

# Usage of Differentiated Instruction on Enhancing Personal Skills among Pupils in Special Primary Schools in Kilimanjaro Region, Tanzania

Irene Paul Simba<sup>1\*</sup>; Fortunatus M. Mbua<sup>2</sup>; Evans Ogoti<sup>3</sup>

<sup>1</sup>Master Student, Mwenge Catholic University-Tanzania

<sup>2</sup>Lecturer, Mwenge Catholic University-Tanzania

<sup>3</sup>Associate Professor, Mwenge Catholic University-Tanzania

Corresponding Author:- Irene Paul Simba<sup>1\*</sup>

**Abstract:-** In the course of an exhaustive study conducted within the territorial confines of the Kilimanjaro Region, United Republic of Tanzania, the researchers undertook a detailed examination of the application of differentiated instructional methodologies in enhancing personal competencies among pupils in specialized primary educational institutions. The sample population specifically included 28 educators, 29 pupils, 4 educational officers, and 4 school administrators. The research utilized a convergent design, employing both quantitative and qualitative data sets to ensure comprehensive analysis. Instruments utilized for data collection comprised structured questionnaires, interview protocols, observation checklists, and focus group discussions. Throughout the research process, rigorous adherence to ethical standards, including the safeguarding of participant confidentiality and anonymity, was maintained. The findings of the study indicated that the implementation of differentiated instruction had a statistically significant positive effect on the enhancement of personal competencies among pupils with special needs, evidenced by a grand mean score of 3.9. The participating educators acknowledged the critical importance of tailoring instructional strategies to the individual readiness levels of each pupil. The study concluded that differentiated instruction represents an effective and essential pedagogical approach for fostering both academic and personal growth among pupils with special educational needs, the study recommends the widespread implementation of differentiated instructional practices across similar educational settings to more effectively support the educational development of pupils with special needs.

**Keywords:-** Differentiated Instruction, Personal Skills, Special Needs Pupils, Tailoring Instructions.

## I. INTRODUCTION

Education is pivotal in equipping students to navigate the complexities of contemporary society while fostering confidence in their abilities. In the 21st century, new competencies broadly classified into learning, literacy, and life skills are imperative for individuals to adapt to rapid

changes (Van Laar et al., 2020). Life skills are particularly vital for students in special schools who encounter challenges such as deafness, physical disabilities, blindness, intellectual disabilities, and autism spectrum disorder (Taconet et al., 2024). Educators facilitate the cultivation of these essential skills through a variety of instructional strategies, including differentiated instruction, multi-sensory approaches, peer tutoring, visual aids, scaffolded instruction, project-based learning, and collaborative learning.

As noted by Óskarsdóttir et al. (2020), the United Nations (UN) advocates for inclusive education, ensuring that students with disabilities receive access to high-quality teaching and life skills training. The 2006 Convention on the Rights of Persons with Disabilities (CRPD) serves as the foundation for the UN's numerous resolutions aimed at promoting educational systems that cater to all students, regardless of ability (Byrne, 2022). The fourth goal of the UN Sustainable Development Goals (SDGs) highlights the importance of providing inclusive, equitable education that is free from discrimination (Rad et al., 2022; Zickafoose et al., 2024). Through these initiatives, the UN underscores the necessity of equipping students with disabilities with essential life skills, advancing the broader objective of fostering inclusivity.

Despite the progress in industrialization and technology in developed countries, many still do not prioritize teaching life skills to children with disabilities. For instance, research by Sam et al. (2023) reveals that certain industries in China fail to actively include individuals with disabilities in the workforce (Zheng, 2022; Gould et al., 2020; Qu, 2022). Similarly, in the United States, individuals with disabilities are often overlooked when applying for government positions (DeMatthews et al., 2020; Mason-Williams et al., 2020; Vincent & Chiwandire, 2019). In the UK, despite clear guidelines aimed at fostering independence, many students with disabilities continue to face challenges due to a lack of essential life skills (Hewett et al., 2020). These issues raise concerns about the effectiveness of teachers in implementing differentiated instruction to enhance pupil personal development.

