

**AN INVESTIGATION ON FACTORS INFLUENCING ACCESS TO
EDUCATION FOR CHILDREN WITH MENTAL RETARDATION IN
KIBAHA TOWN COUNCIL**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled “*An investigation on Factors influencing Education for Children with Mental Retardation in Kibaha Town Council*”, in partial fulfillment of the award of the degree of Master of Arts in Educational Administration, Planning and Policy studies of the Open University of Tanzania.

.....

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Signature

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DECLARATION

I, Getrude Kavishe, declare that this dissertation report is my own original work and that has not been submitted by anyone for a master degree or its equivalent in any higher learning institution.

.....

Signature

.....

Date

DEDICATION

This research report is dedicated to my family, relatives and friends for their love, support and aspiration toward accomplishment this work.

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ABSTRACT

The purpose of this study was to investigate factors influencing access to education for children with mental retardation in public primary schools Kibaha Town council with a view to: identify factors influencing access to education for mental retardation, examine the influence of teaching and learning materials for teaching pupils with mental retardation, examine community attitudes toward children with mental retardation, assess influence of quality teachers for teaching children with mental retardation to investigate teachers views on managing teaching children with mental retardation. The study followed a case study design whereby quantitative and qualitative approaches were the major means of data collection and analyses. The data were collected through questionnaires, interviews and observation. The study involved three public primary schools with special needs and about 45 respondents were involved. Primary school head teachers and teachers with special needs were randomly selected to respond to questionnaires, while parents, district education officers, education inspectors and Ward education officers were purposively selected to participate in interview sessions. Pre- testing of the instruments was conducted twice in two primary schools within an interval of one week but those schools were not involved in the sample of study. The study revealed that most public primary schools with special needs had deficit of teaching and learning materials for mental retardation, as well as lack of enough trained teachers in mental retardation, community perceive positive toward children with mental retardation, poor access of mental retarded and teachers managed the class properly.

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LIST OF ABBREVIATIONS

IEP	Independent Education Program
ILO	International Labour Organisation
IQ	Intelligent Quotient
MED-APPS	Master of Education Administration, Planning and Policy System
MoEC	Ministry of Education and Culture
MoEVT	Ministry of Education and Vocation Training
NGO	Non-Government Organisation
PEDP	Primary Education Development Plan
PEDP	Primary Education Development Programme
SEDP	Secondary Education Development Plan
SEN	Special Education Needs
TAMH	Tanzania Association for Mental Handicapped
TETP	Tanzania Education Training Policy
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nation Children's Fund
URT	United Republic of Tanzania
WHO	World Health Organization
WHO	World Health Organization
WPA	World Program of Action

CHAPTER ONE

1.0 INTRODUCTION

This chapter describes the introduction of the study that was proposed investigate the factors influence education for children with mental retardation in Kibaha Town council. The chapter was organized into the following sub-sections: Background of the study, statement of the problem, objectives of the study, research questions, significance of the study, conceptual framework, delimitation of the study, limitations of the study, and definition of key terms.

1.1 Background to the Problem

Education for children with special needs and disabilities in Tanzania started in 1950s with children with visual impairment (Mnyanyi, 2014; Kapinga, 2013). For children with mental retardation started in late 1980s in Tanzania but in Kibaha district education for mentally retarded children started in Kongowe primary school in 2000. The question is what factors influence access to education? Do children with mental retarded brought in the same way as other children? If not what factors influence their enrolment, school participation and completion? This study is set around investigating factors influencing access to education for mentally retarded children in Kibaha Town Council.

By this regards, (TETP, 1995) viewed Primary education in Tanzania is set to be compulsory to every child of 7 years old. The education is provided in primary schools for seven years. Issues to be addressed by this study focus on factors

influencing access to education for children with mental retardation. It cannot be over emphasized that children with disabilities do face barriers in accessing education in terms of human resources, supply of learning materials, assistive technologies to support their learning and parents' ability to buy teaching materials for children with disabilities. Since independence, Tanzania has been emphasizing on the importance of providing education to its people. The emphasis was exerted by the Late Mwalimu Julius Kambarage Nyerere in 1967, which focused on fighting against ignorance, disease and poverty. These efforts led to nationalization of schools in 1967 through the Arusha declaration. Further, it led to various policies and acts such as Education for All in 1974, the Education Act of 1978, and the formulation of Education Training Policy in 1995. Both declarations and education policies focused on the provision of education for all, including children with mental disabilities (URT, 2000).

Despite all the efforts of the Tanzanian Government to provide education for all, the education services have underestimated the presence of individuals with disabilities. Little emphasis has been given to special needs education. Pupils with disabilities require special ways of education such as using of special equipment, specially trained teachers and special teaching techniques. There are minimal practical measures taken by the education stakeholder in rendering education services to pupils with disabilities. Historically, formal education in Tanzania was introduced by missionaries in the 1880's. According to Bagadesho (2000) the provision of special education services to pupils with disabilities like the physically hand capped, visual and hearing impaired and mental disabled individuals did not start alongside the

regular education system. It is recorded that the formal education for pupils with disabilities was started by the Anglican Church in 1950s (Mnyanyi, 2014).

Like other countries, in Tanzania special education has been largely provided and supported by non- government Organizations (Possi, 1996; Bagadasho, 1999; Kapinga, 2012). The government of Tanzania established the first school of children with mental disabilities in 1982 in Dar es Salaam (Possi, 1996). Most of the special education services in Tanzania were introduced or established by different religious, denominations like the Anglican, Lutheran and Catholic churches as well as the Salvation Army. It was the religious denominations which penetrated into the remote areas like Lulindi in Masasi, Irente in Lushoto and Buigiri in Dodoma.

The Education and Training Policy (1995) states that every child in Tanzania has the right to education, including children with special needs, whereby the government shall promote and facilitate access to education for disadvantaged children including those with disabilities. The provision of education services to children with disabilities has gone through a number of hurdles and success ranging for being kept in charitable centers to residential segregated schools, up to the inclusive educational system (Mnyanyi, 2014; Kapinga, 2013; Bagadasho,2000).

Tanzania is one of the countries which have responded positively to the international move towards the provision of education to children regardless of their disabilities.

The Education and Training Policy of 1995 acknowledges that there are groups of children who have not equitable access to education. Such groups include children

with disabilities such like mentally retarded children. The Constitution of the United Republic of Tanzania emphasizes that every Tanzanian citizen has the right to education provided he is to cope with the studies. The Education Act of 1978 stipulates that every school aged child should have access to education. The provision of education in Tanzania has been of two types, namely residential special schools and day special school (Possi, 1996). The residential educational services have proved to be segregative. Consequently, the Ministry of Education has committed itself into ensuring that all exceptional children are integrated in the mainstream of education through Inclusive Education.

The Education and Training Policy of 1995 stipulates that, as much as possible, children with special needs be educated in mainstreamed or integrated classrooms. The point is that, pupils with special needs who are integrated with the other pupils enjoy the social and academic services with their peers who are not with disabilities. It is from this background that the Ministry of Education launched a pilot program on inclusive education in 1998.

Mitchell (2008) emphasizes that the success of inclusive education depends heavily on the ability of regular teachers in implementing the general curriculum which is used in teaching the main streamed students. Regular teachers should have the capacity and willingness to make appropriate adaptation of the curriculum, to use effective teaching strategies and manage the inclusive classrooms in such a way that each student regardless of disabilities, benefits from what is being taught. Based on this all stakeholders of education such as teachers, parents and education officials

should presents major challenges facing pupils with mental retardation and suggest comprehensive school reforms to overcome the hindering factors for achieving better education, by this regard study intends to come out with findings which will contribute to better provision of primary education for pupils with mental retardation.

1.1.1 Inclusive Education in Tanzania

Inclusive Education is a new trend of thought in international education and society, which obtained global attention in the early 1990s and denoted the change of practices and terminology concerning the so called people with special needs (Vislie, 2003). Inclusive education is concerned with the quest for equity, social justice, and participation and combats all forms of barriers of discrimination and exclusion in education practices (UNESCO, 2008). Skojorten (2001) further commented that inclusive education should not only be seen in education point of view but also it has to be supported by inclusive legislation, inclusive health care as well as social welfare which treat people equally.

There is a considerable change and movement toward inclusive education worldwide, where many countries today are reviewing and adjusting special education policies to suit the current changes to inclusive education (Angelides, Stylianou, and Gibbs, 2006). These attributed changes are aiming at increasing educational opportunities, participation, and learning of the children with special education needs in regular classes.

UNESCO (2006) stated that Statistics and estimates shows that about 750 million disabled people in the world, and approximately 10% of the population lives in

developing countries. In developing countries, people with disabilities have little or no access to health and education services; the access is only between 2 to 3% among children with disability. Further, UNESCO (2006) indicated that, more than one third of 77 million children who are out of school are disabled children and that in Africa fewer than 10% of disabled children are in school. This trend is worse in Tanzania where only four out of ten children with disability attend school and being slightly accommodated with their needs in most of regular classes (Mkumbo, 2008; Mmbaga, 2002).

MoEVT (2009) viewed inclusive education in Tanzania started in the early 1998, four years after Salamanca statement of 1994, which spearheaded the development of inclusive education by signed and ratified several international declarations such as convention on the rights of the child of 1989. In 2009 the government passed a bill on the laws of the children acts, and the government has also signed a policy document on education for all (EFA), (Karakoski and Stroem, 2005). The government of Tanzania in collaboration with UNESCO started pilot project of inclusive schools in seven primary schools in Temeke Municipality.

