



Perception of Pupils and Teachers on Strategies to Implement Inclusive Education in Public Primary Schools in Same District

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Abstract: *The study's objective was to ascertain the perceptions of students and teachers regarding the methodologies employed in the implementation of inclusive education within public primary schools in Same District. The research was carried out in the Kisima, Hedaru, and Same Wards, encompassing three primary schools. The research utilized a case study design that incorporated a qualitative technique. The data collection process involved the utilization of interviews, direct observations, and a comprehensive evaluation of relevant documents. A purposive sampling technique was employed to choose a sample of 24 respondents, comprising teachers, education officials, and pupils, encompassing both disabled and non-disabled individuals. The analysis was conducted utilizing thematic approaches. The findings indicate that the majority of students and teachers hold a favorable perception toward the strategies employed in the implementation of inclusive education. Additionally, the sense of equity among disabled pupils and those without disabilities, as well as teachers, exerts a noteworthy influence on the execution of inclusive education initiatives. The proposed strategies encompass the provision of qualified teachers, supportive infrastructure, and financial resources to cultivate suitable inclusive teaching and learning environments. Consequently, this study proposes appropriate and implementable strategies to improve inclusive education within the aforementioned area and other regions of Tanzania.*

Keywords: Inclusive education, Perceptions, Pupils, Teachers, Teaching and Learning Strategies.

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1. Introduction

Education has long been recognized as a method of equipping individuals with the necessary skills and knowledge to navigate various aspects of life (Mokaleeng & Mowes, 2020). Education has emerged as an indispensable area of focus on a global scale in contemporary times (Desombre, 2021). The term 'inclusive

education' refers to the practice of integrating students with disabilities into regular or inclusive education classrooms, where they receive appropriate and meaningful instructional support. This support includes significant modifications to the curriculum in order to address their diverse needs (UNESCO, 2018). In order to uphold the principle of equitable access to education for all students, it is imperative that inclusive education is accorded utmost importance. According to Wolff et al. (2021), the global population of children aged 14 and below who have

disabilities is estimated to be approximately 150 million. According to the World Bank (2017), in the African region, approximately 6.4% of children within the specified age group exhibit moderate or severe disabilities. Furthermore, the educational attendance rate for children under the age of 14 with disabilities is reported to be below 10%. Moreover, nations in the sub-Saharan African region have demonstrated their dedication by ratifying the Conventions on the Rights of Persons with Disabilities and the Rights of the Child (UNESCO, 2018). The Tanzanian government endorsed the Salamanca statement of 1994, which emphasizes the importance of providing primary education to children with exceptional needs (Poss & Milinga, 2017; Karakoski & Ström, 2019). Various studies including Ludago's (2020) study, suggest that the extent to which teachers are able to promote inclusivity within the classroom is significantly impacted by their perceptions of students with disabilities and their level of engagement in the learning process. The efficacy of inclusive education hinges upon the willingness of mainstream teachers to embrace the education of marginalized, disadvantaged, and disabled students as an essential aspect of their professional responsibilities (Poss & Milinga, 2017).

Kasuga, (2019) and Warman. (2021) have examined the underlying reasons for evaluating the perspectives of teachers and students regarding the effectiveness of incorporating inclusive educational practices in the education system of Tanzania. Additionally, it was noted that teachers' attitudes towards inclusive education are negatively impacted by their insufficient knowledge of inclusive education. Moreover, Mitchell and Sutherland (2020) have substantiated the need to handle this particular circumstance by implementing appropriate strategy that focus on transforming the perception of both teachers and students within the educational setting. Hence, the objective of this study was to explore the perceptions of pupils and teachers regarding the methods employed in the implementation of inclusive education within public primary schools in Same District.

1.1 Problem Statement

A number of academics, including Wangila (2017), Kasuga (2019), Ludago (2020), and Steven (2021), have conducted studies examining the attitudes of inclusive education among teachers and students. However, the primary focus of these research was to determine the overall perceptions held by teachers and students towards inclusive education, rather than perception of the specific strategies employed for implementing inclusive education inside public primary schools in Same District. Hence, the primary objective of the current study is to fill this existing research gap by examining the perceptions of teachers and pupils regarding

the strategies employed in the implementation of inclusive education. The findings of this study will provide valuable insights for education officials, educators, students, and other relevant stakeholders within the education sector, both in Same District and across Tanzania.

1.2 Objective

To examine the perception of pupils and teachers on strategies for implementing teaching and learning in inclusive schools.

