

An Evaluation of the Implementation of Inclusive Education in Primary Schools in Arusha Region, Tanzania: Insights into Management Practices and Special Needs Integration

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Abstract: This study evaluated the implementation of inclusive education in Primary Schools in Arusha Region, Tanzania, dealing with insights into management practices and special needs integration. The study used the descriptive-comparative design. Out of the population of 14,881 stakeholders, the study had the sample size was 1,163 subject including 370 mainstream pupils, 278 mainstream teachers, 346 special needs learners and 169 special needs teachers. Sources of data were a questionnaire, an interview schedule, an observation schedule and Focus Group Discussions. Data analysis involved the thematic approach, descriptive statistics and t-test. The study concludes that primary schools in Arusha Region had diverse types of special needs learners. While the most prevalent special need learners were those with the intellectual challenges, the schools had several other types of special needs learners such as the autistic learners, the hearing impairment learners, the visual impairment learners, the physical impaired and those learners with albinism. Both teachers and pupils considered the nature, scope, and orientation of teacher training and preparation as effective. The study recommends that school systems needs to address the various types of special needs learners according to their intensity. The admission of special needs learners should begin with examination of the learners' needs for appropriate placement. Finally, the ministry of education needs to provide continuous education and professional development programs not only to special education teachers but also to regular teachers who also need to gain deeper knowledge on how to deal with contemporary issues that relate to special needs education.

Keywords: Inclusive education; special needs; teacher preparation; perception; Arusha Region.

How to cite: Mbuti, E. E. Amimo, C. and Allida, V. B. (2024). An Evaluation of the Implementation of Inclusive Education in Primary Schools in Arusha Region, Tanzania: Insights into Management Practices and Special Needs Integration. East African Journal of Education and Social Sciences 5(2)100-110.

Doi: <https://doi.org/10.46606/eajess2024v05i02.0373>.

Introduction

Appropriate management of the inclusive education centers on the fact that while an estimated 1.3 billion people in the world live with a disability (WHO, 2022), disabled people face multiple risks, including discrimination, exclusion from economic activities and a lack of access to essential services like education, water and health care. People with disabilities face social and cultural barriers, such as stigma, that marginalize and stunt their development (Possi & Milinga, 2017). This situation makes developing inclusive educational practices an important practice to curb the existing obstacles the people with disabilities encounter.

Subsequently, inclusive education has become an agenda in global, regional and local policies. For example, in December 2006, the United Nations approved some rights of persons with Disabilities (UN, 2006). Article 24 of the convention states that individuals with disabilities should have equal access to education. While children with disabilities should receive free, compulsory primary and secondary education, adults with disabilities need to have access to tertiary, vocational and university education (UN, 2006).

Inclusive education refers to extension of mainstreamed and normalized learning elements to impaired learners (Forlin & Sin, 2017). Whereas integration entails inclusion of disability characteristics into the traditional education system, inclusive education focuses on values and principles that enhance national values for a cohesive society (Kafallinou *et al.*, 2020). Policies, curriculum and legal initiatives about inclusive education should therefore recognize the fact that learning difficulties experienced by specific learners depend on the school environments.

In most countries in Europe and America, inclusive education started as a unique initiative supporting students with disabilities and other impairments as early as the 1980s (Rose & Doveston, 2015; Roldan *et al.*, 2021). Several decades later, there came a positive trend in that schools in different countries started to accommodate the inclusive initiative, seeking to include learners with disabilities in regular education systems (Siddik & Kawai, 2020). According to Possi and Mlinga (2017), the Church Missionary Society introduced special education in Tanzania mainland in 1950. The authors further present the fact that despite its long history in the country, not many policies have clearly stipulated

the need for special and inclusive education. Despite many existing efforts, Tanzania has a long way to go, when compared to other countries in effectively achieving the provision of education to exceptional individuals.

