Perception of Teachers on Physically Impaired Primary School Pupils within Inclusive Education in Tanzania: *(*A Case Study Zanzibar Island)

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Abstract: This paper investigated the perceptions of teachers on physically impaired primary school pupils within inclusive education in relation to the perception of teachers on the capabilities of the physically impaired primary school pupils within inclusive education. The study involved sampled inclusive primary schools situated in Zanzibar. The study employed both qualitative and quantitative research approaches. Data were collected through observations, questionnaire, interviews and documentary review. This study found that, the teachers who had not attended special need education course perceive negatively the physically impaired pupils, while teachers who had attended special need education course perceived positively. Also, it was found that presence of unskilled teachers, in conducive learning environments, problem of transport, shortage of teaching and learning materials, large number of pupils in one class are the difficulties which are facing the physically impaired primary school pupils. Further, the study realized that schools with high number of special need teachers, better provision of special services, and frequent organization of extensional activities with adequate peer and parental cooperation lead academic achievement of the learners with physically impaired primary schools pupils in inclusive education.

Keywords: perception, Teacher, Primary school, Pupils, Inclusive education and Zanzibar

1. INTRODUCTION

This study aimed at investigating the perception of teachers on the capabilities of the physically impaired primary schools pupils (PIPSP) within inclusive education; to examine the difficulties that the physically impaired primary schools pupils face within inclusive education, and to explore the measures for improving education provision to the physically impaired primary schools pupils within inclusive education. The chapter presents the background and the statement of the problem. It also presents the purpose, specific objectives and the questions, the significance, scope and delimitation and limitation of the study. It ends up with operational definition of key terms.

2. OBJECTIVE OF THE STUDY

The objective of this study is to investigate the perception of teachers of physically impaired primary school pupils within inclusive education.

2.1 LIMITATION OF THE STUDY

This study encountered some problems especially during the data collection process. Some respondents were reluctant to disclose some information because of fear. To overcome the problem, the researcher had to assure them of confidentiality and anonymity. Again, there was a problem of language barriers. To overcome the problem, the researcher had to translate the questionnaires and interview questions from English to local language. Moreover, some school heads were busy with administrative roles such that they could not keep their promises for a meeting with their teachers in order to inform them about the need to meet the researcher. To overcome the problem, the researcher had to frequently rearrange the meeting dates and times. Generally, there was a good co-operation of the respondents.

3. LITERATURE REVIEW

3.0 INTRODUCTION

This chapter contains a review of related literature, which examines the perceptions of teachers towards the capabilities and difficulties of physically impaired primary school pupils within inclusive education. The literature review is essential in research because it gives a researcher an insight into what has already been done in his/her area of study. It enables the researcher to know the kind of additional data needed for his/her study. This helps avoid duplication of work, enabling the researcher to address the identified information gaps (1).

3.1 THEORETICAL FRAMEWORK OF INCLUSIVE EDUCATION

It is a collection of interrelated ideas based on theories. It is a reasoned set of prepositions, which are derived from and supported by data or evidence (2). Social constructivism theory was adopted for this study because it is concerning with the construction of various ideas, attitudes and perception of phenomena. Socio constructivism theory can be defined as an epistemological principle and approach based on a sociological theory on knowledge developed (3). With regard to this approach, knowledge is socially constructed in communicative practice. Communication,

according to social constructionists, is a social process of constructing reality.

Social constructivism theory are redefining psychological constructs such as "mind", "self" and "emotion" as socially constructed processes, to be removed from the head and placed within the realm of social discourse. From this perspective "knowledge is not something people possess in their heads, but it is something people do together" (4). (5) Claimed that, the Vygotskian concept of mediations is more than a means for solving problems and creating learning possibilities. Rather, "the process of mediation-in-interaction can be understood as part of the methods by which members construct learning environments, tasks, identities, and contexts."