1.3 Research question

What are the perceptions of pupils and teachers on the strategies employed in the implementation of teaching and learning in inclusive schools?

2. Literatures Review

2.1 Theoretical Literature Review

The study is guided by social justice theory developed by prominent theoretician of fairness and social justice, John Rawls, in 1971 (Rasari, 2022). This idea initially focused on the distribution of capital, property, and wealth due to the extreme levels of inequality resulting from the European social class structure (Al-Shammari *et al.*, 2019). Thus, social justice theory also encourages researchers to challenge and transform unequal power relationships, including equal opportunity for education for all. The participants in this study indicated the need for social attitude change towards, and public valuing of, pupils with disabilities that function as a barrier to educational equity. Social justice promotes fairness and equity across many aspects of society and is important to the safety and security of individuals and communities (Al-Shammari *et al.*, 2019; Milner, 2022). The theory insists on the ability to perform and practice principles like the human right to access resources that ensure a favorable teaching and learning environment for pupils for better performance (Haki Elimu, 2008; UNESCO, 2022). In addition, it addresses the participation of marginalized and disadvantaged pupils in verbalizing their opinions and concerns in decision-making that affects their livelihood and standard of living (UNESCO, 2022). Therefore, the intention to use this theory was to capture all variables addressing justice for all children to access the right education at the right moment.

2.2 Empirical Literature Review

2.2.1 The Concept of Inclusive Education

Due to the dearth of universally agreed upon definitions, the concept of inclusive education has entered the global discourse on educational developments in both developed and developing countries (Jolley et al., 2018). The placement of students with special educational needs is a significant aspect of inclusive education, as highlighted by Poss and Milinga (2017), Namirembe (2019), and Wolff et al. (2021). Cipriano (2023) asserts that a consensus regarding the definition of inclusive education remains elusive, resulting in divergent perceptions among individuals. Inclusive education is often conceptualized by scholars as an educational approach that has its roots in special needs education, a field that emerged to cater to the educational requirements of students with disabilities (Mkonongwa, 2018). Tanzania has officially endorsed multiple United Nations agreements aimed at promoting equitable access to and ensuring the provision of high-quality education for children, irrespective of their gender, socioeconomic situation, cultural heritage, ethnic background, and handicap status (Jolley et al., 2018). In spite of the Tanzanian government's endeavours to establish many programs and initiatives aimed at fostering inclusive education, the educational environment remains unwelcoming for learners who encounter obstacles to learning and active engagement (Mkonongwa, 2018). The challenges to the implementation of inclusive education in Tanzania can be categorized into three distinct groups, as identified by Haki Elimu (2008) and MoEST (2021): policy, culture, and practice.

2.2.2 The Perceptions of Teachers on Inclusive Education

The effective implementation of inclusive education in regular schools is contingent upon the influence of teachers' perceptions (Chelulei, 2021). A study conducted by Mbunda (2017), has shown that teachers' possession of a favourable attitude towards instructing students with special needs is a crucial determinant in the development of inclusive teaching practices. Consequently, for the school to function as an efficacious inclusive institution, it is imperative that its regular teachers possess favourable attitude towards teaching pupils with diverse educational requirements (Jolley et al., 2018). The emotional and cognitive states of individuals have a significant impact on their conduct within the classroom setting, ultimately shaping the extent to which good learning outcomes are achieved by pupils (Desombre, 2021).

Chelulei (2021) asserts that teachers play a pivotal role in the implementation of inclusive education. Despite the essential role that teachers play in facilitating inclusive education, a considerable body of research has consistently demonstrated their deficiency in both the essential abilities and motivation to effectively implement inclusive practices (Derzhavina, 2021). According to Namirembe's (2019) observations, a significant proportion of pre-service teachers in Tanzania lack adequate understanding of the concept of inclusive education. The aforementioned research served as the foundation for assessing the perspectives of teachers and students regarding the implementation of inclusive education in Tanzania. Cipriano (2023), states that the extent to which teachers are able to promote inclusivity within the classroom is significantly impacted by their perceptions of students who face learning challenges and their level of engagement in the learning process. Mbunda (2017) argues that the efficacy of inclusive education hinges upon the willingness of ordinary teachers to embrace the education of vulnerable, poor, and disabled students as an essential aspect of their professional responsibilities. Besides, it has been reported that, in Tanzania a considerable proportion of primary school teachers lack the requisite training to adequately support learning within an inclusive educational environment, since the curriculum offered by teacher's educational institutions in Tanzania does not adequately prioritize the concept of inclusion (Desombre, 2021). Moreover, Chelulei's (2021) study indicated that, teachers in public primary schools generally exhibited positive attitudes towards inclusive education. However, they expressed negative attitudes towards the inclusion of students with mental or intellectual disabilities. Mbunda (2017), argues that an inclusive teacher should have positive predisposition towards teaching children with diverse educational requirements and is obligated to help those with disabilities within an inclusive educational environment.

