Challenges Facing Students with Special Needs in Public Secondary Schools in Musoma District, Tanzania

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Abstract: *This study examined challenges facing students with special needs in public secondary schools in Musoma District. It specifically aimed at examining infrastructural challenges facing students with special needs in secondary schools. This study employed a mixed research approach and a convergent parallel research design. The sample size was 99 participants including 1 District Secondary Education, 2 heads of school, 30 teachers, 66 students who were obtained through probability and non-probability sampling. Data were collected through questionnaire and interview. The study revealed that although chairs, tables, classrooms, laboratories and libraries are available in most of secondary schools, they don't satisfy the needs of the mass students with special needs. Hence, more components were highly required to ensure the effective learning process. The study recommended the use of strategies such as effective interaction, teacher training, close supervision, improvement of school environment, policy reforms as well as improvement of stakeholders' participation for effective access to inclusive secondary school education.*

Keywords: Infrastructural Challenges, Secondary School, Education, Special Needs

1. Introduction

It is estimated that there are 750 million people with special needs in the world which is approximately 10% of the world's population. This population includes 150 million children and 80% live in low-income countries with little or no access to service. Only 2-3% of children with special needs in poor countries could go to school (World Bank, 2009). The Education for All (EFA) Global Monitoring Report and UNESCO (2008) estimated that 77 million children are out of school and more than one child is disabled. According to the American Asychiatric Association (2000), among children enrolled in public schools, it is believed that 5% have specific learning disabilities and special needs. According to Suzanne (2007) including children with special needs in regular classrooms has widened the range of ability represented in groups of young children. These trends have increased the complexity of inclusive early childhood classrooms. The right to education for all children is enshrined in the universal declaration of human rights and more recently in the millennium development goals (MDGs). However, in developing countries, the proportion of disabled children attending school is estimated between less than 1% and 5%. Also, there is the largest gap between children with and those without special needs, developing countries, whereby there is 50% of the student with special needs attended

schools which means at least 1-2 children at school have special needs. While in the adolescent lower secondary school students with special needs are more likely to be out of school. The average of students with special needs in secondary schools is 26% (DHS, 2018).

In many Sub-Saharan Africa countries, being disabled at least doubles the chance of having never attended school (UNESCO, 2010) and those who do start school are at increased risk of dropping out (Filmer, 2005). The problem is exacerbated in higher levels of education. In Sub-Saharan Africa, it has been reported that access to higher education or particular programmes by students with special needs can be formally blocked (Karangwa, 2008). Hence, this study aimed at examining the challenges facing students with special needs in public secondary school in Musoma District in Tanzania. Specifically, the study aimed:

i. To examine infrastructural challenges facing students with special needs in secondary schools in Musoma District
ii. To investigate financial problems encountered by students with special needs in secondary school in Musoma District
iii. To find out possible ways to enhance effective participation of students with special needs in public secondary schools in Musoma District

2. Literature Review

2.1 An Overview of Education in Tanzania

Currently, education is considered as an essential thing to every individual in Tanzania regardless of their ages, gender, race, economic status as well as special needs. According to government educational policy of 2015, all students were required to get education at free of charge. But some students with special needs failed to get education as perceived by the society as disadvantaged group (Block, 1992). In some societies of Tanzania, students with special needs have experienced the challenges of not getting education because of their needs due to the lack of favourable environment in school which could enable them to get education like others who have no physical disabilities. According to EFA Global monitoring report of 2010, the marginalized children with special needs is a big problem in many societies which in turn leads to some groups from getting quality education (Macleod, 2014). Education is an important investment that a country can make in enhancing accessibility to educational services in significant development of a nation (Farrant, 2009). This is because education positively influences living standards, health and demographic characteristics of any population.

Likewise, it opens infinity of possibilities for society that would otherwise be denied namely, a better chance to

lead healthy and productive lives buildings strong and nurturing families, participating fully in civic affairs of their communities moulding morals and values, creating culture and shaping history. It is a solid foundation for progress and sustainable development, an inherent human right and critical step towards dismantling the gender discrimination that threatens all other rights catalysing freedom and its reach as an agent of international peace and security (UNICEF, 2002). It is, therefore, societal obligations to make nature of their individual's needs and capacity. Therefore, this study intends to assess the challenges facing students with special needs in public secondary schools in Musoma District.