A study by Mlollele *et al.* (2023) affirmed that primary school teachers in government schools in Tanzania require improved pre-service training for effective inclusive education. The study concluded that training is necessary to ensure teachers are prepared to teach students with disabilities. Specifically, professional development courses on inclusive education are critical in reducing educators' resistance towards inclusive education practices. A study by Welwel and Otieno (2022) revealed that inclusive education in Tanzania does not go beyond placing certain groups of learners with disabilities into existing structures and systems of education.

In Tanzania, the curriculum for teacher education has been under discussion since the 1970s. The debate has revolved around the issues of curriculum content, instructional and teaching methodologies, learning strategies and modes of assessment. The appropriate curriculum in inclusive classes has always been at the core of these debates, given that the quality of teacher education operates under hostile criticism (URT, 2009). Several researchers such as Katikiro and Muhagama (2022) and Mlollele *et al.* (2023) asserted that most teachers designated to teach in inclusive classes are not well prepared, a fact which leads to poor quality of inclusive education. This trend requires researchers to investigate the modalities in which inclusive education takes place in the country.

Furthermore, there has been a concern whether teachers are adequately prepared to provide instruction to pupils with special needs (Mlollele *et al.*, 2023). Effective preparation of teachers is essential to ensure that inclusive education is well managed. This is because teachers' attitudes and beliefs toward the inclusive practices depend on their knowledge of inclusive education and their readiness to implement the inclusive education (Zagona *et al.*, 2017).

Individuals with Disabilities Education Act (IDEA, 2012) categorized existing impairments into several groups worthy consideration in providing special needs education. These include autism, deaf-blindness, deafness, hearing impairment, intellectually disability, visual impairment, speech or

language impairment, emotionally challenged, and albinism. All these types of learners demand special attention in the inclusive environment. Therefore, there is a need to investigate about the management of inclusive education to come up with shortcomings and recommend appropriate measures. In response, this study investigated the management of inclusive education in primary schools of Arusha Region, Tanzania.

Methodology

Design

This study employed the mixed approach in the sense that both qualitative and quantitative aspects of research contributed toward the collection,

analysis and reporting of the findings. The study used the descriptive-comparative research design, which combines descriptive and comparative statistics. Data was collected using interview, observation schedules and questionnaire. The analysis of data involved the thematic approach, descriptive statistics and t-test.

Population and Sampling

The targeted population of this study consisted of 3,680 special needs pupils, 317 special needs teachers, 9,865 mainstream pupils and 1,019 mainstream teachers from six districts of the Arusha Region, as appears in Table 1.

Table 1: Target Population of the Study

SN	DISTRICT	SPECIAL NEEDS		MAINSTREAM		TOTAL
		Pupils	Teachers	Pupils	Teachers	
1	Arusha City	1,111	52	2,109	240	3,512
2	Arumeru	910	43	1,768	211	2,932
3	Meru	547	56	1,521	132	2,256
4	Monduli	326	54	1,434	126	1,940
5	Longido	430	58	1,332	188	2,008
6	Karatu	356	54	1,701	122	2,233
	TOTAL	3,680	317	9,865	1,019	14,881

Table 2: Population and Sample Size of the Study

Sn	Group	Population	Sample
1	Mainstream Pupils	9,865	370
2	Mainstream Teachers	1,019	278
3	Special needs Pupils	3,680	346
4	Special Needs Teachers	317	169
	TOTAL	14,881	1,163

Table 3: Reliability Test Results

Variable	Items	Cronbach's Alpha	Comments
Preparedness	6	.855	Reliable

This study applied stratified sampling procedures to select respondents. Chaudhuri (2014) defines stratified sampling as a method that involves dividing a population into subgroups or strata. Furthermore, Dhivyadeepa (2015) points out that, strata are grouped based on certain characteristics, such as age, occupation, education, gender and income. Then, the researchers select samples from each stratum.

