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The Learner Integration Wheel Theory: Addressing Integration Challenges in Tanzanian School Settings

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Abstract. This paper introduces the learner integration wheel (LIW) theory of practice, which was developed in a larger study that explored the understanding and enhancing of learner integration in a selected Ex-Model C school in South Africa. The larger study explained the LIW theory of practice as an alternative theory to change the rudimentary practices and programs and peoples' attitudes in multicultural learning settings towards the issue of learner integration in South African school settings. In this study, the LIW theory of practice is introduced as a novel framework to address learner integration challenges in Tanzanian school settings. The study employed multi-stakeholder meetings and reflective writing activity to generate data. Data generated were thematically analyzed. The perspectives of eight participants (four teachers and four learners) who were purposively selected were explored regarding the challenges and possible solutions on the issue of learner integration in Tanzanian school settings. Findings reveal that learner integration is a crucial component in Tanzanian school settings as it enhances learners' motivation and personalities and helps them to attain their full potential. In addition, the findings reveal that it is important for schools to work collaboratively with the community for the successful implementation of learner integration in school settings. The study maintains that implementation of learner integration through the fundamental practices and programs of the LIW theory of practice promises to benefit not only the learners but also the teachers and the entire Tanzanian school community.

Keywords: learner; learner integration; learner integration wheel; multicultural education; Tanzanian schools

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1. Introduction

Education systems globally face the complicated task of fostering comprehensive teaching and learning experiences that intentionally integrate various facets of knowledge and skill acquisition. In the Tanzanian educational context, the pursuit of effective learner integration in school settings poses both challenges and opportunities. The learner integration wheel (LIW) theory emerges as a promising framework poised to confront and navigate these challenges within Tanzanian educational settings. This article intends to explore the multifaceted nature of learner integration, unpacking the particulars and hurdles encountered within Tanzanian school contexts. The LIW theory, a conceptual framework designed to address the complexities of learner integration in a multicultural learning environment, stands as an ideal of potential in addressing these challenges. By elucidating the theoretical underpinnings of the LIW theory and exploring its practical implications, this study aims to illuminate pathways towards more cohesive and comprehensive educational experiences for Tanzanian learners in schools.

2. Literature Review

2.1 Tanzanian Education: A Historical Background

The history of Tanzania's education system, in comparison with other African nations such as South Africa and Angola, is relatively brief and less complex. Tanzanian educational institutions have notably avoided forms of segregation, discrimination, or institutionalization (Cerna, 2019; Daudi & Nzilano, 2019). Following independence from British colonialism, the Tanzanian Government established schools that were to serve only the multicultural communities that lived in urban areas. However, Ngeze (2017) highlighted that schools built between the 1960s and 1990s were primarily ordinary and lacked comprehensive support to address learner difficulties, with teachers assuming the role of generalists rather than specialists.

Initially, Tanzanian schools exhibited discriminatory practices, especially in terms of gender and disabilities, marginalizing girls and learners with disabilities from the educational sphere (Shayo, 2022). Presently, spurred by the United Nations' Declaration of Human Rights emphasizing the right to education for all, Tanzania has made strides in establishing integrated schools. Currently, approximately 347,422 learners with diverse abilities are enrolled in Tanzanian primary schools, comprising 226,165 male and 121,257 female learners (United Republic of Tanzania, 2015). While most government schools provide free primary education, some private institutions prioritize inclusion and integration.

The power of education transcends mere economic skill development, contributing significantly to a country's nation-building and overall development (Brandt, 2023). As Nelson Mandela articulated in his inaugural presidential speech, inclusive education fosters unity amidst diversity (Nur, 2015). Tanzanian learners in both primary and secondary schools navigate various forms of diversity – geographical, linguistic, religious, and human – which necessitate integration and inclusion in schools, vital for societal coexistence and progress.

