse learning needs.	4(4.4)	18(20.0)	5(5.6)	63(70.0)	4(4.4)	3.59	Agree	0.860
Professional development for teachers includes diversity training.	8(8.9)	2(2.2)	17(18.9)	42(46.7)	23(25.6)	3.89	Agree	0.892
School leaders encourage collaborative planning among teachers to meet learner needs.	0	14(15.6)	9(10.0)	46(51.1)	21(23.3)	3.82	Agree	0.967
Teachers receive mentorship from school leaders on inclusive education practices.	0	9(10.0)	18(20.0)	46(51.1)	17(18.9)	3.79	Agree	0.868
The leadership supports the use of diverse teaching approaches.	0	9(10.0)	5(5.6)	64(71.1)	12(13.3)	3.88	Agree	0.762

The results in Table 3 on whether the respondents perceived that school leadership provides resources to help teachers address diverse learners' needs, the results showed that majority (74.4%) agreed as opposed to 22% who disagreed, indicating that while many perceive adequate support, there remains a noteworthy minority that feels resources are insufficient or lacking. Additionally, 5.6% of respondents were undecided, highlighting the need for ongoing evaluation to ensure that resource distribution meets the evolving demands of diverse classrooms. These descriptive statistics by teachers were supported by head teachers in an interview as one explained:

"We always provide teachers with the necessary teaching and resources to support them in implementing an inclusive school curriculum. However, sometimes these resources are not sufficiently available in schools for the teachers due to limited funding; nevertheless, we always try to share the available resources to teachers" (HT, School B, October, 2025).

The views suggest that providing teachers with necessary teaching and learning resources is essential in fostering inclusive teaching practices. The analysis demonstrates that limited resources in schools impact the teaching and learning process in mainstream classrooms, thus school leaders should ensure the availability of resources for the effective inclusion.

Regarding whether the respondents were provided with professional training programmes to enhance inclusive teaching approaches, results indicate that the majority (72.3%) agreed as opposed to 11.1% who disagree, suggesting that a significant portion of teachers felt supported in this regard while others felt that training for inclusive teaching were inadequate or not adequately prioritized by their school leaderships. However, 18.9% of the respondents were undecided indicating that some teachers are unaware about the availability of any form training for inclusivity. This mixed reactions suggests that while there are positive perceptions about inclusivity training, there is still room for improvement in ensuring that all teachers have access to effective professional development opportunities tailored to inclusive teaching practices. These accounts by teachers were supported in an interview with head teachers who indicated that professional development is essential for teachers to continuously refine their inclusive teaching practices as one explained:

"We provide our teachers with various professional development opportunities, including access to workshops and training sessions focused on differentiated instruction. We also encourage them to share their experiences and strategies with each other during staff meetings." (HT, School A, October, 2025).

These views underscore that teachers' access to professional development opportunities equip them with effective teaching approaches for differentiated instruction, ensuring that they can cater to the unique learning needs of each learner. The analysis suggest that without continuously improvement of teachers' inclusive pedagogical skills, through training affects their ability to implement inclusive teaching practices.

As regards to whether school leadership encourages collaborative planning among teachers to meet learner needs in an inclusive setting, result suggest that the majority (74.4%) agreed as opposed to 25.6% who disagreed, indicating that most of the teachers acknowledged that school leadership encourages collaborative planning among teachers to meet learners' needs, while others felt that collaborative planning is not consistently emphasized or sufficiently supported across the schools. However, 10% of respondents were unaware of any collaborative planning initiative by their respective schools.

In an interview, head teachers supported the descriptive statistics provided by teachers by pointing out that their schools have been fostering collaborative teaching among teachers as one of them explained:



“In my school we encourage teachers to collaborate in planning school activities, lesson development, and team teaching among others. This collaborative environment not only enhances teachers’ confidence but also fosters sense of collective responsibility where teachers support each other, share experiences and improve practice” (HT, School C, October, 2025).

The statements suggests that when school leaders create a conducive and supportive environment that fosters collaboration, teachers tend share knowledge and experiences with one another leading to improvement in teaching practices. For effective inclusive teaching practices, school leadership should cultivate a culture of teamwork and collaborative behaviour among teachers.