First, the researchers had to identify characteristics in the wider population that also appear in the sample. Secondly, the researchers had to conduct sampling within those groups. Since the total population was 14,881, the resultant sample size was 1,163 individuals, according to the Krejcie and Cohen Statistical formula (Cohen et al. 2000).

Validity and Reliability

The researchers conducted the face Validity by pre-testing the interview protocol, FDGs protocol and the questionnaire. The questionnaire was pretested to 60 participants comprising 30 teachers and 30 pupils selected from two public primary schools in Arusha City. The two schools were not part of the sample. Five experts in educational research from the University of Arusha in Tanzania and the University of Eastern Africa Baraton, Kenya measured the content validity by carefully going through the instruments against research questions, giving comments for improvement.

The researchers established the reliability of items in the questionnaire tool using the internal consistency reliability method through Cronbach's

Alpha. They administered the questionnaire to 30 teachers and 30 pupils and assessed each questionnaire section to determine an alpha value of no less than 0.7. The reliability test results appear in table 3.

Ethical Considerations

This study adhered to research ethics, including informed consent, confidentiality, voluntary participation, and integrity. The researchers obtained permission from the Arusha Regional Administrative Secretary (RAS) to access research sites. Secondly, the researcher obtained written consent from participants before data collection. Each respondent received a consent form to complete and indicate his or her willingness to participate in the study. Participants were encouraged to express their opinions as freely as they feel or wish. Finally, the researchers sought permission from parents to allow their children to participate in the study.

Findings and Discussion

Research Question 1: What categories of learners with special needs are prevalent in primary schools in the Arusha Region?

The researchers answered this research question through data from the interview schedule with teachers and the observation schedule in classrooms and surrounding school environments. In response to this research question, teachers revealed various forms of special needs in their respective schools and the nature of special needs they experienced in dealing with such learners. Furthermore, the researchers visited every stream of the sampled schools to establish the special needs learners as appears in table 4. The table indicates the total number of 1,314 special needs learners who were present at schools during the time of data collection.

Of the 1341 special needs learners, 621 (47.26%) were intellectually impaired learners, 274 (20.85%) were autistic special needs learners and 143 (10.88%) had the hearing impairment challenges. Furthermore, 121 (9.20%) had the visual impairment, 120 (9.13%) had the physical impairment and 35 (2.66%) were albinos. Therefore, majority of the special needs learners were intellectually impaired.

Table 4: Summary of Data from Schools on Types of Special Needs

School	Intellectual impairments	Autism	Hearing Impairments	Visual Impairments	Physical Impairments	Albinism	Total
School A		-	-	09	-	-	09
School B	101	-	-	-	-	-	101
School C	-	-	44	-	-	-	44
School D	141	-	-	-	-	-	141
School E	08	59	-	-	-	-	67
School F	27	42	-	-	13	-	82
School G	-	-	-	33	-	-	33
School H	08	05	-	-	-	07	20
School I	-	13	-	-	-	05	18
School J	13	15	07	16	09	-	60
School K	46	14	48	13	-	4	125
School L	57	10	08	01	02	-	77
School M	18	-	-	-	17	-	35
School N	22	13	11	-	9	-	55
School O	28	11	-	-	-	-	39
School P	07	21	-	-	-	02	30
School Q	08	13	-	10	09	03	39
School R	15	12	09	-	11	-	47
School S	11	10	11	13	15	08	68
School T	57	-	-	-	-	-	57
School U	18	07	-	-	13	-	38
School V	25	15	-	09	13	06	68
School W	11	14	05	17	09	-	56
TOTAL	621	274	143	121	120	35	1,314
	47.26	20.85%	10.88	9.20	9.13	2.66	100

In almost all schools visited, special needs teachers confirmed that the intellectually challenged were the majority of the special needs learners. Teacher 1, for instance, revealed, “My school deals with children with Intellectual Impairments such as Autism, Cerebral Palsy, Down Syndrome, and Brain concussion.” During the observation schedule, the researchers witnessed the presence of three learners with Intellectual Impairment learning in a classroom through video watching under the supervision of the formally interviewed teacher, as

seen in Figure 1. During the observation schedule, the same teacher taught the intellectually impaired learner. He said, “As you can see here, we are learning. Now, the learner is watching TV, which is how they learn.”