In accordance with Vygotsky's, concept contemporary scholars tend to promote an educational model in which the borderlines between ordinary and special education tend to be less distinctive – almost to the degree of destruction (6). Consequently, ordinary education has to become "inclusive" (7). Research indicates that the development of the special educational system has been characterized by basic forms of inclusion, internal as well as external. The process of inclusion in contemporary, tend to be implemented in a somewhat spontaneous fashion (8). This was recognized in the practice of special education and later became the theoretical basis for inclusive education (9)

Vygotsky studied the psychological development among disabled children. The significance of Vygotsky`s defect logical research may be valued by its general influence on the psychological theories on the development of higher mental functions – reflected in the basic works on developmental psychology (10).Vygotsky`s theory on his cultural-historical theory was significant for the practice of inclusive education. There is quite a wide range of perspectives on and approaches to Vygotsky`s theories and methodology concerning upbringing education and evaluation of CWDs. Vygotsky`s developmental approach including the concept of Zones of Proximal Development, the concept of social situation of development, the concept of leading activity and age-related psychological new formations, the dynamic and socio-cultural approach to disability - including the idea of the structural complexity of disabilities (11). Vygotsky's concept introduced a new understanding of disabilities as a developmental process, rather than static condition not as the sum of the disabled child's defects and his shortcomings

3.2 REVIEW OF RELATED LITERATURE.

Many studies have been conducted on inclusive education for pupils with disabilities especially on visual and hearing impairment. (12) Conducted the study on the community perception of the disabilities and its effects to the

handicapped. The study concluded that many communities have negative perception about the disabled people. For example, The parents do not expose their children to the society at large.

(13) Conducted the study of perception of teachers and pupils of social support for students with disabilities in inclusive primary school in Dar-es-Salaam. The findings revealed that, many teachers who get training concerning education for special needs do perceive positively all the physically impaired primary school pupils in inclusive learning; while the teachers who have not attended education of special needs do perceive negatively pupils with disabilities. The children who are physically impaired have been neglected and do not provide with formal education. In some societies these children are marginalized and even deliberately killed. hence, identifying them as people of no use in the society.

(14) Conducted a study on perception of university teachers about children with physical impairment. The study revealed that teachers believed that children with physical disabilities, with appropriate training, could develop their reading, writing, mathematical, social and vocational skills like other children. They suggested that inclusive schools should offer technology devices, note takers, interpreters, classroom materials so as to provide the most productive learning environment to children with physical disabilities.

In another study, (15) obtained the opinions of students having high-incidence disabilities from preschool to grade 12 on academic performance. They found that students with high-incidence disabilities in inclusive classrooms wanted the same books, materials, activities, homework and group teaching as that of their peers without disabilities. It was also found that their peers agreed with them on the terms that everyone should learn fairly. The entire sample appreciated the services of a teacher, who slowed down the instruction, made the concepts clear and taught using learner-centred strategies. The study recommended that, teachers should change their teaching methods while teaching learners with high-incidence disabilities.

(16) Conducted a study of primary school teachers in teaching inclusive classes. The study found that teachers were willing to include children who had physical impairment in their schools in separate classes if resources were available for support. Moreover, teachers were often reluctant to teach inclusive classes by pointing at their lack of knowledge and experience in teaching learners with disabilities and demanded additional training. The study suggested that government support for training, financial incentives and provisions for inclusion in the educational policy are enabling factors for effective teaching of learners with disabilities in inclusive schools.

