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THE ROLE OF HEADS OF SCHOOLS' RESOURCE ALLOCATION STRATEGY IN ENHANCING SPECIAL NEEDS EDUCATION DELIVERY IN PUBLIC SECONDARY SCHOOLS IN TANGA REGION, TANZANIA

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Abstract: **The current study sought to evaluate the role of heads of schools' resource allocation strategy in the delivery of Special Needs Education (SNE) in public secondary schools in Tanga Region, Tanzania. It was based on Instructional Leadership Theory (Hallinger, 1985). The targeted population comprised 03 inclusive public secondary schools, 03 heads of schools, 156 teachers, and 03 school SNE coordinators directly involved in the provision and supervision of SNE, making a total of 162 people and 03 schools. The sample included forty-seven (47) teachers, three (03) heads of schools, and three (03) school-based SNE coordinators, making a total of fifty-three (53). The study embraced a pragmatic research philosophy and a convergent mixed research design. Data were collected using questionnaires and interviews. Descriptive statistics were used to analyze quantitative data, while thematic analysis was employed for qualitative data. Results indicated that ineffective resource allocation, particularly lack of assistive teaching materials, inadequate funding, lack of teacher training, and inadequate inclusive infrastructure, is a major contributing factor to teachers' low performance in delivering SNE. However, efficient and teacher-oriented resource allocation strategies contribute positively to teachers' performance in delivering SNE. The study concluded that heads of schools' resource allocation strategy greatly enhances teachers' performance in SNE delivery in public secondary schools in Tanga Region. The researcher recommended that the government and other educational stakeholders should urgently ensure proper distribution of SNE funds and resources in schools.**

Keywords: **Heads of Schools, Resource Allocation Strategy, Special Needs Education, and Public Secondary Schools.**

1. INTRODUCTION

The global community has acknowledged the significance of Special Needs Education (SNE) as an initiative aimed at ensuring quality education to all learners including those with special needs (UNESCO, 2022). The policy framework of Tanzania has provided for the inclusion of learners with special needs in mainstream public secondary schools. Even though progress has been made in terms of provision of access to learning institutions, the quality of learning offered, in terms of teachers' performance, is still very important. Teachers are the main implementers of the curriculum and their performance is fundamental in realizing the aims of special needs education. Provision of resources enables teachers to access teaching and learning materials, assistive devices, professional development, proper learning environments, and instructional support (UNICEF, 2023).

Nevertheless, the mere provision of resources may not be sufficient to ensure effective delivery of special needs education since the way heads of schools recognize, prioritize, allocate, distribute, monitor, and use the available resources plays an equally important role. The lack of resource allocation leads to a number of limitations faced by teachers such as crowded classrooms, lack of assistive devices, lack of teaching materials, inadequate special needs education professional development, and lack of instructional support, which may result to teachers' low performance in delivering special needs education. Consequently, teachers cannot meet the diverse needs of the learners leading to low academic performance and poor inclusion (UNICEF, 2023). Research in Tanzania (URT, 2024) shows that about 72.2% of schools have poor capacity to implement inclusive education due to resource related issues. Although there are policy commitments to inclusive education, concerns are raised in terms of the extent to which the available resources are prioritized and distributed according to the needs of special needs education teachers and learners and the extent to which the allocated resources are used effectively (URT, 2024).

The study was conducted in public secondary schools in Tanga Region, as it was considered relevant in relation to the research problem given the growing number of learners with special needs increasing from 1,200 learners in 2020 to 2,300 learners by 2024 while lacking enough facilities, resources and inadequate administrative support (MoEST, 2025). This raise concerns in terms of the effectiveness of resource allocation strategy of heads of schools in addressing shortages of specialized teaching materials, assistive devices, proper facilities, and other necessary resources in order to deliver special needs education effectively. This study, therefore, investigated the role of resource allocation strategy of heads of schools on special needs education delivery in public secondary schools, especially the provision, prioritization, distribution, monitoring, and utilization of resources necessary for teachers to meet the diverse needs of learners with special needs.

