
Influence of Regular Teacher Development Programmes on Implementing Inclusive Education in Public Primary Schools, Morogoro Municipal, Tanzania

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Abstract: *This study examines the influence of regular teacher professional development programs on implementing inclusive education in public primary schools in Morogoro Municipal, Tanzania. The study also assesses how continuous professional development affects their ability to accommodate and engage students with diverse educational needs within mainstream classrooms. To this end, the study adopted the Social Learning Theory, proposed by Canadian-American psychologist Albert Bandura in 1977. This theory posits that learning occurs through observation, imitation, and modeling, influenced by factors such as attention, motivation, attitudes, and emotional conditions to frame the analysis. A convergent research design under a mixed research approach was utilized, employing both probability and non-probability sampling techniques to select respondents. Data were collected from five (5) Heads of Schools (HoSs) and fifty (50) Teachers using interview guides and questionnaires. The study found that professional development for teachers plays a crucial role in promoting effective inclusive education practices, curriculum development, and student achievement. However, the study also highlighted a limited understanding of how these practices are implemented and interact within the school settings to support inclusive education. The hypothesis test indicated a significant momentous relationship between teacher professional development programs and the implementation of inclusive education in public primary schools. The study concluded that school administrators should focus on improving this professional development to enhance inclusive education practices. The study also resolved that effective professional development and inclusive education practices jointly create a supportive school environment that improves teaching and learning outcomes for all students. Therefore, the study recommended that the Ministry of Education and PORALG organize capacity-building programs for HoSs and teachers, focusing on inclusive education skills and effective implementation strategies.*

Keywords: inclusive education, professional development, public primary schools

INTRODUCTION

Recognizing the critical role of educators in this context, the focus on Regular Teacher Professional Development Programs has intensified, positioning these programs as crucial mechanisms for empowering teachers to meet the challenges and opportunities presented by inclusive education (Springer, 2023). These programs are designed to equip teachers with the necessary competencies to adapt their teaching strategies, manage diverse classrooms, employ assistive technologies, and apply inclusive pedagogies that cater to the varied needs of all students, including those with special educational needs and disabilities. These professional development programs encompass actions and strategies aimed at promoting effective teaching practices, curriculum development, and student achievement outcomes (Sharif, 2020). Such programs are essential for driving academic excellence and ensuring that all students have access to high-quality and equitable learning opportunities. Correspondingly, the implementation of inclusive education emphasizes the importance of collaborative processes among stakeholders (Reina et al., 2021), including teachers, administrators, parents, and students, in shaping school policies, practices, and priorities. Therefore, inclusive education in school environments is critical to fostering transparent, effective governance structures that promote the well-being and success of all school community members.

In recent studies in Kenya, regular TPD programs have been shown to significantly enhance teachers' knowledge and skills related to inclusive education. A study by Muthomi and Kiilu (2022) found that teachers who participated in regular TPD sessions demonstrated a better understanding of inclusive education practices and were more capable of adapting their teaching strategies to meet the diverse needs of their students. The study highlighted that continuous professional development helped teachers identify and address the specific learning needs of students with disabilities. Effective implementation of inclusive education requires strong school leadership and supportive policies.

Njuguna and Ndung'u (2023) found that schools with proactive leadership and clear policies on inclusive education were more successful in implementing TPD-driven inclusive practices. The study highlighted that school leaders play a crucial role in facilitating teacher participation in TPD programs and ensuring that inclusive education is prioritized within the school's agenda. This suggests that educational administrators worldwide rely on establishing guidelines and principles for effective professional development practices rather than merely involving subordinates. Shava et al. (2021) also highlighted the importance of sustaining school improvement by identifying professional development as a basis for school improvement.

In Tanzania, like many other countries, public primary schools face various challenges related to educational quality, equity, and inclusivity. While several efforts have been made to improve educational outcomes (MoEST, 2024), there is limited literature specifically on the influence of regular teacher professional development programs on inclusive education. Accordingly,

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there is a need for empirical research to understand the dynamics of professional development in promoting inclusive education within primary schools. Despite government initiatives aimed at enhancing educational quality and access, there is limited research examining the effectiveness of professional development programs and their role in fostering inclusive education (Cansoy et al., 2022). Some studies suggest that professional development practices are hindered by school leaders' inability to build relationships and trust among subordinates and stakeholders. Building relationships and trust among students, teachers, and administrators is crucial for enhancing inclusive education (Lansing et al., 2023). This implies that harmony, respect, and effective communication promote inclusive education. It also suggests creating an environment where individuals feel valued, respected, and empowered to collaborate effectively toward achieving common goals (Reina et al., 2021). This fosters a positive relationship and supportive school environment where all students are valued, respected, and a living fulfilled life.

