



Available online at JECE (Journal of Early Childhood Education)
Website: <http://journal.uinjkt.ac.id/index.php/jece>
Permalink/DOI: <http://dx.doi.org/10.15408/jece.v5i1.25831>
JECE, 5 (1), Juni 2023, 1-13

EXPLORING THE CHALLENGES ON THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN EARLY CHILDHOOD EDUCATION: A CASE OF CHILDREN WITH DISABILITIES

Athumani J. Mgya¹, Yohana R. Gesase²

Sokoine University of Agriculture, School of Education, Morogoro, Tanzania

Corresponding e-mail: amgya640@gmail.com¹, gesasejr@gmail.com²

Abstract

Particularly the study explored if the absence of trained and qualified teachers in early childhood, stigma on students with disabilities, unsuitable infrastructures, and improper methodologies for instruction and curriculum were features that obstruct the stipulation of special needs education in preschool. The study was carried out in 10 preschools, which were randomly selected in Morogoro Municipality involving teachers and heads of preschools. The descriptive design was employed while using a mixed method to analyze the variables and more interpretation whereby instruments employed were questionnaires and interviews. Statistical analysis was employed using ANOVA and Chi-square with p -value $\leq .05$ and CL of 0.95 with the support of percentages, tables, and charts. Participation and self-esteem, motivation, benefits as well as the type of disability seem to greatly influence the accomplishment of inclusive education. On the other side insufficient teacher training, deficient materials for learning and teaching, and unsuitable curriculum were observed to slow down the execution of inclusive education. Results of this study showed that there is an unfavorable environment for learning, and the minimum point of understanding and knowledge on content about special needs education among teachers. It is expected that these findings will help and support the Ministry of Education to design, manage, and administer inclusive education in early childhood education adequately and in a proper manner.

Keywords: Early Childhood Education; Inclusive education; Inclusion.

Abstrak

Secara spesifik studi ini mengeksplorasi tentang apakah tidak adanya guru yang terlatih dan berkualifikasi pada anak usia dini, adanya stigma pada siswa dengan berkebutuhan khusus, infrastruktur yang tidak sesuai, dan metodologi yang tidak tepat untuk instruksi dan kurikulum merupakan faktor-faktor yang menghambat pendidikan berkebutuhan khusus di taman kanak-kanak. Studi ini dilakukan di 10 taman kanak-kanak, yang dipilih secara acak di Kota Morogoro melibatkan guru dan kepala taman kanak-kanak. Desain deskriptif digunakan dengan menggunakan metode campuran untuk menganalisis variabel dan interpretasi lebih lanjut dimana instrumen yang digunakan adalah kuesioner dan wawancara. Analisis statistik dilakukan menggunakan ANOVA dan Chi-square dengan nilai $p \leq .05$ dan CL 0,95 dengan dukungan persentase, tabel dan grafik. Partisipasi dan harga diri, motivasi, manfaat serta jenis disabilitas tampak sangat mempengaruhi pencapaian pendidikan inklusif. Di sisi lain pelatihan guru yang tidak memadai, bahan-bahan yang kurang untuk belajar dan mengajar, dan kurikulum yang tidak sesuai diamati untuk memperlambat pelaksanaan pendidikan inklusif. Hasil penelitian ini menunjukkan bahwa ada lingkungan belajar yang tidak menguntungkan, dan titik minimum pemahaman dan pengetahuan tentang konten tentang pendidikan kebutuhan khusus di antara guru. Diharapkan temuan-temuan ini akan membantu dan mendukung Kementerian Pendidikan untuk merancang, mengelola, dan mengelola pendidikan inklusif di pendidikan anak usia dini secara memadai dan dengan cara yang tepat.

Kata kunci: Pendidikan Anak Usia Dini; Pendidikan inklusif; Inklusi.