2. STATEMENT OF THE PROBLEM

Even with the growth of inclusive education in Tanzania, low performance by teachers in the delivery of Special Needs Education (SNE) is still a serious problem in public secondary schools (Komba and Mwesiga, 2023). Teachers in the Tanga Region are supposed to use special needs education instructional strategies; however, most of them do not have sufficient resources to achieve that. It is demonstrated through poor lesson adaptation, use of few assistive teaching materials, weak IEPs implementation, and little involvement of students with special needs, hence poor quality of education. This has serious societal effects as learners are unable to develop crucial skills needed for their social and economic empowerment, which results in poor academic performance, low esteem levels, and high dropout rates. In addition, it hampers the government's promise to provide inclusive and equitable education (URT, 2024).

MoEST, 2025 stated that, heads of schools are supposed to allocate learning resources, but due to poor practices, teachers' instruction need is not prioritized, therefore, insufficient and poorly allocated learning materials, training, and inclusive facilities are provided. The government, development partners, and researchers have come up with policies, training and special needs education projects respectively; however, the focus of these efforts has been mainly on increasing access without considering how to utilize the resources. Persistence of teachers' low performance shows that there is a gap between leadership decision and classroom reality. Unless proper and teacher-oriented resource allocation strategies are employed, the goals of inclusive education will not be achieved. This study investigated how heads of schools' resource allocation strategy enhances the delivery of SNE in public secondary schools in the Tanga Region, Tanzania.

3. RESEARCH QUESTION

In what ways do the heads of schools' resource allocation strategy enhances the delivery of special needs education in public secondary schools in Tanga Region?

4. THEORETICAL FRAMEWORK

This study adopted instructional leadership theory, formulated in 1985 by Philip Hallinger. It is centered on the active engagement of the school leader in enhancing the teaching and learning processes. In this context, instructional leadership theory identifies the importance of heads of schools in the allocation and use of the instructional resources aimed at enhancing teachers' performance and the delivery of special needs education. In particular, it acknowledges the significance of ensuring that there is sufficient resource allocation and its effective distribution to ensure the availability of the necessary teaching and learning resources, devices, and any other material that can help meet the varied needs of learners with special needs. Adequate resource allocation will enable teachers to have access to the necessary material and support required to practice appropriate instructional practices. Consequently, this enhances their ability to deliver special needs education (Robinson, 2024).

On the other hand, the theory has some limitations because it largely focuses on the role of the head of the school and may fail to consider some factors external to the school including government policies, attitudes of the community, and resource allocation at a higher administrative level. Moreover, the theory assumes that heads of schools have the required knowledge and skills for effective resource allocation, which may not be the case in public secondary schools (Khumalo & Dube, 2023). Nonetheless, the theory is applicable in this study especially in the examination of how resource allocation strategy of heads of schools enhances the delivery of special needs education.

5. EMPIRICAL LITERATURE REVIEW

Resource allocation is a vital issue in the successful implementation of Special Needs Education (SNE). From the international, African, East African, and Tanzanian literature reviewed, most researchers have concentrated on the problem of insufficient funds for SNE and inclusive education, whereas little emphasis has been laid on the role played by Heads of Schools in the process of allocation of available resources. It is therefore necessary to analyze how school level leadership contributes to resource allocation for SNE purposes. Internationally, the OECD (2022) Equity and Inclusion in Education report showed that the presence of assistive technologies, materials, and personnel facilitates teaching activities of teachers and helps them in working with children with disabilities especially under well-established funding systems. The same is observed in a qualitative study by Florian (2021) that was carried out in 15 secondary schools in Scotland and involved 85 teachers. In their article, resource limitation was found to result in increased workload of teachers as well as reduce the efficiency of inclusive teaching practices. Similarly, UNICEF (2022) survey conducted among 21 Sub-Saharan African countries showed shortage of assistive devices and teaching materials for teachers resulting in their improvisation. In all these cases, the emphasis is laid on the funding system but no attention is paid to allocation of resources by school management.