2.2. Difficulties Experienced by Students with Special Needs

Students with disabilities experienced challenges in their learning process. Based on these findings, this issue is the result of self-isolation among students with special needs which in turn limits the access to education of such students. Tungaraza (n.d.) reported that students with special needs experience difficulties due to inaccessible infrastructure like toilets and classrooms that are hard for them to use during the teaching and learning process. In this way, among these students may feel a state of negligence and stigmatism that they are not considered during infrastructural and facilities development while the community knows that such individual exists and have right to education. Mapunda et al. (2017) also reported that majority of the teachers lack knowledge, skills and values for supporting and carrying students with special needs. In other words, Tanzanian schools are implementing inclusive education policy while teachers who are supposed to take care of such students during the teaching and learning process are not developed through service training. In line with this, Waititu (2013) found that secondary schools have limited number of teachers who possess skills and trainings to deal with students with special needs.

Moreover, poor school management exerts difficulties to students with special needs and therefore limits their involvement in the teaching and learning process. Nene (2019) conducted a study on accessibility issues and challenges among students with special needs. The study found that poor leadership is among the difficulties facing students living with disability. Nene noted that students' leadership does not recognize their needs and address the difficulties passed through by students with special needs. The results signal that both educational leadership and students' leadership still take the issues pertaining to students with special needs for granted. In other words, leadership does not consider disabilities with its priorities.

Financial constraint is another challenge experienced by students with special needs. Wehbi (2014) found that limited financial resources is a crucial problem facing disabled students specifically in economically challenged areas. Thus, financial resource is needed for school fee and other related expenditure of which many families in support of these students cannot afford. Studies also show that there are difficulties facing students with special needs emanating from inclusive policy implementation. For instance, Bouillet and Kudek Mirosevic (2015) found that the difficulties experienced by students with special needs emanate from poor implementation of inclusive educational policy. It can further be argued that this has resulted into factor of schools and staff to meet the unique needs of these students. Thus, students with special needs are likely to have low learning moral and therefore may not reach their expectations in academic area.

3. Methodology

This study employed a mixed research approach which combine both qualitative and quantitative in a single study. Creswell (2012) asserts that mixed research approach provides a better understanding of the research problem by allowing the collection of both quantitative data and qualitative data. The study employed this combination because it helps to minimize the weaknesses that could be experienced if only a single method could be used and provide a report which is credible and accurate. The study employed convergent parallel design in which both quantitative and qualitative data were collected simultaneously, analysed separately and merged at the end and the results were used to understand the research problem. Convergent parallel design is significant in this study because it provides a researcher with a wide range of research tools of data collection and data analysis as well as bringing a complementarity between the quantitative data and qualitative data (Creswell, 2012). The study was conducted in Musoma District due to the fact that Musoma district is the only district with schools for disabilities in the region. Quantitative data from questionnaires were coded using Statistical Package for Social Science (SPSS) version 20 and were analyzed using descriptive statistics whereby data were presented in terms of tables. On the other hand, thematic analysis was applied to qualitative data.

4. Results and Discussion

4.1 Infrastructural Challenges

Availability of Infrastructure which Support Students with Special Needs

The objective aimed at finding out whether infrastructures support the students with special needs in the entire process of learning in secondary schools. The results obtained in these aspects were summarised and presented in Table 1.

Table 1: Available Infrastructure Supports Students with Special Needs

| SN | Reasons | TEACHERS | | | STUDENTS | | |
		TR	N	NT	TR	N	NT
1.	Modified seating placements in classrooms	26.7	46.7	26.7	25.8	47.0	27.3
2.	Provision of paper stabilizers clipboard and non-slip work surface	6.7	33.3	60.0	6.1	33.3	60.6
3.	Provision of copies of notes to reduce notes copying to students with disabilities	30.0	33.3	36.7	30.3	31.8	37.9
4.	Provision of multiple opportunities to practices in different format to simply learning process	43.3	30.0	26.7	43.9	30.3	25.8

Source: Field Data (2021)   **KEY**: TR=true; N=Neutral and NT= Not True

Presence of Modified Seating Placements in Classrooms
According to Table 1, it was found that 26.7 percent of the respondents said that it is true that there are modified seating placements in classrooms for special needs in secondary schools. In the same vein, 26.7 percent said that it is not true that there are modified seating placements in classrooms for students with special needs in secondary schools. Not only that but also 46.7 percent remained neutral on the fact that it is true that there are modified seating placements in classrooms for students with special needs in secondary schools. On the side of the students, it was established that 25.7 percent of the respondents said that it is true as 27.3 percent of the respondents said it is not true that there are modified seating placements in classrooms for students with special needs in secondary schools. Meanwhile, 47.0

percent of the respondents remained neutral on the similar argument.