Introduction

Inclusive education refers to the practice that identifies the responsibility of removing obstacles which limit and prohibit involvement and requirement to transform the policy, society, and act upon normal schools to enclose the requirements of all students, as well as those with disabilities (UN, 2013). O’Raw (2010) suggested that it is the method to eliminate obstacles from and within education through the placement and stipulation of suitable composition plus preparations to ensure every pupil attains the highest advantage of her or his presence.

From a global viewpoint, through international policy and human rights frameworks, there is a clear definition of access and the right to education, for example, it is explained by the United Nations as stipulated in article 24 that, states should take responsibility to provide inclusive education at all levels whereby people with disabilities have the right to education without discrimination (CRPD, 2016).

The agenda for Sustainable Development which is set by 2030 (Agenda 2030) has placed importance on inclusive education, by stressing the emphasis on quality education and learning through article four (4) of Sustainable Development Goals (SDGs) which guarantees to make sure of the quality, equity and inclusive education which encourage equal chances for all in promoting lifelong learning (UN, 2015).

Countries must take into account the issues of establishing various policies in inclusive education to make sure that there is access to education and information for persons with disabilities this needs various positions and amendments where different variables such as gender, traditions and culture must be considered for effective inclusive education to reduce levels of exclusion (UN, 2014).

Globally, inclusive education has been implemented differently across nations, for example in the United States of America under the Individual with Disability Education Act (IDEA) the percentage of total public school enrollment of children with special needs increased from 13 to 14 per cent that is 6.4 to 7.0 million between the year 2004 and 2018 (NCES, 2018). In Europe in the year 2010, 4.6% of pupils with different forms and degrees of special needs were identified and enrolled in various schools (GEM 2016). However, an examination made in the year 2002 to 2003 from low-income countries found in Asia, Latin America and Africa showed that disability was considerably connected to a lack of primary school education and employment, together with expenses in health services (GEM 2016).

A survey made in Tanzania, indicated that the literacy rate between people with and those without disabilities was 52% and 75% respectively (GMR 2014). Despite the number of policies regarding inclusive education in sub-Saharan African countries such as Malawi, Ethiopia, Tanzania and Rwanda there is some need to build a school for children with disabilities, teacher training and textbooks in Braille to increase access to education (GMR 2015).

The education sector reforms in Tanzania began in 1995 when there was also the Education and Training Policy (ETP) which stated that, it is the responsibility of the government to facilitate and promote opportunities for disadvantaged social and cultural groups to access education for instance children with different forms of disabilities such as intellectual disability, visual and hearing impairment, the aim was to guarantee quality and equitable access to education for all regardless of abilities, ethnicity, colour and sex (ETP, 1995). Likewise, the 2014 Tanzania education policy was established to review the 1995 policy whereby the rectifications were made concerning inclusive and special needs education by recognizing and identifying students with special needs (MoEVT, 2014).

Ugwu, (2012) suggested, stigmatization is said to hinder the effective execution of inclusive education whereby, findings discovered that there are negative attitudes towards children with special needs among members of the society including parents, leading to discrimination against these children resulting in barriers such as language and communication together with not be able to cope with the school environment. Not only that but also the implementation of inclusive education might be hindered by teachers themselves where they feel fearful and unprepared in dealing with learners with disabilities in their normal classes which may result in negative attitudes towards inclusion, anger and frustrations which could lead to poor standards in academic achievement (Gary, 1997).

Inadequacy and incompetence of teachers in modification of methodology as well as learning and teaching materials as indicated need of special needs children, other factors such as inappropriate pre-service teachers training, unfriendly environment for schooling, cooperation with family or community members, management, the curriculum that lacks plasticity which is relevant and child-centred, plus inappropriate learning and teaching materials that suit pupils with special needs (Singh and Agarwal, 2013; Tang, 2012).

Inclusive education followers draw attention to the matter of educational rights and multiple benefits to children as beliefs from teachers that inclusion benefits both typically developing peers in socio-emotional and academic results and the disabled (Katz and Mirenda, 2002). Ukeje (2013) suggested that the features which might impede the successful execution of inclusive education are: insufficient funds to purchase technology for the provision of quality education through quality teaching, insufficient number of staff and their training together with the scarcity of funds for inclusive schools.