Scholars have argued that it is essential for African nations to integrate learners in schools to balance cultural, linguistic, and identity relationships among learners, teachers, parents, and other staff in the school (Doyi, 2023; Kanyopa, 2023). In recognition of the UN agenda for 2063 emphasizing Africa's regional integration index, Tanzanian policies target marginalized groups and individuals, especially those with disabilities, aiming for equitable civic participation and rights (Walus, 2019; Sumara, 2022).

However, despite these efforts, substantial challenges impede the realization of national goals for social, economic, and political integration, particularly in learner integration within schools. Ndibalema (2022) noted the prevalent conceptual misunderstanding of learner integration, historically aligned with inclusion in education across African schools. Current research underscores the pivotal role of learner integration in fostering effective and productive learning environments (Novak et al., 2014; Ndibalema, 2022).

While Tanzanian schools equip learners for the global job market, Brandt (2023) highlighted that inadequate integration adversely affects academic performance. Consequently, scholars have stressed the necessity of robust learner integration, especially in diverse learning environments, for cognitive and social benefits, promoting comfort and recognition among learners, teachers, and other staff in the school (Ngeze, 2017; Daudi & Nzilano, 2019).

This study defines *integration* as the concerted effort to unite learners, teachers, parents, and stakeholders, creating an inclusive learning environment that fosters academic growth and success. Additionally, it delineates *inclusion* as the process of eradicating social exclusion and celebrating diversity in educational settings, emphasizing equal access to education and other rights (Carter & Vartanian, 2022). The article aims to introduce and expound on the LIW theory as a novel approach to addressing integration challenges in Tanzanian schools, specifically targeting enhanced learner motivation and engagement in multicultural school settings.

2.2 The Learner Integration Wheel Theory of Practice as an Alternative Hybrid Theory to Mitigate Integration Challenges in Tanzanian Schools

In essence, the LIW theory of practice was established to respond to the growing demand for a diverse learning environment in multicultural schools, especially those previously classified as one-culture oriented (Ryan & Deci, 2017; Shayo, 2022). Thus, the theory offers a practical contribution that provides a structure for the dynamic strategies on how to enhance learner integration in any multicultural school environment. Furthermore, the LIW theory's scope is broad, mainly considering the enhancement of learners' motivation and personalities to improve their overall academic performance (Motala, 2020; Kanyopa, 2022).

Therefore, this study is an enactment of the introduction of the LIW theory of practice as it is presented in Kanyopa (2022) to be an effective vehicle for the implementation of learner integration in Tanzanian school contexts. The LIW theory of practice has its roots in critical emancipatory research (CER). In relation to its originality, CER has its philosophical roots in Marx's analysis of socio-

cultural, socio-economic, and class structures (Alvarez-Blanco & Torres, 2018; Grzymala-Kazlowska & Phillimore, 2018). The principles of social transformation, social justice, and elimination of false consciousness turned the LIW theory into a critical theory that aims at solving the integration challenges within educational settings. Thus, this theoretical study contributes to the ongoing motives that attempt to mitigate the challenges that schools face in implementing effective learner integration. The study also outlines the theory in a very constructive way by providing relevant critical knowledge that Tanzanian schools can adopt to mitigate the challenges facing learner integration implementation.

Essentially, the LIW theory attempts to provide a systemic and accountable framework to mitigate the challenges facing learner integration implementation in Tanzanian schools. It is a suitable and flexible theory of practice that intends to examine how the issue of learner integration is socially constructed in the context of Tanzanian schools, while demonstrating a systemic understanding of the issue within the schools' context and nurturing its effective implementation (Kanyopa & Hlalele, 2023). Eventually, this study is situated in the transformative agenda, in which the main issue is to transform schools in Tanzania to be more integrative with their learners, regardless of their differences. This implies that the agenda of this study is to raise awareness of the issue of learner integration among Tanzanian schools' management, and to guide them on how to utilize the elements of the LIW theory in school environments for effective learner integration.