Therefore, it can be established from both students and teachers that there is absence of modified seating placements in classrooms for students with special needs in secondary schools which can help to accommodate students with special needs as agreed by 46.7 percent of the teachers and 47.0 percent of the students who participated in this study. Generally, from these findings, it can be established that in secondary schools, there are no modifications which have been made in order to accommodate students with special needs. This was also reported in the research study conducted by OECD (2005) where it was alleged that since students with special needs cannot handle the normal physical environment of their school, thus schools should improve their environment by making necessary modifications so as to accommodate inclusion of the students with special needs. In the same vein, Suzzane (2007) contended that changes have to be in place to improve school setting and to bring comfort to the students with special needs in order to ease their learning process as this will help to reduce the challenges they encounter in school setting.

Provision of Paper Stabilizers Clipboard and Non-slip Work Surface
Also, basing on the teacher's respondents in Table 1 it was established that 6.7 percent of the respondents said that it is true that there is provision of paper stabilizers clipboard and non-slip work surface to students with special needs, in the same vein 60.0 percent of the respondents said that it is not true that there is a provision of paper stabilizers clipboard and non-slip work surface. On the other hand, 33.3 percent of the respondents remained neutral on the presence of the Provision of paper stabilizers clipboard and non-slip work surface. However, there is another response from the students which showed that 6.1 percent of the respondents said that it is true that there is a provision of paper stabilizers clipboard and non-slip work surface; on the other hand, 60.6 percent of the respondents said that it is not true that there is provision of paper stabilizers clipboard and non-slip work surface. However, 33.3 percent of the respondents remained neutral. Therefore, it can be established that most of the respondents who participated in this study said that it is not true that there is provision of paper stabilizers, clipboards and non-slip work surfaces to the students with special needs as provided by 60.0 percent of the teacher respondents as well as 60.6 percent of the students' respondents who participated in this study. This can be affirmed by the results obtained in the study conducted by Filmer (2005) who contended that students who are disabled encounter challenges such as lack of proper working materials which reflects their needs, surface areas which make it easy to use when getting in and out of the class room. In the same vein, Karangwa (2008) observes that there is a need to ensure that there is provision of reasonable accommodation

facilities such as toilets which can be used by disabled students specifically but also walking areas as well as library and laboratory facilities to accommodate them.

Provision of Copies of Notes to Reduce Notes Copying to Students with Special Needs
Not only that but also Table 1 shows that in respect to teacher respondents, 30.0 percent and 30.3 percent of the students respondents said that it is true that there is provision of copies of notes to reduce notes copying to students with special needs. In the same vein, 36.7 percent of the teacher respondents and 37.9 percent of the student respondents said that it is not true that there is provision of copies of notes to reduce notes copying to students with special needs. On the other hand, 33.3 percent of the teacher respondents and 31.8 percent of the student respondents remained neutral on the fact that there is provision of copies of notes to reduce notes copying for students with special needs. Therefore, from these findings, the study established that most of the respondents disagreed to the provision of copies of notes to reduce notes copying for students with special needs in secondary school and this poses a challenge in the learning process of these students. Also, according to Curringhane et al (2016), it was established that instructors and teachers should ensure that students with special needs are highly considered and are given special treatments such as free supply of teaching and learning materials. Also, according to Anastasiou & Kauffman (2013), resolving social difficulties to students with special needs is very important and this can be done by giving special priorities to these kinds of students because they need attention.

Provision of Multiple Opportunities to Practices in Different Formats
On provision of multiple opportunity to practices in different format, Table 1 revealed that 43.3 percent of the teachers and 43.9 percent of the students agreed to the provision of multiple opportunities to practices in different format to simply learning process. In the same vein, 30.0 percent of the teacher respondents and 30.3 percent of the student respondents remained neutral on the fact that that there is a provision of multiple opportunities to practice in different format to simplify learning process. However, there were 26.7 percent of the teachers and 25.8 percent of the students who disagreed to the provision of multiple opportunities to practices in different formats to learning process. Thus, from the findings, it can be concluded that most of the respondents disagreed on the provision of multiple opportunities to practices in different formats to simplify learning process of the students with special needs.

