Parent's Social Factors Influence on Enrolment of Students with Disabilities in Inclusive Public Primary Schools in Tanga Municipality, Tanzania

Joseph Baltazari, Rev. Dr. Eugene Lyamtane, Rev. Dr. Peter Siamoo (Ph.D.)
Mwenge Catholic University, P.O Box 1226, Moshi-Tanzania
josephmwenda507@gmail.com

Abstract
The study aimed to investigate the parents influence on enrollment of students with disabilities in public inclusive primary school in Tanga municipality, Tanzania. The study was guided by Social Model of Disability which explains the barriers that exists in society. The study employed convergent mixed method research design whereby probability and no probability sampling techniques were used. The target population of the study included the head teachers, teachers, parents, District Education Official and students with disabilities. The sample for the study was 88 respondents including 30 students with disabilities,30 parents with children with disabilities, 24 teachers teaching inclusive education and 3 head teachers of primary school offering inclusive education in Tanga municipality. The study used interview guide, questionnaire, focus group discussion and observation guide in data collection. Data was analyzed by using Statistical Package for Social Sciences (SPSS) version 22 and presented through percentages, frequencies, tables and direct quotations. The study found that parental social factors do influence enrolment of SWDs in inclusive public primary schools. The study recommends that there is need for a sustained and targeted awareness campaign can increase understanding that education is a basic human right, not only to encourage parents to send their children with disabilities to school, but to make the wider community aware such children should attend school, and should be part of mainstream classes.

Keywords: Parents Influence, Enrolment, Students with Disabilities, Inclusive Schools

1. Introduction

Enrolment of students to schools involves getting children of a school age to school and to be retained in school to complete the required level of education. According to Filmer, Hassan and Pritchett (2006) enrolment of children to primary school, gives opportunities to all children to acquire education regardless of their social class, gender, disabilities or even geographic settings. In recognition of the importance of children's enrolment to education, many global commitments that strive to ensure that all children receive education, an obligation ratified by most countries including Tanzania has been put in place (UNESCO, 2007). Parents influence is one of the most important aspects on enrollment of the students with disabilities in schools as children at primary school level seem to depend on parental decision about when to begin attending school and which school to attend to. Children with disabilities are even more likely to depend on their parents for their entire livelihood.

Various international declarations, such as the UNESCO's Salamanca Statement (UNESCO, 1994), which was seminal in focusing attention on the need for educating children with disabilities, conceptualized parents as "privileged partners" in the education of their child. It noted their inherent rights to be consulted and promoted their participation in the planning and provision of their child's educational needs. While such intentions are commonly seen in international policy discourse, their translation in practice is far more complex, and has been addressed differently in various national contexts. Even in England, where special educational needs (SEN) legislation positions parents as partners in the education of their child (Department for Education, 2014). Parents are more likely to be seen as a problem by the local education authorities and schools in implementation of inclusive education (Macleod, Pirrie, McCluskey, &Cullen, 2013). Additionally, studies show that most of the parents prefer to enroll to schools children without disabilities and hide /lock at home the children with disabilities due to different factors including negative attitude (Crozier & Davies, 2007; Byrne, 2013). However, issues' relating to the role of parents in contexts where state education is still not as wide spread and schooling provision is at an early stage of responding to the needs of children with disabilities, are of equal, if not more, important.

Children with disabilities have unique educational needs. In order to meet their unique needs they must be enrolled in inclusive schools to access specialized service and the parents are the ones who are responsible for making sure that if children reached the school age must be enrolled in the schools. In the year 2000, UN General Assembly unanimously agreed on a goal of access to education for all children by 2015 EFA. UNESCO got the authority to implement this goal but still enrollment for students with disabilities continues in a low speed. Some of the challenges that hinder parents to play their role towards enrolment of children with disabilities include parental level of education, parents' income, parents' attitude, environmental and family size (Odongo, 2018). That is why the purpose of this study was to focus on parent's social factors influence on enrolment of students with disabilities in inclusive public primary school. The objectives include, social factors influence parents to enrolment of students with disabilities.

Later on the idea spread to countries such as the USA, Canada and the UK. Today throughout the world education is recognized and special educational needs and disabilities is an established key policy objective in many countries (Linchsay, 2007). Due to the importance of educating all children despite their physical or psychological conditions, they have been different international declarations to safeguard children's rights.

The approach of inclusive education/non-discrimination aims at bringing equity to all children in accessing their needs. Also the approach was set to overcome discrimination incidences that were happening in which children with disabilities were highly neglected. For example; Winzer (1993) observes that with rare exceptions, disabled persons were regarded with aversion and subjected to astounding cruelty; in most cultures they were scorned as inferior beings and they were deprived of rights and privileges. Their afflictions were misunderstood, frequently looked upon as having supernatural causes and therefore being un-amenable to human treatment. The provision of education to children with disabilities has now gained momentum across all countries in the world.

Many countries of the world have embraced inclusive education. In United States of America about 96 percent of students with disabilities attend mainstream schools while 4 percent attend institutions dedicated to students with severe disabilities. Six percent of gifted and talented students are provided with special services in mainstream school settings (United States

Department of Education, 2008). This demonstrates successful implementation of inclusive education. Countries in Africa like Ethiopia, Uganda, Burkina Faso, South Africa and Kenya have enacted legislations and policies to implement inclusive education (UNESCO, 2008). In South Africa the inclusive education pilot project provided adequate teacher capacity building leading to increased enrolment (Republic of South Africa, 2002). The initiative laid a solid foundation for pragmatic inclusive education since it involved all stakeholders in education.