The LIW theory also agrees with the body of literature that the principle of transformation in any critical theory seeks clarity on the current state of political and social issues in dealing with issues such as power, oppression, discrimination, and social injustices (Starr, 2019; Walus, 2019) that impact negatively on people's lives. This principle also seeks further initiatives to transform the situations into better ones (Alvarez-Blanco & Torres, 2018; Kanyopa & Hlalele, 2023). Hence, this study entailed promoting the issue of learner integration within the Tanzanian school context by criticizing and justifying the existing status quo in schools and providing alternative knowledge to produce effective learner integration.

3. Theoretical Framework

3.1 Basic Assumptions of the LIW Theory of Practice in Mitigating Learner Integration Challenges in Tanzanian Schools

Kanyopa (2022) mentioned four basic assumptions that help in understanding the LIW theory and employing it to mitigate the challenges of implementing effective learner integration. First, the theory assumes that the teaching and learning process should be cooperative and collaborative. Second, stakeholders are valuable human resources, as they possess untapped potential in different ways. Third, integration is an ongoing process and the product of it is making. Lastly, learners' potential can be realized by the events and programs that are designed to integrate them into the school's system and functioning (Kanyopa, 2022).

Figure 1 illustrates the components of the LIW theory.

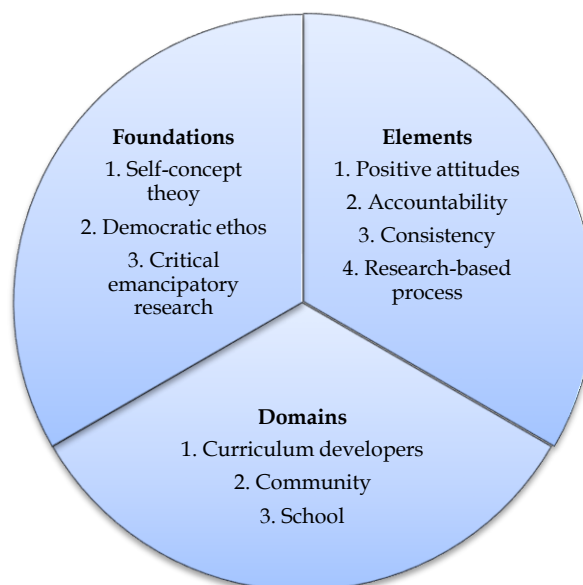


Figure 1: Illustration of LIW theory components (adopted from Kanyopa, 2022)

3.2 Foundations of the Learner Integration Wheel Theory of Practice

The LIW theory of practice is based on three interconnected foundations: self-concept, democratic ethos, and CER theory. These foundations have been supported by several scholars for decades and thus provide the structure and substance to the LIW theory.

3.2.1 Self-concept theory

Self-concept theory relates to an individual's knowledge of who they are. It focuses mainly on emotional, physical, spiritual, and social aspects of a person (Jiang et al., 2023). It is a multidimensional concept that a human being forms and regulates as they grow up. Self-concept is also related to other self-constructs, such as self-image, self-efficacy, self-esteem, and self-awareness (Carter & Vartanian, 2022). Self-concept theory provides the LIW theory with the foundation that the learners in Tanzanian school settings are valuable beings; as such, it is important for the learners to have a full understanding of who they are and how they fit into the school's functioning (Ryan & Deci, 2017). In addition, self-concept theory enriches the LIW theory of practice with comprehensive motives towards the Tanzanian learners' motivation. Through the self-concept theory principles, the LIW theory of practice mainly focuses on nurturing the inner motivation of the Tanzanian learners by enhancing their optimal functioning ability within their learning environment. The LIW theory of practice views self-concept theory as a multifaceted aspect that helps the learners in Tanzanian schools to learn and maintain full awareness of their existence in their school settings (Kanyopa, 2022).