The mentioned types of inclusive or special education are included in the list of special needs as specified by literature and previous studies. For instance, the Individuals with Disabilities Education Act (IDEA, 2012) categorized special need learners in several groups.



Figure 1: A Child with Intellectual Impairment



Figure 2: Hearing Impairment Unit in One of the Observed Schools

Apart from Intellectual Impairment, other types of special needs existed in schools under investigation. Teacher 2 from another school revealed, “We deal with children with Autism.” The teacher reported that these learners study in a special learning environment to equip them with learning skills before combining them in mainstream classrooms.

Another type of special needs that existed in schools under investigation is Hearing Impairment. During the interview in school 3, one of the teachers said, “My school deals with children with hearing impairment. Even the head of our special needs unit is an expert on hearing impairment characteristics. He knows how to deal with learners with the same challenge.” This finding suggests that one of the best ways to improve the teaching and learning

process with special needs learners is to use teachers with similar challenges to assist the learners in reaching their potential in mastering the required skills. The observation schedule confirmed that School 3 was special in dealing with Hearing Impairment Learners as seen in figure 2, which shows a special building for learners with Hearing Impairment. The building wall read the following words: (SHULE YA MSINGI MERU NA KITENGO CHA VIZIWI- MERU PRIMARY SCHOOL AND DEAF UNIT).

The interview schedule revealed intensive care needs that have to be directed to special needs learners, particularly those with autism challenges. These types of learners require constant attention from teachers. As reported in the previous subtheme about types of existing special needs,

learners with autism are restless. They need special care from the teachers. These learners may commit vandalism and destroy school property such as books, if not taken care of.

Research Question 2: How are learners with special needs absorbed in Primary Schools in Arusha?

This section begins with the admission process and then moves into various stages engaged in absorbing special needs learners in the mainstream schools.

The Admission Process

One of emerging themes regarding how special needs learners are absorbed in primary schools was about the admission process. One of the teachers reported, "Due to their abnormal behaviors, special needs learners cannot be joined with the rest in the mainstream environment. Instead, they start learning preliminarily under the special care atmosphere to reduce learning challenges after attaining a certain level of learning achievement." Therefore, the initial point in teaching the special need learners does not meet the goal of combining them in the mainstream classrooms. Rather, it requires several stages in which the special needs learners have to be assisted to master essential skills to meet the demands of being combined in the mainstream classrooms.

During the interview schedule, teachers revealed several stages worthy considerations. One of the teachers reported, "As I said earlier, integrating special needs children in regular classes is not done

immediately. It requires sufficient preparation for special needs." Another teacher revealed several stages that, special needs learners have to go through before joining the mainstream classrooms (Teacher 2).

Stage 1

The teacher revealed the following, "We receive children under the age of seven after special needs experts and specialized medical doctors have assessed the children. Then, we place them in the beginners' class, where we assess their learning needs." The teacher added, "Usually, they need social skills to function independently. We teach them basic social skills such as how to use toilets, clean their hands and tie their shoes. We also teach them personal grooming and hygiene because some cannot control saliva."

The observational schedule revealed that the teaching of the special needs learners involved visual illustrations drawn on the walls of the school buildings, as observed in Figure 3. During the interview, one of the teachers (teacher 5) informed the investigator, "If you go outside, you will see we have placed pictures on the walls to enable them to see how social skills are practiced as they learn by seeing."

Figure 3 shows how pupils with special needs learn how to play the game of jumping, preparing them to socialize with mainstream learners and creating a room for them to be accepted by the rest of the learners in learning.