2.2.3 Perception of Pupils on Inclusive Education

The concept of inclusive education pertains to the placement of learners inside mainstream educational settings, with a dedicated effort to eliminate any obstacles that may impede the complete engagement of every kid as a respected and distinct individual (Cipriano, 2023). Besides, Bertills et al. (2019) claim that students with disabilities have two primary avenues for engaging in education: individually, or through the teacher's provision of exceptional quality instruction. According to Ackah-Jnr (2020), regular pupils' concern that their academic assessment may be negatively impacted might increase

pupil's unfavourable perceptions of their classmates with learning difficulties. Moreover, Ohba and Malenya (2020) found that pupils with disabilities perceive a persistent sense of scrutiny and a perceived inability to achieve success. A study by Ekandjo (2018), showed that the implementation of tailored teaching had a beneficial impact on students' learning outcomes. This included enhancements in their understanding and retention of subject matter. In addition, a scholarly investigation conducted by McGovern (2019) revealed that the implementation of differentiated instruction resulted in an improvement in students' impressions of a good and supportive learning environment, wherein all students experienced a sense of being valued.

2.2.3 The Perceptions of Teachers on Inclusive Education

The topic of teachers' perspectives on inclusive education has been extensively examined by numerous scholars, often employing the terms "perceptions" and "attitudes" interchangeably (Chuaungo, 2018; Kasuga, 2019). Besides, Ekandjo (2018) and Krisher (2019), assert that, the concept of inclusive education is subject to polarization, with divergent perspectives focusing on either the broad scope of access to excellent education or the individual engagement of students with disabilities within educational settings. According to Kapinga and Bock (2021), the implementation of inclusive education in Tanzania is impeded by the presence of double standards, which encompass the professional capabilities of teachers as well as the practical realities observed within schools. The existence of a double standard in inclusive education can be attributed to a lack of alignment between teachers' knowledge, accessible resources, students' perceptions, and the actual reality of the situation. Teachers globally have played a pivotal role in facilitating the implementation of inclusive education, however their engagement and proficiency in this domain have been seen to be suboptimal (Mazuruse et al., 2021; Mnkeni, 2021).

However, pupils hold differing perspectives on the concept of learning difficulties. According to the research conducted by Wood (2017) and Derzhavina (2021), a significant proportion of Grade 9 students in Ontario, specifically 61%, held a good perception of their peers with disabilities. Conversely, a smaller percentage, specifically 21%, held a negative perception of their friends with disabilities. Jolley et al. (2018) and Mangope et al. (2018) have posited that students' negative attitudes towards their peers who have learning difficulties may be intensified due to the impression that their own academic ratings will be adversely affected as a consequence. For example, individuals with learning difficulties may exhibit a reduced

rate of progress, leading to potential frustration among their non-disabled classmates. Moreover, it has been observed that students with impairments consistently experience heightened surveillance and a pervasive sense of incompetence (Steven, 2021). Moreover, the research conducted by Mitchell and Sutherland (2020) as well as Barton (2021) has demonstrated that students with impairments consistently experience a sense of inadequacy, leading to a need for positive reinforcement and encouragement. According to Wangila (2017), Kasuga (2019), and Pugach (2020), it is necessary to employ suitable techniques within the school setting in order to solve the aforementioned issue and its impact on the perceptions of both teachers and students. Nevertheless, there is a global deficiency in comprehensive studies that examine the perspectives of teachers and students about the strategies employed in implementing inclusive education in primary schools, hence limiting the availability of effective solutions (Tungaraza, 2018; Namirembe, 2019; Derzhavina, 2021; and Steven, 2021).

3. Methodology

This study employed a case study research design to narrow down a broad area of inquiry, as suggested by Kothari (2011), and it adopted a qualitative research approach. It also adopted cross-sectional research approach to guide data collection efforts.