(17) Conducted a study on the development of inclusive education in Tanzanian Primary Schools. The study investigated from different angles the development of inclusive education in the Tanzanian primary schools. The findings of the study are mainly reported that, in 1994 the Tanzania Government ratified the Salamanca statement which emphasizes the need to provide children with special need basic education and sees indispensable step to reach the goal set at the education for all.
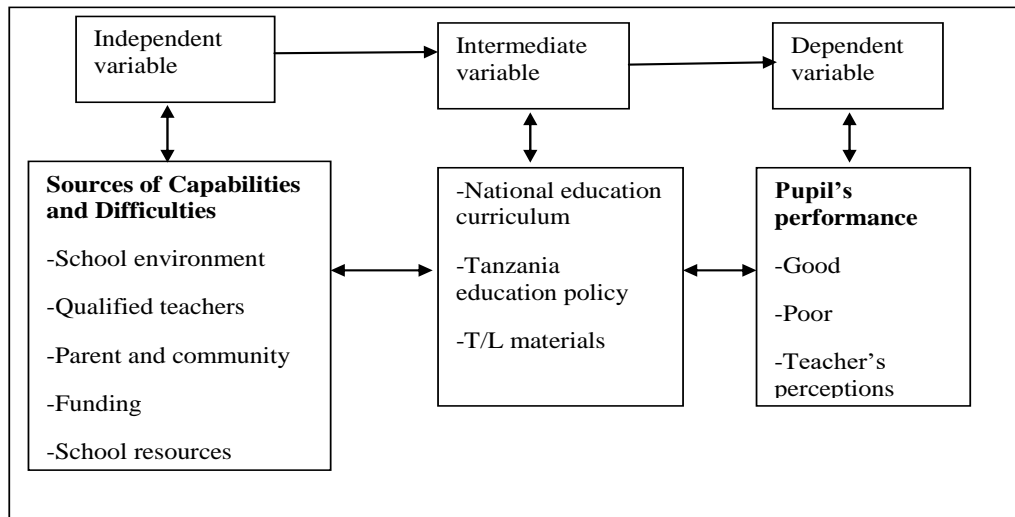
3.3 CONCEPTUAL FRAMEWORK

The Conceptual Framework on investigating the perception of teachers on capabilities and difficulties of physically impaired primary school pupils within inclusive education is divided into three parts, these are; Independent variable, Intermediate variable and Dependent variables as Figure 2.1 shows.

In this study, the independent variables includes the source of capabilities and difficulties of the physically impaired primary school pupils within inclusive education such as school environment, qualified teachers, parent and community, funding and school resources. School environment was the source of good or poor performance of pupils. For example: The presence of good classrooms, furniture, special latrines and other essential teaching and learning materials. Also, the presence of good qualified teachers who have education for special needs, parents and community support contributed to pupil's good performance.

Intermediate variables consists the National education Curriculum, Tanzania Education Training Policy (TETPO) of 1995 and current (TETPO) of 2014 which emphasized the presence of inclusive education and Special teaching and learning materials.

Dependent variables consists the performance of physically impaired pupils either good or poor depending on the services given in the process of teaching and learning. From these products, the teachers' perceptions were observed. To implement inclusive education in classrooms, it is important that teachers provide an effective and stimulating educational environment for all pupils. In addition, teachers experience and their training significantly influence their attitudes and perceptions (18 Research indicates that adequately trained professionals are required for a pupil with special needs (19). Teachers existing knowledge is not always sufficient for inclusive teaching. Many teachers have claimed that inclusion policies forced them to enter areas they were unsure about or not interested in (20). On the other hand, the appropriate educational backgrounds of teachers have a positive impact on inclusive teaching (21).

Adopted and modified from (22).

Figure 2. 1: Conceptual Framework

4. METHODOLOGY

4.0 INTRODUCTION

This section presents the methods of inquiry employed by this study. It covers the research design, research approach and data analysis procedures.

4.1 RESEARCH PROCEDURE

This study used phenomenological design in investigating the perception of teachers on capabilities of physically impaired primary school pupils within inclusive education because the phenomenology design is concerned with the study of experiences from the perspective of participants of the study. It provides a deep understanding of a phenomenon as experienced by several participants of the study (23)

Phenomenology design is not only a description, but it is also seen as an interpretive process in which the researcher makes an interpretation of the meaning of the lived experiences (24). This means the researcher mediates between different meanings data provided by the study participants through their lived experiences. The researcher's bias regarding the phenomenon under study could lead to misinterpretation of the data and erroneous conclusions, regardless of the detail and thoroughness or the study. As difficult as it may be, researcher must attempt to limit their personal bias and approach the phenomenon with open mind (25). Accordingly, the researcher has to set aside his/her preconceived experiences to take an open perspective and best understand the study participants' experiences toward the phenomenon under study.