Studies conducted in Tanzania in 1995 and another in Uganda in 1997 showed that one of the major problems in implementing inclusive education is insufficient facilities including deficiency of appropriate material for teaching and learning, especially in inclusive schools (Kisanji, 1995; Kristensen and Kristensen, 1997). Another study showed that, in the way to implement inclusion, special needs students suffer in

different ways this resulted from the absence of support services which makes them contact solid and uneven time and other surrounding environments which seems to affect their learning and hence poor implementation (Possi and Milinga, 2017).

Despite several benefits, inclusive education has several barriers exhibited to obstruct successful execution. An unsuccessful implementation brings about unfairness, inequity inferiority irregular relationship and segregation. Therefore the study tries to examine challenges that might hinder the effective execution of inclusive education specifically for special needs children.

This study therefore aimed at exploring challenges countenance the execution of inclusive education in children with disabilities; the specific objectives were to;

- 1) Investigate the factors that challenge the implementation of inclusive education.
- 2) Explore the availability as well as the accessibility of resources to children with special needs in pre-schools.

Questions to be searched in the study were;

- 1) What are prominent features accountable for influencing the execution of inclusive education in preschools?
- 2) What kind of resources is accessible also available to pupils with special needs in selected preschools?

Findings are likely to make understanding for appropriate distribution of resources to sustaining pupils with special needs, and to make improvement by appraising the policy implementation; however, social consciousness can be established on the general disabilities amongst children for the advance analysis, appropriate placement as well as proper treatment schools.

Method

Morogoro Municipality was the area of the study which was conveniently selected, as the fact that it is a town with multi-ethnic groups and highly urbanized with 12 schools with special needs students units, therefore, made it possible to have the population and sample that represent other areas of the country. A mixed method was employed using descriptive design in explaining the views of people on certain experiences. Mugenda and Mugenda (2003) suggested that the type of design is for describing or explaining characteristics, attitudes and behaviour of certain phenomena.

The population targeted included 90 participants (which were regular teachers and heads of preschools) in 30 preschools containing 02 regular teachers and 01 head of preschool per preschool. Welman et al. (2005) argued that organizations, groups of people, objects and events can be considered populations. Out of 30 preschools, the sample of ten (10) preschools was randomly selected and involved in the study using the lottery method. Thirty per cent of the population was involved as it is suggested by Frankel and Wallen (2000). For the case of the head of preschools, there were ten (10) selected purposively and twenty (20) regular teachers were selected conveniently.

Open and closed-ended items were administered to regular teachers, whereby semi-structured and structured interviews were carried out with all sampled heads of preschools. Questions that are prepared for certain inquiries is questionnaire while an interview is a phenomenon which should be flexible to the researcher and interviewee in a deep understanding of a certain experience (Freebody, 2003; Rosalind and Janet, 2013).

The questionnaire used in this study was developed by researchers and piloted to ensure and guarantee validity and consistency by checking the appropriateness of instruments. This was done by administering questionnaires to five (05) preschool regular teachers from the schools which were not involved in the study. Internal consistency of the instrument was determined by using Cronbach alpha and found to be high which is $\alpha = 0.75$. Creswell (2012) suggested that evidence that instruments measure what is supposed to be measured is valid, while Ursachi et al. (2013) contends that, instruments' Cronbach alpha that ranges between 0.6-0.7 is an acceptable level of internal consistency. Contrary to that, the reliability was guaranteed by triangulation of instruments that interviewed the head of preschools and questionnaires for teachers. The application of triangulation is preferred with the use of more than one instrument for data collection (Ogula, 1998).

Analysis of qualitative data was conducted using thematic analysis from open items ended where else, quantitative data was analysed using descriptive statistics using percentages and frequencies, also tables were used to summarize the information. Research ethics were observed by seeking permission for data collection from the authority, confidentiality is a declaration not to divulge the information get hold from the respondents as well as informing the respondents about the significance of the research so that can participate voluntarily.