At the African and Tanzanian levels, most empirical studies continue emphasizing the problem of resource insufficiency whereas ignoring school-level allocation issues. Tikly and Barrett (2021) pointed out that centralization of the resource allocation system in low-income countries leads to limited possibilities for school leaders in terms of meeting inclusive education needs. Abuya et al. (2022) showed significant shortage of resources for students with disabilities in their quantitative study of 260 teachers in Kenyan public secondary schools but did not analyze how available resources are allocated. At the Tanzanian level, Mtebe and Raphael (2023), in a study of 22 public secondary schools and 174 teachers, found that inadequate ICT infrastructure and assistive technologies have negative impact on the instructional practices of teachers in SNE context. At the policy level, MoEST (2023) has introduced capitation grant policies and inclusive education funding framework. Still, there are few studies about how school Heads allocate these resources to improve SNE implementation. Reports from Tanga Regional Education Office (2024) also show uneven distribution of SNE resources among schools, some of which have only improved their basic infrastructure, whereas other lack assistive devices and teaching materials. However, there is no analysis of such an allocation within the schools.

From the review of literature, it can be concluded that international research concentrates on resource availability, African studies pay attention to funding limitations, and Tanzanian studies emphasize shortage of the general type without analyzing allocation of resources by the school heads. In this case, a gap is present in the knowledge about influence of the school-level leadership on allocation of scarce resources to increase special needs education delivery efficiency. This study intended to fill this gap by investigating the role of school heads' resource allocation strategy in special needs education delivery in public secondary schools in Tanga region, Tanzania.

6. METHODOLOGY

In this study, a pragmatic research philosophy and a mixed research approach have been used to explore the contribution of the resource allocation strategy in enhancing the delivery of special needs education in public secondary schools in Tanga Region, Tanzania. Pragmatism is appropriate because the study considered objective and subjective elements, including resources, teaching effectiveness and participants' experiences. Moreover, pragmatic research philosophy allowed the researcher to choose appropriate research methodologies to address the research problem (Saunders et al., 2022). For that reason, a mixed research approach has been used to adopt both quantitative and qualitative research approaches. Specifically, the researcher used convergent mixed research design whereby quantitative and qualitative data were collected concurrently, analyzed independently and then synthesized. The target population involved 03 inclusive public secondary schools, 03 heads of schools, 156 teachers and 03 school special needs education coordinators, giving a total of 162 participants according to the 2025 Tanga regional report. Purposive sampling has been used for schools,

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heads of schools and special needs education coordinators because of their administration role and SNE expertise, while stratified random sampling has been employed for teachers to have a sufficient number in terms of gender (Bryman, 2021). Structured questionnaires, semi-structured interviews and document analysis techniques have been used because they complemented each other in generating quantitative, qualitative and secondary data.

Validity has been achieved through review by three specialists in educational leadership and research methodology to determine relevance to research questions and improve ambiguous statements, alignment and vocabulary. Reliability has been achieved through pilot testing involving two academic masters and 30 teachers. Pilot testing helped in testing clarity, practicability and consistency, while reliability of the questionnaire was tested using Cronbach's alpha in SPSS version 27 based on 07 items, resulting in a coefficient of 0.756. Descriptive statistics using frequencies, percentages, mean and standard deviation in SPSS version 27 has been used for quantitative data analysis, while qualitative data were transcribed and analyzed using reading, coding, categorization and theme development. Integration of findings provided an in-depth look at the role of heads of schools' resource allocation strategy in enhancing the delivery of special needs education (Creswell & Creswell, 2022). Ethical considerations have been considered. Research clearance from relevant authorities has been obtained. Informed consent, voluntary participation, confidentiality, anonymity, non-maleficence and proper data management have been maintained throughout the study.