Moreover, promoting equity and inclusion in decision-making processes not only aligns with principles of fairness and social justice (Azlan et al., 2024) but also enhances the quality and effectiveness of inclusive education by leveraging the diverse strengths and perspectives of all participants. Similarly, reviewed scholars put forward that resource management plays a critical role in enhancing inclusive education by providing the framework and tools necessary to allocate resources efficiently, reduce risks, promote transparency and accountability, adapt to changing circumstances, and engage stakeholders effectively. This study sought to close the gap by conducting a comparative analysis of professional development programs and their influence on implementing inclusive education in public primary schools

Statement of the Problem

In Tanzania, the implementation of inclusive education in public primary schools poses significant challenges, necessitating a thorough examination of the influence of regular Teacher Professional Development programs on this process. As in many other developing countries, the quality of education plays a pivotal role in shaping the prospects of students and contributing to national development goals. Despite government efforts to improve educational quality (MoEST, 2024), there remains a pressing need to examine and understand the dynamics of regular teacher professional development programs and their influence on implementing inclusive education in public primary schools. Amos et al. (2022) argue that the insufficient involvement of teachers in professional development plans impedes the delivery of high-quality education in public schools.

Most of the reviewed studies have focused on identifying the gaps and opportunities in current teacher professional development practices and informing the development of more tailored, effective professional development initiatives that support the goals of inclusive education in

Publication of the European Centre for Research Training and Development-UK public primary schools. By elucidating the specific challenges and mechanisms through which teacher professional development influences inclusive education implementation, this study aims to contribute to the advancement of inclusive practices and equitable educational opportunities for all students on the advancement of inclusive practices and equitable educational opportunities for all students. aspects such as professional development programs Copur-Gencturk, at el. (2021). A comparison of perceived and observed learning from professional development: relationships among self-reports, direct assessments, and teacher characteristics Professional development activities with a focus on content knowledge, active learning opportunities, and coherence with other learning activities significantly improve teachers' self-reported knowledge and skills, leading to changes in classroom practice. The limited research on the influence of regular teacher professional development programs on inclusive education has been a potential barrier to identifying effective strategies and collaborative processes that can contribute to school improvement initiatives and enhance educational outcomes for all students. By elucidating the specific challenges and mechanisms through which teacher professional development influences inclusive education implementation,

Research Question and the Hypothesis

Qn. To what extent do Regular Teacher Professional Development Programmes influence the implementation of Inclusive Education in Public Primary Schools?

Ha- There is a significant difference between experienced and inexperienced teachers' Perceptions of the notion that training has equipped them to handle students with special needs.

Theoretical Framework

The study on the influence of regular teacher professional development programs on implementing inclusive education in public primary schools is guided by the Social Learning Theory, proposed by Canadian-American psychologist Albert Bandura in 1977. This theory posits that learning occurs through observation, imitation, and modeling, influenced by factors such as attention, motivation, attitudes, and emotional conditions. According to Bandura (1977), individuals acquire behaviors by observing others in social interactions or through media, both directly and indirectly. Behaviors that are rewarded are more likely to be imitated, while those that are punished are generally avoided (Roberts, 2022).

In the context of teacher professional development, this theory suggests that teachers can learn effective inclusive education practices by observing and emulating successful strategies demonstrated by their peers and mentors. When teachers witness the positive outcomes of these practices, they are more likely to adopt and implement similar approaches in their classrooms.

This process of observational learning is critical for creating an environment conducive to inclusive education.

Chuang (2021) further explains that within the framework of social learning theory, leaders act as role models, and learners adopt behaviors through mediated practices in a social context. When teacher leaders demonstrate effective inclusive education practices, they can inspire their colleagues to emulate these practices, thus fostering a more inclusive educational environment across the entire school.

Tarimo and Lekule (2024) employed a convergent mixed research approach to study the influence of instructional supervision on educational quality. Their findings emphasized the importance of supportive instructional supervision for teacher professional growth and educational quality.