From an interview with the heads of school in relation to the presence of infrastructural situation in public secondary schools on how they support students with special needs, it was noted as follows:

School infrastructure is an important aspect in provision of learning environment to all students; speaking of infrastructure entails the all aspects which makes up a classroom and outside environment and how they support the process of learning. In our school, there are some furniture available such as chairs and tables, desks and boards for teaching. Also, there are other infrastructure such as laboratory, library and kitchen as well as playgrounds. These infrastructures have been used in inclusion which means despite the nature of students we have, they have to use services like other ordinary school. We have not successfully managed to provide special infrastructural setting to the students with special needs and this is affecting their learning process. (Interviewee A, 2021).

On the side of the DESO in relation to the presence of infrastructural challenges facing students with special needs, it was established that there are insufficient infrastructures in secondary school as noted:

School infrastructures comprise of different aspects such as the learning environment, presence of qualified teachers, availability of the teaching and learning materials, presence of strong and supportive school boards for the purpose of monitoring and evaluation of the school programs and infrastructures such as buildings. In our school, the conditions of the learning environment are seen to be not satisfying in general and this is basically due to the fact that the enrolment of students is higher compared to the school resources, hence this makes the learning environment unfriendly to accommodate the needs of the students especially students with special needs; this problem hinders their effective participation in the learning process. (Interviewee B, 2021).

Therefore, from the findings in both interview and questionnaire, it was revealed that learning environment is very essential and necessary in the learning process. Hence, if the environments are not very conducive, it can't lead to the effective performance and knowledge measurement by teachers to their students. Therefore, it can be established that learning environment have a maximal contribution towards the performance and achievements of students in secondary schools.

4.2 Economic Challenges facing Students with Special Needs

In this subsection, the respondents were required to identify the economic challenges facing students with special needs in their learning process in secondary schools. Table 2 presents the summary of the kinds of economic challenges facing students with special needs.

<div align="center">**Table 2: Kinds of Economic Challenges facing Students with Special Needs**</div>

S/N	Statements	TEACHERS					STUDENTS				
		1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
1	Poor economic support stakeholders	26.7	23.3	20.0	13.3	16.7	15.2	31.8	16.7	24.2	12.1
2	Lack of resources	30.0	33.3	6.7	16.7	13.3	48.5	7.6	31.8	0	12.1
3	Poor basic needs	46.7	23.3	13.3	13.3	3.3	7.6	48.5	31.8	12.1	0
4	Higher poverty	23.3	26.7	13.3	16.7	20.0	16.7	27.3	39.4	0	16.7
5	Lower education attainment	33.3	40.0	6.7	10.0	10.0	24.2	19.7	24.2	19.7	12.1

<div align="center">**Source: Field Data (2021)**</div>

Poor Economic Support from Different Education Stakeholders

Table 2 shows that 26.7 percent of the teacher respondents strongly agree that poor economic support from different education stakeholders is one of the economic challenges affecting students with special needs in secondary schools. Also, 23.3 percent of the teacher respondents agreed that poor economic support from different education stakeholders is one of the economic challenges affecting students with special needs in secondary schools while 20.0 percent of the respondents remained neutral on the fact that poor economic support from different education stakeholders is one of the economic challenges which affect students with special needs in secondary school. On the other hand, it was revealed that 13.3 percent of the respondents disagreed that poor economic support from different education stakeholders is one of the economic challenges which affect students with special needs in secondary school as well 13.3 percent of the respondents strongly disagreed on that poor economic support from different education stakeholders is one of the economic challenges which affect students with special needs in secondary school. Therefore, it can be established that most of the teachers who participated in this study agree that poor economic support from different education stakeholder is one of the economic challenges which affect students with special needs in secondary schools for about 50.0 percent.

Basing on the responses obtained from the students, it was established that 15.2 percent of the respondents strongly agreed that poor economic support from different education stakeholders is one of the economic challenges which affect students with special needs in secondary school as 31.8 percent of the respondents agreed. On the other hand, 12.1 percent of the respondents strongly disagreed while 24.2 percent of the respondents disagreed respectively that poor economic support from different education stakeholder as one of the economic challenges which affect students with special needs in secondary schools as16.7 percent of the respondents remained neutral on similar concern.