After the pilot, more inclusive schools expanded to a total of 208 primary schools by 2008 and more secondary schools are inclusive accommodating children with diverse needs (MoEVT, 2008). These initiatives by the government have been done hand in hand with development of a number of policies which have promoted the development of inclusive education in Tanzania education sector (Karakoski and Stroem, 2005; MoEVT, 2009).

MoEVT, (2010) stated that since the year 2000, Tanzania has also been implementing several education development programmes related to supporting of inclusive education, such like Primary Education Development Plan (PEDP I, 2002-2006; PEDP II, 2007-2011), Secondary Education development Plan (SEDP I, 2004-2009; SEDP II, 2010-2015). MoEVT (2010) asserted the evidence shows PEDP and SEDP (I and II) have succeeded, among other things, to increase the enrolment of the pupils and students with disabilities in primary and secondary schools respectively. According to (MoEVT, 2011), enrolment of children with disabilities have been increasing in Tanzania regular schools, both in primary and secondary education.

Data show that the enrolment of pupils with disabilities in primary education has increased from 18992 in 2006 to 26436 in 2011, while in secondary schools has increased from 716 in 2006 to 5534 in 2010, and dropped to 5008 in 2011 (Mkumbo, 2008; MoEVT, 2011). Regarding such achievement in the enrolment of the children with disabilities in special and regular schools, there is a need of improving the school environment to suit the need of children with special needs in primary schools.

1.2 Education for Children with Mental Retardation in Tanzania

Education for children with mental retardation in Tanzania was grounded through the introduction of the United Nations convention 1993 recognizes that children with physical disabilities should have full enjoyment of all human rights and fundamental freedoms on an equal basis with other children, and calls attention to obligations undertaken by States Parties to the convention on the rights of the child. Education

for mentally retarded children is among other rights for children with physical disabilities (Poss, 1996).

Right to education and access to assistive devices for children with physical disabilities is a global concern. Nations all over the world make an effort to ensure equal opportunities to their citizens (WHO 2011). In the course of bringing this to realism, various global initiatives have taken place so far. These include initiatives like Education for All (EFA), World Program of Action (WPA) concerning persons with disabilities which is summarized by the Standard Rules on the Equalization of Opportunities for Persons with Disabilities (WPA 1992) and many others.

Tanzania as a member of the International community has signed and ratified various International declarations that work towards equality in all walks of life, education and assistive devices being among them. Tanzania ratified the Salamanca Statement in 1994, a declaration that emphasizes on the need to provide basic education to children with special needs (Krohn, 2008). It signed the Convention on the Rights of the Child (UNICEF) in 1989 and ratified it in 1991 (UN Convention on the Rights of the Child 2007). In Tanzania education for children with mental retardation started in late 1980s but in Kibaha district education for mentally retarded children started in Kongowe primary school in 2000 (Mnyanyi, 2014 and Kapinga, 2013).

In implementation of this Tanzania's parliament on November 6, 2009 passed a bill known as "The Law of the Children Act 2009. This law provides the legal framework through which the rights of the country's children can be protected (UN Treaty series 2008).

With regard to this Act Tanzania Government invite various Non-Governmental organizations to provide education for mental retardation, whereby Tanzania Association for mental handicapped (TAMH) and NGOs whose main aim is lobbying and advocacy for the rights and empowerment of persons with intellectual disabilities. Its main activities include promotion of awareness of the rights and needs of persons with disabilities; empowerment of persons with intellectual disabilities; mobilization of parents and other members of the society; and networking with government institutions and other local and international organizations.

Other organizations cater for the education of children with mental disabilities: the Tanzania society for palsy and mental retardation that was found in 1980. It offers physical exercises, speech and improvement in every day routines. Also mental stimulation and special knowledge for children from 2 to 10; the Amani center for mentally disabled persons; the Training center for development cooperation (the center provides a classroom, a teaching assistant and some supplies. The Tanzania education ministry seconded a teachers trained in special education); Zanzibar association of parents of mentally handicapped (ILO, 1996).

In Tanzania the education of disabled children particularly the deaf and blind was purely an effort of missionaries. The Anglican Church opened the Wilson Carlile School for the blind boys in 1962 and the Swedish free mission opened the mission blind school at Tabora in 1962. The Lutheran Catholic Church opened the Irente School for the blind girls in Lushoto in 1963 while the Roman Catholic Mission

opened the Tabora deaf- mute institute in 1963. Most of them receive subsidies from the Government (ILO,1996). Today education for mental retardation is well spread all over the country, although the number of pupils still low compared with the population of mental disabled in Tanzania.

1.3 Statement of the Problem

UNESCO (1998) reports that even in countries where policies emphasize compulsory education, children with disabilities do not attend school due to limited provision or lack of strict rules enforcement for these groups. In Tanzania, and Kibaha in particular, since 2000 there has been an increase in enrolment for children with and without disabilities in primary schools. This has been attributing to an increase in awareness and change of attitudes by parents, teachers and the general public towards educating children, including those with mental disabilities.

Taking into consideration the challenges facing primary education in Tanzania, such as low budget, inadequate infrastructure, inadequate teaching and learning materials and few teachers (Mmbaga 2002, Mahenge, 2004, Mlekela, 2004), one wonders whether or not government plans and budgets consider children with mental disabilities. There have been several questions without sufficient answers. Such questions include the following: What are the influences of teaching and learning materials in teaching pupils with mental retardation? What are the social attitudes toward pupils with mental retardation? Do teachers teaching pupils with mental retardation available and qualified? “The questions beg for answers. It is therefore

imperative to find out factors influencing education for children with mental retardation.

1.4 General and Specific Objectives of the Study

Main objective was; to investigate factors influencing education to children with mental retardation in Kibaha Town council.

1.5 Specific Objectives of the Study

The study had the following specific objectives:

- To identify factors influencing access to education for mental retardation.
- To examine the influence of teaching and learning materials for teaching pupils with mental retardation.
- To examine community attitudes toward children with mental retardation.
- To assess influence of quality teachers for teaching children with mental retardation.
- To investigate teachers views on managing teaching children with mental retardation.

1.6 Research Questions

- What are the factors influencing access to education for mental retardation?
- What are the influences of teaching and learning materials in teaching pupils with mental retardation?
- What are the social attitudes toward pupils with mental retardation?

- What are the influences of quality teachers for teaching pupils with mental retardation?
- How do teachers manage to teach children with mental retardation in primary schools?

1.7 The Significance of the Study

Significance of the study is when the researcher points out the solutions to the problem or answer to the question that can or will influence education theory or practice (Omari 2011). The study would encourage inclusively learning to pupils with special needs as well as creating motivational attitudes of constructing conducive environments that facilitate inclusive learning for all pupils including mental retarded pupils. If mental retarded pupils would be educated and trained, they are productive members to the general society.

Therefore the study would create awareness to parents, community, education officials, teachers, stakeholders and curriculum developers to accommodate education needs of children with mental retardation as well as to modify curriculum that meet their needs.

Moreover, the study is beneficial in initiating other educational researchers as a source of references for more extensive studies. Also teachers had informed different methods and techniques which are suitable in teaching students with mental retardation in primary schools education.

1.8 The conceptual Framework

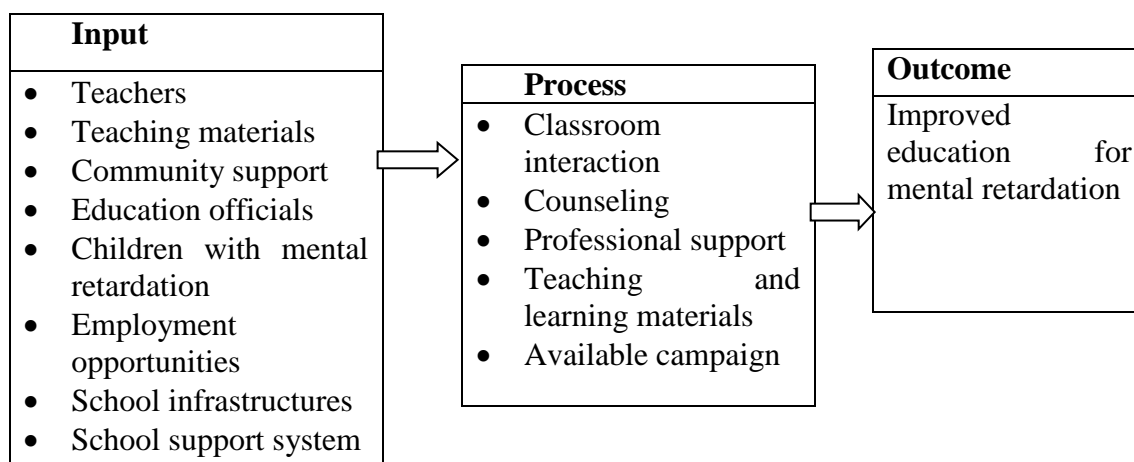


Figure 1.1: Conceptual Framework of the Study

Source: Researcher Construction

A conceptual framework is an analytical tool with several variations and contexts. It is used to make conceptual distinctions and organize ideas, Strong conceptual frameworks capture something real and do this in a way that is easy to remember and apply (<http://en.wikipedia.org/wiki/Conceptual-framework>). The conceptual framework of this study as a system is built with the input, processing, and outcome of the research variable. The input variable of the study includes; teachers, financial resource, education officials, community support, teaching materials, children with mental retardation, employment opportunities, school infrastructures and school support system.

Accessibility of pupils in schools with mental retardation depends on the presence of input variable, simplify because input justifies the ends. For stance, availability and quality teachers in schools influence education performance to children with mental

retardation. Therefore quality of education to students with disability depends on quality teachers. According to Dunn (1962), in his study on teachers of children who are mentally retarded, identified that teachers teaching mental retarded pupils must be able to develop methodology that provides structured situations for the meeting the life needs of the children. This indicates that teachers teaching mental retarded pupils should be competent in developing methodology that meets life needs of the children.