A number of barriers to inclusive education have been identified in a number of countries; for example, in Malawi, lack of coordination between stakeholders (Chireshe, 2011), in South Africa, lack of knowledge among teachers (Porters, 2008) and in Zimbabwe, lack of resources, lack of training among teachers, lack of commitment by policy makers (Mushoriwa, 2002; Musengi, 2010). Studies in Zimbabwe for example, Musengi (2010) and Chireshe (2011) have all made numerous recommendations aimed at improving inclusive education. The recommendations include: running awareness campaigns, coordinating stakeholders, training of teachers and availing resources.

In Tanzania, education as an equal right has been expressed in various national policies, legislation and guidelines. The Education Act (1978) put forward compulsory schooling and regular attendance at primary level of education. Later on, compulsory schooling was extended to secondary education by the Education and Training Policy (2014). It is the responsibility of parents to ensure that their children are enrolled in schools and attend regularly. The Education and Training Policy (1995) endorsed the right to pre-primary and primary education and adult literacy to all citizens as a basic right include children with disabilities. In addition, the Education and Training Policy made a point to promote and facilitate access to education to disadvantaged social and cultural groups. The policy recognizes that measures need to be taken to ensure that all children of school going age are enrolled in schools. This is to ensure that all children who have reached the age of being at school to be given the opportunity to education without any sort of discrimination. The National Policy on Disability further emphasizes the need to improve and increase skills training for persons with disabilities, in settings that accommodate both disabled and non-disabled trainees (National Policy on Disability, 2004).

Despite the existence of policies and strategies on the implementation of inclusive education in Tanzania, the enrollment rate of students with disabilities has not been good. For example UNESCO, (2012) revealed that, in 2011, only 0.35% of all children enrolled in primary schools were children with disabilities. The enrollment was extremely low when compared with the estimated 7.8% of the population with disabilities in Tanzania and indicate that most children with disabilities might not be enrolled in schools. Evidence from studies done across the country indicate that even though there is Free Primary Education, there are still underlying factors that are contributing to the low enrolment of children with disabilities in our country . For example a study by Mmbuji (2017) in Morogoro region showed that only 81 students with special needs (45%) completed their primary education from 2009 to 2013.

The national trend of United Republic of Tanzania in Education Sector Performance Report(2018/2019) shows the distributions of pupils with disabilities enrolled in primary schools were: Visual Impairment (1,181) Hearing Impairment (7,212) Physical disability (14,806) Intellectual Impairment (15,177) Albinism (2,778)Deaf blindness (806) Autism (1,846) Low vision (5,849) (Education Sector Performance Report, 2018/2019)

A total of 2,485 regular primary schools have identified to be inclusive primary schools. Additionally, the effort done by the government of Tanzania to ensure that this child with special needs achieve education but still enrollment for the students with disabilities are still low. The scenario of having few number of the children with special needs enrolled to primary schools led the Ministry of TAMISEMI at the begging of this year January, 2021 under the minister MrSelemanJafo to call a meeting in Mwanza of all DEO from different councils in Tanzania to discuss mechanisms to ensure that all children with disabilities who were locked and hidden at home by parents are enrolled in primary schools. This national campaign of taking and identify children with special needs at home and bring them to schools is an evidence that the number of students at school are few while large number were locked and hidden at home. Along with other factors, this raises a concern that there may be a number of barriers facing the parents to play their role to enroll their children to inclusive primary schools not only in Tanga but also in other part of our countries. This makes the need of a supportive study on the parents influence on enrolment of students with disabilities in inclusive public primary schools.

According to Population and Housing Census (PHC) 2002, Tanga municipality was estimated to have population of 242,640; however according to the 2012 PHC Tanga municipality reported to have a population of 273,332 from 61,307 households, where 14,449 were the children with different types of disabilities. Moreover, situation analysis showed that between 2.4% to 2.8% of children less than 15 years old in Tanga Municipality were living with disability, among them 50.6% to 51.5% were girls. It was estimated that 500-900 households in Tanga municipality had a child with disability who was at school going age. Those children with disabilities were hidden at home instead of being taken to school as normal pupils and most of them were locked at home due to lack of support when their normal peers attended the school. There was limited value placed on education by parents where as they preferred to take to school the children without disabilities than the disabled children (source: Fida and FPTC, 2017). Along with other factors, this raises a concern that there may be a number of barriers facing the parents to play their role to enroll their children to inclusive primary schools not only in Tanga but also in other part of our countries. This makes requirement of a supportive study on the parents influence on enrolment of students with disabilities in inclusive public primary schools in Tanga municipality.

In Tanga municipality, there are four public inclusive primary secondary schools offering inclusive education from standard one to standard seven. These schools enroll students with and without disabilities. The enrollment of students with disabilities in inclusive primary at one of the school in Tanga Municipality the data shows that, the students who were enrolled for four consecutive years were 4 in 2015, 3 in 2016, 5 in 2017 and 5 in 2018 (Anna,2018) .This raises a concern that there were number of barriers facing the parents to play their role to enroll their children to inclusive primary schools not only in Tanzania but also in other countries. This situation registered a need for a study to be conducted to investigate parents influence on enrollment of students with disabilities in inclusive public primary schools in Tanga municipality in Tanzania taking into consideration of the economic status, social aspects and resources availability of which literature has said too little. Therefore, to fill this gap, this study investigated parent's social factors influence on enrolment of students with disabilities in inclusive public primary schools in Tanga Municipality.