3.1 Sample Size and Sampling Techniques

The study employed a purposeful sampling technique to choose sample units (teachers and pupils) from the overall population. A total of 24 individuals were intentionally chosen from three wards of Kisima, Hedaru, and Same. The schools were purposefully selected from each ward, taking into consideration the number of students with disabilities enrolled in a respective ward.

3.2 Data Collection Methods

The study utilized survey interviews with a combined total of three head teachers and six classroom teachers throughout each school. Furthermore, at each school, two students with disabilities and two students without impairments were selected. The study's key informants were the District Education Officer (DEO), District Academic Officer (DAO), and Special Needs Education Officer (SNEO). The data was obtained through the utilization of documentary reviews, direct observation, and

in-depth interviews. The data gathered was analysed qualitatively utilizing thematic data analysis techniques.

3.3 Ethical Considerations

To serve and promote the welfare of the respondents, the researcher applied for the ethical clearance at St John's University of Tanzania's University's Ethical Review Committee. The research was certified as ethically compliant and ethical clearance certificate was issued to the researcher prior to embark on data collection endeavor.

4. Results and Discussion

The findings of the investigation are reported in this section. The study involved interviews with a total of 24 participants, representing various roles within the educational system. Specifically, 9 participants (38.0%) were identified as heads of schools and classroom teachers, 3 participants (12.0%) were education officers, and the remaining 12 participants (50.0%) consisted of kids with and without impairments. This section presents the findings and analysis of the study. A single research

question was utilized as a guiding framework for the obtained findings.

Research Question: What are the perceptions of pupils and teachers on the strategies employed in the implementation of teaching and learning in inclusive schools? Using this as a leading question, four other sub-questions were asked to measure respondents' views on the strategies employed, prior to the last question which summed up their overall perception.

4.1 Is Enhancing Teachers' Knowledge, Skills and Competency Development a Prioritized Strategy for Inclusive Education in Same District?

To acquire more insight from the respondents this crucial aspect of inclusive education was measured by prompting them to react to the following statement; "Teaching staff in Same District are equipped with enough skills and competence to effectively teach in inclusive classrooms containing pupils with disabilities", from which the respondents were requested to rate their view using a Likert Scale, with the ratings consisting of Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. Findings are summarized in Table 1:

Table 1: Respondents' Perception of Teachers' Skills and Competence of Inclusive Education

| SN | Teaching staff have enough competence to effectively teach children with disabilities | Frequency | Percentage % |
|--------------|---|-----------|--------------|
| 1. | Strongly agree | 2 | 8.3 |
| 2. | Agree | 3 | 12.5 |
| 3. | Undecided | 0 | 0 |
| 4. | Disagree | 7 | 29.1 |
| 5. | Strongly Disagree | 12 | 50 |
| Total | | 24 | 100% |

(Source: Extracted from Field Data, 2023)

The results indicate that 50% of respondents strongly disagree and 29.1% disagree with the statement that teachers of students with learning disabilities possess the necessary skills and qualifications to teach them. This represents a cumulative percentage of 79.1% of all respondents who disagree with this proposition in general. In contrast, only 3% and 2% of respondents agreed and firmly agreed, respectively, that teachers in the same district possess sufficient competence to work with

students with disabilities. Generally, the majority of teachers in conventional primary schools recognized that their professional preparation was insufficient to assume full responsibility and instruct students with special needs effectively. This is supported by the sixth-grade teacher's eloquent account during the interview.

I have been so eager to attend inclusive education trainings due to difficulties I encounter in managing students with special needs. I do

acknowledge that individuals like myself have an urgent need to acquire additional training and attend seminars or workshops for inclusive education to enhance my ability to manage pupils with special needs. (Interview with a teacher from the sixth grade, conducted on April 20, 2023).

Bertills (2019) highlights the significance of skills and competence for the successful implementation of inclusive education, arguing that instructors without adequate special needs' education knowledge, skills and competence are not suitable for inclusive classroom environments. According to Warman (2021), the field of inclusive education (IE) requires instructors to devote more time to engaging in inclusive environments, learning new

methodologies, and demonstrating a greater commitment to meeting the diverse needs of students.

4.2 Is Differentiated Instructional Strategy Utilized and Beneficial for Inclusive Classroom?

To gather more insight regarding the respondents' views on Inclusive Education (IE) strategies, the researcher further tested various variables, including teachers and pupils' perception of instructional strategies employed using a Likert Scale. Findings are summarized in Table 2.