According to (26) phenomenological analysis does not aim to explain or discover causes instead its goal is to clarify the meanings of phenomena from lived experiences. Phenomenological methods are particularly effective at bringing to the fore the experiences and perceptions of individuals from their own perspectives. Thus, phenomenological practice within a human science perspective can result in valuable knowledge about individuals' experiences (27).

In phenomenology design, data analysis includes the highlighting of significant statements, sentences, or quotes that provide an understanding of how the participant experiences the phenomenon (28). Data can lead to numerous interpretations of the participants of the experiences, it is, therefore necessary to develop clusters of meaning from the significant statements into themes (29). Statements and themes developed from the clusters of meaning are then used to develop descriptions of what the participants experienced, or textural descriptions, and descriptions describing the context or settings that influenced the experiences, or structural descriptions (30).

Therefore, phenomenology as a study design investigates the lived experiences of study participants. It provides a means to uncover deep understanding of study participants through their lived experiences on the phenomena under study. In this study, phenomenology design was appropriate as it enabled the researcher to capture perceptions of the teachers through their experiences on the capabilities of physically impaired primary school pupils within inclusive education.

5. DATA PRESENTATION AND ANALYSIS

5.0 INTRODUCTION

The purpose of this study was to investigate the perception of teachers on physically impaired primary school pupils within inclusive education. The study involved 48 teachers from six government primary schools in Zanzibar Island which had inclusive education system. Schools were anonymously named **A** to **F** for ethical purposes.

5.1 RESPONDENT'S DEMOGRAPHIC CHARACTERISTICS

This section gives brief characteristics of respondents involved in this study. It presents the characteristics associated with sex of the respondents, age group, and education level, school of respondents and working experience of the respondents. This data (information) were obtained through interview and questionnaire. This demographic information of respondents is very important in addressing validity by involving relevant respondents in the study.

5.2 RESPONDENT'S SEX STRUCTURE

Both males and females participated in this study. The frequency of male account to four (8.4%) whiles the frequency of female account to 44 (91.6 %.) The highest number of respondents was that of females rather than males, this is because the majority of teachers in many schools were females especially in primary schools which were found in urban areas.

5.3 RESPONDENT'S AGE GROUP

The respondents arranged into age groups from 21 to 60 years old. The highest frequency was between 31-40 years old which accounted 26 (54%) of the respondents. The smallest frequency was between 51-60 years old which accounted two (4.1%) of the respondents.
Generally the data show that, the large group of teachers ranged between 31- 40 and others ranged between 21-30 were eight (25%) and those who were ranged between 41-50 were 12 (35.4%).

5.4 RESPONDENT'S WORKING EXPERIENCE

All respondents from questionnaires, and interviws were asked to give information about their working experience in teaching profession in their respective posts. The aim of this aspect was to ensure that the analysis of the collected data from the respondents is relevant for the study at hand.
From the data it was found that the working experience of participants ranged between 1 to 30 years. The highest frequency of working experience was between 11 to 20 years which accounted for 29 (60.4%) of the respondents. The

smallest frequency of working experience ranged 21 to 30 years which included 12 (25%) of all participants. From 1 to 10 the frequency was eight (16.6%). Generally the findings show that most of respondents ranged their experience between 11 to 20 years.

5.4.1 RESPONDENT'S EDUCATIONAL LEVEL

Respondents were also asked to provide their educational qualification. This was important in capturing data from appropriate respondents who were qualified to teach in

primary schools. The education level varied from primary education level to Diploma. The highest frequency of education level was that of teacher's certificate of normal education which accounted about 30 (62.data showed that the teachers5%) of all respondents. The smallest frequency was shown in the level of Special need Education which accounted six (12.5%). Teachers Diploma of normal education accounted 12 (25%) of the respondents. Generally the data show that the large group of respondents had certificate level of normal education.