Non-governmental organizations (NGOs) have played a pivotal role in the development of special education in Tanzania. In the 1950s, religious groups established the first schools for children with disabilities. The Anglican Church set up a school for visually impaired boys, while the Roman Catholic Church opened a school for deaf children in 1963. In alignment with the global Education for All (EFA) initiative, the Tanzanian government endorsed the 1994 Salamanca Statement, which emphasizes the importance of providing basic education to all individuals, including those with special needs. This commitment is consistent with the objectives of the inaugural EFA conference held in 1990. The 2014 Education and Training Policy (ETP) of the government mandates equal educational opportunities for children with special needs. To assist these initiatives and give kids life skills that are specific to their struggles, several non-governmental organisations, faith-based organisations, community-based organisations, government agencies, and private donors have established centres, schools, and rehabilitation facilities. Yet, it's still unclear if these establishments regularly use project-based learning and other practical exercises that are proven to develop critical life skills for social purposes.

According to the provisions of the 2014 Education and Training Policy (ETP), the government mandates the provision of equal educational opportunities for children with special needs. In response thereto, a diverse array of non-governmental organizations (NGOs), faith-based entities, community-based organizations, public institutions, and private benefactors have undertaken the establishment of specialized centres, educational institutions, and rehabilitation facilities aimed at advancing these objectives, intending to equip children with life skills that address their specific needs. Notwithstanding these efforts, it remains indeterminate whether such facilities consistently integrate project-based learning and other experiential methodologies, which have been recognized as effective mechanisms for cultivating critical life skills conducive to social integration and practical utility. The primary school curriculum in Tanzania, as revised in 2023, reflects the contributions of various stakeholders, a comprehensive review of the 2014 Education and Training Policy, and the incorporation of international best practices. The curriculum ensures that children with disabilities are afforded enriched educational environments that prioritize personalized support, inclusivity, and collaborative engagement among educators, families, and therapists. Special education methodologies encompass interactive, experiential learning and tailored instruction, creating an inclusive classroom setting that promotes student participation.

The study conducted by Mgonja and Mwila (2023) underscores that while educators in special needs settings provide necessary accommodations, such as large-print materials and specialized examinations, certain institutions remain deficient in critical infrastructure, including ramps and accessible routes to key facilities. In the realm of special education, effective pedagogical methodologies are predicated upon the adaptation of instructional strategies to accommodate the distinct abilities, learning preferences, and

individual needs of each student, thereby fostering both academic and social development. Differentiated instruction, as articulated by Efrina (2019), utilizes visual aids, kinesthetic activities, and oral discourse to distil complex concepts, thereby addressing the heterogeneous needs of students within inclusive educational environments. Project-Based Learning (PBL), a particularly advantageous approach for students with disabilities, facilitates the creation of more inclusive and dynamic classroom settings.

Notwithstanding the Kilimanjaro region's renowned dedication to the advancement of inclusive education, it is evidenced that the region is home to a disproportionate number of special education institutions compared to other areas. However, despite such progress, Budoya et al. (2019) and Kisanga (2022) underscore the continuing deficiency in the socialization competencies of students with disabilities, particularly those afflicted with physical and auditory impairments. This deficiency is particularly detrimental to the development of essential interpersonal skills, including but not limited to empathy, cooperation, and communication, which are significantly constrained due to the lack of sufficient opportunities for meaningful social interaction.

## II. LITERATURE REVIEWS

Differentiated instruction, as a pedagogical approach, entails the modification of lesson plans and instructional methodologies to accommodate the diverse needs of students, including those with special needs. By considering the distinct learning styles, abilities, and interests of each student, this strategy proves highly effective in promoting the advancement of individualized skills among students with special educational requirements.

The study conducted by Mohammad (2020) examined the impact of individualized instruction on the academic performance and critical thinking skills of sixth-grade students in Abha, Saudi Arabia. Utilizing an experimental design, the research allocated a sample of 50 students from a single educational institution into two distinct cohorts: a control group (n=25) receiving traditional pedagogical methods, and an experimental group (n=25) subjected to differentiated instructional strategies. The results indicated that students exposed to differentiated instruction exhibited enhanced academic performance and greater proficiency in scientific critical thinking. While Mohammad's study was experimental and exclusively focused on student outcomes, the present research aims to bridge this gap by employing a mixed-methods approach. This approach will incorporate perspectives from district-level special education administrators, educators, school heads, and students, to explore the role of differentiated instruction in fostering the development of personal life skills among students.