Generally basing on the results obtained from these finding, it can be established that one of the challenges facing provision of education to the student with special needs is poor economic support from different education stakeholders is one of the economic challenges which affect students with special needs in secondary schools. Also, limited financial resources is a crucial problem facing students with special needs and this affects the performance of these students on secondary schools (Webbi, 2014). In the same vein, Mutasa and Tafangombe (2013) were of the view that financial resources are needed for students' fees and other related needs of the students. Also lack of financial support poses problem especially to the students with physical impairment as they always need special consideration for the effective learning process.

Lack of resources in Meeting the Needs of Students with Special Needs

From the response in Table 2, it was revealed that 30.0 percent of the teacher respondents strongly agreed that lack of resources in meeting the needs of students with special needs is one of the challenges facing students with special needs; similarly, 33.3 percent of the respondents agreed that lack of resources in meeting the needs of students with special needs is one of the challenges facing students with special needs. On the other hand, 13.3 percent of the teacher respondents strongly disagreed that lack of resources in meeting the needs of students with special needs is one of the challenges facing students with special needs, as well as 16.7 percent of the respondents who disagreed that lack of resources in meeting the needs of students with special needs is one of the challenges facing students with special needs. However, in relation to this aspect the research found that 6.7 percent of the respondents who

participated in this study remained neutral on the fact that lack of resources in meeting the needs of students with special needs is one of the challenges facing students with special needs. Thus, most of the teacher respondents in this study agreed by 63.3 percent that lack of resources in meeting the needs of students with special needs is one of the challenges facing students with disabilities.

Also basing on the response obtained from the students who participated in this study, it was shown that 48.5 percent of the student respondents strongly agreed that lack of resources in meeting the needs of students with special needs is one of the challenges facing students with special needs as 7.6 percent of the respondents agreed that lack of resources in meeting the needs of students with disabilities is one of the challenges facing students with special needs. On the other hand, 12.1 percent of the respondents strongly disagreed and 31.8 percent of the students remained neutral on the fact that lack of resources in meeting the needs of students with special needs is one of the challenges facing students with special needs. It was thus established that even students who participated on this study agreed that lack of resources in meeting the needs of students with special needs is one of the challenges facing students with special needs for about 56.1percent.

Therefore, from the findings obtained from both students and teachers who participated in this study, it was established that most of them agreed that lack of resources in meeting the needs of students with special needs is one of the challenges facing students with disabilities. This was similarly reported from the findings obtained by Kabuta (2014) whose views were in favour of the availability of infrastructures to foster education to the students with the special needs to facilitate the learning process. Also, Egilson and Traustadottir (2009) argued for the increased risks of participation of students with special needs in schools due to lack of resources in meeting their needs in their learning process.

Presence of Poor Basic Needs
From Table 2, it was shown that 46.7 percent of the teacher respondents strongly agreed that presence of poor supply of basic needs affect students with special needs, also, it was revealed that 23.3 percent of the teacher respondents agreed that presence of poor supply of basic needs affects students with special needs; however, 3.3 percent of the teacher respondents strongly disagreed that that presence of poor supply of basic needs affects students with special needs as well as 13.3percent of the respondents disagreed that presence of poor supply of basic needs affects students with special needs, lastly only 3.3percent of the teacher's respondents remained neutral. Therefore, from the findings obtained in relation to this aspect, it was established that most of the teachers who participated agree that presence of poor supply of basic needs affects students with special needs for about 70.0 percent. Similarly, the response obtained from the

students, it was revealed that 7.6 percent of the respondents who participated in this study strongly agreed that presence of poor supply of basic needs affects students with special needs. Similarly, 48.5 percent of the respondents agreed that presence of poor supply of basic needs affects students with special needs. On the other hand, 12.1 percent of the respondents disagreed while 31.8 percent of the respondents remained neutral on the fact that presence of poor supply of basic needs affects students with special needs. Thus, from the response obtained, students agreed that presence of poor supply of basic needs affects students with special needs.

Generally, basing on the responses obtained from both teachers and students, it was strongly agreed that presence of poor supply of basic needs affect students with special needs. This was also supported by Kendall and Tarman (2016) who opined that presence of poor supply of basic needs such as teachers with understanding about special needs and general school environment affects students with special needs. In the same vein, Maotana (2014) agreed that equipping the school and home environment with the conducive conditions like provision of wheelchairs can minimize the challenges experienced by students with special needs; these conditions can be so motivating agents to retain them in schools to completions.

