Effectiveness of Inclusive Teaching Strategies in Improving Students' Academic Achievement in Primary Schools in Makambako Town Council, Tanzania

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Abstract: *This study assessed the effectiveness of inclusive teaching strategies in improving students' academic achievement in primary schools in Makambako town council. A mixed research approach embedded on the convergent design was adopted under pragmatism philosophy. Data were collected through questionnaires, semi-structured interviews, focused group discussions, observation guides, and documentary reviews from a sample size of 54 respondents. Data were analyzed descriptively using SPSS version 20 and thematically to enrich quantitative and qualitative information. The study revealed the inclusive teaching and learning strategies used in primary schools were observed in educators than in the Organization of Education. The study concludes that teaching in inclusive classrooms needs to observe stipulated strategies. Consequently, the study recommended the government should propose compulsory special needs education to all teachers when they are pursuing their studies in college. Additionally, the school administrations should put more effort into making sure they eliminate any kind of constraints that can hinder the strategies of teaching and learning in inclusive classrooms.*
Key words: Inclusive education, Teaching strategies, Inclusive classrooms

INTRODUCTION

The issue of inclusive education to learners with disabilities has been a global phenomenon. As such, the concept of inclusive education implies equal opportunities for all students and children to access school education in mainstream schools without any form of discrimination (Kwizera, 2021). According to Mkongo (2019), inclusive education refers to the diversity of needs of all

learners through increased curriculum content, approaches, structures, and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. Underprivileged social communities have constantly been raising the issue of inclusion for a long time. In the modern educational setting, social inclusion alone does not fulfill the objective of inclusive education. Education for all needs to ensure that no child is left behind from mainstream education regardless of their physical, social, emotional, and physiological differences (Mutugi, 2018).

In the USA, the struggle for inclusion in education can be traced as far back as 1954 following the United States Supreme Court's decision on racial segregation (Mkongo, 2019). This has created a best practices model that leads to fruitful scaling up and replicating a successful model of intervention (European Union, 2015). It is reported that Nepal's Department of Education defined Inclusive education as "a process of developing [an] educational system that ensures the opportunity for receiving education in a nondiscriminatory environment in their community by respecting multicultural differences" (UNESCO, 2021). Likewise, Pakistan is a signatory to the UN Sustainable Development Goals and the UN Convention on the Rights of Persons with Disabilities, which obligate Pakistan to ensure inclusive education for all (Hafeez, 2020).

Many countries in Africa have adopted inclusive education policies to serve all their children in their respective communities. In Nigeria, for instance, children with disability were not allowed to have a taste of education until the 20th century when education for the disabled crept into the Nigerian educational system through the effort of the missionaries (Abimbola & Adewumim, 2022). Equally, the Government of Zambia has made deliberate efforts to improve the enrolment of pupils with hearing impairments in schools through an awareness creation program (Mumba, 2022). This implies that the countries recognize the right to education for all regardless the disabilities.

East Africa, has not been behind in implementing the inclusive education system. For example, Rwanda has, therefore, committed to international development targets in education, such as the UN's Education for All, to expand equal and quality educational opportunities for all children, young people, and adults (Kwizera, 2021). Furthermore, the Kenyan government as well has documented inclusive education in its policy framework and has provisionally projected the availability of at least one special needs education unit in every institution of learning by the year 2015 (Ministry of Education-Rwanda, 2019). This means these countries adhere to the UDHR of 1948, and the Salamanca Statement of 1994.

Tanzania also signed and ratified the United Nations Convention on the Rights of Persons with Disabilities (PWDs). United Nations (UN) convention on the rights of persons with disability including the Universal Declaration of Human Rights (1948), (Said, 2019). Deliberation on special needs education was formerly introduced in Tanzania mainland in 1950 by the church missionary society. The Universal Primary Education (UPE) policy of 1974 emphasized the right of all Tanzania children to free primary education, however did not pay attention to the

development of special needs education. This study is about the effectiveness of inclusive teaching strategies in improving students' academic achievement in primary schools in Makambako Town Council, Tanzania.