7. DISCUSSION OF THE FINDINGS

This study sought to explore the contribution of heads of schools' resource allocation strategies in enhancing the delivery of Special Needs Education (SNE) in public secondary schools in Tanga Region, Tanzania. The findings are presented in the form of the quantitative data obtained from the questionnaire, as well as the descriptive statistics (frequencies, percentages and mean scores). The discussion includes quantitative data and interview quotes from Heads of Schools (HoS Q, R, S) and Special Needs Education Coordinators (SNEC1 & SNEC2), as well as the document analysis, based on the instructional leadership theory. The findings are further interpreted in relation to the recent empirical literature, which primarily highlights resource allocation strategy as the determinant of teaching quality. Table 1 presents the teacher's responses on resource allocation strategy in enhancing SNE delivery.

Table 1: Teacher's Responses on Resource Allocation Strategy in Enhancing SNE Delivery (n=47)

Statements	Responses in f (%)					Mean
	SD	D	N	A	SA	
1. Enough teaching materials are available in my school to enhance special needs education delivery.	8(17.0)	14(29.8)	2(4.3)	11(23.4)	12(25.5)	**3.11**
2. Head of school allocates and distribute resources effectively to support special needs education delivery.	3(6.4)	13(27.7)	5(10.6)	5(31.9)	11(23.4)	**3.38**
3. Assistive devices and adapted materials are available and accessible in my classroom to enhance special needs education delivery.	5(10.6)	20(42.6)	2(4.3)	10(21.3)	10(21.3)	**3.00**
4. Limited teaching and learning resources affect my ability to deliver special needs education.	0(00)	4(8.5)	1(2.1)	25(53.2)	17(36.2)	**4.17**
5.Teachers and other stakeholders are consulted about special needs education teaching and learning resource needs to encourage its delivery.	2(4.3)	6(12.8)	12(25.5)	15(31.9)	12(25.5)	**3.62**
6.Available resources helps me to deliver special needs education effectively.	5(10.6)	15(31.9)	1(2.1)	18(38.3)	8(17.0)	**3.19**
7. Lack of resources make special needs education delivery difficult.	0(00)	1(2.1)	0(00)	15(31.9)	31(66.0)	**4.62**

Note: *SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree, F=Frequency, %=Percentage. SNE=Special Needs Education,* ***n=Number of Respondents (47)***

Source: *Field data 2026*

Table 1 indicates that 48.9% of teachers agreed and 46.8% disagreed that there are sufficient teaching materials to enhance SNE delivery, (Mean=3.11). This moderate score indicates inconsistency in the allocation of resources in different schools, implying that while some schools are better resourced in terms of instructional materials, others lack them. Inconsistency in the provision of materials impedes the implementation of SNE teaching strategies as well as the teachers' instructional effectiveness. This finding correlates with Mukhopadhyay and Moswela (2021), who reported inconsistency in the provision of SNE resources due to financial constraints and reliance on donor contributions in many developing countries. The finding indicates that the inconsistency identified in the current study is due to wider structural issues that impair the teachers' ability to provide effective instruction. This is also highly supported by interview evidence where HoS R remarked, *"At our school, we sometimes get teaching materials through stakeholder support, but this is unreliable"* (HoS R, Interview, 25th May 2026). It implies that the unreliable support causes inconsistency in the availability of instructional resources, hence impeding the teachers' capacity to maintain effective instructional practices.

From the theoretical framework, instructional leadership theory identifies the role of school leaders in ensuring strategic planning, allocation, and monitoring of instructional resources. Therefore, inconsistency in this case is a sign of inefficiencies in the leadership practices associated with strategic allocation of resources, thus hindering the teachers' performance in the SNE. Furthermore, Charema and Shumba (2022) reported that the inconsistency in allocation and provision of teaching materials hinder inclusive education and affects the teachers' performance. The documentary evidence further confirms the inconsistency in the provision of instructional materials since it was identified as an uneven allocation of materials and limited inventory of specialized resources that depended on donor support for procurement. The process lacked consistency and strategic planning, hence indicating a weakness in institutionalization of resource allocation systems.