2. Statement of the Problem

Inclusive education is the practice of teaching learners with special education needs alongside their peers without disabilities while accessing high quality education in regular classroom setting, instead of segregating them in special classrooms. Inclusive education emanates from the belief that the right to education is a basic human right and a foundation for a more just society. Any student can learn and benefit from education. Schools should therefore adapt to the needs of all students. The advantage of using inclusive classrooms is to help students with disabilities not feel being segregated.

Despite the existence of policies and strategies on the implementation of inclusive education in Tanzania, the enrollment rate of students with disabilities has not been good. For example UNESCO, (2012) revealed that, in 2011, only 0.35% of all children enrolled in primary schools were children with disabilities. These percentages were extremely low when compared with the estimated 7.8% of the population with disabilities in Tanzania and indicate that most children with disabilities are not enrolled. Evidence from studies done across the country indicated that even though there is Free Primary Education, there are still underlying factors that are contributing to the low enrolment of children with disabilities in our country. For example a study by Mmbuji (2017) in Morogoro region showed that only 81 students with special needs (45%) completed their primary education from 2009 to 2013. The trend shows that, in 2016, the distributions of pupils with disabilities enrolled in primary schools were: deaf/blind (6,318), deaf/mute (512), physical disability (11,839), low vision (3,767), and blind (2,182) (URT, 2016). This suggest that though students with special needs are enrolled in inclusive education, the schooling process is not friendly to most of them as less than 50% do complete primary education. These factors might be varied as indicated in studies donebyMkonongwa,(2014) conducted a research on perception on implementation of inclusive education in primary school in Mbeya, also studies done in other areas of the country (Esau 2018) such as culture, household income, gender and parents perception factors that are contributing to the low enrolment of children with disabilities.

Along with other factors, this raised a concern that there may be a number of barriers facing the parents to play their role to enroll their children to inclusive primary schools not only in

Tanzania but also in other countries. In Tanga municipality, there were four public inclusive primary schools offering inclusive education from standard one to standard seven. These schools enroll students with and without disabilities. This situation leaves a need for a study to be conducted to investigate parent's social factors influence on enrollment of students with disabilities in inclusive public primary schools in Tanga municipality in Tanzania. Therefore, to fill this gap, this study investigated parent's social factors influence on enrolment of students with disabilities in inclusive public primary schools in Tanga Municipality.

Research Question

The study was guided by the following two research questions.

1. To what extent does parental social factors influence enrolment of SWDs in inclusive public primary schools in Tanga Municipality?.

3. Significance of the Study

This study extended knowledge of inclusive education to parents and the community at large to understand their role towards enrollment for the students with disabilities in inclusive schools. Additionally, this study equipped parents and guardians with knowledge that promotes inclusion and remove students with disabilities in socially, physically and psychologically barriers. The study also be of value to policy makers and educational stakeholders since it provided information on the actual situation of inclusive education in Tanga Municipality. This study can be used as point of reference to other researchers who wish to do their researches in inclusive education. Finally, the findings of this study made value in the body of knowledge in the field of inclusive education.

4. Literature Review

Parents' Social factors influence enrolment of SWDs

Merrab (2016) conducted the study on factors influencing attitudes of the educators (managers, administrators and teachers) in regular primary schools towards inclusive education in USA. The study adopted descriptive survey design and purposive sampling was used to get the study

sample which consisted of 20 administrators and 120 teachers from 20 schools. The study found out that in the schools where slight practices of inclusive education were going on, or where some teachers were undergoing special needs training. Some factors that were found influencing the attitude of teachers were the large classes, as result of free primary education and handling these large classes with limited or sometimes inadequate teaching and learning materials. The study recommended purchase of equipment suitable for disabled learners; training of teachers; the need to create awareness among the community; and establishment of an inclusive curriculum to cater for special learners.

The study showed the attitudes of administrators and teachers in regular primary schools towards inclusive education. However, the study left out the parents social factors influence on the enrollment of children with disabilities despite the fact that they are the ones who the targeted by the system. It is important for the parents to have positive attitudes about the inclusive education so as to enhance enrolment. Therefore, in the current study, the researcher assessed parents influence on enrollment of students with disabilities in inclusive primary schools in Tanga municipality whereby together with parents, the study also involved students with disabilities to give their opinions of inclusive education.

A similar study was conducted by Zyoudi (2015) to investigate teachers' attitudes towards inclusive education in Jordan, and the factors that influenced such attitudes. Qualitative research was used to gather information from all general education and special education teachers. The sample consisted Jordanian teachers who had experience of teaching students with special needs in public and special schools. The study was conducted in 7 schools whereby 90 teachers from each school responded to questionnaires.

The study results showed that teachers' attitudes were found to be strongly influenced by the nature and severity of the disabling condition presented to them, the length of teaching experience, and training. Moreover, teachers' attitudes were found to have effects on the implementation of inclusive education. Though the study has shown that negative attitudes can negatively affect the implementation of inclusive education, it does not show the effect of parents social factors on students with disability on the same. It was therefore, important to find out the attitudes of parents on students with disabilities on inclusion and assess how such

attitudes affect the enrollment of students with disabilities in inclusive primary schools. To fill this gap, therefore, the current study conducted to determine the parental influence on enrollment of the students with disabilities in inclusive public primary schools in Tanga municipality Tanzania whereby students with disabilities were targeted.