Inclusive education for deaf is a phenomenon to more emphasis on education specialists and the community at large. As such, both developed and developing countries adopted the inclusive education policy, this is a good decision as it reduces the negative perceptions of people and children without disability towards children with disabilities. Creating a truly inclusive classroom involves fostering a welcoming and supportive environment where every student feels valued and empowered to learn, regardless of their abilities, experiences, or learning styles. Promoting inclusive education requires some strategies to consider, these include motivating and engaging students through varied activities, Classroom Environment, Acknowledging and celebrating diverse cultures and backgrounds, and incorporating them into curriculum and classroom activities. Other strategies establish a respectful and inclusive environment where students feel safe to express themselves and learn from each other, Flexible and consider flexible seating arrangements to accommodate different learning styles and preferences (UDL, 2023).

However, it is not clear whether these strategies are applicable in the study area or some other strategies are pragmatic in the study area. This implies that there is inadequate information concerning the inclusive education strategies used in improving students' academic achievements in primary schools. This is why the researcher has decided to conduct the study on the role of parents and teachers in the education of learners with hearing impairment in an inclusive regular public primary school in Makambako Town Council. It is in the context of this gap that this study investigated the effectiveness of inclusive teaching strategies in improving students' academic achievement in primary schools in Makambako Town Council, Tanzania.

Research Objectives
  i. To determines the inclusive Teaching Learning Strategies used in Primary Schools
  ii. To examines the constraints in implementing inclusive teaching strategies in primary schools.

Research questions
  i. What are the inclusive Teaching Learning Strategies used in Primary Schools?
  ii. What are the constraints in implementing inclusive teaching strategies in primary schools?

Theoretical Framework

This study is guided by Danielson's Framework (DF). The DF describes the competencies of teachers to make inclusive education work. For that, educators must be able to develop different competencies because higher levels of skills and knowledge enable an educator to be successful popular the application of broad pedagogy and effective in providing high-quality education or instruction (Cate *et al.,* 2018; Madani, 2019; Majoko, 2019). Authors suggest domains

summarizing teachers' competencies to which teachers should be able to pay much attention: 'the instructional strategies employed, the physical classroom environment, class management techniques used, and the educational collaboration' (Majoko, 2019).

This paper is built on Danielson's theoretical framework. It is a useful tool in defining 'good teaching' and it offers a structure for teachers to assess their practice and organize improvement efforts. It is rooted in respect traditions in cognitive psychology, especially the writings of Dewey, Vygotsky, and Piaget. Always, teachers pursue recovery of their services, and ability in their professional work of teaching in inclusive schools. This framework for teaching recommended by Danielson indicates 'what teachers should know and be able to do' in their teaching profession in inclusive schools. It has been used in other research, like in the study examining the perception of stakeholders on Universal basic education regarding inclusive education (Madani, 2019).

METHODOLOGY

The study adopted a convergent research design as the most appropriate technique for guiding the study. It enables the researcher to rely on multiple sources of data for triangulation purposes (Sari, 2019; Creswell, 2023). The study was conducted at Makambako Town Council, Tanzania due to the fact that there are so many public primary schools that try to implement inclusive education but there are adequate researches that have been done in Makambako. Hence, the researcher opts to choose the area to search for deep information.

The total population size of this study was 72 teachers and pupils, 54 respondents (teachers and pupils) were chosen through simple random sampling. Therefore, the sample size for this study was 54 respondents. The study employed a sampling technique from the group of special needs education (SNE) teachers and normal teachers together with students with and without disabilities by using random sampling. Moreover, purposive sampling was used to choose the Town Pre and Primary Education Officer (TPPEO) and Special Needs Education Officer (SNEO), Headteachers (HD), and Special Needs Teachers (SNE).

In this study, data was collected through a questionnaire and interview guide. A questionnaire was used to collect data from teachers and pupils with and without disability. The interview was used to tap information from key informants TPPEO, SNEO, HD, and both SNE teachers and normal teachers; also, it applied to students with and without disability. Enhancing Validity: Pilot Testing: Pre-test the instrument with a small sample to identify and address potential issues. Likewise, enhancing reliability: The data that were found were tested through Cronbach's Alpha by using SPSS.

Thematic analysis was used to analyze data obtained through key informant interviews. The quantitative data obtained were analyzed descriptively using the Statistical Package for Social

Sciences (SPSS) software. Education strategies used to improve student academic performance and Constraints in Implementing Inclusive Teaching Strategies in Primary Schools were measured by an Index scale. The data gathered from different sources were used to triangulate survey results.

FINDINGS AND DISCUSSION

Inclusive Teaching Learning Strategies Used in Primary Schools

This subsection deals with strategies used to teach and learn in inclusive classrooms. Such strategies include managing the classroom accordingly, collaboration in learning, school being equipped with teaching and learning resources, SNE Pupils' participation in inclusive classrooms, SNE-trained teachers' participation in inclusive classrooms, and Blind students participating in physical activities with parents as indicated in Table, 1.