In the jurisdiction of Singapore, Strogilos (2018) conducted an inquiry into the international frameworks governing inclusion, with a particular emphasis on the use of differentiated instruction as an instrument for the integration of students with special needs within mainstream

educational environments. This inclusive paradigm advocates for the establishment of pedagogical frameworks that accommodate the diverse learning needs of all students. According to Strogilos' results, a key tactic for meeting the diverse needs of kids with disabilities in inclusive classrooms is differentiated education. However, there was little factual support for the study's claims about how - differentiated instruction works to help children with special needs build their daily life skills. The current study looks at how varied teaching methods are used in special primary schools in the Kilimanjaro region to improve students' personal life skills to fill this gap.

In the year 2020, Lindner and Schwab undertook a thorough examination of individualization and differentiation within the context of inclusive education in Rwanda. Their review, encompassing 17 scholarly articles published between 2008 and December 2018, was executed in a four-step methodology. Notwithstanding the valuable insights provided, the review is notably devoid of quantitative analysis. To address this limitation, the present study seeks to augment the breadth and depth of its findings by integrating both qualitative and quantitative data, thereby enhancing the comprehensiveness of its conclusions.

The research conducted by Onyishi and Sefotho (2020) examined the perspectives of primary school educators in Enugu State, Nigeria, regarding the implementation of differentiated instruction within inclusive classrooms. A total of 382 primary school teachers participated in a descriptive survey, with data being gathered via the Teachers' Use of Differentiated Instruction Questionnaire (TUDIQ). The findings of the study indicated that time limitations were a primary factor impeding the frequent use of differentiated instruction. Additionally, educators sought further guidance on developing effective rubrics, managing large classrooms employing differentiated instruction, and maintaining subject matter accuracy without oversimplification. Teachers also underscored the necessity for enhanced professional development, access to diverse instructional resources, and improved classroom management strategies. The present study seeks to address this contextual gap by focusing on the Tanzanian educational setting, characterized by its distinctive educational and cultural framework and further extends the inquiry by assessing the application of differentiated instruction through a mixed-methods approach.

The research conducted by Nguvava and Meremo (2021) examined the implementation of differentiated instruction within primary schools in the Mwanga District of Tanzania. Employing a convergent parallel mixed-methods design, the study encompassed a sample of 98 participants, including students, educators, school administrators, and educational officers. The findings revealed that while educators were cognizant of differentiated instruction, their ability to effectively implement such strategies was impeded

by various work-related challenges. In light of these findings, the study recommended the allocation of additional time and resources to facilitate the successful delivery of inclusive education. Notwithstanding the valuable insights provided, the study did not specifically address the needs of students with disabilities. The present study seeks to address this lacuna by exploring the impact of differentiated instruction on the enhancement of personal life skills in special primary schools situated within the Kilimanjaro region.

The research conducted by Mohammad (2020), Onyishi and Sefotho (2020), Nguvava and Meremo (2021), and Strogilos (2018) represents a selection of prior studies that have examined various dimensions of differentiated instruction, including its impact on academic performance, educator attitudes, and inclusion policies. However, the scope of these studies was somewhat constrained, as they primarily relied on either qualitative or quantitative data in isolation. In contrast, the present study adopts a mixed-methods approach, integrating both qualitative and quantitative analyses, to assess the efficacy of tailored educational practices in enhancing the personal development of students with special needs in Kilimanjaro's primary schools in Tanzania.