Ofori (2018) did a library research to investigate the challenges and opportunities of Inclusive education using Ghana as a case study. The findings from research portrayed negative attitudes of families' members towards children with special needs. In addition, the importance of the teacher´s attitude towards inclusive education is accentuated because if teachers were not trained to handle the disabled children in the classroom they can develop a negative attitude towards them. Lack of facilities was another challenge for the implementation and practice of inclusive education. The study recommended families and communities to accept children with disability as part of the system. The study by Ofori has highlighted some of the challenges in the implementation of inclusive education in Ghana. However, the study was too general to the extent that it does not show the exactly social challenges facing parents on enrollment of the students with disabilities in inclusive primary school. Also the study did not show the specific challenges by different groups of people involved in inclusive education. For example, students with visual impairment may have different challenges compared to the ones with other physical disabilities.

Therefore, to be in a position of improving the enrollments of students with disabilities in inclusive school, it is important to have information on specific social needs of parents, leaner's and then address them accordingly. In addressing this gap, the current study will identify how parents social aspects with children with different types of disability to enroll the children in primary school and then make recommendations for improvement. The study by Ofori (2018) based on library research revealed there is a need for an empirical study to be conducted to confirm the existing literature because empirical study involves collected of data in the field. Therefore, the current study was conducted to investigate the parents' social aspects on enrollment of students with disabilities in inclusive education in public primary schools.

Sylod (2015) conducted a study in Zimbabwe about 'The Implementation of Inclusive Education (IE) for Children with Disabilities in primary schools. The study focused on the challenges faced

by teachers toward the implementation of Inclusion education in Zimbabwe. A qualitative survey design was employed in which twenty teachers in rural and urban secondary school were interviewed to solicit their views and observation on challenges of implementing inclusive education for children with disabilities in secondary schools. The study investigated challenges that affected the implementation of inclusive education for children with disabilities such as lack of teachers' skills and knowledge in differentiating the curriculum to address a wide range of learning needs. The study concluded that the implementation of inclusive education in secondary school was not successful of various challenges being experienced by teachers. However, the study focused on challenges faced by teachers towards the implementation of IE but failed to assess the parents influence towards the implementation of IE in side of enrollment which the current study will look into it. Also, the study did not deal with parental social factors influence which is the main focus of this study. To make the findings more reliable, the current study investigated how parents' social aspects influenced them to their children with disabilities in inclusive schools in Tanga Municipality whereby in addition to parents, education officers, school committee members and head teachers, students with disabilities were used.

The study by Osero, (2015) on the challenges teachers encounter in implementing inclusive education in public primary schools in Nyamira County, Kenya. By using a descriptive survey design with both qualitative and quantitative research approach, the study targeted all 4000 teachers and 5 education officers in Nyamira County whereby the selected sample responded to questionnaires and interview guides. The study revealed that, teachers faced such challenges as: teachers' lack of knowledge of the types of learners, indiscipline cases, and heavy workload demanding more time, teachers' negative attitude towards disabled, no facilities for teachers and learners, disabled have low self-esteem among others. Although the study showed some challenges facing the implementation of inclusive education in Kenya, the information only come from teachers and educational officers but not the parents with children with disabilities to whom inclusive education is targeted. Therefore, excluding this group in the study made the findings less credible as they were just based on the views of teachers. Moreover, the researcher did not make an attempt to observe if marital statusand lack of awareness of parents to determine the actual existence of the problem. Therefore, to generate more credible data, the current study,

involved parents in the study since they are the most concerning with the enrollments of the students with disabilities in inclusive primary schools.

Ogondiek (2013) investigated the social factors affecting enrollment of children with disabilities in Primary Schools in Ilala Municipal. Data were gathered from a sample of 51 respondents involving the categories of parents of children with disabilities, teachers from disability centers, social welfare officers and children out of school. These had been sampled through purposive, simple random and convenience sampling techniques. Qualitative and quantitative approaches through case study design were employed to facilitate the study. Moreover, qualitative data were analyzed through thematic analysis while quantitative data were analyzed with the help of Statistical Package for Social Sciences (SPSS). The study revealed that there is inadequate social support for parents of children with disabilities from community and government. The study also revealed that certain cultural conceptions negatively affect parents' intention to the enrolment of children with disabilities.

Regarding parents' economic status, the study revealed that parents with high education and high income levels (government employees) are the ones who overprotect their children, confine them in homes and from public interactions thus not ready to enroll them in schools, while parents with low education and low income level are ready to send their children to school but facing financial constraints. However, the study focused social aspects affecting enrollment of children with disabilities in Primary Schools in Ilala Municipal towards the implementation of IE but failed to assess the parents influence towards the implementation of IE in side of enrollment which the current study looked into it. Also, the study did not deal with parental influence which is the main focus of this study. To make the findings more reliable, the current study investigated how parents' social aspects influence them to enrollment their children with disabilities in inclusive schools in Tanga Municipality.