3.2.2 Democratic ethos

Democratic ethos is the set of practices that challenges an authoritarian in any organization to maintain freedom and fairness to the people (Bond, 2019). Democratic ethos is a theory that enhances positive conviction among the

educational stakeholders for active participation and engagement in the system (Motala, 2020; Kanyopa & Hlalele, 2023). The LIW theory reflects democratic ethos through the deliberative involvement of educational stakeholders and emphasizes on the importance of shared responsibilities. The LIW theory of practice maintains that the democratic ethos influences multicultural schools' programs to accommodate diversity in the school context fairly. Through democratic ethos, the LIW theory of practice demonstrates the understanding of certain principles and facts that appear to relate to emancipating learners and influencing them to develop and grow within their learning environment (Novak et al., 2014; Gonzalez, 2023).

3.2.3 Critical emancipatory research

CER is a theory that emphasizes the process of improving social exclusion, disintegration, alienation, and injustice through allowing, respecting, and listening to peoples' views, voices, and perceptions (Parker, 2019). Moreover, CER improves human lives by emphasizing the active participation and collaboration of all the people involved in a specific context (James, 2019; Parker, 2019; Starr, 2019). Thus, the LIW theory replicates the principles of CER by promoting active involvement of the educational stakeholders with the multicultural school settings and influencing interactive practices and activities so as to share knowledge and a range of skills and values with one another.

3.3 Elements of the Learner Integration Wheel Theory of Practice

The LIW theory has four basic elements that support the functioning of the theory, namely positive attitudes, accountability, consistency, and research-based process. These are the four outer edges of the wheel that support the theory. The circular movement of these elements evokes images of different contextual factors working together to support a larger idea, in this case the LIW theory of practice. These elements are interdependent and support one another. The four elements of the LIW theory of practice highlight the importance of educational stakeholders considering and recognizing these aspects (*positive attitudes, accountability, consistency, and research-based process*) in the creation and implementation of essential learner integration in a multicultural school environment. The diagram in Figure 2 illustrates the elements of the LIW theory.

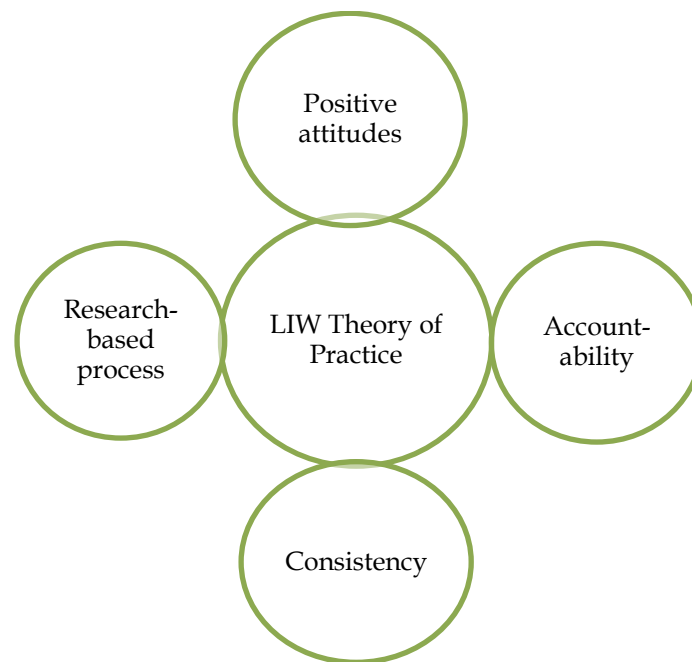


Figure 2: Illustration of elements of the learner integration wheel theory of practice (adopted from Kanyopa, 2022)

3.3.1 Positive attitudes

Positive attitudes are central to the accomplishment of the LIW theory of practice. This theory agrees with other scholars who have maintained that the positive attitudes of educational stakeholders towards learner integration in multicultural school settings allow and encourage practices that virtually guarantee the success and achievements of the learners (Makalela, 2022; Sumara, 2022). This study maintains that while the positive attitudes may contribute much to the enhancement and success of learner integration in Tanzanian school environments, the negative attitudes will certainly ensure its failure.