### III. METHODOLOGY

The research was conducted utilizing a convergent mixed-methods design. The target population consisted of 559 participants, comprising 4 district educational officers, 4 special primary schools within the Kilimanjaro region serving students with special needs, 4 headteachers from these institutions, 49 teachers, and 498 students with special needs. The sample for the study included four district educational officers, four headteachers, 28 teachers, and 29 students. Both probability and non-probability sampling methods were employed to select participants. Data was collected through the administration of questionnaires, structured interview guides, and focus group discussions. The study instruments were subjected to both face and content validation to ensure their authenticity and reliability. A pilot project was conducted at a single elementary school for special needs students in the Kilimanjaro region, which was excluded from the primary data collection process. The reliability of the instruments was assessed using Cronbach's Alpha, yielding a coefficient of  $r = .972$ . Quantitative data were analyzed using descriptive statistics, including means, frequencies, and percentages, with SPSS version 26 employed as the analytical tool. The results were presented in tabular format. For the analysis of qualitative data, responses were transcribed, coded, and systematically analyzed before being presented in an organized manner. The study adhered to strict ethical guidelines, ensuring the confidentiality and anonymity of all participants. Citation throughout the study followed the American Psychological Association (APA) style.

#### IV. RESULTS

The purpose of this study was to look into how special needs students might improve their skills through tailored training. The researcher collected the necessary data to comprehend the issue through focus groups with students, surveys given to teachers, and interview guidelines given to head teachers. The professors' answers are displayed in Table 1.

Table 1 Teacher's Responses about the Uses of Differentiated Instruction to Enhance Personal Skills among Special Needs Pupils (n=28)

	Statements	SD		D		U		A		SA		Mean
		F	%	f	%	f	%	F	%	f	%	
I	Differentiated assessment provides information about each special needs pupil's readiness	0	0.0	0	0.0	6	21.4	19	67.9	3	10.7	3.8
Ii	Differentiated instruction promotes the effectiveness of classroom activities.	0	0.0	1	3.6	5	17.9	13	46.4	9	32.1	4.0
iii	Differentiated instruction helps teachers connect with different learning styles	0	0.0	2	7.1	6	21.4	9	32.1	11	39.3	4.0
Iv	Differentiated instruction increases motivation among special needs pupils in public primary schools	0	0.0	1	3.6	9	32.1	13	46.4	5	17.9	3.7
V	Differentiated instruction allows pupils to learn in the way that works best for them.	0	0.0	1	3.6	6	21.4	15	53.6	6	21.4	3.9
vi	Differentiated instruction provides pupils with ample practice activities	0	0.0	1	3.8	9	34.6	15	57.7	1	3.8	3.6
vii	Differentiated instruction provides an inclusive environment by using various teaching styles,	1	3.6	1	3.6	5	17.9	13	46.4	8	28.6	3.9
viii	Differentiated instruction recognizes the value and worth that exist in each individual	1	3.7	0	0.0	8	29.6	11	40.7	7	25.9	3.8
ix	Differentiated instruction helps special needs pupils overcome barriers to learning	0	0.0	1	3.6	5	17.9	13	46.4	9	32.1	4.0
X	Using a differentiated learning approach ensures that all special needs pupils reach their highest potential.	0	0.0	0	0.0	9	32.1	13	46.4	6	21.4	3.8
	<b>Total mean score</b>											3.9

Source: Field Data, (2024)

Table 1 delineates the perspectives of educators regarding the utilization of differentiated instruction in fostering the development of personal skills among students with special needs. A substantial majority (78.6%) of educators either agreed or strongly agreed that differentiated assessments yield crucial insights into the readiness of each student, while a smaller proportion (21.4%) remained neutral. This indicates that educators deem differentiated assessment to be an essential tool for evaluating the baseline capabilities of students with special needs, thereby enabling more tailored and effective instructional strategies. By accurately determining a student's current abilities, educators are positioned to modify their teaching methodologies to provide appropriate levels of support and challenge, thereby fostering continuous academic advancement.

When it comes to meeting the unique and diverse needs of children with special requirements, this kind of approach is very important. These results support those of Mohammad (2020) in Saudi Arabia, who came to the conclusion that differentiated assessments play a crucial role in determining each student's preparedness and learning needs, which makes it easier to implement focused, effective teaching strategies. Teachers can create lessons that meet the different learning needs of their students and improve

educational results for kids with special needs when they have a thorough understanding of student preparedness.