5. Methodology

The study employed a mixed method approach under which convergent design was used. The quantitative and qualitative paradigms were used to collect data from students with disabilities, parents, teachers, head teachers and DEO concerning parents influence on enrolment of students with disabilities in inclusive public primary schools in Tanga Municipality. Mixed methods

provide a more complete picture by noting trends and generalizations as well as in-depth knowledge of participants' perspectives. The advantage of using mixed method approach is that the weaknesses of one approach are likely to be complemented with the strengths of another approach (Creswell and Creswell 2018). Hence, the researcher collected both qualitative and quantitative data simultaneously. It attempts target an in-depth opinion from participants. The target population consists 4 inclusive public primary schools, 4 head teachers, 90 teachers teaching inclusive education, 150 students with special needs and district educational officer as well as 270 parents with students with disabilities found in Tanga Municipality in total the target population consists of 514 people. Head teachers will participate in the study due to managerial roles in their schools; Students with special needs are the ones who experience challenges when learning in inclusive classes. Similarly, Parents with students with disabilities are the one who play a big role on enrollment of the children with disabilities to inclusive schools. Teachers teaching in inclusive classes are the key implementers of the curriculum and District Education Officer participated on the study due to the roles as external evaluator and supervisors of educational policies. Kothari (2004) contended that a large sample is required when the population is heterogeneous. Therefore, the sample of this study was 85 participants out of 514. Probability sampling techniques employed, stratified random sampling technique was used for stratifying primary school teachers to get male and female respondents. Twenty-four (24) teachers selected by using simple random sampling technique to each group who participated in the study.The stratified and simple random sampling techniques were applied to get students with disabilities from inclusive public primary schools where a total of 30 students out of 150 students participated in the study. Moreover, 27 parents out of 270 parents were sampled through snowball sampling technique while 3 head teachers and 1 DEO were automatically included in the study due to their positions.

6. Results and Discussion

Parents' Social factors influence enrolment of SWDs

The study sought to find out theparents' social factors influence enrolment of SWDs in inclusive public primary schools in Tanga Municipality. Parents' social factors are important aspects in the

enrolment of student with disabilities in inclusive public primary schools. The data in table 1presents the teachers' responses on parents' social factors influence enrolment of SWDs.

Table 1. Teachers' Responses on Parents' Social Factors Influence Enrolment of SWDs (n=24)

Statement	SD		D		U		A		SA	
	f	%	f	%	f	%	f	%	f	%
There are good cooperation between parents with students with and parents with students without special needs education	12	50.0	5	20.8	2	8.3	2	8.3	3	12.5
Parents has capacity and perceived commitment to special educational needs	13	54.2	6	25.0	3	12.5	1	4.2	1	4.2
Parents has positive beliefs about teacher's skills on inclusive education	15	62.5	5	20.8	0	0.0	3	12.5	1	4.2
Parents has awareness on special educational needs	13	54.2	7	29.2	1	4.2	3	12.5	0	0.0
Families' members has positive attitudes towards children with special need	12	50.0	9	37.5	1	4.2	2	8.3	0	0.0
Influence of other people, for example family, friends for children with disabilities are positive	8	33.3	12	50.0	2	8.3	2	8.3	0	0.0
Having single parents affect enrolment of students with disabilities	4	16.7	13	54.2	0	0.0	4	16.7	3	12.5
Parents has good education background on inclusive education	6	25.0	16	66.7	1	4.2	1	4.2	0	0.0
Parents has awareness on inclusive schools	6	25.0	14	58.3	1	4.2	3	12.5	0	0.0
Parents level of education influence enrollment of the children with disabilities	5	20.8	12	50.0	1	4.2	4	16.7	2	8.3

(Source: Field Data 2021)SD=Strongly Disagree, D=Disagree, U=Undecided A= Agree, SA=Strongly Agree

The data attained as evidenced in table 1 reveal that 70.8% of teachers disagreed that there are good cooperation between parents with students with and parents with students without special needs education Undecided 8.3%, Agree 8.3% and Strong Agree 12.5. This implies that parents

of students with disabilities do not cooperate well with parents of students without disabilities hence lead to segregation between themselves in the community. Families' members have positive attitudes towards children with special need were disagreed by 87.5% of teachers. Also, 83.3% of teachers disagreed that influence of other people, for example family, friends for children with disabilities are positive. This implies that families' members have negative attitudes towards children with special need because most of the parents prefer to enroll to schools non-disabled children and hide /lock at home the disabled children due to different factors including negative attitude. This suggest that disabled persons were regarded with aversion and subjected to astounding cruelty; in most cultures they were scorned as inferior beings and they were deprived of rights and privileges. Their afflictions were misunderstood, frequently looked upon as having supernatural causes and therefore being un-amenable to human treatment. Likewise 90% of students with disabilities during focus group discussion claimed that; the attitude of their families' members and community at large is negative because they see impaired children as the obstacle to their needs and frequently looked upon as having supernatural causes and therefore being un-amenable to being enrolled in the school. This was supported by 80% of parents during the interview one of parents claimed that:

> *There is negative attitude among non-impaired community towards children with physical and psychological impairment because they see them as misfortune to the families or community at large.* (Source: Interview with Parents on July, 08, 2021)

During focus group discussion one of pupil with blind impairment from school x who was interviewed by the researcher commented on attitudes of parents towards their children with disabilities appealed that:

> *When visitors come to their home he is told to go outside and he is not given time to talk to the visitors.* (Pupils Focus Group Discussion on July 09, 2021)

This indicates that parents feel embarrassed about their children's eyes condition. Reginald, (2014) who focused on blindness and early childhood asserted that all parents of blind children need to know that a blind child does not know he is blind hence he or she needs to be treated

equally as other children without disability. The above challenge made the researcher to examined parent's social factors influence on enrolment of students with disabilities in inclusive public primary schools.