Results and Discussion

This part illustrates the socio-demographic features of respondents such as gender, experience and educational level. There were two clusters of respondents involving teachers and heads of pre-schools. There was a total of twenty-20 ($n=20$) teachers among which 3(15%) were males and 17(85%) were females, with different working experiences. 10(50%) had the experience of one to two years, 5(25%) three to five years, 3(15%) six to ten years, 2(10%) eleven to fifteen years and no teacher with above fifteen years working experience. Teachers' educational levels were also regarded showing those who hold a certificate of education were 13(65%), 5(25%) had a diploma in education, bachelor's degree 2(10%) and no one with the level of postgraduate.

A total of 10($n=10$) heads of preschools were involved in the study, in conjunction with 2(20%) males and 8(80%) females, this includes different work experiences, for example, 3(30%) had one to two years working experience, 2(20%) with three to five, 3(30%) had six to ten years, 1(10%)eleven to fifteen years and 1(10%) had

the experience of above fifteen years. Education levels were also considered showing that those 3(30%) had a certificate of education, 6(60%) diplomas, 1(10%) with bachelor’s degree and no one with postgraduate education. Table 1 below summarizes.

Table 1: Socio-demographic features of participants

| | Category | Variable | Frequency | Percentage (%) |
|-------------------------------|-------------------|------------|-----------|----------------|
| A. Teachers (n=20) | Sex | Female | 17 | 85 |
| | | Male | 3 | 15 |
| | Work experience | 1 -2 yrs | 10 | 50 |
| | | 3 -5 yrs | 5 | 25 |
| | | 6 -10 yrs | 3 | 15 |
| | | 11 -15 yrs | 2 | 10 |
| | | >15yrs | 0 | 0 |
| | Educational level | Cert. | 13 | 65 |
| | | Dip. | 5 | 25 |
| | | Degree | 2 | 10 |
| Post. | | 0 | 0 | |
| B. Heads of preschools (n=10) | Sex | Male | 2 | 20 |
| | | Female | 8 | 80 |
| | Work Experience | 1 - 2 yrs | 3 | 30 |
| | | 3 - 5 yrs | 2 | 20 |
| | | 6 - 10 yrs | 3 | 30 |
| | | 11- 15 yrs | 1 | 10 |
| | | >15yrs | 1 | 10 |
| | Educational level | Cert. | 3 | 30 |
| | | Dip. | 6 | 60 |
| | | Degree | 1 | 10 |
| Post. | | 0 | 0 | |

n=number of sample, yrs=years, cert. =certificate, dip.=diploma, post.=postgraduate

In investigating challenging factors while implementing inclusive education, the researcher found that in all the two groups of respondents the teachers and head of preschools, the major factors were stigmatisation of children with disabilities, lack of teachers with qualifications in early childhood education, infrastructures that support children with disabilities, together with suitable curriculum and methodology. Table 2 below summarizes the findings.

Table 2: Major factors that challenge the execution of inclusion in education

| | Agreed | | Not sure | | Disagreed | |
|---|---------|-------------|----------|------------|-----------|-------------|
| | Tech. | H. of pres. | Tech. | H.of pres. | Tech. | H. of pres. |
| Stigmatization | 12(60%) | 6(60%) | 5(25%) | 1(10%) | 3(15%) | 3(30%) |
| Inadequacy of teachers with qualifications in early childhood education | 13(65%) | 7(70%) | 5(25%) | 1(10%) | 2(10%) | 2(20%) |
| Infrastructures | 16(80%) | 9(90%) | 1(5%) | 1(10%) | 3(15%) | 0(0%) |
| Suitable | 10(50%) | 5(50%) | 5(25%) | 2(20%) | 5(25%) | 3(30%) |

| | | | | | | |
|-------------|---------|--------|--------|--------|--------|--------|
| curriculum | | | | | | |
| Methodology | 11(55%) | 6(60%) | 5(25%) | 3(30%) | 4(20%) | 1(10%) |