REVIEW OF EMPIRICAL STUDIES

Influence of Regular Teacher Professional Development Programmes on Implementing Inclusive Education in Public Primary Schools

The influence of regular Teacher Professional Development programs on implementing inclusive education in public primary schools is a critical area of study within educational research. A review of empirical studies sheds light on the effectiveness, challenges, and best practices associated with teacher professional development programs designed to promote inclusive education. This review synthesizes findings from key studies, highlighting their contributions and identifying gaps for future research.

O'Connor and Fernandez (2018) conducted a quantitative study exploring the relationship between teacher professional development programs and teachers' competencies in implementing inclusive practices. Research philosophy shapes researchers' perspectives on the nature of knowledge, truth, and the research process (Kasirye, 2024). This study adopted a pragmatic research philosophy, which prioritizes real-world relevance and effectiveness, offering a framework that is responsive to the complexities and practical concerns of implementing inclusive education in public primary schools Gillespie et al., (2024); Kim & Park, 2020; McCombes, (2023). Their findings suggest significant improvements in teachers' confidence and competencies related to inclusive education following participation in structured, ongoing professional development. The study underscores the importance of content-specific teacher professional development programs tailored to inclusive education.

Through a mixed-methods case study, Kim and Park (2020) examined the extent to which teacher professional programs influenced changes in classroom practices toward more

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Bennett and Watson (2019) focused on the barriers faced by teachers in implementing inclusive practices learned through teacher professional development programs. Their qualitative study highlighted several challenges, including insufficient resources, lack of administrative support, and prevailing negative attitudes toward inclusion among some educators. This research points to the need for comprehensive strategies that address systemic barriers to inclusive education beyond teacher professional development alone.

Garcia and Smith (2021) offered a longitudinal perspective on the influence of teacher professional development on inclusive education practices over time. Their findings indicate that while immediate gains in teacher knowledge and practices were evident, sustaining these changes posed significant challenges. The study advocates for ongoing support mechanisms, including mentorship and coaching, to reinforce teacher professional development outcomes

RESEARCH METHODOLOGY

The research philosophy guiding this study is pragmatism. Pragmatism is well-suited for educational research focused on practical outcomes and real-world applications (Kasirye, 2024; Tamminen & Poucher, 2020). It emphasizes the importance of actionable knowledge and practical solutions, making it ideal for examining how teacher professional development programs influence the implementation of inclusive education in public primary schools (Gillespie et al., 2024; Kim & Park, 2020). The research design for this study is a convergent mixed-methods design, which integrates both quantitative and qualitative data collection and analysis. This approach is recommended by Bennett and Watson (2019) for its ability to provide a comprehensive understanding of complex educational phenomena by capturing both numerical data and detailed personal experiences. The study is conducted in public primary schools within a specific municipality. This area is chosen due to its diverse demographic and socio-economic characteristics, providing a rich context for investigating the implementation of inclusive education.

The study population includes all public primary schools in the municipality. Sampling is essential for collecting representative data efficiently (Turner, 2020). This study uses a combination of simple random sampling and purposive sampling techniques. Simple random sampling is employed to select teachers, ensuring that each teacher has an equal chance of being included. Purposive sampling is used to select heads of schools based on their specific roles and relevance to the study. The sample size was 5 Heads of primary schools and 50

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primary school teachers from 5 public primary schools' Quantitative data were collected using structured questionnaires. This method provides measurable data that can be statistically analyzed to determine trends and relationships.

Qualitative data are gathered through semi-structured interviews, which allow for in-depth exploration of participants' experiences and perspectives. This combination of methods ensures a robust and comprehensive understanding of the research problem (Tamminen & Poucher, 2020; Kasirye, 2024). Quantitative data were analyzed using the independent Sample T-test technique at a significance level of 0.05. This statistical method helps to identify the relationship between teacher professional development programs and the implementation of inclusive education. Qualitative data are analyzed thematically, allowing for the identification of common patterns and themes that provide deeper insights into the influence of professional development on inclusive education practices. Ethical standards were strictly observed throughout the study. Informed consent was obtained from all participants (heads of schools and teachers) before data collection. Confidentiality and anonymity of participants were ensured in both the reporting and storing of data. Additionally, approval for conducting the study was obtained from the relevant JUCO Head of Education department.