Also financial resource is among the most factor for education sector development in our country, for stance enough budget facilitate recurrent and expenditure to schools which resulted to improvement of education to children with mental retardation. On the other hand education officials and community support played a significant role to ensure access of education to students with mental retardation. Education officials are the one coordinating, supervising, implementing and ensuring quality control to education institution hence children with disability access to education in Kibaha Town council.

For community have to ensure all children with mental retardation to their locality are enrolled to schools. This may result into disabled children acquires education in Kibaha Town council. This is supported by researchers said that, it is common belief among writers on attitudes that an understanding of societal attitudes towards those with disabilities is necessary for the success of any rehabilitation of special education services (Mushoriwa 2002; Ozoji 1991; Kisanji 1995, Zindi 1996, Bothman et-al 2000).

Teaching and learning materials are important things for children with mental retardation to learn. Availability and quality materials for learning such like books, various teaching aids lead to the improvement of education to children with mental retardation. Furthermore, school infrastructure is important for students to learn. Friendly school infrastructures to children with mental retardation to schools such like classrooms, latrines, play grounds may enable disabled learn successful. Therefore, input alone would not provide successful achievement of teaching pupils with mental retardation, there should be other variable working together like process and outcome.

On the side of process variable involves; classroom interaction, counseling, professional support, teaching and learning materials, and available campaign, these are machineries for achievement of pupils with mental retardation to learn successful. For stance classroom interaction and professional support between teachers and children with mental retardation during and after class hours has direct positive impact in learning of pupils in schools. Interaction in the classroom may enable pupils get academic support; hence children with mental retardation perform better in their education. Also available campaign made by politicians and activists in the district has direct influence to the access of education to children with mental retardation. For stances politicians are the one who make laws and reinforce to ensure the community enroll all children with mental retardation in schools. But also ensuring education provided to pupils with disabled is quality for their future gain. On the other hand activists provide education to mass on the importance of educating children with mental retardation; hence society becomes motivated to enroll their

children to schools. Furthermore guidance and counseling to children with mental retardation make them learn and feel as normal human being. Therefore, good and clear process variable provides the end results of the learned pupils with mental retardation.

Together with other thing outcome variable depends both on the input and process variables which resulted to improved education for mental retarded. This is in line with Kaufman (1972), viewed application of the systems approach to educational management that involves thinking in terms of the whole problem and its interacting subparts or components as well as selecting ,implementing and monitoring the optimum alternative sequences of the component parts in order to achieve the best outcome for Children with disabilities should be applied. Emphasis should be on problem selection, identification of requirements to problem solution, methods and means obtained and implementation ,evaluation of results and revision to all or part of the system so that the needs are eliminated. The researcher was in the view that if these variables are being carried effectively and efficiently learning to children with mental retardation in primary schools would be improved education for mental retardation in Kibaha Town council.

1.9 Delimitations of the Study

Delimitation is simply defined as the boundaries set by the researcher to control the study. Most often these will be defined prior to any research or studies that are going to be done [www.ask.com]. This study was conducted at Kibaha Town council; this

is due to availability of different special needs primary schools constructed under Primary education development program assistance.

1.10 Limitations of the Study

Limitation of the Study indicates the challenges anticipated or that will be faced by researcher (Kombo, 2006:49). The researcher encounter with following constraints; Financial limitations, this was among of vital factor to ensure study achieve its intended objectives. Researcher use a lot of cost in buying essential equipments used during research activities such as stationeries, transport costs, food, just to mention a few. But this situation researcher overcome through borrowing some money to the financial institution (National Micro finance Bank) because is a public servant. During the data collection processes some respondents were not cooperative, for stance some questionnaires given to some of respondents did not respond all.

1.11 Definitions of terms

Mental retardation: Mental retardation defined as significantly sub average general intellectual functioning exciting concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child education performance. Heward (2006).

Primary Education: According to Tanzania education training policy (1995:13) is a seven years education circle. It is compulsory in enrollment and attendance. At the end of this cycle, pupils can go on with secondary education, vocational training or inter the world of work.

CHAPTER TWO

2.0 LITERATURE REVIEW

This chapter presents theoretical frame work and relates literature reviewed for this study. The conceptual framework of this study is grounded in the functionalist conception of education, while the empirical studies reviewed revolve around the five objectives developed in chapter 1. These include: Assess the factors influencing access to education for children with mental retardation; Influence of teaching and learning materials for pupils with mental retardation; community attitudes towards pupils with mental retardation; influence of quality teachers for teaching pupils with mental retardation; and teachers' views on managing teaching children with mental retardation.

2.1 Theoretical Literature

2.1.1 Functionalism Theory

Functionalism theory is built upon two emphases: application of the scientific method to the objective social world and use of an analogy between the individual 'organism' and 'society'. According to Murphy (n.d), underlying functionalism is the fundamental metaphor of the living organism, its several parts and organs, grouped and organized into a system, the function of the various parts and organs being to sustain the organism, to keep its essential processes going and enable it to reproduce. Similarly, Jarvie (1973) opined that members of a society could be thought of as cells that institute organs whose function is to sustain the life of the entity, despite the frequent death of cells and the production of new ones. Functionalist analyses

examine the social significance of phenomena, that is, the purpose they serve a particular society in maintaining the whole. Whawo (1993) cited Hurn and von Bartalanffy (1959), saw society as an open system that maintains equilibrium through a feedback process or that portion of a system's output that is feedback to the input and affects succeeding outputs and adjusts future conduct by reference to the past.

Functionalism investigates both the principles common to all complex entities, and the (usually mathematical) models, which can be used to describe them. Schools are component parts of a system in the society and tend to maintain themselves in a steady state. A steady state occurs when a constant ratio is maintained among the components of the system, given continuous input to the system. A burning candle is often used as an example of a steady state. Upon being lighted, the flame is small, but it rapidly grows to its normal size and maintains the size as long as its candle and its environment exist. It is also self-regulatory; using the above illustration, a sudden drift will cause the flame to flicker, but with the ceasing of the drift, the flame regains its normal characteristics (Whawo, 1993).

Within this perspective, schooling is viewed as essential to society, in that it sorts and sifts above average students from average and below average students. It does this in order to ensure that the more talented students rise to the top of the socio-economic status system. Another major role of structural functionalism is that it teaches the skills and norms of society. Structural functionalists believe that in order for society to remain a viable system all components must function together and thus

require a system to instill similar beliefs and values to each member of that society. Those who excel in society are those who have worked the hardest for their position, a social phenomenon called meritocracy. According to Hurn (1959)“this is a society where ability and effort count for more than privilege and inherited status”.

Society needs the best and the brightest to function at the highest levels, and therefore it gives its highest rewards to this same group of people. Hurn also theorized that society functions much better economically when there is more education for the individual or for society at large. An individual’s acquisition of additional skills provides benefits to the society in which he lives. Hurn further stated that the more education there is the less likely there will be much inequality. Whereas, human capital theorists see education as an investment in which those who feel that the benefits of college outweigh the money are the ones that rise to the top of the socio-economic pyramid. Those who do not decide to further their education, then, are less deserving of the rewards that society has to offer. This is the basic fundamental way that functionalists see education.

Durkheim (1956) felt that schools are there to teach morals to children. These morals are the ones that society has set up so that everyone is the same and need to be taught at school rather than in the home because there is too much bending of the rules at home whereas school is a colder environment. In teaching morals, the schools are also teaching children that they must become part of society and have ties to society or the child and society will break down. Durkheim concluded that these were the most important things that school could give to its children, a sense of belonging to a

larger society. In Talcott Parson's opinion, a school's main function is to socialize children by using the idea of commitments. There are two types of commitments, commitment to the implementation of the broad values of society and commitment to the performance of a specific type of role within the social structure (Parsons, 1959). Presenting the functions of education from the sociological aspect, Carr and Kemmis (1986) drew attention to the fact that the principal functional requirements of education are first, to socialize the young into prevailing norms and attitudes so as to preserve social stability, and secondly, to stratify individuals in accordance with the complex network of roles that sustains the existing social order. The critical idea here is that school does not operate in isolation and its function in society is imperative to the development of the society. While D'Aeth (1975) observed that the central objective of education was to raise the level of skills, especially technical and management skills, needed to support economic growth and to provide an adequate supply of the whole range of professional expertise needed to run a modern nation.

Basic to this perspective is the conviction that the regular patterns displayed in human action are caused by social laws operating to ensure the order and cohesion necessary for the preservation of society. Society is therefore regarded as an interdependent entity maintained through impersonal law-like processes that operate without the intervention of human purpose. Particular institutions, such as education, are presumed to be 'functional' in the sense that they exist in order to serve some of the functions that must be fulfilled for society to survive (Carr and Kemmis, 1986). Carr and Kemmis further argued that the functionalist sociology of education

provides knowledge of how the social mechanism already operating in educational institutions could be modified so that the equilibrium of society could be maintained. The researcher took as his point of departure the functionalist approach to education because it views the school as a unified purposeful organization or simply as a system that is made up of component parts. The entire staff in the school system is viewed as a whole and they are supposed to be experts in their field. Thus, a clear picture of this classic' view of teacher effectiveness is the first step toward understanding the contemporary meaning of professionalism for today's education and practical issues. Therefore, I conclude that functionalism as a school of thought focuses on what makes society function determines its use and purpose. However, given that different situations may influence instructional processes of students and the society at large, Eraut (1994) argues that most accounts of the ideology of professionalism follow the functionalist models developed by Goode (1969), Merton (1960) and Parsons (1968), which accord primacy of place to the professional knowledge base. The problem, to which the concept of a profession is said to provide an answer, is that of the social control of expertise. Experts are needed to provide services which the recipients are not adequately knowledgeable to evaluate.