The information aligns with statements provided by the headteachers of School One during an in-person interview concerning differentiated assessment, which offers critical insights into the preparedness of each student with special needs. As articulated by the head teacher, "It has been determined that differentiated assessment allows our educators to discern the specific learning styles, strengths, and weaknesses of students with special needs." This data facilitates the development of tailored lesson plans for each student (Personal conversation with HT1: 2nd May 2024). Furthermore, in a separate face-to-face interview, the head teacher of School Two (HT2) disclosed that:

Differentiated assessments enable us to determine the precise level of support that each student needs at our school. Given that our special needs students may have distinct learning profiles, this is especially crucial for them. Knowing their level of readiness allows us to modify our lessons to offer the right kind of challenges and assistance, promoting both their academic and personal development (Personal communication with HT2: May 6, 2024).



The responses provided by HT1 and HT2 indicate that differentiated assessment constitutes an effective method for facilitating the educational needs of students with special needs. The implementation of differentiated assessment allows educational institutions to accurately assess each student's readiness and specific requirements. This nuanced understanding empowers educators to tailor their instructional strategies, thereby offering the appropriate degree of challenge and support necessary to foster the developmental progress of each student. Such a personalized pedagogical approach not only addresses the academic requirements of students with special needs but also contributes to their holistic development. These findings are congruent with the research conducted by Ndunguru and Kisanga (2023) in Tanzania, which emphasized the significance of individualized education plans designed to accommodate the distinct learning profiles of each student, thus addressing a broad spectrum of abilities and challenges. This approach aligns with the overarching objective of the school to enhance educational outcomes for all students, with particular attention to those with special needs.

In focus group discussions with students with special needs, the researcher obtained valuable perspectives regarding the efficacy of differentiated assessments in evaluating each student's preparedness. By fostering an open and supportive environment, the researcher facilitated discussions in which students shared their experiences with various assessment modalities. The students provided examples demonstrating how customized assessments such as those incorporating multiple formats, extended time allowances, or simplified instructions enhanced their comprehension and ability to respond to questions. The qualitative data gathered from these discussions illuminated how such adjustments aid in the accurate appraisal of each student's knowledge, abilities, and readiness to advance. Feedback from the students regarding what was advantageous or challenging offered practical insights into how differentiated assessments impact learning outcomes.

The data presented in Table 1 indicates that a substantial majority of educators (78.5%) either agreed or strongly agreed that differentiated instruction contributes to the enhancement of classroom effectiveness by accommodating diverse learning styles, with a minority (17.9%) remaining undecided, and a negligible proportion (3.6%) expressing disagreement. In terms of differentiated instruction's capacity to address various learning styles, the majority (71.4%) agreed or strongly agreed, while a minority (21.4%) were undecided, and a small percentage (7.1%) disagreed. These responses collectively suggest that educators highly regard differentiated instruction as a means of tailoring teaching methods to meet the diverse needs of learners. The prevalent agreement among educators underscores the belief that differentiated instruction is an effective approach for addressing the varied learning preferences within their classrooms. These conclusions are further corroborated by the statements made by the heads of school from School 3 during a face-to-face interview, wherein they acknowledged the utility of differentiated

instruction in promoting classroom effectiveness and facilitating engagement with different learning styles:

We use a range of instructional strategies, such as group work, individual projects, and technology-based learning tools. For instance, during a science lesson, we might have some pupils working on experiments, others watching related videos, and some creating models. This approach has led to higher engagement and a better understanding of the material because each student can learn in a way that suits them best (Personal communication with HT<sub>3</sub>: 10<sup>th</sup> May 2024).

According to HT3's findings, a differentiated teaching strategy fits each student's unique preferences and strengths, enabling them to learn in ways that best meet their needs. Each learner can interact with the content in a way that fosters greater comprehension and memory because of the flexibility of the teaching strategies. A more inclusive and productive learning environment that adjusts to the various demands in the classroom is produced by the differentiated approach, which takes into account different learning styles.

The researcher conducted classroom observations and determined that students who struggled with conventional lecture-based instruction demonstrated improvement when provided with opportunities for collaborative learning, practical activities, and the use of visual aids. The flexible pacing and inherent support systems of the diversified instructional approach enabled these students to progress at their speed without experiencing undue stress or exclusion. Furthermore, the implementation of personalized assessments afforded students with special needs alternative avenues for demonstrating their understanding, such as project-based assignments, multimedia presentations, or oral responses. This individualized evaluative method acknowledged each student's unique cognitive processing and expressive capabilities, thereby enhancing their sense of self-efficacy and confidence.