Head teachers during the interview one of the school concerning attitude of parents on enrolling the children with disabilities to inclusive schools claimed that:

> *Majority of children with disabilities in Tanga Municipality are not enrolled to schools due to negative attitude that parents who had enrolled their children belief that disabilities was caused by witchcraft, curses or punishment from gods. The parents who do not belief in witchcraft as a cause of disabilities had the highest enrolment of children.* (Source: Interview with Head Teachers on July, 08, 2021)

Also, one of head teachers from one of the school agreed that:

> *There is a belief that disabilities is caused by witchcraft and had the lowest enrolment of their children. Such parents do not like to expose their children because they feel quilt about them. The same parents also feel they are failures especially when they compare themselves with parents who have children without disabilities.* (Source: Interview with Head Teachers on July, 08, 2021)

However, the interview with one of parents who had positive attitude and did not belief that disabilities was caused by witchcraft cited that:

> *Their two sons who were totally blind had affected her marriage since her community belief that visual impairment is caused by curses*. (Source: Interview with Parents on July, 08, 2021)

This means that community at large in Tanga Municipality have negative perception towards children and parents with children with disabilities that they are curses or punishment from gods due that majority of children with disabilities are not enrolled to schools due to negative attitude that parents who had enrolled their children belief that disabilities was caused by witchcraft. For the parents who do not belief in witchcraft as a cause of disabilities had the highest enrolment of

children to school. This is similar with Mccal and Mason (2009) where they observed that parents may experience problems in the family as they face reaction from family and friends especially when the child has a disfiguring physically or psychologically. Hardman & Egan (2012) in their book entitled Human Exceptionality Hefted that negative attitudes of parents coupled with society's attitude put children with disabilities at risk of exclusion. This means that it is negative attitude towards children with disabilities which led parents to fail to enroll their children to inclusive primary school because they feel quilt about them.

Additionally, during the interview with District Education Officer on perception towards children with disabilities on enrollment to schools, he declared that:

> *There is negative perception towards children with disabilities on enrollment to schools by parents and community at large because children with disabilities do not access school as parents in large families tend to focus on basic needs such as food, shelter and education of their able children.* (Source: Interview with District Education Officer on July 09, 2021)

This means that parents having large family does afford to send their children with disabilities to school to get education as normal children due to negative attitude toward them that they have nothing to get to school instead focus on other basic needs only such as food and shelter. These findings concur with Ofori (2018) who did a library research to investigate the challenges and opportunities of Inclusive education using Ghana as a case study; exposed that one of the challenges hinder inclusive education opportunities is negative attitudes of families' members towards children with special needs. In addition, the importance of the teacher´s attitude towards inclusive education is accentuated because if teachers are not trained to handle the disabled children in the classroom they can develop a negative attitude towards them. Also, Zyoudi (2015) showed that teachers' attitudes were found to be strongly influenced by the nature and severity of the disabling condition presented to them, the length of teaching experience, and training. Moreover, teachers' attitudes were found to have effects on the implementation of inclusive education.

Parents have capacity and perceived commitment to special educational needs was disagreed by 79.2% of teachers. Also, majority (83.4%) of teachers disagreed that parents has awareness on special educational needs. This means that parents does not have knowledge and commitment to special educational needs because parents lack awareness on inclusive education. On other hand, 83.3% teachers disagreed on parents has awareness on inclusive schools. This was supported by 60% of parents who declared that they lack inclusive education awareness that why majority of them they do not enroll children with disabilities to the inclusive schools. This also noted during an interview with head of schools as one head teacher complain that:

> *Majority of parents who have children with disabilities are not committed to provide special educational needs to their children and they do not see the importance of educating children with disabilities due to low awareness of inclusive education for children with disabilities and special needs*. (Source: Interview with Head Teachers on July, 08, 2021)

Additionally, during the interview with District Education Officer on awareness towards parents with children with disabilities on enrollment to schools, he declared that:

> *Low awareness to inclusive education in society in Tanga Municipality creates feelings of shame among families who may keep their child with a disability away from public view. In some cases, children with disabilities are hidden away or forbidden from taking part in social activities due to stigma or negative perceptions. Sometimes children with disabilities are kept way from school*. (Source: Interview with District Education Officer on July 09, 2021)

This means that parents with children with disabilities have low awereness on inclusive education hence they do know the important of sending them to school. These findings are in line with Ogondiek (2013) who attained that there is inadequate social support for parents of children with disabilities from community and government. Also, certain cultural conceptions negatively affect parents' intention to the enrolment of children with disabilities.

The study found out further that 83.3% of teachers disagreed that parents has positive beliefs about teacher's skills on inclusive education. This suggests that parent do not believe on

teacher's skills on inclusive education because teachers perceive the learners with disability as abnormal which is wrong perception because disabled and non-disabled learners both benefit in an inclusive setting. Hence teachers need to address the individual needs of each student by creating friendly environment for each person to learn. This finding concurs with Sylod (2015) who conducted a study in Zimbabwe about 'The Implementation of Inclusive Education for Children with Disabilities in primary schools and found that challenges affected the implementation of inclusive education for children with disabilities are lack of teachers' skills and knowledge in differentiating the curriculum to address a wide range of learning needs. Also, Osero, (2015) revealed that teachers' lack of knowledge of the types of learners and teachers' negative attitude towards disabled are challenges teachers encounter in implementing inclusive education in public primary schools in Nyamira County, Kenya.