Table 1: Inclusive Teaching and Learning Strategies Used in Primary Schools (n= 54)

Statements	S.D %	D %	U %	A %	SA %
1. The classroom is managed accordingly	3.7	7.4	1.9	63.0	24.1
2. There is collaborative learning in inclusive classrooms	00	1.9	1.9	66.7	29.6
3. The school is equipped with teaching and learning resources	1.9	16.7	1.9	44.4	35.2
4. SNE Pupils participation in inclusive classrooms	00	1.9	7.4	61.1	29.6
5. SNE-trained teachers' participation in the inclusive classroom	00	1.9	3.7	63.0	31.5
6. Blind students participating in physical activities with parents	14.8	11.1	18.5	37.0	18.5
7. Teachers are making sure children's needs are met	00	3.7	5.6	53.7	37.0
8. Technology integration	00	11.1	13.0	51.9	24.1
9. Positive classroom environment	1.9	16.7	1.9	42.6	37.0

Key: **SD = Strongly Disagree, D = Disagree, U = Un decided, A = Agree, SA = Strongly Agree**

Source: Field Data (2024)

Data in Table 1: show that 87.1% of the respondents agreed with the statement that stated that classroom management is one of the inclusive teaching and learning strategies used in primary schools. This implies that creating a Predictable Environment: Clear routines and expectations established through good classroom management provide a sense of security and predictability for all students, especially those with disabilities who may thrive on structure. The findings are in line with Subarna et al (2022) who noted that teachers can set will up for success and productivity in their classroom. Different sitting arrangement keeps the teacher not bothering some students. Classroom management is vital to inclusive education, in this sense inclusive

classrooms need to be managed accordingly. As such, similar findings were revealed by HOS D during a face-to-face interview who claimed that;

> *The classrooms are managed well because teachers are empowered with skills based on inclusive education for helping and teaching learners in inclusive classrooms. The government through the township council facilitates short training for such purposes. Such a program has made all the teachers in my school get the training and ultimately have skills to be utilized in teaching inclusive classrooms* (HOS D, Personal Communication; March 25, 2024).

The information from HOS D displays that the government has a great task in making sure that there is availability of enough classrooms which will help teachers to manage their students with disabilities in schools. Supporting on building enough classrooms will enable students to achieve educational goals. According to Quarcoo, (2021) learning in a conducive classroom environment can impact learning negatively and positively.

Data in Table 1 shows that 96.3% of respondents agreed with the statement that collaborative learning in inclusive classrooms is the inclusive teaching and learning strategy used in primary schools. The findings are similar to the information given by HOS C during a face-to-face interview who claimed that;

...pupils studying in inclusive classrooms acquire knowledge imparted by their teachers who are skilled in teaching inclusive classrooms, in that sense there is cooperation between teachers and learners. The school makes sure teachers teaching inclusive classrooms are well-trained to teach both pupils with and without disabilities in one class (HOS C, Personal Communication, March 29, 2024).

This implies that collaborative learning is a cornerstone of inclusive teaching and learning strategies in primary schools. By fostering teamwork and peer interaction, this approach empowers students with disabilities to learn from and alongside their peers, creating a rich and engaging learning environment for everyone. The information HOS C displays that for effective teaching and learning to students, there is a need for the teachers and students to have a good relationship which will make it easier for the successful teaching and learning to students with disabilities. This finding correlates with Danielson's Framework which identifies comprehensive that covers four domains (planning and preparation, the classroom environment, instruction, and professional responsibilities) encompassing various aspects of effective teaching. Equally, Sesay (2018) reported that inclusion is advantageous to children with disabilities if only society is sensitized against the expression of prejudices and negative thoughts towards children with disabilities.

Data in Table 1 shows that 90.7% of respondents agreed with the statement that participation in inclusive classrooms is the inclusive teaching and learning strategy used in primary schools. The

participation of SNE (Special Needs Education) trained teachers in primary school classrooms is a cornerstone of successful inclusive teaching and learning strategies. The benefits of SNE teacher participation extend beyond individual student support. They play a crucial role in building the capacity of the entire school community for inclusion. The findings are similar to the information given by HOS D during a face-to-face interview who claimed that;

> *... The school makes sure that there is a good relationship between teachers and pupils studying in inclusive classrooms. Teachers make sure there is they are closer to all the learners most of the time. Some pupils with disability do participate in inclusive classrooms due to the assurance of security* (HOS D, Personal Communication, April 1 2024).