Also, the purpose of this choice is not to test or refute functionalist theory, but to use it to select variables of interest and to organize my research. An examination of the concepts used in this work fits into this framework because a picture of the typical outlook of professionalism is the first step towards accepting the contemporary meaning of professionalism for today's teaching and practice issues. In essence, the goal is to test how teacher effectiveness in terms of methodological competencies,

motivational competencies and instructional process competencies affect their teaching and learning. The researcher's preference of the functionalist theory does not mean that functionalist theory is not without criticism from other schools of thought.

The functionalists criticized on their view of the causes of educational failure which apportioned blame on the individuals not the society, the poor, or the rich. Functionalists were positive regarding the common social goals of education and failed to recognize that it was hard to achieve common social goals. They failed to see education as necessary for motivating individuals for their own personal development rather than the sake of national economic need. With this regard this study wants to investigate the access of education to children with mental retardation at Kibaha Town council.

2.2 Access of Education for Mental Retardation

Tanzania like many other developing countries has been facing multiple challenges toward inclusion in education; studies show that a total of four million people are living with disabilities in Tanzania, and only a tiny percentage of them have access to education (Mkumbo, 2008; URT, 2008). Further noted such challenge is largely posed by the cultural base which has for longer being negative about the learning capability of children with special needs and their acceptability in the community

MoEVT (2010) noted the evidence showed that PEDP and SEDP (I and II) have succeeded, among other things, to increase the enrolment of the pupils and students

with disabilities in primary and secondary schools respectively. According to MoEVT (2011) enrolments of children with disabilities have been increasing in Tanzania regular schools, both in primary and secondary education. Data show that the enrolment of pupils with disabilities in primary education has increased from 18992 in 2006 to 26436 in 2011, while in secondary schools has increased from 716 in 2006 to 5534 in 2010, and dropped to 5008 in 2011 (Mkumbo, 2008; MoEVT, 2011). This implies that in recent years children with disabilities including mental retarded children have keep improving in enrollment in both primary and secondary education. This might be due to community awareness, strong political system of the country to support education for disabilities including mental retardation children.

Bowe (1984) through his study revealed that in America, one out six disabled woman has had fewer than eight years of formal education as compared to only one out of every 28 non-disabled women in the country. Only 16% of all disabled women are likely to report some college education, compared with 31% of all non-disabled women. Possi (1998) view similar experiences are also found in Tanzania. For example, in 1997 there were 1787 boys in primary schools, and 1374 girls out of a total enrolment of 3221 disabled children in primary schools. This implied that males pupils are mostly have access to education compared to female pupils in Tanzania. There should be measures taken to ensure equity in education system between males and females to eradicate such imbalance.

Possi (1996) wrote an article on gender and education of people with disabilities in Tanzania, asserted that girls with disabilities in Tanzania have not had equal access

to education compared to boys, especially at higher institutions of learning. Some of the reasons advanced for the imbalances may be due to negative attitudes towards people with disabilities, lack of role models, as well as lack of teaching-learning materials, and inaccessibility to educational buildings. Further he recommended that parents and the Tanzanian community in general, be made aware of the education of children with disabilities; and that role models be used to motivate parents to enroll their children with disabilities in school and make sure they graduate.

Therefore this study intends to assess the access to education for children with mental retardation in order to come up with solution for betterment of the community and the nation at all.

2.3 Teaching and Learning Materials for Pupils with Mental Retardation

In the current school system teacher is the one who prepare teaching material to be used for presenting a lesson. These teaching materials include game puzzle, picture cards and corresponding work cards. The question is can all teachers prepare teaching resources for all children, including these with mental retardation? According to Msuya (2005) study on assessment of Primary education development program implementation in Mara region and revealed necessary facilities for teaching special needs pupils like Braille materials, audio and visual devices, Various teaching aids, mobility equipments like white cane for blind, wheel chair for the physically challenged ones, special classroom designed and toilets. This observation indicate that for the effective teaching pupils with mental retardation proper teaching and learning materials should be used in order to make effective learning.

Shamim *et-al* (2015) identified materials offered by the primary education service developed by “Guibor” who emphasizes series of materials for teaching mental retarded pupils like dictionary charts, corresponding work cards, picture cards, games puzzles and teachers guides with day by day lesson plans. They suggested that these materials would be good for seat work activities and the site world dill. These observation indicate that effective teaching of pupils with mental retardation are by teaching and learning materials like dictionary charts, corresponding work cards, picture cards, games puzzles, and teachers guides with day to day lesson plan.

Rages *et-al* (1968) did a study on materials suit in teaching special education and identified that materials like Rail road chalk, finger painting materials, large news print and various colored magic makers they suggested that these materials are good for teaching pupils with mental retardation. Jacobson *et al* (2003) suggested that adequate and high quality teaching materials provide pupils with an education that is meaningful and respond better to their individual needs: This suggestion tries to emphasize the importance of using teaching and learning materials which pupils need, interest and which will encourage them to participate fully in teaching and learning process. This idea have been supported by Kelly and Paskett (2009) who in their view see teaching and learning materials as necessary condition for building pupils confidence.

Lev. Vygotsky as cited by Johnsen, (2001) stated that learners with development impairment need concrete learning materials and circumstances. He added that first and foremost, they need guidance in the direction of more abstract to general

cognitive function. This observation indicates that for mental retardation pupils to achieve academic progress among other things, they need concrete learning materials and guidance in the direction of more abstract to general cognitive function.

Dark *et-al* (2002) did a study on evaluation of special units for children with mental retardation at Botswana primary schools and identified for effective learning of pupils with mental retardation together with other things, they need regular supply of text books, exercise books, pens and pencils to equip the special units with special materials and equipment. This observation indicate that for pupils with mental retardation to learn effectively and efficiently, they need materials like text books, exercise books, pens and pencils to equip special units with materials and equipment.

Ngonyani (2010) did a study on teacher's facilitation of learning for learners with disabilities in inclusive classrooms in Tanzania. He identified that the use of DVD materials in the study had brought very encouraging positive attitudes results and it lead for teachers to improve their facilitation of learning to learners with disabilities in their classroom. He suggested that through the use various strategies and techniques teachers become more confident, made a use of multi teaching strategies, involving encouraging, motivating, eliciting response and make learners participate and interact with them. Based on the above suggestions and ideas from different scholars the researcher intends to examine the influence of teaching and learning materials for teaching pupils with mental retardation in order to come up with findings for betterment.

2.4 Community Attitudes toward Children with Mental Retardation

Attitudes of society towards those with disabilities are a common feature in the literature review. Community attitude which is positive toward children with mental retardation is of great deal. According to Cook, *et al* (2000) divides attitude into three elements: (1) cognition (a person's perception or beliefs about a subject); (2) affect (the perceptions beneath these beliefs as well as the positive or negative charge or feeling that a person has toward another); and (3) behavior responses (person's intention to behave in a certain way towards another). It is common belief among writers on attitudes that an understanding of societal attitudes towards those with disabilities is necessary for the success of any rehabilitation of special education services (Mushoriwa 2002; Ozoji 1991; Kisanji 1995, Zindi 1996, Bothman *et-al* 2000).

Schneider *et-al* (2001) did a study research on social acceptance with mental retardation with an Italian sample and observation that five of six children with moderate disabilities that were integrated in the regular classes of both schools rejected socially. This observation indicates that pupils of mental retardation are rejected socially. Krasnor (1970) around that child adopt positive attitudes towards his/her classmates and effectively interacts with them the more competent he/she is.

She added that child who confronts with problems during his/her social interview, could probably demonstrate problematic behaviors, such as attention, disruption and aggressiveness (internal behavior), isolation and social anxiety, and social insecure behavior (internal behavior).

Arampatzi *et-al* did a study on social development parameters in primary schools and revealed that pupils' attitudes towards disability indicated that who attend schools with inclusive setting differ significantly regarding their attitudes compared to those pupils who attend typical schools, but the attitudes of the former are more negative than those of the latter. This implies that inclusion does not improve typical pupil's perception of their classmate with disabilities. Avramidis *et al* (2010) did a study into mainstream teachers attitudes towards the inclusion of children with special education needs in the ordinary school in one local education authorities and revealed that teachers who have been implementing inclusive program and therefore have active experience of inclusive and posses more positive attitudes.

A study conducted in South Africa about attitudes of primary school teachers towards inclusive education revealed that generally the primary school teachers studied had negative attitudes towards inclusive education. Reasons given by the teachers included among others that: they, the teachers were not trained to cope with children with disabilities; the schools did not have the necessary facilities; upgrading all the schools would be far more costly than building new special schools; pupils with special needs would have lowered self-concept due to repeated failures in the regular schools; the pupils would not keep up with their peers and this would lead to the other learners not getting enough of the teachers time as teachers would spend too much time helping those with special needs (Bothman *et al.*, 2000). Previous studies by Hilton and Henderson (1993) in Wade (2000) reveal that teachers who utilize parental involvement experience positive attitudes towards parents, and feel that parental support is very useful.

Kimengi *et al* (2015) did a study on the factors inhibiting the mentally challenged in the acquisition of skills in Ugenya and they found that 53% of parents and the community were involved in the acquisition of learning skills among the mentally challenged while 47% were not involved. From the findings of the study, observed that parents and the community were not fully involved in the acquisition of learning skills among the mentally challenged students. This implies that most of the families had no cooperation to their children especially in the learning processes which resulted poor academic performance of the pupils. But those families who had cooperation with their children in matters of learning do well in academic achievement. Based on above discussions from different scholars the researcher intends to examine social attitudes towards pupils with mental retardation in order to come up with recommendation for betterment.