3.3.2 Accountability

Accountability relates to the perspective of oversight on the responsibility of personnel which ensures that an employee in an organization is performing or behaving in relation to the realization of learner integration in a multicultural school environment (Gonzalez, 2023). Conversely, even supportive educational authorities will have difficulty enhancing learner integration in an environment with people who lack accountability (Pasquino & Pelizzo, 2022). Fox (2023) affirmed that being accountable helps educational stakeholders to concentrate more on the overall accomplishment of the strategies that gear up the reforms, concepts, and themes that support learner integration in a multicultural school environment. Therefore, Tanzanian education stakeholders are advised to uphold this element as it is vital for supporting and moving towards the realization of learner integration in the school environment, especially when the ability of stakeholders is questioned.

3.3.3 Consistency

Consistency implies the harmonious uniformity of events that takes place in the school towards the realization of learner integration (James, 2019; Shayo, 2022). The element suggests that the stakeholders remain dedicated to the goal of realizing learner integration, staying focused on the things, events, and activities that influence the enhancement of this issue in a multicultural school environment (Song et al., 2023). In essence, learner integration is a process (Grzymala-Kazłowska & Phillimore, 2018); therefore, long-term commitment by the stakeholder is required while involving sustained efforts and consistency in performing actions repeatedly until the goal has been achieved. Kanyopa (2022) also identified consistency as a fundamental element for the successful implementation of learner integration in the Tanzanian school environment.

3.3.4 Research-based process

For any educational agenda, including learner integration, to be truly successful in a multicultural school environment, the entire institution needs to be fully committed to achieving and realizing it (Day, 2020; Doyi, 2023). The school needs to frequently consider and recognize the diversity that exists in its learners, teachers, and other staff (Hakim & Bukhori, 2020). In addition, the programs of the multicultural school setting should be reviewed continuously to answer questions such as: Why do programs exist? How do they impact integration? Who do they involve and serve? The aim, here, is to improve the social action approach of such programs to integrate aspects of democracy, critical pedagogy, and cultural responsiveness into the education system (Song et al., 2023). The LIW theory of practice maintains that research-based processes are assets of tremendous importance in meeting the educational, social, emotional, and other needs of learners in Tanzanian school environments.

4. Methodology

Leavy (2022) explained that *“methodology details a researcher’s approach to the research to ensure reliable, valid findings that address the aims and objectives of the study”* (p. 58). Research methodology is a way of explaining the research process. It is a logical, systematic plan to find the solution for a research problem (Folabit et al., 2023). This is a qualitative study framed from a larger study that sought to explore the understanding and enhancing of learner integration in a selected ex-Model C school. The qualitative nature of the study allowed the participants to share their perspectives and experiences on the researched issue (Creswell & Creswell, 2018). The study was guided by the following research objectives:

- i) To understand learner integration through participants’ perspectives in Tanzanian school settings.
- ii) To explore the challenges of learner integration in Tanzanian school settings.
- iii) To propose ways in which learner integration could be enhanced in Tanzanian school settings.

4.1 Participants

In defining the sample of the study, it is worth reminding the reader of the primary objective of the study, which was to address learner integration

challenges in Tanzanian school settings through the LIW theory of practice. Since accessing the entire population is not feasible, Folabit et al. (2023) and Obilor (2023) suggested that a purposive sample of six to ten participants with diverse lived experiences can provide sufficient information about the researched issue. Consequently, a total of eight participants (four teachers and four learners) from two selected secondary schools were purposively selected. Both schools are located in the Dar es Salaam region in Tanzania. To ensure confidentiality, the schools were assigned pseudonyms, namely School A and School B. Each school was represented by two teachers and two learners, and all participants were included on voluntary basis. Teacher participants provided written informed consent. Since the learner participants were minors, an informed consent letter was sent to their parents to provide permission for their participation in the research process. The participant profiles are presented in Table 1.

Table 1: Participant profiles

Participant pseudonym	School	Gender	Age range
Teacher 1	A	M	30–35 years
Teacher 2	A	F	20–25 years
Learner 1	A	M	15–18 years
Learner 2	A	F	15–18 years
Teacher 3	B	M	40–45 years
Teacher 4	B	F	45–50 years
Learner 3	B	F	15–18 years
Learner 4	B	M	15–18years

It was essential that we worked with participants with a diverse range of abilities and experiences on the researched issue. Some of teachers were identified to have additional support needs, while some learners were also vulnerable and others from marginalized communities.