The evidence corroborates both qualitative and quantitative findings in showing that the inconsistency in the provision of the resources undermines the teachers' instructional effectiveness. From the instructional leadership theory perspective, the process of resource allocation involves collaborative participation of various stakeholders in the mobilization and management of the resources. This implies that the inconsistent allocation of SNE is partly due to lack of participation of SNE coordinators, teachers, and external partners in the process of strategic planning of resource allocation, hence the inconsistency and low performance of teachers in SNE. This was clearly stated by SNEC1 that, *"The allocation of materials is still limited and we have difficulties in meeting learner's needs despite occasional help"* (SNEC1, Interview, 25th May 2026). This finding proves that the inconsistency in allocation of instructional materials affects classroom practices and contributes to low performance in SNE delivery.

According to Table 1, 55.3% of teachers agreed while 34.1% of them disagreed that the heads of schools allocate resources effectively in order to support SNE delivery (mean = 3.38). This finding shows a moderate level of confidence in leadership practices; however, the significant number of disagreements means that there are inconsistencies in allocation process. It means that although there are examples of good practices in some schools, in others there are gaps related to the misalignment between resource distribution and SNE that limits teacher performance. This is supported by documentary evidence; the review of school budget plans and financial records showed that the SNE-related allocations were rather small and not always clearly linked to the priorities of inclusive education. In most cases, the budgeting was more focused on general needs of schools than on SNE. This analysis provides the evidence that supports the survey results and confirms that poor prioritization and lack of consistent planning create barriers for teachers in accessing necessary resources, thus limiting their performance.

This finding is further supported by MoEST, (2021) which pointed out that in resource-constrained environments, the allocation decisions are affected by institutional priorities, which have negative effect on inclusion. This finding supports the present finding and shows that the inconsistencies in allocation processes are systemic and affect teacher performance. Similarly, OECD, (2022) showed that poor prioritization of the necessary resources in the case of special needs education hampers the implementation of inclusive practices and limits teachers' performance. Consistent with this pattern, the interview data provide an insight into the way these challenges are reflected in schools. HoS S explained, *"We try to allocate resources fairly, but there are many competing demands within the school"* (HoS S, Interview, 23rd May 2026). It means that although the leadership is committed to allocating resources effectively, the allocation decisions are influenced by numerous demands in the school environment, which leads to partial alignment between the resources and SNE needs and affects teacher performance.

From theoretical perspective, instructional leadership theory provides an explanation of this problem since it says that effective leaders are able to align resources and instructional priorities successfully. However, the identified inconsistencies in allocation show that there are certain problems related to prioritization and monitoring of the allocation processes and its effect on the improvement of teacher performance. This pattern is confirmed by Charema and Shumba (2022) findings that show that poor prioritization and limited participation of various stakeholders in allocation processes affect SNE practices and teacher performance. The minimal participation of teachers, SNE coordinators, and other relevant people in the allocation process is limiting their responsiveness to classroom requirements, which consequently limits SNE implementation.

Also, table 1 shows that 42.6% of teachers agreed and 53.2% disagreed that assistive devices and adapted materials are available and accessible in their classrooms to enhance SNE delivery. with a mean score of 3.00. This moderate distribution clearly demonstrates a major lack of adequate provision of the necessary tools for effective implementation of SNE. A high proportion of negative answers clearly indicates that a lot of learning environments lack the necessary equipment to accommodate learners with diverse learning needs, thus restricting them from participating and engaging. This, in its turn, makes it hard for teachers to implement necessary strategies which in turn hinders classroom effectiveness and leads to poor performance. The high level of disagreement (53.2%) also indicates the fact that these shortages exist on a system-wide level since the lack of these supplies can be noticed in different schools.

In detail, qualitative data gathered in the interviews, give practical illustration of how these shortages look like in classrooms. Thus, HoS Q noted, *"Teachers often improvise because specialized materials are not enough"* (HoS Q, Interview, 21st May 2026). This answer clearly demonstrates how teachers are forced to improvise because of the shortage of necessary materials. Even though improvisation is always a manifestation of teachers' creativity, this does not always guarantee the necessary quality of instruction since teachers have to deal with diverse needs of students. This again restricts teachers' performance. Therefore, teachers work under resource-constrained conditions, which hinders their ability to conduct effective classes. This fact is also confirmed by UNICEF (2022), which states that many schools in Sub-Saharan Africa lack the supply of assistive devices and use a lot of improvised teaching materials because of limited funding, which reduces teacher effectiveness.