Table 2: Respondents' Perception of Differentiated Instructional Strategy

| SN | Pupils' preference and attitude on differentiated instruction | Frequency | Percentage % |
|--------------|---|-----------|--------------|
| 1. | Strongly agree | 6 | 50 |
| 2. | Agree | 4 | 33.3 |
| 3. | Undecided | 1 | 8.3 |
| 4. | Disagree | 1 | 8.3 |
| 5. | Strongly Disagree | 0 | 0 |
| Total | | 12 | 100% |

(Source: Extracted from Field Data, 2023)

Thus, concerning Differentiation Instructional Strategy, this pedagogical strategy was favored by most students, as indicated by the strong agreement of 50% of respondents, followed by 33.3% who agreed. Moreover, 8.3% remained undecided, and similarly 8.3% disagreed. However, none of the respondents showed strong disagreement with the teaching strategy. This was well explained by a seventh-grade pupil with disability during the course of the interview.

The use of individualized instruction has significantly enhanced my educational experience by adapting the material to my unique learning style, resulting in improved understanding and retention. (Interview with a student in the seventh grade, done on April 19, 2023).

Furthermore, the perspective of the fifth-grade teacher, who was interviewed, provides a more accurate representation of the outcomes. The teacher stated;

From my perspective, this approach offers significant advantages. It allows teachers to adapt their instructional methods to individual

student's needs, leading to improved engagement and comprehension. Observing the development of students through individualized support and mentorship is highly gratifying. This fosters a perception of importance and respect for all individuals involved. (Interview with the Educator of the Fifth Grade Class, conducted on April 28, 2023).

These findings are in line Ekandjo (2018) who found that Differentiated Instruction improves students' learning by enhancing comprehension and retention of subject matter. It also fosters a constructive and inclusive educational setting, providing students with a sense of worth and importance. Besides, MCGovern (2019) found that differentiated instruction positively impacts students' impressions of the learning environment, fostering support and positivity, skills and knowledge about Inclusive Education.

4.3 Is Financial Support for Inclusive Education Effectively Utilized among Key Strategies?

Regarding the provision of financial assistance as a means of enhancing inclusive education (IE) in the district, yielded mixed results. Using Likert Scale Ratings, the results indicated that, 58.3% of respondents strongly disagreed with the existence and effective use of this strategy, while 4.1% of respondents simply disagreed. In addition, approximately 16.6% of respondents were ambivalent, while 8.3% and 12.5% expressed strong agreement and agreement, respectively. While a minority of respondents acknowledged the existence and implementation of this strategy in the district (20.8% cumulatively), the majority (62.4% cumulatively) expressed disagreement and skepticism regarding its prioritization as a key strategy for enhancing inclusive education (IE) in the district. These findings are corroborated by the views expressed by most heads of the primary schools and teachers involved in the study. One of school headmasters expressed that:

Honestly speaking, the budget allocated for special needs pupils in our schools is consistently inadequate, preventing effective implementation of inclusive education due to financial constraints. (Interview with the Principal of School X, April 17, 2023).

The report by UNICEF and Welfare (2018) corroborates the results by highlighting that the limited allocation of funds towards special education in Tanzania can be attributed to the presence of competing demands from sectors such as health, agriculture, and infrastructure. The findings indicate that the government's budget is often insufficient to adequately support inclusive schools. This implies that the successful execution of inclusive education policies in Tanzania necessitates sufficient financial resources.

4.4 Is Providing Facilities to Support Pupils with Disabilities Part of the Strategies Effectively Utilized in Same District?

In relation to the provision of resources for accommodating students with disabilities as the adopted strategy to improve inclusive education (IE) within the district, the findings presented indicate that a significant proportion of respondents, specifically 10 individuals representing

41.6% of the total respondents, expressed disagreement. Additionally, 5 respondents, constituting 20.8% of the total respondents, strongly disagreed with the notion that the provision of facilities to support students with disabilities is effectively implemented as a strategy to enhance inclusive education within the district. Furthermore, a notable proportion of the participants, specifically 16.6%, expressed indecision on this issue. In contrast, a smaller percentage of respondents, 12.5% and 8.3% respectively, highly agreed and agreed that this technique is both accessible and implemented. In general, around 62.4% of the participants express either severe disagreement or disagreement regarding the utilization of supplementary resources for students with disabilities as a means to strengthen inclusive education within the Same District.