FINDINGS AND DISCUSSION

This study aimed to determine the influence of regular teacher professional development programs on implementing inclusive education in selected public primary schools in Morogoro Municipality. The research employed self-administered questionnaires for teachers and interview schedules to gather information from heads of schools, and teachers involved in professional development programs. A detailed presentation of teachers' perspectives is outlined in Table 1. This section also provides information derived from teachers' questionnaires.

Table 1: Teachers' Perceptions of Professional Development (n=50)

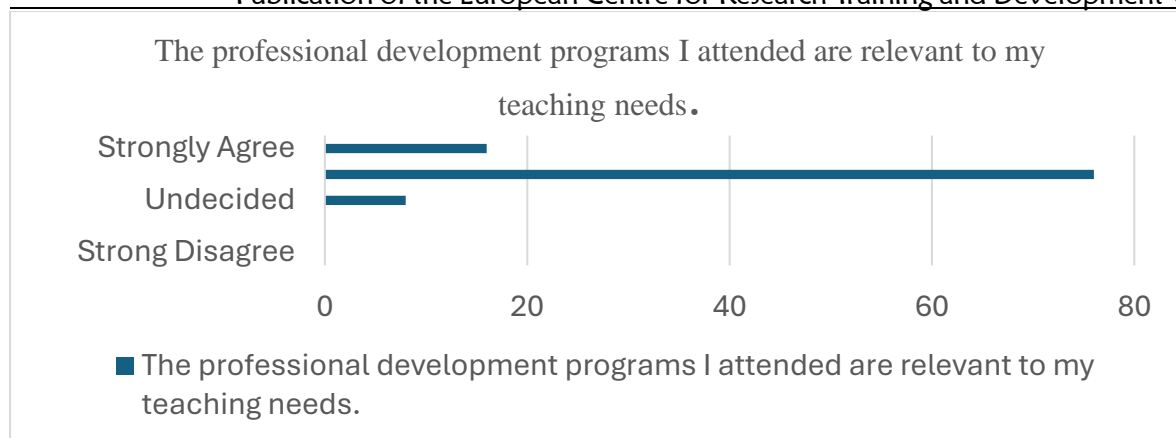
| SN | Statement | SD | | D | | U | | A | | SA | | Mean |
|---------------------|--|----|-----|---|-----|----|------|----|------|----|------------|------------|
| | | f | % | f | % | f | % | f | % | f | % | |
| 1 | The professional development programs I attended are relevant to my teaching needs. | - | - | - | - | 4 | 8.0 | 38 | 76.0 | 8 | 16.0 | 4.1 |
| 2 | I have effectively implemented new strategies from these programs in my classroom. | - | - | 3 | 6.0 | 16 | 32.0 | 22 | 44.0 | 9 | 18.0 | 3.7 |
| 3 | These training sessions have increased my confidence in teaching diverse learners. | - | - | 3 | 6.0 | 4 | 8.0 | 32 | 64.0 | 11 | 22.0 | 4 |
| 4 | The content of the professional development was clear and understandable. | 3 | 6.0 | 1 | 2.0 | 14 | 28.0 | 27 | 54.0 | 5 | 10.0 | 3.6 |
| 5 | I believe regular professional development should be mandatory for all teachers. | - | - | - | - | - | - | 31 | 62.0 | 19 | 38.0 | 4.4 |
| 6 | The training has equipped me to better handle students with special needs. | 4 | 8.0 | 4 | 8.0 | 8 | 16.0 | 25 | 50.0 | 9 | 18.0 | 3.6 |
| 7 | Ongoing support is available after the professional development programs. | - | - | 3 | 6.0 | 12 | 24.0 | 25 | 50.0 | 10 | 20.0 | 3.8 |
| 8 | The professional development programs promote collaboration among teachers. | 1 | 2.0 | - | - | 14 | 28.0 | 25 | 50.0 | 10 | 20.0 | 3.9 |
| 9 | I am satisfied with the frequency of professional development opportunities offered. | - | - | 2 | 4.0 | 6 | 12.0 | 34 | 68.0 | 8 | 16.0 | 4 |
| 10 | I feel prepared to integrate new teaching methods as a result of the training | 1 | 2.0 | - | - | - | - | 41 | 82.0 | 8 | 16.0 | 4.1 |
| Average mean | | | | | | | | | | | 3.9 | |