This signifies that special education teachers have much interest in teaching the inclusive classrooms, similarly, learners with disabilities are attracted to pursue their studies in inclusive classrooms as they learn different matters from their fellow learners without disability The findings are concurrent with the Danielson Framework which depicts collaborative potential which used as a shared framework for communication and collaboration among educators, administrators, and other stakeholders. As such, the effectiveness of SNE teacher participation hinges on collaboration and shared responsibility. The findings are in line with Wangari (2015) study which established that in case learners with special needs and or disabilities spend most or all of their time with other learners, it allows all children to participate in learning activities in one school without having separate special schools or classrooms for learners with special needs or disabled.

Data in Table 1 demonstrates that 90.7% of respondents agreed with the statement that teachers are making sure pupils' needs are met, this is one of the inclusive teaching and learning strategies used in inclusive primary schools. This implies that inclusive teaching and learning strategies create a vibrant learning environment where every student, regardless of ability, can thrive. The findings also are similar to the information given by HOS D during face-to-face interviews claimed that;

> *...the school has a strategy that makes sure that all children with and without disability learn together in an inclusive classroom. Not only this but also, to make sure that all the equipment for teaching and learning are available at school. Always the Ministry of Education provides the equipment through the town council and finally reaches the schools* (HOS D School D, Personal Communication, April 1, 2024).

The information from HOS D displays that pupils' needs are vital, therefore, the concern must be responsible for fulfilling them. As such, teachers are playing their roles in making sure such needs are met. The findings are in line with Kwizera, (2021) noted that what matters in an inclusive school is to be able to accommodate the educational needs of all students.

Constraints in Implementing Inclusive Teaching Strategies in Primary Schools

In this subsection the study focused on constraints faced by learners with disabilities. These included the school does not have latrines, Negative stereotypes, and prejudices, The school does not have steep stairs, There is lack of special fields, There is problem with striking a balance in the lighting of the classroom, There is absence of labels on important places, There is a lack of orientation and mobility training, There is no proper seating arrangement in the classroom and Lack of assistive technology as indicated in Table 2.

Table 2. Constraints Faced by Learners with Disability (n = 54)

Statements	SD %	D %	U %	A %	SA %
1. The school does not have latrines	46.3	18.5	5.6	14.8	14.8
2. Negative stereotypes and prejudices	27.8	31.5	13.0	20.4	7.4
3. The school does not have steep stairs	37.0	31.5	11.1	9.3	0.0
4. There is a lack of special fields	35.2	40.7	7.4	14.8	1.9
5. There is a problem with striking a balance in the lighting of the classroom	42.6	50.0	7.4	0.0	0.0
6. There is an absence of labels on important places	42.6	35.2	9.3	7.4	5.6
7. There is a lack of orientation and mobility training	44.4	33.3	9.3	11.1	1.9
8. There is no proper seating arrangement in the classroom	72.2	22.2	1.9	1.9	1.9
9. Lack of assistive technology	40.7	18.5	1.9	18.5	20.4

Key: **SD = Strongly Disagree, D = Disagree, U = Un decided, A = Agree, SA = Strongly Agree**
Source: Field Data (2024).

Data in Table 2 shows that 29.6% of respondents agreed with the statement that there is absence of latrines in inclusive classrooms is a constraint in implementing inclusive teaching strategies in primary schools. This implies that the absence of latrines (toilets) in inclusive classrooms within primary schools presents a significant constraint in implementing inclusive teaching strategies. This lack of basic sanitation facilities creates a barrier to participation for students with disabilities, hindering their ability to fully benefit from a quality education. The findings are in line with Alegre de la Rosa and Angulo, (2019) teachers are advised to use resources and practices (explicit instruction, scaffolding, prior knowledge creation, and individualized instruction) to meet the needs of students, to promote equal classroom opportunities, and to manage social justice.

Data in Table 2 shows that 92.6% of respondents agreed with the statement that the problem of striking a balance in lighting some classrooms constraints in implementing inclusive strategies in

primary schools. The findings also are similar to the information given by HOS C during a face-to-face interview who claimed that;

> *... the classrooms of this school have wide windows that make light penetrate easily and have full light in each classroom. There is no obstacle to darkness, this makes the learners with low vision see everything clearly when they are in the classroom* (HOS School C, Personal Communication, April 1, 2024).