Higher Level of Poverty
Table 2 shows that teachers at 23.3 percent strongly agreed that high level of poverty is a challenge facing students with special needs as 26.7 percent agreed; on the other hand, 20.0% and 16.7 percent of the respondents strongly disagreed and disagreed respectively as 13.3 percent remained that high level of poverty is a challenge facing students with special needs. Generally, it was agreed that most of the respondents from the group of teachers who participated in this study agreed that about 50.0 percent by suggested that high level of poverty is a challenge facing students with special needs. Also, in this study it was established that on the side of students, 16.7 percent of the respondents strongly agreed that high level of poverty is a challenge facing students with special needs; 27.3 percent of the respondents agreed that high level of poverty is a challenge facing students with special needs. On the other hand, 16.7 percent of the respondents strongly disagreed while 39.45 percent of the respondents remained neutral.

Generally basing on the findings which were observed from both teachers and students in relation to the effects of poverty level on the students with special needs, the study revealed that most of the respondents agreed that high level of poverty is a challenge facing students with special needs. The results like these were also observed in the study conducted by Wieringo (2015) who opined that there was a low sense of belonging and perception towards the students from the low-income students who have special needs in their schools; this has affected

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much in their learning process. In the same vein, Gibson and Dymond (2012), the presence of poor students who are then disable in secondary schools causes a negative attitude and discrimination from the colleagues and sometimes disabled students themselves make choices that negatively affect both their living and academic endeavours.

Lower Education Attainment due to Lack of Economic Support

Also, Table 2 shows that 33.3percent of the teacher respondents strongly agreed that lower education attainment due to lack of economic support. Also, 40.0percent of the respondents agreed that lower education attainment due to lack of economic support. On the other hand, 10.0percent of the respondents strongly disagreed that lower education attainment due to lack of economic support, as well as 6.7percent of the respondents remained neutral on the fact that that lower education attainment due to lack of economic support. Therefore, it was established that most of the participant in this study agreed that lower education attainment due to lack of economic support. On the other hand, 24.2 percent of the respondents strongly agreed that lower education attainment due to lack of economic support, also 19.7 percent of the respondents agreed that lower education attainment due to lack of economic support. On the other hand, 12.2 percent of the respondents strongly disagreed that lower education attainment is due

to lack of economic support while 19.7 percent of the respondents disagreed that lower education attainment due to lack of economic support. However, there were 24.2 percent of the respondents who remained neutral on the facts that lower education attainment was due to lack of economic support. Therefore, basing on the findings obtained in this study, it was established that most of the respondents who participated in this study agreed that lower education attainment was due to lack of economic support and this was then provided in the study conducted by Nel et al (2015) who also supported the idea that lower education attainment due to lack of economic support as well as Cunninghame et al (2016) who opined that the enrolment rate of students with special needs has increased in secondary schools and universities. However, this means that there is an understanding on the right to education by students with special needs.

4.3 Strategies to Overcome the Challenges Facing Students with Special Needs

This subsection presents the findings in relation to the strategies to overcome challenges facing students with special needs in secondary schools. The results are presented in Table 3.

Table 3: Strategies to Overcome the Challenges Facing Students with Special Needs

S/N	Strategy	TEACHERS					STUDENTS				
		1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
1.	Effective Interaction	46.7	23.3	13.3	13.3	3.3	7.6	48.5	31.8	12.1	0
2.	Teachers training	26.7	23.3	20.0	13.3	16.7	15.2	31.8	16.7	24.2	12.1
3.	Close supervision	46.7	23.3	3.3	13.3	13.3	48.5	12.1	7.6	31.8	0
4.	Improve school environment	23.3	26.7	13.3	16.7	20.0	16.7	27.3	39.4	0	16.7
5.	Policy reforms	23.3	26.7	13.3	20.0	16.7	15.2	31.8	24.2	12.1	16.7
6.	Improvement of Stakeholders participation	33.3	40.0	6.7	10.0	10.0	24.2	19.7	24.2	19.7	12.1

Source: Field Data (2021)

Effective Interaction in School

Basing on the Teacher respondents from Table 3 it was revealed that 46.7 percent respondents strongly agreed that effective interaction in school can help to deal with challenges facing students with special needs. Also, 23.3 percent of the respondents agreed that effective interaction in school can help to deal with challenges facing students with special needs. Also, 3.3 percent of the respondents strongly disagreed that effective interaction in school can help to deal with challenges facing students with special needs while 13.3 percent of the respondents disagreed that effective interaction in school can help to deal with challenges facing students

with special needs, 13.3 percent of the respondents remained neutral that effective interaction in school can help to deal with challenges facing students with special needs.