These findings are evidenced by the fact that, among the examined schools, only one school (i.e., School Z) had at least a limited provision of inclusive education supporting facilities, which included wheelchairs, playground equipment, toys, and braille materials, in comparison to the other schools. The interview conducted with one of the District Administrative Officers (DAOs) provided insights into the actual circumstances, as indicated by the following remarks:

Chuaungo (2018) and MCGovern (2019) highlight the importance of providing supportive infrastructure to facilitate the meaningful participation of students with disabilities within educational environments. According to Ludago (2020), the inadequacy of infrastructure and materials in Tanzania presents significant obstacles for educators in their efforts to adopt inclusive education, potentially affecting the academic performance of students. (Interview with a District Administrative Officer (DAO), conducted on April 24, 2023)

4.5 Overall Respondents' Perception on Strategies Employed for Implementing Inclusive Education in Same District.

This section focuses on the perceptions of various stakeholders, including regular and special education teachers, heads of schools, education officers, and pupils with and without disabilities, about existing strategies for the implementation of inclusive education. Using a Likert Scale to gauge responses, the findings unveiled divergent viewpoints regarding the implementation of inclusive education in public primary schools. The respondents exhibited a high level of openness and trust in their responses. However, a majority of the instructors and students (70%) exhibited a pessimistic viewpoint regarding

the existence of appropriate strategies for implementation of inclusive education in primary schools. While a portion of both teachers and students (20%) expressed ambivalence towards the existence of appropriate strategies for implementation of inclusive education, while a minority (10%) demonstrated strong support for availability of robust strategies for implementing inclusive education.

During the course of the interview, the following statement was asserted by one of the seventh-grade teachers:

Teachers of special needs students often lack necessary support from parents and authorities concern, hence making teaching challenging and discouraging. This lack of participatory strategies in Inclusive Education contributes to a negative perception of the work, hence its poor implementation. (Interview with |Class Seven Teacher, 28/4/2023).

In addition, another class teacher mentioned the following:

I do support inclusive education, but frankly speaking, we don't seem to have a robust resources mobilization strategy. Since, the allocation of financial support for pupils with special needs has always been insufficient for our school. How can we sufficiently provide education to pupils with special needs in this situation? (Interview with the Principal of School X, 17 April 2023).

On the other hand, the class five special needs pupil had this to add during the interview:

I think the school promotes a sense of community and inclusion, but our fellow pupils with special needs struggle due to limited infrastructure caused by lack of effective infrastructural development strategies, hence indicating a need for better environments that reflect their physical limitations. (Interview with |Class four pupil, 18/4/ 2023).

This is echoed by a view exhibited by a student with special needs who stated that:

The learning and teaching resources available to us are woefully inadequate. We normally use a single textbook written in standard English and normal fonts. With impaired vision that I suffer it becomes difficult for me to read without assistance from my friends. Besides, classroom's blackboards. Therefore, supplying enough teaching and learning materials should be among prioritized strategy to make inclusive schools effective". (Interview with Sixth Grade Student, April 19, 2023).

Overall, the study reveals deficiencies in inclusive education implementation in Same District, including lack of robust participatory, resources mobilization, infrastructural development, and access to teaching materials strategies. Though teachers play a crucial role in implementation, but low motivation and weak government strategies hinder its effectiveness, urging governments to develop better strategies and political willingness. These results are supported by Mazururuse et al. (2021) and Mnkeni (2021) who highlight that low motivation and weak government strategies hinder the effective execution of inclusive education, particularly in developing countries, urging governments to develop better strategies.

5. Conclusion and Recommendations

5.1 Conclusion

Based on the research question, the study has shown that majority of primary school teachers and pupils recognize inclusive education as effective means for achieving education for all. This is witnessed by teachers and pupils' preference for Differential Instructional Strategy, indicating their readiness to embrace children with disabilities and make classes environment inclusive. However, the overall results indicate that the implementation of IE in Same District is hampered seriously by the supposed negligence of some essential strategies for the successful implementation of IE. These obstacles include low prioritization of teachers' professional development strategy, and lack of robust participatory, resource mobilization, infrastructural development strategies, and strategies for enhancing pupils' and teachers access to teaching materials.

5.2 Recommendations

Drawing on the key findings, the studies recommended that there should be regular training for teachers that aimed at transforming and changing their negative perceptions on pupils with disabilities and equip them with relevant pedagogical skills required for teaching in inclusive classrooms. To achieve this, the government, in collaboration with other educational stakeholders and agencies, should work together and dedicate resources to ensure that conditions for pupils with disabilities in primary schools in Tanzania are improved.

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