Tech.= (Teachers, n=20), H. of pres.=(Heads of preschool, n=10)

Table 2 shows the respondents' responses on the major factors that challenge the execution of inclusive education, it was indicated that infrastructure was the leading factor consisting of 9(90%) heads of preschools and 16(80%) teachers, then lack of teachers with qualifications on early childhood education consist of 65%(13 out of 20) teachers and 70%(7 out of 10) head of preschools; while stigmatisation observed to have 60% (12 out of 20) teachers and 60% (6 out of 10) head of preschools, methodology had 55% (11 out of 20) teachers and 60% (6 out of 10) head of preschool and finally curriculum was observed to have 50%(10 out of 20) teachers and 50%(5 out of 10) head of preschools.

From the above results, it was indicated that poor infrastructure to accommodate children with disabilities who needs special education is among the key factor that challenges the execution of inclusive education for example lack of fine-located hygienic facilities with spacious, latrines and toilets are not well built to suit these children, not only that but also deficiency of teachers with qualifications on special needs education that can fulfill methodology through child centred curriculum, stigmatization was also the observed factor among respondents that furthers into the society leading to unfairness against special need children.

The researcher extended the analysis using ANOVA to find out if there were variations between the gender of respondents and their suggestions on the challenging factors during the implementation of inclusive education. The results showed that $F(3, 17) = 1.06, p=0.27$ for teachers and $F(1, 9) = 2.03, p=0.15$ for the head of preschools showing no significant difference; meaning that the gender of teachers together with the head of preschools does not determine their suggestions.

Results are aligned with the study by (Singh and Agarwal, 2013; Tang, 2012) that the incompetence of teachers to adjust the methodology as well as teaching and learning resources to suit children with special needs, other factors such as inappropriate pre-service teachers' training, unfriendly environment for schooling, cooperation with family or community members, management, deficiency of child-centred curriculum which lacks the elasticity that provides choice to these children. Additionally, implementation of the policy on inclusive education might be hindered by teachers themselves where they feel fearful and unprepared in dealing with learners with disabilities in their normal classes which may result in negative attitudes towards inclusion, anger and frustrations which could lead to poor standards in academic achievement (Gary, 1997).

Alternatively, the results are in line with Ugwu, (2012) who stated that another factor that hinders the effective implementation of inclusive education policy is a social factor called stigmatisation where it was discovered that constituents of the society including parents have depressing attitudes toward children with disabilities who needs special education, leading to discrimination which causes language and communication barriers together with not be able to cope with the school environment.

Again, the researcher analysed by interviewing the head of a certain preschool that has eleven years of working experience on the questions about how to motivate students, the benefits of inclusive education and the kinds of disabilities among children they are experiencing in their preschools.

The head of the preschool was quoted saying;

“My concern is that inclusive education remains to be advantageous for the reason that it enhances enrollment rate and socialization of children with special educational needs however we also use play and school feeding programs to motivate these pupils. Regardless of my experience generally we are given children who suffer from physical disabilities although not often we receive children with hearing and visual impairment, emotional and intellectual disorders”.

Suggestions from the above quotation are that, aside from various kinds of disabilities, inclusive education comes into view of having payback that increases socialization among preschoolers or learners, reduces stigmatisation by stimulating positive attitudes towards children with disabilities and also increases enrollment rate in schools.

The results relate with the study by Katz and Mirenda, (2002) that inclusive education supporters draw attention to the issue of the right to education and multiple benefits to children as beliefs from teachers that inclusion benefits both typically developing peers in socio-emotional and academic results and the disabled.

In exploring the availability and accessibility of resources, questions were asked the researcher on whether the needs of these children are met or not and the type of resources required. Therefore questionnaires were administered to teachers and heads of preschools based on three kinds of resources human, physical and financial (funds) resources. Figure 1 summarizes.