4.2 Data Generation Instruments

The study employed a meticulous research methodology aimed at fortifying the LIW theory and its strengths, sustainability, and applicability in Tanzanian multicultural school settings. The study employed multi-stakeholder meetings and reflective writing activities as data generation methods. These methods were instrumental in attaining nuanced insights into addressing the learner integration challenges in Tanzanian school settings. A multi-stakeholder meeting is a data generation method mostly used in qualitative research to *“bring together all the people who are involved in the certain ‘stake’ and provide them with a sense of collaboration and commitment”* (Dodds, 2019, p. 112). Subsequently, the multi-stakeholder meetings were conducted online through Zoom meetings spanning between 30 minutes and 2 hours each for 5 days (from 16 October 2023 to 20 October 2023). Through this method, we managed to promote the meaningful engagement of every participant involved, while encouraging active participation in the research process. Conversely, the multi-stakeholder meetings created a

space for active discussion and dialogue between the participants, enabling them to develop a roadmap that discovers a possible solution to the research problem (Flick, 2018; Didham & Ofei-Manu, 2020)

Leavy (2022) described reflective writing activity *“as an act of writing for a specific time as well as merely jotting down whatever comes to the mind without being concerned with editing whatever has been written”* (p. 22). Reflective writing activity is a creative writing method that allows participants to examine the research process through self-reflections. After engaging in multi-stakeholder meetings, participants were asked to provide a half- to one-page-long writing to reflect on their experiences of learner integration in their schools. The data generated were analyzed using thematic analysis to probe the interrelated and iterative comparison of the data (Braun & Clarke, 2012; Humaira et al., 2021). The analysis began with interpretations of the raw data, after which transcripts were made of the participants’ responses and codes were identified. With extensive evaluation of the data, we managed to develop and organize three themes from the findings. These themes are significant because they constitute the foundations and accuracy of the recordings of the data provided by the participants (especially for the data obtained from the multi-stakeholder meetings) in answering the following three research questions:

- i) What are the participants’ perspectives on the understanding of learner integration in Tanzanian school settings?
- ii) What are the challenges of learner integration in Tanzanian school settings?
- iii) How can learner integration be enhanced in Tanzanian school settings?

5. Results

This study introduced the LIW theory of practice as a novel framework to address learner integration challenges in Tanzanian school settings. The findings of this study draw upon the participants’ perspectives and perceptions of the LIW theory, essentially validating the theory as a tremendous asset for mitigating the learner integration challenges in Tanzanian school settings. Three main themes emerged from the findings, illustrating that learner integration in Tanzanian school settings can be a way to develop better multicultural and inclusive partnerships between school, community, and curriculum developers. The following sections present themes based on each stakeholder’s role on the realization of effective learner integration in Tanzanian school settings.

5.1 Learner Integration is Influenced by Curriculum Developers

The findings show that it is crucial for curriculum developers to know that to have successful learner integration in Tanzanian school settings, the curriculum needs to be flexible and all the contents should be grounded in both the classroom and learners’ real-world contexts (Day, 2020; Blignaut, 2021). This opinion was expressed by the participants as follows:

“Flexibility in school curriculum will enhance the mission of learner integration in accepting others’ cultures, languages, and differences.”
(Teacher 1)

“Curriculum developers should allow and promote the curriculum modification and adaptation to take place for effective learner integration in Tanzanian school settings ... these concepts should not be seen as a threat to our education system ... rather, they should be seen as a crucial strategy for promoting equality, democracy, and social justice in Tanzanian schools.” (Teacher 2)

“I think flexible curriculum will help us to explore our learning contents more freely without being restricted by certain requirements in our learning process.” (Learner 3)