Table 4. 1: Respondent's Demographical Characteristics

Variable	Category	Freq.	Percent
Sex	Male	4	8.3
	Female	44	91.6
	21-30	8	16.6
Age group	31-40	26	54
	41-50	12	25
	51-60	2	4.1
	Cert. of Special Need Educ.	6	12.5
Ed. Level	Normal Cert of education	30	62.5
	Diploma of Special Need	0	0
	Normal Diploma of ed.	12	25
	1-10 years	8	16.6
Work experience	11-20 years	28	58.3
	21 – 30 year	12	25

Source: Field Data (2015)

Table 4. 2: Distribution of Teachers' Perceptions by Frequency and Percentages

Statements	Agree		Undecided		Disagree	
	F	%	F	%	F	%
1. Physically impaired primary school pupils can read and write English and Swahili language	30	62.5	8	16.6	10	20.8
2. Physically impaired primary school pupils can calculate the numerical numbers.	38	79.1	4	8.3	6	12.5
3. Physically impaired primary school pupils can speak well English and Swahili language.	35	72.9	5	10.4	8	16.6
4. Physically impaired primary school pupils can perform well in the academic activities compared to non physically impaired.	33	68.7	5	10.4	10	20.8
5. Physically impaired primary school pupils can contribute well in the classroom activities during the learning and teaching process	30	62.5	4	8.3	14	29.1

6. Physically impaired primary school pupils can pass their examinations well than non physically impairment.	35	72.9	5	10.4	8	16.6
7. Physically impaired primary school pupils can make their own sentences and comprehensible to English and Swahili language.	40	83.3	2	4.1	6	12.5
8. Physically impaired primary school pupils can draw the map and other diagrams properly.	36	75	4	8.3	8	16.6
9. Physically impaired primary school pupils can solve the mathematics equations.	34	70.8	5	10.4	9	18.7
10. Physically impaired primary school pupils can learn subjects like others who are not physically impaired primary school pupils.	35	72.9	2	4.1	11	22.9
TOTAL	346	721	48	91.3	99	187
PERCENT	34	72.1	5	9.13	9	18.7

Source: Field Data, (2018)

As indicated in table 4.2 above, about the 34 (72.1%) of respondents were in agreement that physically impaired primary school pupils were capable of doing different classroom academic activities. However, nine (18.7%) respondents were in disagreement that PIPSP were capable of doing different academic activities, while four (9.13%) respondents were undecided. Therefore the results indicate that, teachers who taught in the selected school of inclusive education some of them had positive perceptions of PIPSP while some of teachers perceived.

The first item in table 4.2 asked whether the PIPSP can read and write English and Swahili language within inclusive education. About 30 (62.5%) respondents agree and eight (16.6%) respondents were undecided. On the other hand about 10 (20.8%) respondents were in disagreement. This shows that some teachers who teach in inclusive schools have no knowledge about the PIPSP. Also, the researcher used interview for the respondents

The second item asked whether the physically impaired primary school pupils can calculate the numerical numbers. The results shows that the 38 (79.1%) respondents were in agreement, four (8.3%) respondents were undecided and six (12.5%) respondents were in group of disagree. Therefore due to this result shows that the majority of the respondents were in agreement because the reality is that, many PIPSP were affected in arms and legs, and other physically parts but were mentally fit. Therefore their brain capacity was equal to others. The researcher interviewed some teachers who had not attended special need courses for disabled pupils in one among of the selected schools especially school D.

The third item from table 4.2 inquired whether the physically impaired primary school pupils can speak well English and Swahili language. The results shows that 35 (72.9%) respondents were agree, five (10.4%) respondents were undecided and eight (16.6%) respondents were disagreement. This shows that the majority of respondents agree because the researcher also some of witnessed physically impaired pupils speaking well during the communication with teachers and other fellows. On the other hand, the educational backgrounds of teachers were found to have a negative impact on inclusive education because they did not know how to teach the physically impaired pupils. In an interview which conducted to the one of the respondents who attended in special needs course for one year from school A.