Figure 3: Illustrations for Special Needs Learners

Stage 2

The investigation revealed that the special needs learners moved to the next stage after reaching a particular mastery stage. During the interview schedule, Teacher 2 revealed, "After children

improve their social skills, we move them to the second stage, where we teach them basic cognitive skills, including reading, counting, and writing." The teaching of cognitive skills involved 3RS, which in Kiswahili language, the basic language used to teach

these learners is KKK, just as the teacher continued to say, “We call them KKK (Kusoma for reading, Kuandika for Writing, and Kuhesabu for Counting). They learn to count numbers from 1 to 50. They also learn how to read alphabets using visual aids, as you can see in this class.”

The observational schedule in the classroom, where the interview took place, revealed classrooms having charts that show numbers, alphabets, animals, and fruits, as seen in Figure 4, which shows a chart with alphabets placed on the wall for special needs learners to master cognitive skills.



Figure 4: Alphabet Chart for Special need Learners



Figure 5: Kibao Cha Kete: An Instrument for Counting

During the Focus Group Discussion in School 3, one of the teachers similarly informed the investigators that; “Here, children learn basic skills, including reading, arithmetic, and writing, which in Kiswahili we call Kuandika, Kuhesabu na Kusoma (KKK). Children learn to read the alphabet and count numbers using a special teaching aid called “Kibao Cha Kete.”

The mentioned *Kibao Cha Kete* is a unique wooden object designed by one of the special needs teachers in one of the schools to help elementary children with visual impairment count numbers and read the alphabet, as seen in figure 5. The researchers confirmed this experience through the observational schedule, where one of the researchers witnessed visually impaired learners using the same instrument to learn how to count. The instrument made the learners more engaged in the learning process, and a group of learners struggled to use only one existing visual aid to

master the counting skills before moving to the next learning stage.

Teacher 2 further revealed, “During the second stage, we continue teaching them social skills such as communication, health, good manners, proper physical posters, and physical exercises.” The learning of physical exercise appears in figure 3 where these learners can see how to jump before combining them with the rest in the jumping exercises.

Stage 3

The study revealed the third and last stages before special needs learners join the rest in the mainstream classrooms. Teacher 2 commented, “We prepare autistic children to integrate into the regular classrooms where they will learn with regular children.” The teacher added, “This process may take years to achieve because transforming autistic children into well-rounded social and

cognitive pupils takes time. Some children who do not have acute/severe autism take less time; within three to four years, they are ready to go.” The teacher further described the more challenged types of learners in the following words: “Some children never progress; they remain in special units even for five years or more. Some never progress at all. Usually, children with acute sensory sensitivities struggle with psychomotor challenges associated with muscle movements. They face difficulties coordinating.”

Finally, the teacher revealed, “We do not mix them in regular classes until they can display social skills and have mastered psychomotor skills such as walking, sitting, speaking, and coordinating body movement.” This experience reveals that special needs learners who are ready to go to the mainstream classes are more advanced in years since they take some years before they are combined with the rest of the learners in class 1.

Research Question 3: What is the nature, scope and orientation of teacher training and preparation in delivering inclusive education in primary schools in the Arusha Region?

This research question sought to establish the nature, scope, and orientation of teacher training and preparation in delivering inclusive education in

primary schools in the Arusha Region. To reach this goal, the researchers subjected teachers and learners to six items in the questionnaire to indicate their agreement or disagreement. The findings appear in table 5. The questionnaire had five options for respondents to indicate their agreement or disagreement, where 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree and 5 = strongly agree. The interpretation of mean scores was as follows: 1.00-1.49 = strongly disagree (very poor), 1.50-2.49 = disagree (poor), 2.50-3.49 = undecided (moderate), 3.50-4.49 = agree (good) and 4.50-5.0= strongly agree (very good).