These results stand in contrast to a study conducted in Zambia by Chitiyo and Muwana (2018), which showed that special needs students are frequently placed in classrooms with peers who share their needs rather than a varied population of students. Teachers may have fewer options for diversified teaching practices as a result of this segregated arrangement. In contrast to the homogeneous strategy outlined in the Zambian research, the approach presented by HT3, in which students with different learning needs are taught together utilizing a variety of instructional techniques, promotes inclusion and personal development in a single learning environment.

The data presented in Table 1 demonstrate the favorable impact of differentiated instruction on student motivation, with 64.3% of educators either agreeing or strongly agreeing that it enhances motivation, while a lesser proportion (32.1%) remained neutral. Moreover, 75% of educators concurred or strongly concurred that differentiated instruction enables students to learn in manners most conducive to their individual needs, with 21.4% expressing

uncertainty. These findings indicate that educators perceive personalized instructional approaches to be particularly beneficial for students with special needs. By adapting pedagogical strategies to align with the unique learning preferences of each student, educators are empowered to assist students with special needs in overcoming learning barriers and achieving their full academic potential. Further, the researcher engaged head teachers to gather additional insights into how differentiated instruction impacts both motivation and learning preferences among students with special needs. The researcher sought to obtain a comprehensive understanding of the rationale behind the assertion that differentiated instruction serves to enhance motivation and learning preferences in this student population. In this regard, Headteacher HT4 remarked that:

Differentiated instruction is essential in our school, especially for pupils with special needs. By adapting our teaching methods to meet the diverse needs of our pupils, we can increase their motivation and engagement in the classroom. This approach helps pupils feel valued and understood, which is crucial for their academic and personal growth (Personal communication with HT<sub>4</sub>: 13<sup>th</sup> May 2024).

➤ *Another Head Teacher Shared:*

Differentiated instruction allows us to cater to the individual learning styles of each student. For instance, in a science lesson, some pupils might engage in hands-on experiments, others might benefit from watching related videos, and some might learn best through creating models. This flexibility ensures that every student can engage with the material in a way that suits them best, leading to a deeper understanding and retention of the subject matter (Personal communication with HT<sub>1</sub>: 02<sup>th</sup> May 2024).

The testimony provided by head teachers substantiates the assertion that differentiated instruction is a highly efficacious method for enhancing student motivation and addressing the diverse learning preferences of pupils with special needs. Both head teachers underscored the paramount importance of adapting educational methodologies to the specific requirements of each student, affirming that such customization not only fosters greater student engagement and motivation but also contributes to the enhancement of academic outcomes. An illustrative example provided by one head teacher accentuates the tangible benefits of differentiated instruction in cultivating an inclusive and supportive educational environment. These findings align with the conclusions of Katikiro and Mhagama (2022) in Tanzania, who similarly recognized the critical role of differentiated instruction in meeting the varied learning needs of students, thereby facilitating increased engagement and improved academic performance. When educators tailor their pedagogical strategies to the individual learning styles of students, the likelihood of active participation and academic success is substantially elevated.

According to the data presented in Table 1, the majority of educators (66.6%) expressed agreement or strong agreement that differentiated instruction upholds the

value of each student, while a smaller proportion (29.6%) remained neutral, and a mere 3.7% expressed disagreement. Likewise, a substantial majority (78.5%) affirmed that differentiated instruction facilitates the overcoming of learning obstacles for students with special needs, with 17.9% remaining undecided and 3.6% in opposition. These findings suggest a broad consensus among educators regarding the merits and efficacy of differentiated instruction, particularly in terms of acknowledging the inherent value of each student and addressing the learning challenges faced by special needs students. The pronounced level of agreement underscores the perceived advantages of tailored pedagogical methods in fostering a supportive and inclusive educational environment. These results are consistent with the statements made by the head teacher during the interview, who asserted that:

Yes, and it's particularly evident in how our special needs pupils respond to differentiated instruction. By providing various ways for pupils to learn and demonstrate their understanding, we help them overcome challenges that might otherwise hinder their progress. For example, some pupils might benefit from visual aids, while others might excel with hands-on activities. This flexibility makes a significant difference in their learning outcomes (Personal communication with HT<sub>4</sub>: 13<sup>th</sup> May 2024).