This implies that creating an optimal learning environment for all students in an inclusive classroom presents the unique challenge of finding the right balance in lighting. While bright light can benefit students with visual impairments, it can be overwhelming for those with sensory sensitivities. This delicate balance can hinder the effectiveness of inclusive teaching strategies. The findings are in line with Kwizera (2021) some teachers understand the importance of creating a positive learning environment as establishing a classroom climate that encourages or supports social interaction between teachers and students and students' interactions with other students.

Data in Table 2 shows that 13% of respondents agreed with the statement that the absence of labeling places a constraint on implementing inclusive strategies in primary schools. This implies that the absence of clear and consistent labeling in primary school classrooms can be a significant constraint when implementing inclusive teaching strategies. This lack of visual cues can create confusion and frustration for students with disabilities, hindering their ability to navigate the classroom environment independently and participate fully in lessons. The findings are similar to Lear (2022) as part of successful special needs education, each child must get the kind of individualized support that recognizes and celebrates their specific challenges and strengths.

This shows that addressing this issue requires a simple yet impactful solution: clear and consistent labeling throughout the classroom. This includes using large fonts, high-contrast colors, and visuals alongside text. Additionally, incorporating braille labels for students with visual impairments ensures everyone has access to the same information. The findings also are similar to the information given by HOS A during a face-to-face interview who claimed that;

> *Every building which is used by the teachers and learners is labeled, for example, classrooms are labeled to indicate the level of the class, likewise, the toilets and other places are labeled. This practice makes learners the utility of each building or place* (HOS A, Personal Communication, March 29, 2024).

The information from HOS A displays that most of the primary schools in the study area had labels that demonstrate the important places for learners to be informed and be aware of the utility of labeled places.

Data in Table 2 shows that 13% of respondents agreed with the statement that lack of orientation and mobility training as constraints in implementing inclusive strategies in primary schools. This implies that the lack of orientation and mobility training for students with visual impairments presents a significant constraint in implementing inclusive teaching strategies in primary schools. The findings are similar to the information given by HOS B during a face-to-face interview who claimed that;

> *... there is a shortage of Special education teachers to teach learners with disabilities in inclusive classrooms. This school has only two teachers specialized in special needs education teaching 163 pupils with different disabilities like deaf, intellectually impaired learners, and others. As such, teachers who are not specialized in special needs education cannot easily teach pupils with intellectual impairment* (HOS B, Personal Communication, March 29, 2024).

The information from HOS B displays that teachers striving to create a dynamic and engaging learning environment face limitations. Activities that involve movement, group work, or exploration within the classroom become challenging. Teachers may need to spend more time providing physical guidance, taking away from instructional time and potentially creating a situation where other students require less individualized attention. The findings are in line with (Khurshid and Malik, 2011) as such, the primary responsibility of the educational institutions is to provide specialized instruction and services required to meet the unique educational needs of learners with disability.

Data in Table 2 shows that 3.8% of respondents agreed with the statement that there is no proper seating arrangement in the classroom as a constraint in implementing inclusive strategies in primary schools. This implies that the absence of well-designed seating arrangements in primary school classrooms can be a significant constraint in implementing inclusive teaching strategies. Traditional rows of desks often fail to cater to the diverse needs of students in an inclusive environment, hindering participation, focus, and ultimately, the effectiveness of inclusive teaching methods. The findings are in line with Said's (2019) study noted that regular teachers were having a lot of difficulties in teaching hearing-impaired learners because classrooms were not prepared well enough to cover the needs of the hearing-impaired learners in terms of language communication, equipment, and other necessary elements towards the effective learning of hearing-impaired learners in inclusive setting.

Data in Table 2 shows that 38.9% of respondents agreed with the statement that the lack of assistive technology is a constraint in implementing inclusive strategies in primary schools. This implies that the lack of access to assistive technology (AT) presents a significant constraint in implementing inclusive teaching strategies in primary schools. Without these crucial tools, students with disabilities face barriers to learning and participation, hindering their ability to reach their full potential in an inclusive classroom. The findings are in line with Mumba, (2022),

whose study on hearing-impaired pupils needs more time for them to understand concepts during a lesson in class compared to their non-hearing-impaired pupils. This was because of a lack of teaching and learning material to cater to the hearing-impaired pupils.

