Head Teacher's Support Role on the Quality of Inclusive Education in Secondary Schools in Iganga District

Lastone Balyaino[1], Muweesi Charles[1&2], Mary Kagoire Ochieng[1], Isabirye Christopher[3], and Faith Mbabazi Musinguzi[1]

1. Faculty of Education, Uganda Christian University
2. Faculty of Science and Education, Busitema University
3. Department of Educational Pedagogy, Health Tutors College Mulago

Abstract:

The study investigated the Head Teacher's support Role in the Quality of Inclusive Education in Secondary Schools in the Iganga District. It examined the head teacher's mandates in the realization of quality inclusive education in selected secondary schools. Explicitly, the study determined the influence of the head teacher's support role on the quality of inclusive education in secondary schools. This study adopted a cross-sectional survey design, drawing on quantitative and qualitative research approaches with a sample size of 83 respondents. Interview guides and questionnaires were used for data collection. SPSS software version 23 was used with a focus on descriptive statistics. The verbatim method was used for qualitative data. The study revealed that there was a moderate positive or constructive significant correlation between the head teacher's support role and achievement of quality inclusive education in selected secondary Schools (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 remain constant, is most likely to better the process of inclusive education quality in secondary school. Conclusively the study revealed that the Head teacher's planning, support and motivation cannot work in isolation in the attainment of quality inclusive education. Monetary and non-monetary ways greatly influence the quality of inclusive education. Also, the study recommends head teachers make relevant plans and increase support and motivation to uplift secondary schools' quality of inclusive education.

Keywords: Support Roles, Quality Education, Inclusive Education, Education in Uganda.

INTRODUCTION

Inclusive Education is a philosophy that focuses on the process of changing families and society so that all individuals regardless of their differences can have the chance to learn, interact, experiment, work, and the feeling of belonging and develop their potential (Ngugi and Kimanth, 2017). It is also the most critical ingredient in the country's 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 socioeconomic inequalities in modern life (Mosoti, 2015). Inclusive education includes a range of changes, and modifications in approaches, content, strategies and structures (UNESCO, 2005). Peter and Nderitu (2014) state that inclusion aims to ensure that all learners have access to relevant, appropriate, affordable and effective education within their society. Inclusive education refers to a school environment where children become part of the school community regardless of their strengths and weaknesses (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 schools

more inclusive requires inclusive policies and cultures (Nansubuga, O. K., Muweesi, C., Zhao, L., & Mutebi, A., 2019) & (Bari et al, 2014). It also involves classroom practices that provide learners with a sense of belonging, encouragement of learners' participation in class, promotion of active listening, promotion of psychologically safe environment and monitor learners' motivation (Anthony, W. 2022) (EU, 2015). Successful inclusive education is based on the following principles; supporting diversity and learners' differences, understanding the needs and strengths of learners, removing all barriers in the learning environment, building teachers' capacity and creating a culture of high expectation for all learners (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 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 standards improves, then there is no doubt that the product will 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 key in ensuring quality education in schools (Rose, N., et al, 2022). Strong school management is one of the key contributing factors that make a school to attain its education goals. The head teacher, directors and principals need integrative quality education managing capacities and vitality of pupils, parents and teachers towards achieving the same educational goals (Shakeela, 2020).

Inclusive Education

According to SDG4 and UNESCO (2012), quality education is inclusive when it does not discriminate against anyone on grounds of ethnicity, gender, class, disability, language, gender or any other barrier that stops 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 to all learners. It includes restructuring the culture, policies and practices in schools so that they can respond to the diversity of students in the concerned region. Whereas inclusive education means that all children in a school, regardless of their weaknesses and strengths 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 against anyone based 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 against anyone's disability, gender, ethnicity or language. It also involves strengthening the capacity of the education system to reach all learners, restructuring cultural practices so that they can respond to the diversity of students in the concerned region, learning and participating together in the same class and going 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 allow and encourage practices that guarantee the success of inclusion (Loreman, 2007) Teachers involve all learners by devising activities that support inclusion (Loreman, 2007). Supporting policy and leadership such as Salamanca's statement has produced noticeable outcomes in the move towards inclusive schools (UNESCO, 2013) a key element of creating inclusive schools is the support and system leaders (Martha, N., et al 2023) (Loreman, 2007).

Quality Inclusive Education

Quality according to Cheng (1997) refers to perfection or exactness, suitability for purpose, exceptional, money worth or transformation. Quality as viewed in management and administration refers to agreement to specifications, defect avoidance, requirements, and meeting customer expectations. Quality education focuses on all aspects of the whole child for example social, emotional, mental, physical and cognitive development of each student regardless of gender, race, ethnicity, socioeconomic 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 a clear and supportive quality learning environment (Nandagire, P., et al 2023) & 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 educational 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, that 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. Thus, quality of education is indicated by; the 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. According to Robert, T., et al 2021, 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 about 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.