This was also supported by one of head teachers during the interview claimed that:

> *Parents have beliefs about disability can have implications for all aspects of the lives of persons with disabilities and their families. Fear and ignorance about the nature of disabilities have had negative impact on the parents' ability to enroll their children with disabilities in the schools.The low motivation is partly due to the negative societal perspectives towards individuals with disabilities*. (Interview with Head Teachers on July, 08, 2021)

These findings are similar with Mutua and Dimitrov (2012) who found that parental expectations about social acceptance and their beliefs about the benefits of educating a child with disabilities influenced their decisions about school enrollment and participation. In some cases, due to cultural perceptions of disability in Kenya, and a lack of knowledge of available services, parents delay taking their children for evaluation and diagnosis. A late diagnosis and intervention significantly reduces the efficacy of these efforts

Furthermore, the data in table 1 depict that about 91.7% of teachers disagreed on parents has good education background on inclusive education and parents level of education influence enrollment of the children with disabilities were disagreed by 91.7% and 70% teachers respectively. This implies that some of the challenges that hinder parents to play their role

towards enrolment of children with disabilities include parental level of education. These findings contrast with Ouma (2018) who established that the level of education of parents was found to influence children's enrolment such that literate parents had a higher probability of enrolling children to school than illiterate parents. Occupation of parents significantly influenced the ability of parents to pay school fees.

During the interview one of the head teachers claimed that:

> *Parents had no formal education. Therefore, education levels of the parents have a positive and significant effect on the enrolment of the children with disabilities in inclusive school children since parental level of education influences parental involvement, support and expectation to their children. So lack of formal education to parents led to most of children with disabilities to fail to be enrolled and attend to school daily like normal children* (Interview with Head Teachers on July, 08, 2021)

This implies that parents who are educated understand that education of children with disabilities will make them to be independent hence reduce poverty. This finding concurs with Warries (2015) where he argued that parental education affect enrolment because educated parents are able to provide their children conducive environment because they understand the value of education and its benefit to the child. Also, Schwartz (2005) argued that where parents with a child with impairment may have difficulties and additional stresses that make it difficult for them to play roles that the schools want them to play. According to James (2014) much of children's learning is stimulated by what happens at home and in school. In this case there is need for developing and sustaining links between home and school. Parents who are educated participate in school events by supervising children's homework completion and asking children what goes on in school. Parental level of education leads parents to understand children with disabilities and how they relate to stake holders in order for their children to acquire quality education. According to ISEC (2016) parents play a major role of being the first teacher of the child with disabilities. Thus parental involvement in education of a child impaired is crucial. Educated parents get involved with the activities involving education of their children.

Therefore, it was evidenced from the study that parents' social factors negatively influence enrolment of SWDs in inclusive public primary schools in Tanga Municipality as parents of students with disabilities do not cooperate well with parents of students without disabilities, families' members and community at large have negative attitudes towards children with special need, parents do not have capacity and perceived commitment to special educational needs, parents lack awareness on special educational needs, parents has negative beliefs about teacher's skills on inclusive education as well as parents level of education do influence enrollment of the children with disabilities negatively.

7. Conclusions

From the results obtained, the extent to which parental social factors influence enrollments of students with disabilities is negative regarding most of the parents prefer to enroll to schools' children without disabilities and hide /lock at home children with disabilities. The SWDs expressed dissatisfaction with the support they received from teachers, parents and community at large. As a result, there has been a steady decrease of SWDs in those schools. This is an indication that for successful enrollment of students with disabilities in public inclusive primary school the attitude of the teachers, parents and other stakeholders in education should be positive, when that is the case then the enrollment of students with disabilities in public inclusive primary school would be guaranteed.

The level of education of parents of learners with special needs in education in the school was have an influence on the enrollment of students with disabilities in public inclusive primary school however the educational level of parents of learners with special educational needs in the schools was low. Educated parents of learners with special needs in education in the schools embrace the enrollment of students with disabilities in public inclusive primary school to a large extent however the parental involvement towards education of learners with special needs in education was low.

8. Recommendations

Based on the findings and conclusions of the study, the researcher makes the following recommendations.

There is need for a sustained and targeted awareness campaign can increase understanding that education is a basic human right, not only to encourage parents to send their children with disabilities to school, but to make the wider community aware such children should attend school, and should be part of mainstream classes. This is important to begin to break down the discrimination and division within society. Creating parent groups within schools, children groups and activities and community groups will also make inclusion more likely to happen and to be sustained. Also, teachers should be trained in special needs and students in schools to be sensitized on plight of learners with special needs in order for them to embrace inclusive.

References

Anna, L. (2018). Evaluation of Inclusive Education project for pupils with Disabilities in Tanga Municipality, Tanzania.Mwenge Catholic University.

Byrne, A. (2013). What Factors Influence the Decisions of Parents of Children with Special Educational Needs When Choosing A Secondary Educational Provision for Their Child at Change of Phase from Primary to Secondary Education? A Review of the Literature.*Journal of Research in Special Educational Needs*, 13 (2): 129–141.