Also, another item asked respondents on whether the PIPSP whether can perform well in the academic activities compared to none physically impairment.

The results shows that 33 (68.7%) respondents were agree, five (10.4%) respondents were undecided and 10 (20.8%) respondents were disagreed. Due to lack of knowledge about inclusive education lead some respondents to be in a group of undecided. From the focus group discussion which was conducted to teachers, one among the respondent who attended one year course of special needs education from school E.

The researcher also asked the respondents whether the PIPSP can contribute well in the classroom activities during the learning and teaching process. In this item, the results shows that 30 (62.5%) respondents were agreed, four (8.3%) respondents were undecided and 14 (29.1%) were disagreed. This indicates that some teachers needed to get the course of how to teach the pupils who have special needs in order to help them. Many teachers have not attended any course of teaching the physically impaired pupils even though many of them showed a positive response.

From the interviews which were conducted to teachers in various selected schools one of the respondents from school F who had not attended.

Moreover, the researcher asked whether PIPSP can pass their examinations well rather than none physically impaired.

From this item the respondent's results were as follows: 35 (72.9%) respondents were agreed, five (10.4%) were undecided and eight (16.6%) were disagreed. This indicates that some teachers were not sure about what they know concerning the inclusive education.

Also, the researcher asked the respondents about the ability of PIPSP on constructing their own sentences whether can make their own sentences and comprehensible to English and Swahili language. The results of this item were 40 (83.3%) respondents were agreed that, PIPSP can construct their own comprehensible sentences in both English and Swahili. two (4.1%) respondents were undecided and six (12.5%) respondents were disagreed. The majority of respondents agreed because some of PIPSP were doing well in the classroom during the learning and teaching processes. One among of the teachers who teach the inclusive classes from school E.

The researcher also asked respondents on whether the PIPSP can draw the map and other diagram properly. The results showed that 36 (75%) respondents were agree, four (8.3%) respondents were undecided and eight (16.6%) were disagreed. This indicates that some teachers who teach in these classes were needed to have knowledge about inclusive education.

In addition, the researcher asked respondents on whether the PIPSP can solve the mathematical equations. The results shows that 34 (70.8%) respondents agreed; five (10.4%) respondents were undecided and nine (18.7%) were disagreed. This indicates that some teachers perceived negatively the physically impaired primary school pupils. They view them as unable to do anything academically. The researcher conducted interviews to teachers who teach in selected schools. One of the teachers from school B

In the same way, the researcher moreover asked respondents on whether PIPSP can learn subjects like others who are not physically impaired. The results shows that, 35 (72.9%) respondents were agreed the statement, two (4.1%) respondents were undecided and 11 (22.9%) respondents disagreed the statement. From this it indicate that some respondents had little knowledge about inclusive education because the majority of them have not attended to the special needs education.

From the findings of this section, it is observed that, some teachers who teach in inclusive classrooms have got little knowledge of treating these disabled pupils especially PIPSP. As a result, learner with physically impaired get poor services in teaching and learning processes. Due to presence of this poor services also it leads the performance to be poor. Some of teachers who are not attended to special needs perceive negatively all the PIPSP due to having little knowledge concerning inclusive education, while those who have attended special needs education perceive positively all the PIPSP.

5.4.2 DIFFICULTIES THAT THE PHYSICALLY IMPAIRED PRIMARY SCHOOL PUPILS FACE WITHIN INCLUSIVE EDUCATION.

This section presents the perception of the teachers on the difficulties that the PIPSP face within inclusive education. Findings presented here based on data collected through personal interviews, FGD, and researcher observation. The findings revealed that, the physically impaired primary school pupils faced the following difficulties: inadequate trained special needs teachers, insufficiency teaching and learning materials, in conducive learning environment, large class size, and transport and school infrastructures.