Table 5 indicates the overall mean score of 3.8394, which is within the agreement category, with a standard deviation of .58131. Although some of the Standard Deviations were close to one, the overall standard deviation suggests that generally, the responses did not deviate from the mean score. This finding reveals that both teachers and pupils considered the nature, scope, and orientation of teacher training and preparation in inclusive education as effective. The mean score for the first five items in the table belonged to the same category of agreement, which means that respondents considered teachers as effective in treating learners with disabilities fairly ($M=4.2173$, $SD=.96204$).

Table 5: Nature, Scope, and Orientation of Teacher Training and Preparation

SN	Preparedness	Mean	Std. Dev	Interpretation
1	Treating learners with disabilities fairly	4.2173	.96204	Good
2	Handling learners with disability without discrimination	4.0993	.15132	Good
3	Competency in teaching learners with behavioral difficulties	4.0373	.96873	Good
4	Supportive against challenges by children with behavioral difficulties	4.0330	.11141	Good
5	Addressing emotional challenges in teaching and learning.	3.9813	.95080	Good
6	Ability to teach blind learners with a braille	2.7306	.28990	Moderate
	OVERALL SCORE	3.8394	.58131	GOOD

The respondents further agreed that teachers handled learners with disability without discrimination ($M=4.0993$, $SD=.15132$). However, the standard deviation of .15132 is extremely high, suggesting that even though teachers and pupils agreed that teachers handled learners with disability without discrimination, some of the teachers and learners disagreed with such statement. Thus, the handling of special needs learners without discrimination could be doubtful even though the mean score indicated general agreement.

Furthermore, respondents agreed that teachers are competent in teaching learners with behavioral difficulties ($M=4.0373$, $SD=.96873$). They also

agreed that teachers were effective in giving support against challenges brought by children with behavioral problems ($M=4.0330$, $SD=.1114$). However, the standard deviation of .1114 is high. This suggests that even though teachers and pupils agreed that teachers were effective in giving support against challenges brought by children with behavioral problems, some of the respondents disagreed with such statement. Thus, teachers' effectiveness in giving support to children with behavioral problems could be doubtful even though the overall mean score indicated general agreement.

Furthermore, teachers and pupils generally agreed that teachers were effective in addressing emotional challenges in the teaching and learning process ($M=3.9813$, $SD=.95080$). This suggests that teachers went through effective training to handle various categories of learners with special needs. However, the last item scored a mean score of 2.7306, indicating that respondents were undecided about whether teachers could teach blind learners with braille machines. Findings by Mlollele *et al.* (2023) show that professional development courses on inclusive education are critical in reducing challenges towards inclusive education practices. Teachers can tackle the potential failure of teachers to manage to teach learners with blindness challenges through professional training, which could be in the form of workshops or regular seminars. Raath and Hay (2016) support this line of argument and recommend that professional development courses on inclusive education reduce educators' resistance and challenges toward inclusive education practices.

Research Question 4: Is there is a significant difference in the perspective of teachers and pupils on the nature, scope, and orientation of teacher training and preparation in inclusive education?"

This section called for testing a null hypothesis, which states, there is no significant difference in the

perspective of teachers and pupils on the nature, scope, and orientation of teacher training and preparation in inclusive education. The independent sample t-test analyzed the null hypothesis, as seen in tables 6 and 7.

Table 6 shows the group statistics for teachers and pupils regarding the nature, scope and orientation of teacher training and preparation in delivering inclusive education. The mean score for teachers is 3.5306 with a SD of .58408, while that of pupils was 4.0364 with a SD of .48644. As both mean scores were within the agreement zone (3.50-4.49), the mean score for pupils seems to be higher than that of the teachers.