In terms of whether teachers receive mentorship support by their school leaders in enhancing inclusive teaching practices, results indicated that the majority (70%) agreed as opposed to 10% who disagreed, suggesting that school leadership provides adequate mentorship to teachers on inclusive education practices, while others expressed a different opinion that mentorship initiatives were not commonly provided in their schools to help teachers handle inclusive education practices. However, a considerable proportion of 20% were undecided, indicating that some teachers might perceive the mentoring efforts as inconsistent or inadequate. These findings highlight the importance of ongoing school mentorship initiatives to ensure that all teachers receive the guidance necessary for inclusive practices. In an interview with head teachers, they pointed out that in some schools, there were mentorship efforts in place to enhance teachers’ skills and confidence in employing inclusive pedagogies, as one noted:

"Our school has implemented a mentorship program where experienced teachers support new ones in adapting their teaching methods. We hold regular check-ins to discuss challenges and successes, and this allows teachers to refine their approaches based on real classroom experiences." (HT, School D, October 2025).

These statements suggest that peer membership efforts enable experienced teachers to provide targeted support and guidance to their less experienced counterparts. The analysis indicates that in the context of limited formal training, peer learning is an effective way for fostering professional growth, as it offers personalized insights that are directly applicable to classroom settings.

Regarding to whether school leadership supports teachers’ adaptation of inclusive teaching approaches, results indicated that the majority (84.4%) agreed, where as 15.6% disagreed, indicating that while majority appreciated school leadership support on the use of diverse teaching approaches for teachers while others were not satisfied about what their school leaders were doing. However, 5.6% were undecided on whether school leadership supports the use of differentiated instruction, suggesting that a portion of teachers may not have fully experience or perceived such support. These findings highlight the importance of continuous efforts by school leaders to promote diverse instructional approaches consistently across spectrum of teachers ensuring that every teacher feels empowered to employ diverse teaching approaches.

4.2 Discussion

The findings revealed that school leaders foster teachers’ adaptability of inclusive teaching practices through provision of teaching resources, while others perceived that teaching resources were insufficient and inconsistently distributed across teachers and schools. This finding aligns with that of Rivana et al. (2024) who argued that school leaders who adequately ensured resource allocation and support to teachers were found to improve both inclusive teaching practices and learner learning outcomes. Tchongwe and Mwila (2025) observed that instructional leadership promoted inclusive education in their schools through supervision of teaching and provision of resources among others. Similarly, the study indicated that teachers were supported to improve their inclusive teaching approaches through professional development and school mentorship initiatives. This resonates with that of Nketsia et al. (2025) who found a positive relationship between teachers’ training and inclusive teaching practices. Similarly, Mokhampanyane (2024) found out that teachers who were well-prepared and supported for inclusive teaching through in-service training showed capability of implementing inclusive education as compared to those who had no any form of training. Moreover, the study found that school leaders supported teachers in adapting inclusive teaching approaches, encouraged collaborative planning to improve their teaching practices. The findings concur with that of Tchongwe and Mwila (2024) who established that school leadership practices such as teachers and community engagement, shared vision and collaborative behaviours among others promoted inclusive teaching practices. Additionally, Carter and Abawi (2018) observed that school leadership who found to involve teachers in making collective decision, reinforcing articulated expectations, support and acknowledgment toward a shared vision were found to be more effective in implementing inclusive practices than those that were not supportive and collaborative.



V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

The findings revealed that school leadership plays a great role in fostering teachers' adaptability of inclusive teaching practices in mainstream public primary schools in Arusha city. Particularly, through the provision of teaching resources, professional development efforts, fostering collaborative planning, mentorship programmes, and supporting teachers in implementing inclusive teaching practices. These school leadership initiatives not only enhance teachers' ability to manage inclusivity but also foster an educational environment where all learners can be fully involved, feel accepted, and equally valued. Thus, school leaders should be willing to build an inclusive school environment in all aspects that respect learners' diversity through enhancing teachers' adaptability of inclusive teaching practices. Through prioritizing professional development and fostering a culture of collaboration, school leadership empowers teachers' innovativeness and tailors their teaching approaches to cater to the unique needs of their learners.

5.2 Recommendations

Based on these findings, the study highlights the need for systemic support to strengthen inclusive leadership practices in schools, which in turn may promote teachers' adaptability of inclusive teaching practices. Policymakers, educational stakeholders, and school leaders should prioritize policies that mandate equitable distribution of resources across all schools, ensuring that no child is left unattended. Moreover, for teachers to continuously apply inclusive teaching practices in mainstream classrooms, they need to be supported through training opportunities, promotion of mentorship programmes and increased school funding for sustainable inclusion. Ultimately, the study emphasizes that inclusive education requires more than just well-intentioned policies, it demands dedicated school leadership committed to supporting teachers and fostering an inclusive environment for all learners.

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