On the student's response in respect to the same question it was revealed that 7.6 percent of the respondents strongly agreed that effective interaction in school can help to deal with challenges facing students with special needs in the same vein 48.5 percent of the respondents agreed that effective interaction in school can help to deal with challenges facing students with special needs. On the other hand, 12.1 percent of the respondents

disagreed, while 31.8 percent of the respondents remained neutral.

Therefore, from the teacher respondents it was agreed that 70.0percent of the respondents agree that effective interaction in school can help to deal with challenges facing students with special needs, while on the side of the students it was revealed that 60.3percent of the respondents agree that effective interaction in school can help to deal with challenges facing students with special needs. From the reviews of various literature, similar findings were reported in the study conducted by Majoko (2014) who submitted that understanding students with special needs is very important and also to establish a positive relationship with them is remedial for controlling the challenges facing them in their learning process. That is to say creating effective interaction helps them much in liking school and forget the difficulties they encounter when going to school. Similar results were reported in the study conducted by David and Florian (2004) where it was observed that intensive communication and interactions with the students who are physically disabled establishes a sense of being valued, hence the relationship between them and teachers can promote confidence and self – esteem and therefore lead to the effective participation on school activities.

Provision of Special Training to the Teachers
Also, it was found that 26.7 percent of teachers strongly agreed that provision of special training to the teachers can help to overcome challenges facing students with special needs in secondary schools. Similarly, 23.3 percent of the respondents agreed that provision of special training to the teachers can help to overcome challenges facing students with special needs in secondary schools. 16.7 percent of the respondents strongly disagreed while 13.3 percent of the respondents disagreed that provision of special training to the teachers can help to overcome challenges facing students However, 20.0 percent of the respondents remained neutral on the fact that provision of special training to the teachers can help to overcome challenges facing students with disabilities in secondary schools.

On the side of students, it was established that 15.2 percent of the respondents strongly agreed 31.8 percent agreed that provision of special training to the teachers can help to overcome challenges facing students with special needs in secondary schools. In the same vein, 12.1 percent of the respondents strongly disagreed that provision of special training to the teachers can help to overcome challenges facing students with special needs in secondary schools. Also, it was revealed that 24.2 percent disagreed that provision of special training to the teachers can help to overcome challenges facing students with special needs in secondary schools. However, 16.7 percent of the respondents remained neutral to the statement.

Generally, basing on the findings obtained from these studies, it was established that almost 60.0 percent of the teacher respondents and 48.5 percent of the student respondents agreed that provision of special training to the teachers can help to overcome challenges facing students with special needs in secondary schools. These findings are affirmed by Maotoana (2014) who revealed and suggested that teachers should attend to the training so as to obtain more awareness about the community of the students with special needs so as to limit discrimination and isolation from them and other students. Also, according to Paul (2014), schools should ensure that they fund provision and running of service training for teachers so as to equip them with the required skills to handle students living with physical special needs. Also, there should be training to the teachers on how to handle students with varied special needs so as to build capacity among them, and these trainings may focus on the knowledge on how to identify and care students with special needs, designing sources of funding and evaluating learning abilities (Wanjiku, 2014).

Provision of Close Supervision to the Students with Special Needs
From the response of the teachers, it was revealed that 46.7 percent of the respondents strongly agreed that close supervision of the students with special needs can also help to reduce challenges facing them. Similarly, 23.3 percent of the respondents agreed while 13.3 percent of the respondents strongly disagreed, 13.3 percent of the respondents disagreed and 3.3 percent of the respondents remained neutral.

From students, it was established that 48.5% of the respondents strongly agreed that close supervision of the students with special needs also helps to reduce challenges facing them as well as 12.1 percent of the respondents who agreed that close supervision of the students with special needs can also help to reduce challenges facing them. However, 31.8 percent of the respondents disagreed that close supervision of the students with special needs can also help to reduce challenges facing them. Not only that but also 7.6 percent of the respondents remained neutral on the fact that close supervision of the students with special needs can also help to reduce challenges facing them.

Generally, form these finding it was established that 70.0percent of the teacher's respondents as well as 60.6 percent of the student respondents agreed that close supervision of the students with special needs can also help to reduce challenges facing them. Similarly, the findings like these were reported in the study conducted by Ngulube (2016) who perceived that full support from the facilitation, parents and community members to student with special needs may promote access to education among these students. Also, Mapunda et al (2017) opined that close supervision and care by teachers

was among the school interventions against the challenges facing students with special needs.