Note that: **SA**=Strong Agree, **A**= Agree, **Un**= Undecided, **D**= Disagree, **SD** = Strong Disagree,

Source: Field Data (2024)

Facts in Table 1 point out that most respondents (92 %) agreed and strongly agreed that professional development programs are relevant to their teaching needs. with a high mean score (4.1) as specifically indicated in Figure 1;

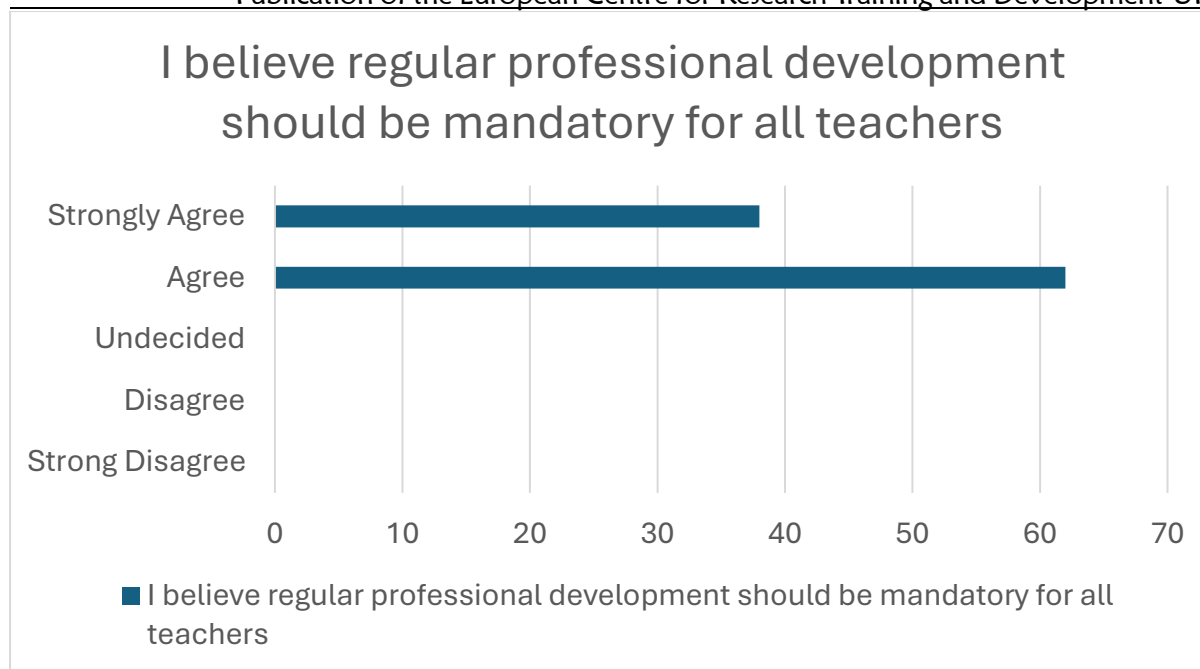
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**Figure; 1****Source: Field Data (2024)**

The findings indicate that regular teacher professional development programs significantly contribute to the implementation of inclusive education in public primary schools. Copur-Gencturk, et al. (2021) Professional development activities focusing on content knowledge, active learning opportunities, and coherence with other learning activities significantly improve teachers' self-reported knowledge and skills, leading to changes in classroom practice. The overall average mean score of 3.9 reflects a positive influence, with most teachers agreeing that these programs are relevant, increase their confidence and promote collaboration. However, there are areas such as the clarity of content and handling special needs students where further improvement is needed. These results align with existing literature that underscores the importance of professional development in educational change (Desimone, 2011; Guskey, 2002). The findings from teachers also approve the information given by HoS 1&2 through face-to-face interviews who insisted that: *“The training on my teachers is indeed necessary with the intention of acquiring training programs that are relevant to their teaching activities”* (HoS 1&2, Personal Communication, May 17, 2024).

The information given by Hos 1 denotes that teachers who acquire PDP are with their teaching activities. These findings support the assertion by Bandura's (1977). The theory of Social Learning in teachers' professional development programs offers valuable insights into how teachers can learn and adopt new inclusive education practices. Bandura's theory emphasizes the importance of observational learning, imitation, and modeling, which can be effectively integrated into professional development strategies.