5.4.3 INADEQUATE OF TEACHING AND LEARNING MATERIALS

Through Personal interview and questionnaire with teachers, it was revealed that, insufficiency of teaching and learning materials is among the difficulties encountered by PIPSP in inclusive classrooms. The respondents showed that 60% of teaching and learning materials were not available in the school where the physically impaired pupils were learning. For example: classroom tools which helped them to facilitate their learning.

5.4.4 FINANCIAL DIFFICULTIES

Through personal interviews it was found that, lack of financial services to support learners with disabilities in inclusive schools negatively affected achievement of the learners. Teachers argued that learners with disabilities were not included in the primary education development budget. That means, they could not get financial support through development grants as it was earmarked only for normal learners. This contributed to the lack of motivation to learn. For example, one teacher from school C.

5.5 LARGE CLASS SIZES

From the focus group discussion, personal interview and researcher's observation revealed that, many schools which conduct inclusive education face a problem of fewer classes, as a result the large number of pupils learn in one class. Teachers who teach in these classes cannot afford to serve these disabled pupils because of large number of pupils in the classroom.

5.5.1 INADEQUATE TRAINED SPECIAL NEEDS TEACHERS

Through the focus group discussion, personal interview, researcher's observation and documentary reviews. It was found that, many schools which special needs education teachers who get one year course. The majority of teachers in these schools had attended only one week seminar which was not enough compared by the needs of the physically impaired primary school pupils. The reviewed documentary from the six selected schools showed that, in school A the total number of teachers were 57 but only 1 teacher had one

year course of special needs education and the 50 teachers had one week seminar of inclusive education which was not enough to serve the physically impaired primary school pupils. Seven teachers in this school had no knowledge about inclusive education. Therefore they knew nothing about inclusive education.

In school B, the total number of teachers was 48 only 3 teachers had one year course certificate, 37 teachers had one week seminar and 8 teachers had attended nothing. In school C the total number of teacher was 62, where by only 2 teachers had attended one year course and 51 teachers had attended one week seminar while 9 teachers had not attended any seminar concerning special needs education.

School D had 65 teachers, whereby only 1 teacher had attended one year course and 58 had attended one week seminar and 6 teachers had not attended anything.

In school E the total number of teachers was 45, no one had one year course but only 40 teachers had attended one week seminar and 5 teachers had not attended anything. In school F had 53 teachers, no one had attended one year course; there were only 47 teachers who had one week seminar and 6 teachers had not participated anywhere for special needs education.

These findings indicate that, the majority of teachers who teach in these six selected and other schools had no knowledge concerning inclusive education. As a result all physically impaired pupils who learn in these schools cannot get good services from their teachers, because the teachers have no knowledge about inclusive education. The table 4.4 below shows the total number of teachers in the six selected schools with their professionals.

Table 1.4: Documentary Reviews of Teachers Professional

Name of school	Total no. of teachers	Certificate of special need one year course	One week Non-special Seminar teachers	
A	57	1	50	7
B	48	3	37	8
C	62	2	51	9
D	65	1	58	6
E	45	0	40	5
F	53	0	47	6
Total	**330**	**7**	**283**	**41**

Source: Field data (2015)

6. CONCLUSION

Basing on the findings presented above, this study draws the following conclusions: many teachers who have not attended to the special needs education have a little knowledge concerning inclusive education. Therefore, this lead these teachers to perceive negatively all the physically impaired primary school pupils within inclusive education while those who got training of special need education perceive PIPSP positively.

Similarly, Inadequate trained special needs teachers in special need pupils' classrooms with physically impaired pupils, shortage of books and other teaching and learning materials, in conducive learning environment, large class size, transport and school infrastructure are the main difficulties which faced by the PIPSP within inclusive education. These difficulties led to contribute to poor academic performance of PIPSP in particular.

Lastly, teacher's motivation and training, conducive learning environment, conducting remedial classes, parent's involvement and community awareness/support and teaching and learning materials are the main solution of reducing difficulties which faced PIPSP within inclusive education. Generally, teacher's motivation and training is the immediately measures which needed to be taken in order to improve provision and to reduce the difficulties which physically impaired primary school face in inclusive education.

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