2.5 Influence Qualified Teacher for Teaching Mental Retarded Children

Avramidis *et-al* (2010) in their study on teachers attitudes towards the inclusion of children with special education needs in ordinary schools, identified that teachers with university based professional development appeared both to hold more positive attitudes and to be more confident in meeting the IEP requirements of pupils with SEN. This observation that teachers teaching mental retarded pupils should posse's profession which suit to teach pupils with mental retardation.

Shamim *et-al* (2015) in their study on parental attitude towards children with mental retardation, identified that, the knowledge and skills required of the teacher will varying according to the age group of the children concerned. They added that the

teacher of the primary level class (C.A. 6-10) will need to know how to provide readiness programs which may extend for a three to five years period. This program would include opportunities for verbal and other forms of self-expression with activities to encourage growth in language development. Furthermore the program will include intensive training in visual, auditory and kines the perception and the teacher must provide activities mentor coordination as well as habit training in health, work, safely and social relation. Smith (1968) did a study on clinical teaching and revealed that a leader, teaching mental retarded pupils should possess skills on style of life, this will enable pupils to have adequate responses to social, personal and occupational situations. All this things would have the primary aim of developing as self-sufficient.

Culatta (1999) conducted a study on foundation of special education to answer the question on what every teacher needs to know in teaching pupils with special need, and identified that teachers who work in special units in ordinary schools or special schools for children with mental retardation or handicap are given special training to do so. This observation indicate that teachers teaching pupils with mental retardation must have special training which suit to teach pupils with mental retardation. While all these suggestions given by different scholars admit the importance of training for the teachers, teaching pupils with mental retardation.

Mackle *et-al* (1962) conducted a study on teaching of children who are mental retarded and identified that, the teachers teaching mental retarded pupils should be skilled in method of observation of the child during the learning and to know how to

allow adequate time for each phase, developing concepts slowly, simply and in sequential order over an extended period of time. Furthermore they added that teachers must know to make the experiences of the children concrete and meaningful through the use of audio-visual materials and use of methods that are related to the interest and social behavior of the retarded. This observation reveals that teachers teaching mental retarded must be competent in methods of observation of the child during the learning.

Chaula (2014) did a study on challenges teachers' face in implementing inclusive education in primary schools in Tanzania and identify that the number of teachers teaching disabled children are few; she suggested incensement of special education teacher for effective and efficient teaching of disabled children. This observation indicate that few teachers at school cause work over load, work overload hinder special educationist teacher not to work effectively and efficiently due to many duties to do at school including teaching, marking, and taking mental retarded children.

Alexander (2014) conducted a study on challenges face when teaching leaners with developmental disability and found out that, there are shortage of trained teachers on special education as well as lack of teaching and learning facilities. He suggested that for effective teaching of special education in Tanzania, special education teachers, teaching and learning facilities should be available at school.

Mwakyaja (2013) did a study on teaching students with impairments in inclusive classrooms in Tanzania and found out that, there is a shortage of teaching staff at

school to counter act the large number of disabled students. He suggested that for effective teaching of disabled students enough teachers teaching disabled students should be available at school. UNESCO (2006) on world date on education observed that despite the progress of special education provision in Tanzania, special education in Tanzania face problems related to insufficient specialist, lack of specialized equipments, teaching and learning materials and limited education opportunities.

According to Gathua and Muthee(2000) did a study on role of parents in the education of mentally retarded learners in selected schools in Madaraka zone, Kiambu county, Kenya and recommended that in-service training should be provided for teachers with a view of building capacity in needs assessments, recordings and statistical data analysis using baseline data designs. This is crucial in that the results of such assessment needs processes would be credible findings devoid of generalities. Karakosk *et al* (2005) in Mwakyeja (2013) documented that only 0.9% of about 118,000 special teachers teaching in general and inclusive school in Tanzania had no teacher training on special need education. They added that, this is because there are few colleges and university which offer course for teaching students with special needs.

By this regard, implies that regular classroom teachers have considerable responsibility for the success of students with disability in a regular class. These teachers need additional support to help students with disability succeed in the regular classroom. Additional supports may comprise a time allocation for the

regular teacher to plan for the inclusion of the special needs pupil, a professional development for the regular teacher, personnel support, material resources, administrative support, or a reduced class size Australian Bureau of statistics data (Australian Statistics, 2000) indicates that the majority of children with disability enrolled in regular classes do not receive additional support services of any kind. Support includes training of teacher's development of materials, pre-service training and developing in-service modules. Teachers need to be provided with practical information on what they can do in the classroom, how they can identify children with disabilities and who they shall refer the children too.

According to Farrell (1996) reported that half of the teachers working in special school for children with severe learning difficulties had no specific training in this area and express concern about the lack of any initiatives to rectify this situation. Based on the above discussion from different schools, the researcher intends to assess influence of qualified teachers for teaching mental retardation children in order to come up with findings which would help to overcome the situation.

2.6 Managing Teaching of Children with Mental Retardation

This objective the researcher wants to know teachers views on managing teaching of children with mental retardation, because teachers normally perceive or view different on how to manage the class with mental retardation. Mmbaga (2002) in her study is entitled "The Inclusive Classroom in Tanzania- Dream or Reality?" Found some interesting results: Organisational structures and policies has according to Mmbaga's findings had a negative impact on the conditions in the classrooms.

Furthermore, the study reveals that teachers have to fulfill the requirements of the curriculum, even though there are big classrooms and poor facilities and equipment, this diminished the teaching quality. The teachers themselves had also according to Mmbaga's study contributed to hamper the quality of the classroom processes, by labeling and categorizing pupils into different groups (Mmbaga, 2002). It implies that managing the class of mentally retarded children requires teachers to prepare teaching notes, lesson plan, scheme of work, teaching aids as per curriculum stated, it will be ease to deliver the lesson clearly and understanding of the lesson.

The inclusion of students with mental disabilities in ordinary school settings is supported by the findings of studies that show that student achievement in regular schools depended on the combined effects of teaching methods used for all students and those used to meet the unique learning needs of individual students (Du Toit and Forlin, 2009). The need to individualize teaching to take into account the learning needs of students with mental disabilities is a matter of best teaching practice rather than a result of having.

According to Ainscow (2003) include regular methods with no adaptations, material adaptations, multi-level curriculum and substitute curriculum. A wide variety of teaching methods and strategies can be employed in the teaching so as to cater for learners' individual needs. Task analysis can be very useful in teaching learners with mental disabilities in inclusive settings (Slavin, 1996; Mpofu, 2000; Forlin, 2006). This implies that good teaching methods used by teachers in teaching children with mental retardation in primary schools enables teachers to manage the class in terms

of facilitating the lesson properly. Despite, the good things about the inclusive education Bradley (1998) cited by Hayden and Thompson (2000) posit that it needs to be pointed out that there are many difficulties in implementing inclusion. It is time consuming and requires a high level of human resources. Inclusive education including mental retarded children has to be carefully monitored and well planned in order to cater for the needs and not just the rights of special needs children. In this situation, it may not be economically viable.

Ainscow (2003) advances that most importantly; the introduction of an inclusive education requires input and support from those who are committed to its ideology and values. Badza and Tafangombe (2010) cited challenges to inclusion as funding, policy issues, and large class numbers and negative attitudes towards learners with mental disabilities. Lack of qualified personnel and lack of supervision, monitoring and evaluation of the system cause problems in the inclusion of learners with mental disabilities. This implies that children with mental retardation require great care, learning materials and motivational incentive to teachers and non-teaching staffs in order to handle them for good of the society because mental retarded pupils are difficult to manage compared with other students or pupils with disabilities.

Ainscow (2003) points out that the majority of teachers feel they have got a difficult enough job without having to think about learners with mental disabilities who are viewed as an extra burden. These teachers are not comfortable with the large numbers, poor working conditions and remuneration; hence their resistance against the inclusion of learners with mental disabilities in ordinary classes. This implies that

some time teachers face difficulties to manage the class of mental retardation because of crowd of pupils which do not correspond with the ratio of teachers available at school.

Dunn (1962), in his study on teachers of children who are mentally retarded, identified that teachers teaching mental retarded pupils must be able to develop methodology that provides structured situations for the meeting the life needs of the children. This indicates that teachers teaching mental retarded pupils should be competent in developing methodology that meets life needs of the children. Based on the above discussion from different scholars, the researcher intends to assess influence of quality teachers to teach pupils with mental retarded in order to come up with findings for betterment.

2.7 Empirical Studies

There are various studies done concerning education for children with mental retardation, such studies include; study on teaching and learning materials which done by Msuya (2005) on assessment of Primary education development program implementation in Mara region and revealed necessary facilities for teaching special needs pupils like Braille materials, audio and visual devices, Various teaching aids, mobility equipments like white cane for blind, wheel chair for the physically challenged ones, special classroom designed and toilets.

Jacobson *et al* (2003) suggested that adequate and high quality teaching materials provide pupils with an education that is meaningful and respond better to their

individual needs: This suggestion tries to emphasize the importance of using teaching and learning materials which pupils need, interest and which will encourage them to participate fully in teaching and learning process. Also influencing education for children with mental retardation depends on the community support to ensure they learn effectively. According to studies by Hilton and Henderson (1993) in Wade (2000) reveal that teachers who utilize parental involvement experience positive attitudes towards parents, and feel that parental support is very useful. With this regard children learn simply they get materially and morally support from the entire community or parents.