➤ *Headteacher Three Claimed:*

We had a student with autism who struggled with traditional classroom settings. By incorporating sensory-friendly learning materials and allowing for more individualized pacing, we saw remarkable improvements in both the student's academic achievements and social interactions. The personalized approach made the learning environment more comfortable and accessible for the student, leading to significant progress (Personal communication with HT<sub>3</sub>: 10<sup>th</sup> May 2024).

Responses from interviews with HT3 and HT4 affirm the significant role of differentiated instruction in recognizing individual student value and supporting pupils with autism in overcoming educational barriers. The widespread support for this approach among educators highlights its effectiveness in fostering an inclusive and supportive school environment. These observations align with findings from Nguvava and Meremo (2021) in Tanzania, which demonstrated that differentiated instruction involves adapting teaching methods and settings to optimize learning experiences for diverse pupils. By acknowledging varied backgrounds, learning preferences, and abilities, this approach provides multiple avenues for students to access, engage with, and demonstrate an understanding of the material.

According to the data outlined in Table 1, the majority of educators (67.8%) expressed agreement or strong agreement with the proposition that differentiated education constitutes an essential methodology to ensure that all students with special needs are allowed to realize their full potential, whereas 32.1% remained uncertain in their position. This data substantiates the widely held recognition

of differentiated education as a critical approach for facilitating the academic success of students with special needs. Such students, who often require tailored support to mitigate learning challenges, stand to benefit significantly from differentiated instruction, which empowers educators to adjust pedagogical techniques, materials, and activities to accommodate individual learning needs. This finding aligns with the conclusions of Onyishi and Sefotho (2020) in Nigeria, who underscored that differentiated instruction provides a specialized learning environment and instructional strategies designed to enhance the educational experience.

The study, with an overall mean score of 3.9, concluded that individualized instruction significantly enhances the personal capabilities of students with special needs. Both head teachers and educators agreed that differentiated instruction is fundamental to the academic and personal development of such students. It was further observed, by a consensus among educators, that the use of differentiated assessments is critical in gauging each student's readiness, thereby enabling instructors to adapt their teaching methodologies accordingly. This approach, which considers diverse learning styles, enhances instructional effectiveness and student engagement. The report indicated that head teachers prioritize the implementation of differentiated instruction to ensure that each student receives tailored support, thereby creating a learning environment that aligns with the student's distinct needs and strengths. Moreover, by adjusting instructional strategies to accommodate a broad spectrum of needs, educators were able to cultivate a more inclusive and supportive atmosphere, fostering improved student outcomes.

## V. CONCLUSION

Following the findings of the study, it has been established that tailored instruction constitutes an exceptionally effective methodology for advancing both the academic and personal development of students with special needs. To assess each student's preparedness and adapt instructional content to meet their specific requirements, educators actively promoted the utilization of differentiated assessments. By accounting for diverse learning styles and enhancing student motivation and participation, this individualized approach facilitates improved performance within the classroom setting. Headteachers underscored the tangible benefits of personalized instruction, particularly in determining the precise level of support required by each student and fostering inclusive, supportive learning environments. Both educators and school administrators collectively acknowledged the pivotal role of differentiated teaching in enabling students with special needs to overcome learning barriers and realize their full potential.

## RECOMMENDATIONS

To enhance both the academic and personal development of students with special needs, it is hereby recommended that differentiated instruction be implemented

on an expansive scale. It is further asserted that differentiated assessments should grant educators the autonomy to tailor instructional content to the specific needs of each student, thereby optimizing instructional efficacy within the classroom setting. Head teachers are urged to emphasize the tangible benefits of differentiated instruction. Additionally, educators and school administrators must recognize the critical importance of this adaptable instructional approach as a fundamental means of ensuring the academic success and acquisition of essential life skills by students with exceptional needs.

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