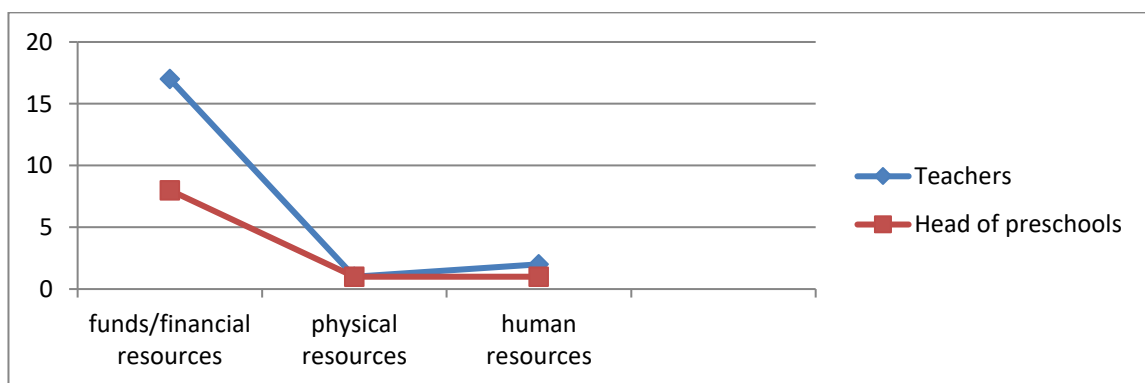


Figure 1: Accessibility and availability of resources due to their importance in the execution of the inclusion in education

From figure 1 above, 85% (17 out of 20) teachers together with 80% (8 out of 10) heads of pre-schools' were in agreement that the significant resource is fiscal resources, after that human resources including teachers who qualified to teach children with special needs this counts 2(10%) out of 20 teachers and 1(10%) out of 10 head of preschools and lastly it was indicated that 1(5%) out of 20 teachers and 1(10%) out of 10 head of pre-schools showed that physical resources including teaching and learning materials are the most prominent factor in implementing inclusive education.

Regarding the resources, respondents' observation was that economic or financial influences the other kinds of resources as from its importance it may lead to insufficient staff training and number of recruits due to lack of funds but also may hinder the process of purchasing materials for teaching and learning process. Results harmonize with the study by Ukeje (2013) suggesting insufficient funds to purchase technology for the provision of quality education through quality teaching, inadequate staff and training together with the scarcity of funds for inclusive schools are factors that may impede the successful execution of inclusive education.

In other ways, 60.0% of both teachers and the head of the preschool were in agreement that requirements have not been met for special needs children while 80.0% of teachers stated the poor state of facilities. This might be a result of insufficient funding of which 100% of respondents agreed that it was scarce and not reliable. The results are in line with the study by Kisanji, (1995); Kristensen and Kristensen, (1997) showed that one of the major problems in implementing inclusive education is insufficient facilities including deficiency of appropriate material for teaching and learning, especially in schools where students with disabilities were included.

Apart from that, in the extension of analysis, an interview was carried out with heads of preschools to examine whether factors such as self-esteem, involvement, motivation, performance, benefits and type of disabilities have effects on inclusive education. It was found that 10 heads of preschools that are 07(70%) mentioned the nature of disability as the larger factor that influences the execution of inclusive education, whereby 1(10%) out of 10 speak of payback or benefits, while 10%(01 out of 10) talked of self-worth, 10% (01 out of 10) on motivation whereas no one commented on performance and involvement.

One head of preschool said;

"Sometimes the nature of disabilities can obstruct school attainment of children, this comes from the fact that several parents refuse to take their children to preschools by hiding them, this, in turn, lower their self-esteem, depress them and makes them see no any benefit of schooling".

Moreover, the researcher computed chi-square to see if there was a relationship between work experience and respondents' opinions on the availability and accessibility of resources in the implementation of inclusive education due to their importance, the results showed that $X^2(2, n=15), p=0.13$ for teachers and $X^2(3, n=7)$,

$p=0.2$ for the head of preschools, this indicated that there was no significant different relationship.