In addition, document analysis gives institutional proof of what was found out; Inventories and procurement records showed that there were low stocks of assistive devices and inconsistent acquisition of adapted materials with almost no evidence of any systematic efforts or planning. This documentary evidence proves the structural nature of the problem and explains why teachers constantly face difficulties and why their performance remains low in inclusive classrooms. Moreover, empirical evidence provided by Mtebe and Raphael (2023) indicates that inadequate access to assistive technologies and ICT infrastructure adversely affects instructional practices in SNE settings and hence hinders teacher performance.

Based on the information provided in table 1, it is evident that 89.4% of teachers agreed and 8.5% disagreed that limited teaching and learning resources affect their ability to deliver SNE. (Mean = 4.17). This suggests that there is a strong perceived relationship between the level of available resources and effectiveness of instruction in SNE classes. The high dependency of instructional process on the availability of teaching and learning resources is clearly evident in this finding. This means that without the availability of appropriate instructional materials and tools, teachers cannot implement inclusion and differentiated instructions regardless of their qualifications and pedagogic expertise. This implies that teachers' low performance in SNE is significantly hindered by the inadequate provision of instructional resources, since the latter hinders their ability to apply their knowledge and skills and deliver results accordingly, hence low performance in the long run. This is confirmed by Abuya et al. (2022) who report that the lack of instructional materials and devices in many schools force teachers to improvise, making it difficult to implement the inclusive approach consistently and effectively. This demonstrates that the lack of provision of appropriate resources is one of the main barriers to instructional effectiveness and, therefore, low teacher performance.

Nevertheless, document analysis, specifically classroom observation reports showed that teachers hardly use specialized instructional strategies because of the lack of proper teaching materials and tools. This is a practical demonstration of the constraints that teachers face because of the lack of appropriate teaching and learning resources. Therefore, the gap between expected pedagogic practices and actual classroom practice is clearly visible, and this further proves that inadequate resource provision directly impedes teachers' performance. In terms of theory, instructional leadership theory

provides a reasonable explanation to the findings of this study, since it emphasizes that effective school leadership should ensure the availability and proper use of instructional resources to facilitate instruction and learning. From the findings, it is evident that without the availability of instructional resources, even well-coordinated supervision and support cannot be translated into action. In other words, teachers work under certain constraints that impede their instructional abilities and, as a result, sustain low performance.

To gather more information on this, a researcher conducted interviews where, SNEC2 stated that; *"Even when teachers are trained, lack of materials makes it difficult to apply what they have learned"* (SNEC2, Interview, 21st May, 2026). Also, HoS R added that *"We try our best to support teachers, but the shortage of materials often limits how far we can go in implementing SNE practices effectively"* (HoS R, Interview, 25th May 2026). These responses provide additional support to quantitative and document analysis findings, since they confirm that the lack of instructional resources hinders the translation of teachers' competences and support to effective classroom practice. This directly show the source of the teachers' low performance in inclusive classrooms. It means that the effectiveness of both teacher training and instructional leadership is contingent on the availability of resources.

In other words, the lack of appropriate teaching and learning resources is what hinders the operationalization of teachers' competences and, thus, sustains low teacher performance in the presence of supportive measures. This is because inclusive classrooms need assistive technology, including devices such as screen readers, sound proofs hearing aids, and braille machines, as well as adapted materials, like large print books and educational toys, to help diverse learners. ICT and audio-visual devices such as computers, videos, and projectors make learning more interesting. This is clearly confirmed by Mtebe and Raphael (2023), who show that the lack of access to assistive technologies and learning infrastructure undermines instructional practices in SNE settings.