Furthermore, education for mental retarded children requires competent and qualified teachers in order to support the learning at school. According to the study by Laure, Schieb and Stuart (2011) where they highlighted the importance of teachers profession development intervention, they argue that profession development may increase teachers content, knowledge, pedagogical which will influence their classroom instructions. This implied that teacher who are professional oriented makes pupils learn with joyful and understand well of the content taught.

Other studies like Alexander (2014) on challenges face when teaching learner's with developmental disability and found out that, there are shortages of trained teachers on special education as well as lack of teaching and learning facilities. He suggested that for effective teaching of special education in Tanzania, special education teachers, teaching and learning facilities should be available at school. Mwakyaaja (2013) did a study on teaching students with impairments in inclusive classrooms in

Tanzania and found out that, there is a shortage of teaching staff at school to counter act the large number of disabled students. He suggested that for effective teaching of disabled students enough teachers teaching disabled students should be available at school.

According to Mmbaga (2002) in her study is entitled “The Inclusive Classroom in Tanzania- Dream or Reality?” Found some interesting results: Organisational structures and policies has according to Mmbaga’s findings had a negative impact on the conditions in the classrooms. Furthermore, the study reveals that teachers have to fulfill the requirements of the curriculum, even though there are big classrooms and poor facilities and equipment, this diminished the teaching quality. The teachers themselves had also according to Mmbaga’s study contributed to hamper the quality of the classroom processes, by labeling and categorizing pupils into different groups (Mmbaga, 2002). It implies that managing the class of mentally retarded children requires teachers to prepare teaching notes, lesson plan, scheme of work, teaching aids as per curriculum stated, it will be ease to deliver the lesson clearly and understanding of the lesson. Therefore, the study intends to investigate factors influencing education for children with mental retardation in Kibaha Town Council for further betterment.

2.8 Gap in Literature Review

Together with Government of Tanzania formulate various policies and acts such as Education for All in 1974, the Education Act of 1978, and Education Training Policy in 1995. Both declarations and education policies focused on the provision of

education for all, including children with mental disabilities. Several studies had been conducted on pupils with mental Retardation in primary school education. Most of studies were too general as far as teaching and learning for pupils with mental retardation concerned. In Tanzania the student that retardation concerned. In Tanzania the studies that observed factors influencing access to education for children with mental retardation were few and too general and sometime not for specific primary school education. For example Msuya (2005) did a study on assessment of Primary education development program in Mara region and identified necessary facilities for teaching special need pupils like Braille materials audio visual and visual devices, Rages et-al (1968) did a study on materials suits in teaching special education and corrected that materials like Rail road chalk, finger printing materials, large news print and various colored magic makers and suggested that there materials are good for teaching pupils with mental retardation. Therefore, for this regards little emphasis are kept on human resource for educating pupils of mental retardation in Kibaha District. This study intended to fill the gap left by other researches by observing factors influencing access to education for children with mental retardation in primary schools.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

This chapter presents the research approach, the design, population description, sample selection techniques and sample size, data collection instruments, Validity and reliability of data collection instruments, and ethical considerations.

2.1 Research Approach

The research approach is mental and philosophical disposition a researcher may have consciously or unconsciously or on the nature of knowledge, how it is acquired, and the nature of humans, as respondents, in any social reality under my microscope and can only be qualitative or quantitative Omari (2011). The research approach used in this study was qualitative approach. This was used because it enables the researcher to obtain and interpret informants meaning and experiences in their natural settings. Contributing to this Ritchie et al (2012), asserts that qualitative approach helps the researcher to explore and describe participants understanding and interpretations of social phenomena in a way that captures their inherent nature. Given the nature of the research problem to be investigated, the researcher explored factors influencing access to education for children with mental retardation in primary school education at Kibaha district. And merely researcher used quantitative approach to complement descriptions.

2.2 Research Design

According to Omari (2011) defined research design as a plan on how a research problem will be tackled. The appropriate research design applied in this research

problem was a case study. Case study involves a careful and complete observation of a social unit, be that unit a person, a family, an institution, a cultural group or even the entire community (Kothari 2004). The case study, on the other hand, would enable the researcher to obtain in-depth and rich data informants. This was because a case study involved analysis of characteristics of an individual unit so as to probe deeply and analyze intensively the multi-farious phenomena that constitute the life cycle of the unit with a view to establishing generalizations about the population to which that unit belongs.

2.3 Description of the Population

A population is group units which have one or more characteristic in common that is of interest to the research (Omari, 2011). The population of this study comprised district education officer, school inspectors, head teachers, teachers, ward education coordinators and parents from Kibaha Town council.

2.4 Sample Selection Technique and Sample Size

2.4.1 Sample Selection Technique

The selection of the respondents based on the probability sampling and non-probability sampling. In probability sampling, the researcher selected respondents by using random sampling; whereby researcher used lottery method in selecting respondents in selected schools. Each member was assigned by a unique number. The numbers are placed in a bowl and thoroughly mixed. Then, a blind-folded researcher selects required number lottery represents the whole population, that is to say every individual has equal chance to be selected.

While in non-probability sampling, the researcher employed purposive sampling. For instance, researcher used District Education Officers, School inspectors, were purposively selected because have enough information on pupils with mental retardation in primary education. One of advantage of Purposive sampling was that, it could be very useful for situations where there is a need to reach a targeted sample quickly and sampling for proportionality.

2.4.2 Sample Size

The sample size of this study was 45 respondents. The sample size composition is indicated in the table below. The issues of gender are highly regarded.

Table 3.1: Indicate Sampling Composition

	MALE	%	FEMALE	%	TOTAL	%
DEO			01	2.2	01	2.2
School Inspectors	01	2.2	01	2.2	02	4.4
Ward Education Officers	04	8.8	04	8.8	08	17.6
Head teachers	03	6.6	03	6.6	06	13.2
Teachers	04	8.8	04	8.8	08	17.6
Parents	10	22.2	10	22.2	20	44.4
TOTAL	22	48.8	23	51.1	45	100

Source: Researcher (2016)

2.5 Method for Data Collection

According to Enon (1995), an instrument or tool is the technique or methods/ procedures of data collection. In this research the recommended instruments used were questionnaires, observation and interviews.

2.5.1 Questionnaires

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents (en.wikipedia.org/wiki/Questionnaire). In questionnaires the researcher prepared open and closed questionnaires that encouraged head teachers, and teachers to give information needed for the study. The reason for using questionnaire was that, it could be used in distant respondents and a well-planned and could always modified and adapted.

2.5.2 Interviews

Kothari (2005) interview method of collecting data involves presentation of oral - verbal stimuli and reply in terms of oral verbal responses. Therefore researcher used structured and unstructured interviews that were used to district education officers, ward education coordinators, school inspectors and parents in order to get detailed information concerned with the study. According to Kothari (2005) interviewer may catch the informant off guard and thus may secure the most spontaneous reactions than would be the case if mailed questionnaire is used. Also researcher collects supplementary information about the respondent's personal characteristics and environment which was often of great value in interpreting results.

2.5.3 Direct Observations

Observations allow the investigator to learn about things participants may be unaware of or may be unwilling or unable to discuss in a questionnaire or in an interview (Kothari, 2005). The study used this instrument to observe the human

resource, teaching and learning materials used to educate pupils with mental retardation in primary school. The observation method of data collection is used practically to assess the teaching and learning materials. The classroom observations focused on the following areas: (a) what teachers and pupils with mental retarded interact in the learning process; (b) the instruments used for mobility during and after class hours. To observe these, the researcher sits in class when the session is on and used an observation sheet to record what is seen, heard, and experienced putting into consideration the students' observable characteristics and classroom environment.

2.6 Quality for Data Management

2.6.1 Validity of Instrument

According to Kothari (1990) validation of the instruments refers to the quality of gathering instruments or procedures which measures what they are supposed to measure. In this study the researcher developed pre-test interview to primary school teachers at Kibaha Town council who were obtained by chance, in order to check the effectiveness of each instruments. Also researcher sits with classmate to see if the instruments are valid. At the end the researcher seeks recommendation from supervisor before producing the final instruments.

2.6.2 Reliability of the Instruments

Reliability is the extent to which a test or procedure of data collection yields similar results under constant conditions on all occasions (Omari, 2012). That is, if we repeatedly assess the factors influence education for children with mental retardation in primary education a person would get the same answer. According to Omari view

several devices for checking reliability in scales and tests such as re- test, alternative forms methods or split half method. As he recommends, reliability of this study's instruments are ascertain by pre- testing the instruments before going to the field. The researcher gave questionnaires guides to the same groups of the respondents and re- testing them.

2.7 Data Procedure

Data analysis refers to the examining what has been collected in survey or experience and making deduction (Komba et-al 2006). In analyzing qualitative data, content analysis will be employed in order to extract relevant information. Content analysis is a technique in which the researcher organizes information collected into categories and revises until a final perspective emerge. It is the examining what has been collected in survey or experiment and making deduction and inference (Komba et al, 2006). The researcher also complement with quantitative data by using tables in which tabulation carried out by using figures and percentages.

2.8 Ethical Issues to be Considered

The ethical consideration observed to get informed consent from adult participants and from teachers and parents when primary pupils were involved. The researcher consult supervisors on ethical issues in the university, the researcher also abide with confidentiality from the people who need information; there will be no exposing or leaking of information without consent of the person who will provide information. The researcher humbled to cultural and belief of respondents. There were no bias, exposing leaking, and understatement of the information from the respondents.