Moreover, the majority (86.0%) of teachers' responses rated agree and strongly agree that Professional development has significantly increased teachers' confidence in teaching diverse learners at a high mean score (4.0) as Figure 1 below indicates



Figure; 2

Source: Field Data (2024)

Furthermore, the majority (100%) of teachers' responses rated strongly agree and agree with the statement that All teachers believe regular professional development is essential, with a high mean of (4.4), this means the importance of regular teacher professional development programs in implementing inclusive education has been well-documented in educational research. Professional development is critical for equipping teachers with the knowledge, skills, and confidence necessary to address diverse student needs and promote inclusive practices in the classroom. The findings revealed that effective professional development should include content focus, active learning, coherence, duration, and collective participation. This supports the notion that well-structured professional development can lead to significant improvements in teaching practices and student outcomes. This supports information given by HoS 3 & 4 who said;

“Professional development that includes peer coaching and collaborative learning opportunities enhances the transfer of new teaching strategies into the classroom. This aligns with the high mean scores related to the promotion of collaboration among teachers and the preparedness to integrate new methods” (HoS 3&4, Personal Communication, May 18, 2024).

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The information provided by HoS 3 denotes that professional development programs contribute significantly to the successful implementation of inclusive education practices. This will ultimately lead to more equitable and effective learning environments for all students. Moreover, the information from HoS 4 indicates that Professional development is critical for equipping teachers with the knowledge, skills, and confidence necessary to address diverse student needs and promote inclusive practices in the classroom. This implies that these programs are relevant, increase their confidence, and promote collaboration. However, there are areas such as the clarity of content and handling special needs students where further improvement is needed. The information denoted by HoS 3 and HoS 4 concurs with the study carried out by Johnson and Dwyer (2021) which indicated that ongoing professional development significantly improved teachers' abilities to design and implement inclusive lesson plans. Their study highlighted that those who participated in regular TPD sessions showed a marked increase in their confidence and ability to cater to diverse learners.

Similarly, Lee and Choi (2022) conducted a study on South Korean primary school teachers and found that structured TPD programs led to significant improvements in teachers' understanding and application of inclusive education principles. These programs provided teachers with practical strategies for differentiating instruction and managing inclusive classrooms effectively. These findings imply that Effective TPD programs enhance teacher competence, improve student outcomes, foster collaborative learning environments, leverage technological advancements, and require supportive policies for maximum influence.

FINDINGS, CONCLUSION RECOMMENDATION OF THE STUDY

Findings of the study

The study investigated the influence of regular teacher professional development (TPD) programs on the implementation of inclusive education in public primary schools in Morogoro Municipality. The findings indicate that regular TPD programs significantly enhance teachers' understanding, confidence, and collaborative practices, which are crucial for the successful implementation of inclusive education. Teachers who participate in these programs are better equipped to address diverse student needs, manage inclusive classrooms, and collaborate effectively with peers. The positive influence of TPD on inclusive education aligns with existing literature that underscores the importance of continuous professional growth in driving educational change.

The study implemented the T-Test of The Independent Samples Technique to test the following hypothesis; *Ho: There is a significant difference between experienced and inexperienced teachers' Perceptions of the notion that training has equipped them to handle students with special needs.*

The decision rule was determined if the P-Value (Sig) is less than the significance level of 0.05 then permitted to reject the Null hypothesis. Moreover, if the P-value (Sig) is greater than the significance level of 0.05; it fails to reject the Null hypothesis.

Table 2; Indicate the Independent Samples Test Statistics test.

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|------------------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|-------|
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| Equal variances assumed | 2.176 | .157 | 1.023 | 18 | .320 | .549 | .537 | -.579 | 1.678 |
| Equal variances not assumed | | | 1.131 | 16.207 | .274 | .549 | .486 | -.479 | 1.578 |

Data from Table 2, Independent Samples Test indicates the P-value is 0.157 at a significance level of 0.05 (2 tailed) which appears to be greater than the significance level of 0.05 thus we fail to reject the null hypothesis. There is no significant difference between experienced and inexperienced teacher's Perceptions of the notion that training has equipped them to handle students with special needs.

The defiance of a significant difference in perceptions between inexperienced and experienced teachers implies that development training whether conducted to teachers with experience or inexperience results in the same outcome of helping handle students with special needs. Darling-Hammond et al 2021, show that both inexperienced and experienced teachers who engage in ongoing professional development report improved instructional strategies and better student outcomes. The consistency in results across different experience levels underscores the effectiveness of regular professional development.