The quotation and statistics above seem that to a certain extent the individual factors that challenge the execution of inclusion in education are somewhat bestowed as a result of parents, sometimes parents and the community regard them as valueless but other reasons come as a result from themselves for instance poor intrinsic inspiration and self-worth that come from the immediate social or physical milieu. The findings coincide with the comments that, learners with specific educational needs suffer in different ways this resulted from the absence of support services which make them contact tough and uneven occasion in schools and other surrounding environments which seems to affect their learning and hence poor execution of inclusive education (Possi and Malinga, 2017).

A study was conducted amid the COVID-19 pandemic in the view of exploration of challenging factors facing students with special needs following the changes in the mode of instruction from physical to online. The COVID-19 pandemic has proved that technology is the saviour of humankind, without which most essential human activities would cease to operate (Varma and Meenaksi, 2022). This study came up with results that, most children with disabilities were left behind in online classes since their computers needed to be installed with assistive devices, which in most cases are too expensive for normal parents or caregivers to afford (Varma and Meenaksi, 2022).

Mutugi (2018) researched learning challenges faced by special needs education learners in primary schools in Kenya and found that; instructional materials were scarce due to poor funding of special needs education, and Special Needs Education (SNE) teachers lacked commitment due to the absence of necessary teaching and learning materials, necessary knowledge and skills to implement SNE. Furthermore, Mutugi (2018) found that the community had negative preconceived attitudes toward parents of special needs children as at times they considered them to be curse carriers who gave birth to cursed children. These findings prove the fact that the special needs education environment in most countries especially developing countries is not friendlier since the society in these countries has not been prepared well to deal with the needs of children with disabilities.

Findings that, factors affecting students with special needs in Tanzania in learning may both be contributed by personal or environmental factors, such as poor attitude toward SNE children by both the local communities and parents contribute to existing literature elsewhere in the World and act as a benchmark for future studies in this area.

Conclusion

The study offered explanations on examining the obstacles facing the execution of inclusive education, especially in early childhood specifically to children with special needs in which, the objective, showed that infrastructures and the inadequacy of teachers who are competent in early childhood education appear to be the major issues that challenge the accomplishment of inclusion in education. In the second objective, the availability, as well as accessibility of resources almost all resources seems to be inadequate but economic or financial resources (funds), are the foremost kind of resources that significantly impacts the employment of inclusive education next to its human resources and finally physical resource, this comes from as fact that due to important it is the type of resources that brings accessibility and availability of another type of resources.

The study implies that in a thorough implementation of inclusive education in pre-schools the following features need to be taken into action, in schools, the general infrastructure that will support children with special needs but also the general awareness of the community towards inclusion can be done where there are positive attitudes towards taking school all children with special needs.

On the other hand, the study had limitations in that it was not possible to cover the opinions of children with particular needs. Still, it would also require considerable time and resources including experts with knowledge in dealing with children with special needs as one of the challenges that the study was looking at.

The study recommends that there must be ways to improve resources including the availability of teaching and learning resources, funds, and physical and psychological environment which should go parallel with in-service and pre-service staff training. Setting conditions for teaching and learning by stressing child-centred methodology and curriculum explicitly to suit pupils with special needs with reference to the type of disabilities. Not only that but also the study suggests that in future, the study can also be conducted on assessing the community influence as well as awareness in employing inclusive education. The study also suggests that a large sample may be used for the reason of generalization.

References

- Cresswell. J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. Boston, MA: Pearson, Pp 133.
- CRPD. (2016). General comment No.4 (2016) on the right to inclusive education. New York, NY: Convention on the Right of Persons with Disabilities.
- ETP. (1995). Tanzania Education and Training Policy. Dar es Salaam: MoEC.
- Frankel, J. R., & Wallen, N. E. (2000). *How to design and evaluate research in education*. Boston, MA: McGraw-Hill Higher Education.
- Freebody. P. (2003). *Qualitative Research in education: Interaction and Practice*.