School Head Teacher's Support Roles

Support provided, 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 (Nansubuga, O. K., Muweesi, C., Zhao, L., & Mutebi, A., 2019). Learners need to be supported in academic counselling, library services, training, financial aid, testing and access to instructional resources (Yi, 2010)

Statement of the Problem

Approximately 50% of children with disabilities in low and middle-income countries are out of school and those who 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 SNE 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 the 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.

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 intends to examine the role of head teachers in the attainment of quality inclusive education in the Iganga district.

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 the Iganga district.

Objective of the Study

The objective of the study was to determine the influence of the head teacher's support role on the quality of inclusive education in secondary schools in the Iganga District.

THEORETICAL REVIEW

Adopted as the systems theory was propounded by Ludwig Von Bertalanity, and George Bateson in the 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, teachers are focal people in running the school, and departments, workgroups and business units are all additional crucial elements for success. The four basic elements of 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 the 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 of 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 a need to collaborate and work together on programs to ensure 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).

REVIEW OF THE RELATED LITERATURE
Tackling the Support Role and Quality of Inclusive Education

Nations with resource restrictions and efforts to increase access to elementary education often have resulted in 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, the 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 a 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 the 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 in 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 the 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 education quality, particularly regarding 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 the availability of resources to assist the course as well as the straight approaches in which such resources are controlled. The outcomes of education at completion of formal learning ought to be, therefore, should be evaluated in line with agreed-established objectives (Nandagire, P., et al 2023). They are most simply communicated in the

form of achievement and regardless of the instance, the 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 range from moderately well-equipped and modern buildings to gathering places in the open air. The paper states that school facility quality appears to hold an incidental outcome on learning, which effect is not easy to measure. Further still, some researchers confirm the existence of inconclusive integrative experiential evidence on the likelihood of buildings of schools being interconnected to greater achievement of students with consideration of the background of students. On the 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, and 4 with a television, while only 10 were seen with a school library (Carron and Chau, 2016). They further stated that the learning facilities' quality greatly corresponded to the achievement of pupils in Math and Hindi. In the same vein, several experimental researches conducted in countries of developing nature about facilities in schools specifically in Latin America that comprised grades 3 and 4 with 50,000 students established that those children in schools that did not have classroom materials and had an insufficient library registered 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 that looks out for learners actively and helps in learning and inviting them as well as assisting such learners in adapting to requirements of learning. Policies in schools and how they are executed should promote and encourage both mental and physical health (Rose, N., et al, 2022). 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 teachers in inclusive education settings. 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.

METHODOLOGY

Research Design

Mixed-study paradigm both qualitative and quantitative approaches were used. The research design was a cross-sectional survey design to enable the researcher to collect data from various samples of teachers at the same point in time. 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.

Questionnaires and interviews were adopted to gather data for the study as established by Sideman (1991) as observed in Nsubuga (2019) who asserts that the methods and instruments are selected based 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 the information that was obtained from the

questionnaires which were subjected to teachers. After the data was collected from the selected schools, it was edited, coded and tabulated (frequencies, percentages and means) using the Statistical Package for Social Sciences (SPSS) version 23 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. Qualitative data analysis involves simultaneous activities of gathering, analyzing and inscribing results (Amin, 2005). Words were used to describe the patterns, and trends that existed in the data collected.

Table 1: Target population and sample size

Category	Target Population	Sample Size	Sampling Technique	Instrument
Head Teacher	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: Krejeie and Morgan (1970) Sample size deferred table

This sample helped to provide relevant and adequate data for the study. The formula for selecting the sample size was determined using the Krejcie and Morgan (1970) sampling table. Headteachers 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 had equal opportunity to participate in the study while considering fair distribution according to gender and numbers in each school.

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Response Rate

In this section, the details presented in Table 2 highlight the statistics summary for the study's response rates. Details are expressed as seen in Table 2 below.

Table 2: Summary of study response rates of head teachers, deputies and teachers

	Head Teachers	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 interviews and the response rate was 80%. Out of 5 deputy head teachers the researcher interviewed 5 respondents making a 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 an 89.2% (a positive) response rate. This high response was adequate to analyze the findings of the study.

Findings on the Influence of Head Teacher's Support Role on the Attainment of Quality Inclusive Education

Table 3: Teachers' responses on the influence of the head teacher's support role on the attainment of quality inclusive education

Particulars of the Head teacher's support role	SD	D	A	SA	Mean	Std Dev
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 the 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 a lack of support from the headteacher	13 (20%)	11 (16.9%)	21 (32.3%)	20 (30.8%)	2.68	1.162