“Flexible curriculum will allow us to decide when and how to learn ... also will create a space for us to tailor our own learning based on our own capabilities.” (Learner 4)

Flexible curriculum was mentioned to be a crucial teaching and learning strategy that helps learners to retain information from the classroom and their lived contexts, which results in producing good academic performance (Ngeze, 2017; Sumara, 2022). Regarding the participants' responses, it is important for curriculum developers to consider flexibility when developing the curriculum, as it was highlighted as the main determinant for successful learner integration in school (Grzymala-Kazłowska & Phillimore, 2018). Therefore, this study affirms that the LIW theory of practice through the curriculum developers will significantly impact Tanzanian learners' learning process. It does so by empowering them to organize the learning process at their own pace, which will help to alleviate pressure.

5.2 Learner Integration is Influenced by Community Involvement

The findings from this theme show that the partnership between the school and the community will significantly assist the school in operating effectively and supporting the necessary roles towards successful learner integration in Tanzanian school settings. This theme is supported by the following participant statements:

“Since the school is about being a community ... therefore this theory will bring a sort of attitude changes to us ... on how we operate in our daily lives and creating real communities in our schools.” (Teacher 3)

“With learner integration theory, the collaboration between the school and community will be improved ... inclusion will be directly practiced in which our learners will be able to link the knowledge from their lived experiences with what they have learned in the classrooms.” (Teacher 4)

“The theory seems to promote togetherness ... whereby the schools will be working together with communities ... which is nice ... because this will ensure our active participation in both contexts ... (in school and our communities) ... and I think this will maintain the good quality of education in our schools.” (Learner 2)

"The partnership of school and community will benefit our learners to learn about different culture and feel more comfortable and safe with these differences later in their lives." (Teacher 1)

Community involvement in the realization of learner integration in Tanzanian school settings is unavoidable. It promotes effective parental involvement, which is a crucial element in learners' academic achievement (Makalela, 2022; Shayo, 2022). An old African proverb says: *"It takes a village to raise a child"* (de Raat, 2014, p. 60); as such, Tanzanian school communities are a crucial element in the success of learner integration in schools. As seen in the visual representation of the findings in Figure 3, volunteerism from the people of the school community is a means towards the successful implementation of learner integration in schools. Through the cross-generational learning experiences, the community leaders will be able to assist and share their experiences and skills on how to solve some learner integration challenges in school (Doyi, 2023; Shayo, 2022).

5.3 Learner Integration is the School Authority's Responsibility

In this theme, the school is identified as another domain for successful learner integration in Tanzanian school settings. Responses allude to the notion that it is important for Tanzanian school authorities to operate under the shared leadership model, whereby the responsibilities are distributed from the top (school management) to the bottom (learners, cleaners, etc.) level in the school. Likewise, for successful learner integration, participants stated that Tanzanian schools should have both a supportive policy and supportive leadership to work towards the implementation of learner integration. The following excerpts support this theme.

"I hope the theory will bring successful learner integration ... as it emphasizes that schools need to operate within a culture of mutual respect, caring, kindness, and support for everyone in the school settings." (Teacher 2)

"this theory insists that schools' authorities have the responsibility of creating a positive learning and working environment for its learners, teachers, and other staff members ... which I believe will result in a positive learning or working environment." (Teacher 3)

"This integration theory has its own ways towards the creation of multicultural practices, programs, and policies ... which I think will guarantee successful implementation of learner integration in our Tanzanian school environment." (Learner 1)

The participants raised awareness that Tanzanian school authorities have the huge responsibility to ensure learner integration in their school settings. In addition, Hakim and Bukhori (2020) and Kanyopa and Hlalele (2023) mentioned that school authorities are responsible to educate the community and parents that learner integration is a form of educational support that celebrates diversity. This is also supported by research suggesting that the involvement of wider perspectives and the educational community in schools can help improve learners' academic performance (Themane & Thobejane, 2019; Brandt, 2023).