London: SAGE Publication.

- Gary, T. (1997). Inclusive schools for an inclusive society: *British Journal of Special Education*, Vol. 24(3) 103-105.
- GEM. (2016). *Education for people and planet: Creating sustainable features for all*. Bangkok: UNESCO.
- GMR. (2014). *Teaching and Learning: Achieving quality for All*. Place de Fontenoy: UNESCO.
- GMR. (2015). *The 2015 Global Monitoring Report in education for All 2000-2015: Achievements and Challenges*. Place de Fontenoy: UNESCO.
- Katz., & Mirenda. (2002). Including students with developmental disabilities in general education classrooms: Educational benefits. *International Journal of Special Education* 17: 14-24.
- Kisanji, J. (1995). Attitudes and beliefs about disability in Tanzania. In B. O'Toole & R. McConkey (eds.). *Innovations in developing countries for people with disabilities* (pp. 227-241) Chorley, Lancashire: Lisieux Hall.
- Kristensen, K., & Kristensen, K. (1997). Special Needs Education in a school for all. *African Journal of Special Needs* 1 (2), 59-74. Kampala: Makerere University/UNISE.
- Mutugi, L. W. (2018) *Learning Challenges Faced by Special Needs Education Learners in Public Primary Schools In Mvita Division, Mombasa County, Kenya*. A dissertation submitted to the University of Kenyatta as a partial fulfilment of the requirement of the Master's degree in Education. Retrieved from <https://ir-library.ku.ac.ke/bitstream/handle/123456789/18964>
- MoEVT. (2014). *Tanzania Education and Training Policy: 2014 Report*. Dar es Salaam. Ministry of Education and Vocational Training.
- Mugenda, O.M., & Mugenda, A.G. (2003). *Research Methods Qualitative and Quantitative Approaches*. Nairobi: ACTS Press.
- NCES. (2018). *Individual with Disability Act (IDEA): Office of special education programs*. New York: National Centre for Education Statistics.
- Ogula, P.A. (1998). *A Handbook of Educational Research*. Nairobi: New Kemit Publishers.
- O'Raw, P. (2010). *Literature review on the principles and practices relating to inclusive education for children with special educational needs*. Meath: NCSE.
- Possi, M. K., & Milinga, J.R. (2017). Special and Inclusive Education in Tanzania: Reminiscing the Pasts, Building the future. *Educational Process: International Journal*, 6(4). 55-73
- Rosalind, E., & Janet, H. (2013). *What is Qualitative Interviewing?*. London: Bloomsbury.
- Singh, Y. P., & Agarwal, A. (2013). Role of Open and Distance learning systems in Education and Rehabilitation of Children with Special Needs. Retrieved from www.srjis.com/srjis on 02/12/2019.
- Tang, Q. (2012). UNESCO: Flexible learning for inclusive education. Retrieved from

www.icde.org/en/icde on 02/12/2019.

- Ugwu, C.J. (2012). *The complete guide to special education: the study of differences*. Port Harcourt: TNDPRESS.
- Ukeje, C. (2013). Economic factors may hinder the effective implementation of inclusive education for children. Retrieved from, www.doblejist.com on 02/12/2019.
- UN. (2013). *Office of the High Commission for Human Rights: Thematic study on the rights of persons with disability to education*. New York, NY: OHCHR.
- UN. (2015). *Transforming our World: The 2030 Agenda for Sustainable Development*. New York, NY: UN
- Ursachi, G., Horodnic, I, A., & Zait, A. (2013). How reliable are measurement scales? External factors with indirect influence on reliability estimators. *Elsevier: Science Direct*. doi: 10.1016/S2212-5671(15)00123-9.
- Varma, P., & Meenakshi, G. K. (2021) Challenges in Teaching-learning Process with Special Needs Children. *Research Gate*. Retrieved from <https://www.researchgate.net/publication/358785610>
- Welman, C., Kruger, F., & Mitchell. C. (2005). *Research Methodology*. Cape town: Oxford University Press.