Source: Primary data 2023

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 a standard deviation of 1.269 was recorded suggesting that the 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 3 indicate that most of the teachers i.e., 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 the availability of quality education facilities in inclusive schools and yet only 26% i.e., 17 disagreed. A mean of 3.65 and a standard deviation of 1.247 were recorded, inferring that the majority agreed with the statement that head teacher's support increases the availability of quality education facilities in inclusive schools. This means that the majority of the respondents agreed that head teacher's support increases the availability of quality education facilities in inclusive schools. Findings show that most respondents 46(70.7%) agreed that head teacher's support increases learners' achievement in school while 19(29.3%) were in disagreement. A mean of 3.96 and a Standard deviation of 1.193 were captured indicating that the majority of the respondents agreed with the 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. Results in Table 3 found that 34(52.3%) of the respondents agreed that the head teacher's support removes barriers to girls' education whereas 31(47.7%) disagreed. A mean of 3.82 and a standard deviation of 0.925 were captured inferring that most respondents agreed 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 to 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 the 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 answer indicates that a majority of 41(63.1%) of the respondents agreed that the low learner completion rate is attributed to a lack of support from the head teacher, while 24(36.9%) disagreed. A mean of 2.68 and a standard deviation of 1.162 were captured suggesting that the 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 most respondents agreed that the low learner completion rate is attributed to a lack of support from the head teacher.

Correlation Between Head Teachers' Support Role on the Attainment of Quality Inclusive Education in the District of Iganga

Finding out the relationship between head teachers' support role in the attainment of quality inclusive education in the District of Iganga was necessary.

Table 4: Correlation Results for head Teachers support role and secondary school students' performance in O- O-level Physics

Correlations			
		Headteachers support role	Attainment of quality inclusive education
Headteachers 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).			

Source: Primary data

The Pearson Product Moment correlation coefficient method was used and the results are presented as shown in table 4.

Table 4 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 in the attainment of quality inclusive education in Iganga District moves 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 on attainment of quality inclusive education in Iganga District.

Table 5: Model Summary of head teacher's support role in the quality of inclusive education

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.534ᵃ	.285	.276	.47928
a. Predictors: (Constant), head teacher's support role				

Source: Primary Data

0.276 or 27.6% of the difference in the 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 5 The R square expresses how a group of independent variables clarifies disparities of a dependent variable (Mugenda & Mugenda, 1999). This suggests therefore that 27.6% of the variation in the quality of inclusive education in secondary schools in the district of Iganga can be clarified by the head teacher support role. In confirmation that head teachers' support role influences the quality of inclusive education in secondary schools, a standardized coefficients table was adopted and results are highlighted in Table 5

Table 6: Showing head teacher's Coefficients of planning role

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.975	.395		4.994	.000
	Head teacher's support role	.531	.094	.534	5.648	.001

Source: Primary Data

Results in Table 6 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* the slope and x *is equivalent to* head teacher 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 the head teacher support role has a moderate positive influence on the 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 it's 0.7 and above. As such, if there exists any difference in the head teacher 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 the head teacher support role has a positive influence on the quality of inclusive education in secondary schools in, the Iganga District.

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

The research study scrutinized the influence of the Head teacher's role in the realization of inclusive education quality in selected secondary schools in the district of Iganga. According to Carter et al. (2022), effective school heads are expected to work relentlessly to improve achievement by focusing on the quality of instruction with emphasis on not only the hands-on but also the creative thinking ability of the student.

The study revealed that there was a moderate positive or constructive significant correlation between the 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 remain constant, is most likely to better the process of inclusive education quality in 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 and that scholastic materials provided to teachers and learners in school are an engine of quality.

The study findings were also similar to Nsubuga's (2018) findings which showed that the government and school management must give braille, hearing aids, and eyeglasses to learners with special needs to increase participation and achievement of all learners. The quality of success of education is strongly affected by the resources made available to the school to assist in the educational process (UNICEF, 2018 UNESCO, 2019). Similarly, Shakeela (2020) & (Nansubuga, O. K., Muweesi, C., Zhao, L., & Mutebi, A., 2019) revealed that head teachers guide and reinforce desired teaching techniques such as; up-to-date delivery of content, diversified teaching, continuous evaluation and timely feedback, positive recognition and reinforcement of performing teachers and learners, high standards of discipline and creating conducive school environment for all learners. Relatedly, nations with resource restrictions and efforts to increase access to elementary education often have resulted in 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.

The study also found that the head teacher 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. The education stakeholders should work with the head teachers to make relevant plans and increase support and motivation to uplift secondary schools' quality of inclusive education. The head teachers' roles in the realization of inclusive education quality in secondary schools do not necessarily improve education in such schools. Some factors identified during the data collection are likely to hamper the quality of inclusive education and therefore there is a need to investigate the following; With low government support and finance, most schools especially government-aided had poor learning facilities like few classrooms, few desks, few textbooks, no sports facilities, no sick, and brail lies among others. In addition, some schools could not hire teachers for special needs, or 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 with a partisan religion, this affected inclusiveness where some learners were not allowed to practice their faith. This is a factor of the community surrounding or a foundation body. In addition, learners from diverse cultural backgrounds especially the non-Bantu tribes are denied the chance to speak openly or practice cultural dances and activities due to the dominancy of Busoga culture.

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 have little knowledge about inclusive education. A similar study should be investigated with the learners as participants to seek their opinions and compare the findings to the current study. A study is 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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