Implications for Practice and Policy

The study's findings highlight the need for sustained, practice-oriented professional development coupled with systemic support to overcome barriers to inclusive education.

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Policymakers and educational leaders should consider integrating professional development with broader educational reforms that address structural challenges, such as resource allocation and policy support for inclusive education (Johnson & Dwyer, 2021).

Areas for Future Research

The reviewed studies collectively affirm the positive influence of teacher professional development on fostering inclusive education practices in primary schools. However, several gaps emerge, notably the need for research exploring the long-term sustainability of changes induced by teacher professional development, the role of school leadership in supporting these initiatives, and the integration of teacher perspectives on the effectiveness and relevance of teacher professional development content

Summary of Findings

The study investigated the influence of regular teacher professional development (TPD) programs on the implementation of inclusive education in public primary schools in Morogoro Municipality. The findings reveal that TPD programs significantly enhance teachers' understanding, confidence, and collaborative practices, all of which are essential for the successful implementation of inclusive education. Teachers who participated in these programs reported better preparedness to address diverse student needs, manage inclusive classrooms, and work effectively with their peers.

The effectiveness of TPD programs was linked to several key elements: content focus, active learning, coherence, duration, and collective participation. Content focus ensures that the professional development activities are directly relevant to the subject matter that teachers will teach. Active learning involves teachers engaging in interactive, hands-on activities, which enhances the practical application of new strategies. Coherence refers to the alignment of professional development with school curricula, standards, and policies, making the training more relevant and applicable. The duration of the professional development is also critical, as sustained and ongoing training leads to more significant improvements. Collective participation encourages collaboration among teachers, fostering a community of practice that supports continuous professional growth.

Despite these positive outcomes, the study identified areas needing improvement. Teachers expressed the need for **greater** clarity in the content delivered during TPD sessions and highlighted the necessity for more focused training on handling students with special needs. These areas of improvement are crucial for further enhancing the effectiveness of TPD programs and ensuring that all teachers are well-equipped to create inclusive learning environments.

CONCLUSION

The study highlights the pivotal role that regular teacher professional development (TPD) programs play in the successful implementation of inclusive education in public primary schools. These programs have been shown to significantly enhance teachers' understanding, confidence, and ability to work collaboratively, which are all crucial for managing diverse classrooms. The positive outcomes reported by teachers who participated in these programs underscore the importance of continuous and targeted professional development in fostering an inclusive learning environment. Teachers' improved skills and confidence directly translate to better support for students with varying needs, thereby advancing the goals of inclusive education.

However, the findings also point to areas needing improvement, such as the clarity and practical application of TPD content and a greater emphasis on strategies for supporting students with special needs. Additionally, the effectiveness of TPD programs is influenced by systemic factors like resource allocation and administrative support, which must be addressed to sustain and enhance the benefits of these programs. For TPD programs to fully realize their potential, they must be integrated into a broader strategy that includes ongoing support, policy alignment, and adequate resources. By addressing these challenges, educational stakeholders can ensure that TPD programs contribute to a more inclusive and equitable education system.

Recommendation

To enhance the influence of regular teacher professional development programs on the implementation of inclusive education in public primary schools, the study recommended that educational authorities and school administrators prioritize continuous and comprehensive training initiatives. This should include the integration of both theoretical knowledge and practical application, ensuring that teachers are equipped with the latest strategies and tools to address the diverse needs of their students. Regular workshops, seminars, and blended learning opportunities should be institutionalized, making professional development a mandatory and ongoing component of a teacher's career. Additionally, fostering collaboration through Professional Learning Communities (PLCs) and mentorship programs can facilitate peer learning and support, allowing teachers to share best practices and collectively overcome challenges related to inclusive education.

Moreover, it is crucial to ensure that professional development programs are aligned with national education policies and adequately funded to provide the necessary resources and infrastructure. Feedback mechanisms should be established to regularly assess the effectiveness of these programs, with teacher input being a critical component in refining and improving training content. School leaders must also actively support and participate in these initiatives to reinforce their importance and ensure a unified approach to inclusive education.

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By creating a culture that values lifelong learning and professional growth, and by recognizing and rewarding teachers who excel in implementing inclusive practices, educational institutions can significantly improve the quality of education for all students.

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