Data in Table 2 shows that 27.8% of respondents agreed with the statement that negative stereotypes and prejudices as constraints in implementing inclusive strategies in primary schools. This implies that negative stereotypes and prejudices about disabilities can be a significant constraint in implementing inclusive teaching strategies in primary schools. These harmful attitudes can create a pervasive sense of low expectations and limit the opportunities for students with disabilities to learn and participate alongside their peers. The findings are in line with Kwizera (2021) who studied in some circumstances including deaf students together with regular students in the working group seems to be causing a problem among the students, which may indicate that deaf students may suffer socially in an inclusive setting, or at least in some of the activities intended to be inclusive. This shows that the impact of negative stereotypes goes beyond the emotional well-being of students with disabilities.

Data in Table 2 shows that 16.7% of respondents agreed with the statement that the lack of special play fields is a constraint in implementing inclusive strategies in primary schools. This implies that some might view the absence of dedicated special play fields as a barrier, it presents an opportunity to create a more inclusive play environment for all students in primary schools. Traditional playgrounds can sometimes inadvertently exclude students with disabilities due to physical limitations of equipment or lack of sensory adaptations. The findings are in line with Sarton & Smith, (2018) who study inclusion to work, the special school sector needs to be engaged and working with mainstream schools for the benefit of children with disabilities, especially in the arena of providing suitable education that is not just vocational but also supports particular kinds of disability. This shows that inclusive play fosters empathy, understanding, and a sense of community among students. Children learn to play alongside their peers with disabilities, breaking down stereotypes and building friendships. This inclusive approach to play prepares them to become more understanding and accepting individuals in the larger world.

Data in Table 2 shows that 9.3% of respondents agreed with the statement that schools do have steep stairs as constraints in implementing inclusive strategies in primary schools. This implies that the absence of steep stairs might seem like a minor detail, but it's a significant advantage in creating an inclusive environment for students with mobility limitations. Schools with single story layouts or readily accessible ramps eliminate a major barrier to participation, fostering a more inclusive learning experience for all students. The findings are in line with Saloviita (2020), who studied that the government should also consider providing more funding to improve the infrastructure such as buildings, washrooms, playgrounds, and ramps to cater to learners with special needs. This shows that this ease of access empowers them to move independently, fostering a sense of control and confidence. Additionally, teachers can plan

activities that involve movement and exploration throughout the entire learning space, without worrying about physical limitations imposed by stairs.

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

Summary of Findings

Regarding to the teaching and learning strategies, this paper found that, Classroom management is the responsibility of teachers teaching inclusive classrooms. Regarding collaborative learning in inclusive classrooms, teachers and learners have good cooperation in the whole process of teaching and learning. Teaching and learning resources are vital to learners with and without disabilities. However, some resources fit more learners without disabilities. Regarding participation in inclusive classrooms teachers are interested in teaching inclusive classrooms, likewise, pupils are interested in learning in inclusive classrooms. In meeting children's needs teachers must make sure the learner's needs are met.

This paper also focused on constraints faced by learners with disabilities. However, all of these were predicated because the constraints were not practical in the study area. Such constraints thought to be existing were the absence of latrines and slop stairs in inclusive classrooms, the problem of striking a balance in lighting a classroom, the absence of labeling important places, the lack of orientation and mobility training, and no proper seating arrangement in the classroom.

Conclusions

The paper concluded that the teaching and learning strategies determined in the study area have positive effects. All strategies are practical, for example, class management is observed by teachers as it is part of their training in their colleges. All the teachers teaching in inclusive classrooms observed all the strategies that were under their control and practiced them. Some struggles were fulfilled by the Ministry of Education, for example, the provision of teaching and learning resources which were very important for effective teaching and learning, especially for learners with disabilities. It also concluded that Constraints considered to be hindering the implementation of strategies were not the obstacles to the practice. None of the constraints observed affected the teaching and learning strategies. Everything was done according to the guidelines and instructions provided by the government on how to administer inclusive schools.

Recommendations

It also recommended that the Ministry of Education; teachers and learning strategies in inclusive primary schools can sustainably and effectively be implemented by providing more training, especially to regular teachers trained to teach in regular classrooms, in fact, therefore, the

government should propose compulsory special needs education to all teachers when they are pursuing their studies in the colleges. Its further recommended that even though teaching and learning strategies in the study area were not hindered by constraints. Yet, the schools should put more effort into making sure they eliminate any kind of constraints that can hinder the strategies of teaching and learning in inclusive classrooms.

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