CHAPTER FOUR

4.0. DATA PRESENTATION, DISCUSSION AND ANALYSIS

The chapter presents the data for the factors influencing education for children with mental retardation in Kibaha Town council in Tanzania. These data are arranged according to the research objectives developed in chapter one. The objectives investigated were related to access to education for children with mental retardation; the use of teaching and learning materials for teaching pupils with mental retardation; community attitudes towards children with mental retardation; influence of quality teachers for teaching children with mental retardation and to teachers views on managing teaching mental retarded children.

The first part presents demographic characteristics of the research participants, the second part present the data of the findings while the last part present chapter summary.

4.1 Respondents Characteristics

This part provides general information of respondents. The researcher provided respondent background information such as gender and education level. The participants participated in the study by gender as shown in the Table 4.2 below. This study had 45 respondents who were comprised of the 22 males out of 45 equals to 48.8% and 23 females out of 45 equals to 51.1%.

Table 4.2: Gender Characteristics of Respondents

	MALE	%	FEMALE	%
DEO			1	2.2
School Inspector	1	2.2	1	2.2
Ward Education Inspector	4	8.8	4	8.8
Head Teacher	3	6.6	3	6.6
Teachers	4	8.8	4	8.8
Parents	10	22.2	10	22.2
Total	22		23	

Source: Field Data (2016).

The education levels of the participants in the study were as shown in the table 4.3 below.

Table 4.3: The Education Level of Respondents

	Number of Respondents	%
Std VII	8	17.8
Form IV	4	8.9
Certificate	5	11.1
Diploma	18	40
Degree	9	20
Masters	1	2.2
Total	45	100

Source: Field Data (2016).

In Table three indicate that most of respondents had a diploma in education only a few had first degree and masters. This shows that those respondents had large extent experienced provision of education in Tanzania as students and as facilitators. The class seven leavers are parents of children with mental retardation. Most of respondents have direct experience in education provision for children with mental retardation. This played a greater role in this study.

4.2 Factors Influencing Access to Education for Children with Mental

Retardation

This objective the researcher intends to identify factors influencing access to education for children with mental retardation at Kibaha Town council. Access to education for children with mental retardation is important to implement education for all in Tanzania and the world at large. The data in the field were collected by using questionnaires and interviews. The questionnaires were distributed to teachers and head teachers found in Kibaha Town council. The question for teachers and head teachers were; how many children with mental retardation are enrolled in your school? And the second question is what are the factors contributing to enrollment of children with mental retardation in your school? Their responses are shown in Table 4.4 Below:

Table 4.4: Enrollment of Children with Mental Retardation

School	Enrolment per three years								
	2014		Total	2015		Total	2016		Total
	Male	Female		Male	Female		Male	Female	
Kongowe primary School	20	11	31	22	13	35	29	16	45
Mailimoja primary school	16	11	27	16	11	27	17	13	30
Mkoani primary school	6	5	11	6	6	12	7	6	13

Source: Field Data (2016)

In general all respondents view that in recent years access to education for children with mental retardation was increasing. From the table above the findings drawn from three year indicate that, Kongowe primary school enrollment of children with mental retardation vary year to year for instance the year 2014 enrollment was 31

children with mental retardation including both male (20) and female (11); 2015 the number of 35 children with mental retardation were enrolled, including male were 22 and female pupils were 13; while 2016 who got access to education were 45 children with mental retardation, including male pupils were 29 and female were 16. From this observation indicate that the enrollment of pupils with mental retardation was increasing, but the number of male pupils enrolled was greater than female pupils.

The findings also revealed that Mailimoja primary school, access to education for children with mental retardation in the year 2014 were 27 enrolled, including male 16 and female 11. In 2015 pupils with mental retardation enrolled were 27, including male 16 and female 11. While in 2016 children of mental retardation enrolled were 30, including male pupils who were 17 and female were 13. While Mkoani primary school revealed that 2014 only 11 children with mental retardation get access to education, in 2015 indicate that 12 pupils with mental retardation were enrolled, in 2016 children with mental retardation enrolled were 13. This shows that access or enrollment to education with mental retardation was changing from year to year. It revealed that enrollment of children with mental retardation increased from 2014 to 2016 to three primary schools chosen.

The finding indicates that male pupils were more enrolled than female. Furthermore Kongowe primary school enrolled more pupils with mental retardation compared with other primary schools chosen. In general the observation indicates that access to education for children with mental retardation increasing over time though was not satisfied. This observation is line with studies by (Mkumbo, 2008; URT, 2008) show that a total of four million people are living with disabilities in Tanzania, and only a

tiny percentage of them have access to education. Such challenge is largely posed by the cultural base which has for longer being negative about the learning capability of children with special needs and their acceptability in the community. Also the study is supported by Possi (1998) found in Tanzania for example, in 1997 there were 1787 boys in primary schools, and 1374 girls out of a total enrolment of 3221 disabled children in primary schools. This shows the varying degree of enrollment of pupil with disability which is greater to male than female pupils. On the other hand the question to head teachers and teachers who were 12 responded on the question, what are the factors contributing to enrollment of children with mental retardation in your school? Their responses are summarized in table 4.5: below

Table 4.5: Head of School Views on Enrolment of Children with Mental Retardation

Responses	Frequency			
	Agreed	%	Disagreed	%
Political influences	10	83.3	2	12.7
Community awareness	12	100	-	-
Opportunity for employment	12	100	-	-

Source: Field Data (2016).

From the table 5 above the findings show that 10 respondents equals to 83.3% agreed political influences lead to increase access or enrolment of children with mental retardation at Kibaha Town council to use while a very few respondents (2= 12.7%) disagreed. Also all respondents who were 12 equals to 100% agreed community awareness and opportunity for employment to mentally retarded influence enrolment of children in primary schools. This observation indicates that politician played a significant role for educating parents and community at large to enroll children with

mental retardation in primary schools. But also recent years rights to employment for children with mental retardation speed up access to enrollment of children with mental retardation. Furthermore, community awareness has influence to enrolment or access to education for mentally retarded children in primary schools at Kibaha Town council.

The data were also obtained through interview, in the interview with DEO, ward education officers and school inspector on the question, what are the factors influencing access of education for children with mental retardation? Some of the responses were as follows:

District education officer (DEO) had this to say:

All children have equal rights to education regardless of physical ability. To implement international convention on Education for All (EFA) remarked the initial factor for influencing access to education for children with mental retardation in our country. Other factor is community sensitization on enrolling their children with disability to school.

Through probe question asked to DEO on what do think are the factors hindering access of education to children with mental retardation in your district. The response was

Some of communities still hiding their kids instead of enrolling them; poverty and remoteness where schools are located make it difficult to enroll children with mental retardation in primary schools

The interview with school inspector on the same question that is factors influencing access of education for children with mental retardation?

One school inspector had this to say:

Today access of education to children with mental retardation is greater compared to previous time, this is a result of government follow up and punishing those who hide disabled from not enrolled them to schools; community knows the importance of education to children hence enroll them to school for better life. Also knowing that disabled have opportunity to employment soon after completing his or her study, community volunteers to enroll their children with expectation of his or her child will get a job

Second school inspector said:

In fact access to education for children with mental retardation currently is due to community or parents' awareness on the importance of education for all children, political influence, work of social activists explaining surrounding community on eradicating bad myth toward children with mental retardation, but also religious teaching awakened the societies to enroll the children with mental retardation.

The same question during the interview with ward education officers, they had this to say:

Ward education officer 1: said:

“The issue of access of education to children with mental retardation are influenced by change of world in term of science and technology which make the community to enroll their children to school in order to cope with such changes brought by advanced science and technology. Also strict laws for those hiding mental retarded children instead of enrolling them to school, and the sensitivity of community toward education for all”

Ward education officer 2: said that:

“Access to education is influenced by the international community which emphasizes education for all, for stance millennium goal advocated equity education whereby all children with right age to school should be enrolled. These international community are the one formulate goals to be achieved by all country of the world and support programmes introduced to boost education for all especially children with special needs”

The observation from the data collected reveal that, access to education for children with mental retardation are due to community or parents awareness, opportunity to

employment, work of social activists, influence of international community, changes brought by advanced science and technology and politicians. This study is in line with MoEVT (2011) viewed enrolments of children with disabilities have been increasing in Tanzania regular schools, both in primary and secondary education. Data show that the enrolment of pupils with disabilities in primary education has increased from 18992 in 2006 to 26436 in 2011, while in secondary schools has increased from 716 in 2006 to 5534 in 2010, and dropped to 5008 in 2011 (Mkumbo, 2008; MoEVT, 2011). This implies that in recent years children with disabilities including mental retarded children have keep improving in enrollment in both primary and secondary education. This might be due to community awareness, strong political system of the country to support education for disabilities including mental retardation children.

4.3 Teaching and Learning Materials for Pupils with Mental Retardation

The first objective was set to solicit information on the use of teaching and learning materials for teaching children with mental retardation. Teaching and learning materials was seen as important in assisting teachers and pupils in improving learning process. Data were collected by using questionnaires, interviews and direct observation. In this objective the researcher intended to answer the question on what are the influences of teaching and learning materials in teaching pupils with mental retardation. The questionnaires were distributed to teachers, head teachers found in six wards in three primary schools with mental retarded children found in Kibaha Town council. The question for teachers was; what teaching and learning materials

do you use for teaching children with mental retardation? Their responses are shown in Table 4.6 below.