Improvement of School Environment

According to the responses obtained from the respondents who were teachers, it was established that 23.3 percent of the respondents strongly agreed that improvement of the school environment can help to reduce challenges facing students with special needs. Also, it was revealed that 26.7 percentof the respondents agreed that improvement of the school environment can help to reduce challenges facing students with special needs. On the other hand, 20.0 percent of the respondents strongly disagreed that improvement of the school environment can help to reduce challenges facing students with special needs as 16.7 percent of the respondents disagreed that improvement of the school environment can help to reduce challenges facing students with special needs. Only 13.3 percent of the respondents remained neutral.

Basing on the findings, it was revealed that 50.0 percent of the teacher respondents and 43.0 percent of the respondents who participated in this study agreed that improvement of the school environment can help to reduce challenges facing students with special needs. Their findings adequately supported the result presented by Maotoana (2014) who contended that equipping the school and home environment with conducive condition like provision of wheel chairs and minimize the challenges experienced by students with special needs. On the other hand, Paul (2014) opined that school management teams are charged with the roles of ensuring that school is secure and use adequate and appropriate teaching and learning resources that can easily be accessed and applied by both students with special needs and non-disabled students.

Policy Reforms

Also, it was shown that 23.3 percent of the respondents strongly agreed that policy reforms can also help to deal with challenges facing students with special needs in secondary schools. In the same vein, 26.7 percent of the respondents agreed that policy reforms can also help to deal with challenges facing students with special needs in secondary schools. 16.7 percent strongly, 20.0 percent disagreed while the rest 13.3 percent of the respondents remained neutral on the statement.

Also, findings from students revealed that 15.2 percent of the respondents strongly agreed that policy reforms can also help to deal with challenges facing students with special needs in secondary schools. Similarly, 31.8 percent agreed while 16.7 percent and 12.1 strongly disagreed and disagreed respectively with statement as 24.2 percent remained neutral on the fact that policy reforms can also help to deal with challenges facing students with special needs in secondary schools.

Improvement of Stakeholders Participation

Table 3 above also shows that 33.3 percent of teachers sternly agreed that improvement of stakeholders' participation can also help to reduce challenges facing students with special needs. In the same vein, 40.0 percent agreed 10.0 percent of the respondents strongly disagreed that improvement of stakeholders participation can also help to reduce challenges facing students with special needs. On the other hand, 10.0 percent of the respondents also disagreed that improvement of stakeholders participation can also help to reduce challenges facing students with special needs. However, there were only 6.7 percent of the respondents who remained neutral on the fact that improvement of stakeholders' participation can also help to reduce challenges facing students with special needs.

On the other hand, 24.2 percent of the respondents strongly agreed that improvement of stakeholders' participation can also help to reduce challenges facing students with special needs. Similarly, 19.7 percent of the respondents agreed that improvement of stakeholders' participation can also help to reduce challenges facing students with special needs. However, 12.1 percent of the respondents strongly disagreed that improvement of stakeholders participation can also help to reduce challenges facing students with special needs as 19.7 percent of the respondents disagreed, 24.2 percent of the respondents remained neutral.

5. Conclusion and Recommendations

5.1 Conclusion

The study concludes that there is relationship that exist between teaching performance to teachers and learning performance to students with the surrounding environment where the existence of appropriate environment will ensure good performance to both students and teachers and vice versa. In relation to this, the students with special needs encounter a number of challenges. These challenges include infrastructural challenges such as presence of enabling environment, classroom setting as well as other consideration and economic challenges including lack of resources, higher poverty and poor financial support from education stakeholders to suffice students' special needs in school surroundings.

5.2 Recommendations

After identifying that the school learning environments like classrooms, toilets, libraries and dormitories are not conducive, the study recommended that the government under the ministry of education ought countercheck and make improvements to the public secondary schools learning environments for students with special needs through provision of the learning facilities such as

chairs/tables, toilets, classrooms, libraries and laboratories. Also, the government and other education stakeholders are obliged to ensure support of sufficient funds in order to facilitate maintenance and repairing of

school infrastructures and purchasing essential facilities for both abled and disabled students to enhance inclusive learning environments in public secondary schools in Musoma District.

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