6. Discussion

The LIW theory of practice contends with other scholars and researchers who have worked together over several decades to develop a means for understanding and enhancing the issue of learner integration in a multicultural school environment. The main purpose and focus of the LIW theory is to obtain a clear understanding of and enhance strategies regarding the issue of learner integration and to intentionally inspire learners to learn and realize their full potential in all areas of human endeavor (Themane & Thobejane, 2019; Carter & Vartanian, 2022).

Practically, the theory insists on the circular motion of implementing and observing learner integration in a school context. The analogy of a *wheel* evokes the image of the educational stakeholders running systematically in a circle, working together while undertaking their self-reflections on their daily activities and practices to support the realization of learner integration in schools (Motala, 2020; Kanyopa, 2022; Shayo, 2022). Furthermore, the term *integration* was chosen over the term *inclusion* for its special meaning. In educational contexts, the term integration means to coordinate diverse people and blend them into a functioning and complete unit in an educational setting (Kanyopa & Hlalele, 2021; Doyi, 2023). Literally, integration means to unite and incorporate people in an educational environment into a larger unity (Grzymala-Kazłowska & Phillimore, 2018; Blignaut, 2021). This implies that people or things who are separated are brought together.

Implicit in defining the term *learner integration* in Tanzanian school settings, the concept is viewed as an ethical process that involves continuous cordial communication among the school management team, teachers, and parents and between learners in an educational setting (Cerna, 2019; Shayo, 2022; Kanyopa, 2023). With the circular movement, the theory intends to empower diverse stakeholders to address the challenges that cause ineffectiveness in learner integration implementation within Tanzanian school settings and to add value to learners' lives (Hakim & Bukhori, 2020). The theory also vows to create a satisfying teaching and learning process, while enriching the lived experiences of the learner within the Tanzanian school environment. Practically, the LIW theory of practice concurs with other educational theories that seek to mitigate the social-cultural challenges existing in school settings and provide some meaningful solutions through the active engagement of all the educational stakeholders (Day, 2020; Gonzalez, 2023).

7. Conclusion

This theoretical paper on the LIW theory of practice described its elements and domains on its functioning to encourage the realization of successful learner integration in Tanzanian school settings. Progressively, just like other learning theories, such as humanism learning theory, cognitive learning theory, constructivism learning theory, and connectivism learning theory, the LIW theory of practice finds its ways into educational settings and communities. It carries the basic message that learner integration is an essential factor that improves both the personal growth and development of the learners within the multicultural school environment.

Some learning theories assume that learners create their own learning through social interaction with others and sometimes through their previous knowledge and experiences (Bond, 2019; Humaira et al., 2021; Amin, 2022). The LIW theory of practice agrees with this notion and asserts that the learner integration phenomenon enhances learners' learning experiences, which always promotes their ability to retrieve their previous knowledge and to add it to what they are being taught for their better understanding. The body of literature also shows that the learning process is influenced by active engagement and participation, whereby the classrooms offer the space for learners to actively share their own past knowledge and lived experiences in the classroom today (Amin, 2022; Kanyopa & Hlalele, 2023). The LIW theory of practice also corresponds to that, as the learner integration issue helps learners create their own realities and learning experiences based on their previous and current knowledge.

Conclusively, the LIW theory of practice presents a promising framework for addressing learner integration challenges in Tanzanian school settings. It emphasizes the importance of multicultural understanding, learner motivation, and community involvement in the educational process. This study concludes that the LIW theory, if implemented effectively, has the potential to significantly enhance the educational landscape in Tanzania and will help learners to achieve their full potential.

8. Limitation and Recommendations

While the current study provides evidence that the LIW theory of practice is the vehicle to mitigate the learner integration challenges in Tanzanian school settings, the study had some limitations which should be addressed in future research. The current study generated data through Zoom online meetings and WhatsApp platforms; thus, it is recommended that future studies should explore the issue of learner integration within actual Tanzanian school settings. Moreover, the current study presents data from two secondary schools located in one region. It would therefore be interesting to investigate this issue in Tanzanian primary schools to identify more interrogating domains on the learner integration issue.

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