As indicated in table 1, 57.4% of teachers indicated that they are consulted on SNE teaching and learning resource needs to promote SNE delivery, with a mean score of 3.62, while 17.1% disagreed. This suggests that there are practices of consulting within the schools in terms of resource allocation, however, these practices are inconsistent in nature. The presence of neutral and opposing views implies that there is uncertainty about the process of consultation within the schools. Consistent with the teachers' low performance, it can be said that consultation does not promote the feeling of ownership among teachers within the schools in making decision regarding resources; it demotivates them to effectively implement SNE and therefore promotes poor performance. These findings are confirmed by Tikly and Barrett (2021), who found out that centralized structures for decision making in many low-income contexts tend to restrict the autonomy of the actors in the school level and make participative approaches in resource decisions difficult. This finding adds value to the current findings because it shows that even when there is consultation, it lacks consistency and institutionalization to influence the instructional practice of teachers. Therefore, teachers are not participating in the process of resource planning and this affects collective responsibility and the alignment of resource decisions with the classroom needs of teachers.

This is supported by interview data. As pointed out by HoS R, *"We involve teachers in planning, but it depends on the situation and available time"* (HoS R, Interview, 25th May, 2026). This statement clearly implies that the participation of teachers is situational in nature and it is subject to the availability of time. In other words, situational teacher participation makes it difficult to maintain continuity in planning and alignment of resource allocation with the needs of the teachers. Thus, teachers feel unprepared to deliver the lessons using SNE techniques, which results in low performance. Additional confirmation comes from the document analysis of school meeting minutes, where the inconsistent teacher participation in SNE planning process was found out. Sometimes, the teachers were involved in the process and sometimes not and decisions were mostly made by the school leaders without consulting the teachers. This inconsistency alerts that collaboration-based decision-making structure has not yet been developed and implemented in the schools, which leads to poor resource allocation that does not match the reality in classrooms and therefore limits the performance of teachers in terms of SNE instruction.

These gaps in the consistent participation of teachers imply some deficiencies in the leadership practice of collaboration and support. Thus, the expected benefits of instructional leadership cannot be achieved and this restricts the performance of teachers. These conclusions are further substantiated by Florian (2021), who explains that inadequate engagement of teachers in resource planning results in low responsiveness of allocation decisions to real needs in classrooms, especially within the framework of SNE. This means that ineffective consultation negatively influences both the process and the teaching itself.

8. CONCLUSION

Basing on the findings, the study found that despite efforts on the part of the heads of schools in public secondary schools in Tanga Region to allocate resources towards SNE, such efforts are far from being consistent, prioritized or strategic enough to match the needs of the teachers for an effective delivery of SNE. Findings of the study show that the poor performance of teachers cannot be blamed entirely on the shortage of resources, rather on the inconsistency and lack of strategic approaches in terms of allocation of teaching materials, assistive devices, planning as well as stakeholder engagement in decision making. The misalignment in this case has created challenges for the implementation of inclusive pedagogy by the teachers even where they have been trained and where policies are supportive. By applying the concepts of Instructional and Distributed Leadership, the study has shown that the effective delivery of SNE requires a consistent and strategic allocation of resources which should not be done arbitrarily. Without the application of such leadership practices, the goal of inclusive education will not be realized.

9. RECOMMENDATIONS

In light of the conclusions drawn from the study on the low performance of teachers in Special Needs Education (SNE), the following recommendations are made. The government should allocate more funds to Special Needs Education in order to make sure there is fair distribution of resources like assistive materials, infrastructure and trained personnel among others. Policy guidelines should give priority to teacher performance improvement while at the same time making professional development in SNE compulsory. Also, the use of monitoring and planning based on evidence should be strengthened so as to make resource allocation and teacher performance improvement.

Heads of schools should implement teacher-oriented resource allocation techniques through focusing on classroom needs and engaging teachers in decision making processes. Professional development of teachers and internal monitoring of teacher performance should be emphasized while building collaborative school environment that supports inclusive education. This will make sure that allocated resources respond to classroom needs and hence improve teachers' instructional performance.

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