Table 7 shows the Sig of .000, which is less than the critical value (.005), suggesting that the null hypothesis should be rejected. The mean score for pupils significantly outscored the mean score for teachers. This suggests that pupils' perspective regarding the nature, scope, and orientation of teacher training and preparation in inclusive education was significantly higher than that of teachers. Pupils had a better attitude toward the nature, scope, and orientation of teacher training and preparation to handle inclusive education. These findings resemble those by Mackenzie and Kwong (2016) regarding perceptions of inclusion in the eyes of students.

Table 6: Group Statistics for Teachers and Pupils' Perspective on Teachers' Preparedness

Variable	Type	N	Mean	Std. Deviation	Std. Error Mean
Preparedness	Teachers	379	3.5306	.58408	.03000
	Pupils	594	4.0364	.48644	.01996

Table 7: Independent T-Test for Teachers and Pupils' Perspective on Teachers' Preparedness

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Preparedness	Equal variances assumed	10.324	.001	-14.609	971	.000	-.50576	.03462	-.57370	-.43782
	Equal variances not assumed			-14.035	699.303	.000	-.50576	.03603	-.57651	-.43501

The study realized that the learners possessed positive views toward inclusive education. The findings further suggest that teachers were more critical than pupils were in evaluating the nature, scope and orientation of their training and preparation in delivering inclusive education. The

results are in harmony with those by Kotte (2021) who investigated about inclusive education and teachers' perceptions of lesson planning and lesson work from a student inclusive perspective. The study indicates that teachers had positive views on inclusion but they also considered it as a difficult

task to carry through during lessons. They experienced a dilemma between single students' needs and the interests of the class as a whole. Similarly, a meta-analysis study by Dignath et al. (2022) explored on teachers' beliefs about inclusive education and insights on what contributes to those beliefs. The study revealed that teachers with special education training held more positive views about inclusion than regular education teachers. The study differs from the present study in the sense that this present study did not differentiate the perception of special needs teachers and ordinary teachers but rather it compared the perception of teachers and learners.

Conclusions and Recommendations

Conclusions

The study concludes that Primary schools in Arusha Region have diverse types of special needs learners. While the most prevalent special need learners were those with the intellectual challenges, the schools had several other types of special needs learners such as the autistic learners, the hearing impairment learners, the visual impairment learners, the physical impaired and those learners with albinism. Therefore, a variety of special needs learners existed in the schools under investigation.

The handling of the special needs learners was quite challenging as different kinds of special needs learners had different challenges that called for specific attention from teachers. Therefore, teachers absorbed the special needs learners in classes in a variety of ways depending on the nature of the special needs learners. The process involved three stages. First, placing the learners in the beginners' classes, where teachers assessed their learning needs. The second stage involved moving the learners to the advanced level of learning. The final stage involved preparing special needs learners to integrate into the regular classrooms to learn with regular children.

Although both teachers and pupils considered the nature, scope, and orientation of teacher training and preparation in the delivery of inclusive education as effective, there is a serious need for continuous professional development that equips teachers to manage the learners of different categories. While learners were highly positive with the nature, scope, and orientation of teacher training and preparation in the delivery of the inclusive education, teachers were more critical

than pupils were in assessing the quality of the inclusive education offered in schools.

Recommendations

Based on the conclusions, the study recommends that the school systems need to treat the various types of special needs learners according to their intensity. For instance, the intellectual impaired learners, who happened to be the majority, require an equitable number of trained teachers to attend. The limited number of learners with albinism in the schools requires a serious attention in the region, where Albinos are many but only 35 attended schools. There is therefore a need to sensitize parents of children with albinism to take their children to the special needs schools.

The admission of special needs learners should begin with examination of the learners' needs for appropriate placement. Since the handling of special education learners is quite challenging, teacher training colleges and universities need to pay more attention to multiple learners' inclusion by strengthening the quality of teacher preparation to produce highly qualified teachers to effectively deal with special need issues.

Finally, the ministry of education needs to provide continuous education and professional development programs not only to special education teachers but also to regular teachers for the two parts to gain deeper knowledge to deal with contemporary issues that relate to special need education.

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