Chireshe, R. (2011). The State of Inclusive Education in Zimbabwe: BEd (Special Needs Education Students Perceptions). https://www.krepublishers.

Creswell, J. W., & Creswell, D. J. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. United Kingdom, UK.

Crozier, G., & Davies, J. (2007).Hard to reach parents or hard to reach schools?A discussion of home-school relations, with particular reference to Bangladeshi and Pakistani parents.*British Educational Research Journal*, 33(3), 295–313.

Esau, J. (2018) student perceptions on the role of parental involvement in the success of students with disabilities: a case study. Stellenbosch University, South Africa.

Fida and FPTC project, (2017). Monitoring report, Tanga, Tanzania.

Filmer, D., Hasan, A., & Pritchett, L., (2006). A millennium learning goal: Measuring real progress in education. *Center for Global Development Working Paper, (97).*

Hardman, C. & Egan, W. (2012*). Human Exceptionality School Community and Family*. 8th Edition council for exceptional children pearson.

ISEC, (2016). Inclusion of children with disabilities situation analysis of Ethiopia.

James, H. (2014). *Educational Research Fundamentals for the Consumer*. McMillan Pearson.

Kothari, C. R. (2004*). Research Methodology: Methods and Techniques*. New Delhi: New Age International (P) Ltd., Publishers

Linchsay, (2007). Inclusion and School Reform. Transforming America's Classrooms. USA: Paul H. Brookes.

Macleod, G., Pirrie, A., McCluskey, G., & Cullen, M. (2013). Parents of excluded pupils: customers, partners, problems? *Educational Review*, 65 (4), 387–401.

Mcca, I, and Mason, (2009). *Visual impairment access to education for children and young* People David fuition publishers London.

Mkonongwa, L. M. (2014). Inclusive education in Tanzania: Is it well understood and implemented? *Paper Presented in the TEN/MET Quality Education Conference 18th-19th June, 2014*.

Mmbuji, Z. (2017). *The Implementation of the National Inclusive Education Strategy in Primary Schools in Morogoro Municipality, Tanzania*.The Open University of Tanzania.

MOEC, (2004) National policy on disability, URT.

Muchiri, N. & Robertson, L. (2000). Including the excluded: An inclusive education project in Meru North Kenya. Retrieved March 2017 from http://www.isec2000.org.uk/abstracts/papers

Musengi, M. (2010). Inclusion of Deaf Children in Mainstream Rural Primary Schools in Zimbabwe, *stud Tribes Tribals*, 10(2):107-116.

Mushoriwa, T. D. (2002). Beyond Separate Schooling: Marginalized voices becoming louder. *African Journal of Special Needs Education*, 7(1), 30-41.

Muthoni, N. I. (2014). An Analysis of Factors Influencing Low Enrolment and Retention of Girls with Disabilities in Integrated Primary Schools, Embu County, Kenya. *Unpublished Thesis: Kenyatta University.*

Mutua, K. & Dimitrov, D. M. (2012). Prediction of school enrollment of children with disabilities in Kenya: The Role of parents' expectations, beliefs and education. International Journal of Disability, Development and Education 48(2). 179-191.

Odongo, G. (2018). Assessing the implementation of inclusive education in primary schools Kenyans toward children with disabilities.*International Journal of Special Needs*, 31(2),

Ofori, E. A. (2018). *Challenges and Opportunities for Inclusive Education in Ghana* [Thesis for B.A. degree International Studies in Education].University of Iceland.

Ogondiek, R. (2013). Social factors affecting enrollment of children with disabilities in primary school: A case study of Peri urban primary schools in Ilala District. *Unpublished thesis: Open University of Tanzania*.

Oluchukwu, N. &Nneka, N. (2017).The Impact of Parental Economic Status on the Primary School Enrolment of Children with Disabilities in Bwari Area Council Abuja.*The Educational Psychologist*, 12(1), 145-153.

Osero, P. O. (2015). Challenges Teachers Encounter in Implementing Inclusive Education in Public Primary Schools in Nyamira County, Kenya. *International Journal for Innovation Education and Research*, *3*(3), 2017–2230.

Ouma, W. O. F. (2018). Influence of Parents' Socio-Economic Status on Enrolment and Participation of Children in Pre-Primary Schools in Busia County, Kenya.*Unpublished Thesis: Kenyatta University.*

PHC, (2012).*Population and Housing Census*, Dar es Salaam, URT.

Porter, G. L. (2008). *Making Canadian Schools Inclusive: A Call to Action*. Canadian Education Association, 48(2) 60-64.

Reginald, J. L. (2014). *Attitudes and attitude change in special Education* Enic USA.

Schwartz, D. (2005). *Including children with special needs a handbook for educators Parents. Green* hood press London.

Sylod, C. (2015). The implementation of inclusive Education for Children with Disabilities in primary school, Zimbabwe, Open University of Zimbabwe Press.

Warries, D. (2015). Early childhood development (2nd ed) American for the Blind USA.

Winzer, M. A. (2007).Confronting Difference: An Excursion through the History of Special Education. *SAGE Handbook of Special Education* (pp. 22–34). SAGE Publications Ltd.

Zyoudi, M. (2015). Teachers' attitudes towards inclusive education in Jordanian schools. *International Journal of Special Education*, *21*, 55–62.