From the Table 6 above it was revealed that 1 respondent out of 8 equals to 12.5% agreed to use game puzzled, while 7 out of 8 equals to 87.5% disagreed to use game puzzle, 1 respondent out of 8 equals to 12.5% agreed to use special pictures in teaching and learning while 7 respondents out of 8 equals to 87.5% disagreed, 2 respondents out of 8 equals to 25% agreed to use charts in teaching and learning while 6 respondents out of 8 equals to 75% disagreed. 1 respondent out of 8 equals to 12.5% agreed to use correspondence work cards while 7 respondents out of 8 equals to 87.5% disagreed, 1 respondents out of 8 equals to 12.5% agreed to use picture cards while 7 respondents out of 8 equals to 87.5% disagreed and 2 respondents out of 8 equals to 25% agreed to use play grounds for teaching and learning while 6 respondents out of 8 equals to 75% disagreed.

Table 4.6: Response of Teachers on Teaching and Learning Materials They Use

T/L Materials used	Frequency			
	Agreed	%	Disagreed	%
Game puzzle	1	12.5	7	87.5
Special picture	1	12.5	7	87.5
Charts	2	25	6	75
Correspondence work cards	1	12.5	7	87.5
Picture cards	1	12.5	7	87.5
Play ground	2	25	6	75

Source: Field Data (2016).

This observation from the respondents indicate that teaching and learning materials used for teaching children with mental retardation are insufficient to accommodate the number of pupils in schools, those teaching materials used for teaching are play

grounds and charts available in little percent (25%) followed by other teaching materials like game puzzle, correspondence work cards, and picture cards which were marked by 12.5% from the respondents view. The rest of the respondents disagreed completely that no teaching and learning materials in schools. The questionnaire given to 6 head teachers to answer on, are there enough teaching and learning resources for teaching mental retarded pupils in your school? Their responses are summarized in the Table 4.7 below.

Table 4.7: Responses of Head Teachers on Teaching and Learning Resources Used

T/L Resources	Frequencies					
	Available	%	Very Few	%	Not available	%
Game puzzle	0	0	3	50	3	50
Special picture exercise books	0	0	0	0	6	100
Charts	0	0	4	66.6	2	33.3
Correspondence work cards	0	0	5	83.3	1	16.6
Picture cards	0	0	0	0	6	100
Play grounds	0	0	1	16.6	5	83.3

Source: Field Data (2016)

The data were triangulated through interview, in the interview with DEO, school inspector and ward educational coordinators on the question, are there enough teaching and learning materials for teaching children with mental retardation? Some of the responses were as follows:

DEO replied that:

“Actually in our primary schools with mental retardation have few teaching and learning materials but I insist teachers to prepare them using materials available in their entire environment.”

One of ward education officer replied that:

“Frankly speaking teaching and learning materials for teaching mental retarded pupils are very scarce which in turn hinder effective teaching and learning in some of the schools mostly use of game puzzle, charts and correspondence work cards.”

Ward education officer two responded that:

“Through my observation, resources for teaching mental retarded children are very few and those materials available have been made by teachers themselves and not special materials. Real our teachers are to be congratulated for the good work to use their talents and prepare local teaching and learning materials available to our entire environment ”

School Inspector replied:

“In a real sense there are deficit of teaching and learning materials in special primary but teachers are trying their level best to construct teaching materials using materials available in their entire environment such like box for making cards, pieces of wood, and few to mention.”

School inspector 2: had this to say:

“The issue of teaching and learning materials for children with mental retardation is insufficient because teaching resources used not accommodate all pupils. Also most of teaching and learning materials used are analogy and not digitalized (no audio visual used)”

The findings do not concur with study by Rages *et-al* (1968) they said materials suit in teaching special education and identified that materials like Rail road chalk, finger painting materials, large news print and various colored magic makers they suggested that these materials are good for teaching pupils with mental retardation.

The researcher also used direct observation method to observe teaching and learning materials in one school selected and their responses are shown in the Table 4.8.

Table 4.8: Classroom Observation Checklist

Activities.	Special Measurement	1	2	3	4
Teaching and Learning Materials	Game puzzle			√	
	Special exercise book picture				√
	Charts			√	
	Correspondence work card			√	
	Picture card				√
	Play ground			√	

Source: Field Data (2016)

Key: 1: Very often 2: Often 3: Occasionally 4: Rarely/Never

The findings in the table above indicated that in three areas observed, game puzzle were ranked as occasionally in teaching and materials, special exercise picture books were ranked rarely in teaching and learning at schools observed, charts were ranked occasionally, correspondence work cards observed occasionally, picture card observed occasionally and playground observed also occasionally.

Based on the above observation from findings indicate that the use of teaching and learning materials for teaching and learning of mental retarded children are occasionally used at schools surveyed by the researcher. This observation is not in line with Shamim, *et-al* (2005) who emphasized that for effective teaching and learning, materials such like correspondence work cards, picture cards, game puzzles, teachers guide dictionary, charts should be available at special schools for effective teaching and learning of mental retarded children and Rogers, *et-al* (1968) emphasizes the same thing like Shamim *et al* (2005) they said materials suit in teaching special education and identified that materials like Rail road chalk, finger painting materials, large news print and various colored magic makers they suggested that these materials are good for teaching pupils with mental retardation.

4.4 Community Attitudes towards Children with Mental Retardation

The second objective was set to determine community attitudes toward children with mental retardation. To obtain this objective, the researcher used questionnaire and interview in getting information from the 45 respondents including, teachers, head teachers, ward education coordinators, school inspectors, DEO and parents. The question to answer was on, what are the social attitudes toward pupils with mental retardation? The questionnaire for teachers, and head teacher were on what kind of support do you get from community members? Their responses were as shown in the Table 4.9.

Data in Table 9 revealed that community comply to enrollment of their children with mental retardation. They all disagreed on food contribution from the community members and felt it is important for community members to participate in buying learning materials for their children with mental retardation. Respondents found a need for community members attending school meeting and parents had a responsibility to make a follow up of their children at school on their children on academic matters and health issues.

Table 4.9: Children with Mental Retardation Support from Community Members

Kind of support	Frequency			
	Agreed	%	Disagreed	%
Compliance to enrollment	9	64.3	5	35.7
Food contribution	0	0	14	100
Buying learning materials	3	21.4	11	78.6
Attending school meeting	8	57.1	6	42.9
Making follow up of children	3	21.4	11	78.6

Source: Field Data (2016)

The data were also collected through interview which includes; parents, DEO, school inspectors and ward educational officers to answer the question, what are the social attitudes toward pupils with mental retardation? Some of the resources were as follows:

Parent 1 replied that:

“Actually I do support my children regardless of his mental retardation as he came back from school I make follow up of what they learn and assisting to various tasks given by teachers.”

Parent 2 replied that:

“Sometime parents have negative attitudes towards children with mental retardation because of wrong perspective of these children as after completing their lesson would not help them or will not get a job to assist their parents like other children who are mentally fit. Therefore, it is difficult to enroll children to schools for expecting nothing in future.”

Parent 3 replied that:

“Franking speaking, I do support my child at school and when she comes back, I support through the assignment given at school and making several communication with their teachers to know her progress in terms of performance.”

DEO replied that:

“Nowadays community are sensitive enrolling children with mental retardation to schools, this is because of campaigns made to ensure the right of education to all children are met. She further said, some of reasons for parents not enroll their children with mental retardation is due to long distance from home to school, lack of transport, deficit of time to make follow up of children with mental retardation at school, and they see children with mental retardation has no value to the future life.”

School Inspector 1 responded as:

“In a real sense, community perceive positively about children with mental retardation at school. Further he said, community has increased enrollment of these children due to increase employment opportunities for disabled children and the existing of strict laws on access of education to all children.”

School Inspector 2 replied that:

“Through my experience, community members and teachers have positive attitudes on pupils with mental retardation. Parents provided

required learning materials although not all, and teachers used their skills to teach them for their whole heart.”

Ward education officer 1 replied that:

“No doubt about community perception on children with mental retardation. Today the community perceives positively because of enrolling their children to schools and provides academic support to ensure high academic achievement.”

On the other hand, through the probing question asked to school inspector on what should be done to increase enrollment of mentally retarded children? He had this to say;

“Actually the government to construct new buildings which are friendly to disabled children and the old building should be rehabilitating in order to accommodate large number of children with mental retardation at school, also to sensitize the community, accessibility of transport, food security at schools and introducing boarding schools.”

Based on the above findings indicate that community have positive attitude towards educating children with mental retardation in their areas. This observation is in line with Avramids et- al (2010) they revealed that teachers who have been implementing inclusive programme have active experience of inclusive and possess more positive attitudes. Hilton and Henderson (1993) in Wade (2000) revealed that teachers who utilize parental involvement experience positive attitudes towards parents, and feel that parental support is very useful.

4.5 Influence Quality Teachers for Teaching Children with Mental Retardation

The four objectives were to assess the influence of quality teachers for teaching children with mental retardation. To get the answer for this objective, the researcher

used questionnaire and interview to acquire information needed for research problem. The researcher intended to answer the question on; do you have qualified teachers for teaching children with mental retardation?

The questionnaires were distributed to 6 head teachers and their responses are shown in table 4.10 below.

Table 4.10: Responses of Head Teachers on the Quality of Teachers

Response	Frequencies			
	Agreed	%	Disagreed	%
Possess professional required	4	66.7	2	33.3
Competent on methods of teaching	4	66.7	2	33.3
Use clinical teaching	3	50	3	50

Source: Field Data (2016).

From the Table 10 above, the findings revealed that in the surveyed schools teachers taught children with mental retardation had a required professional qualifications and thus were competent in teaching methods and use of clinical teaching. The data were triangulated through interview with DEO, school inspectors and ward education coordinators. The question was what is the quality of teachers teaching children with mental retardation? Some of responses were as follows;

School inspector 1 responded that:

“Most of our teachers attended training for special education needs, and most of them have diplomas and degrees. So they have knowledge and skills required to teach mentally retarded children.”

School inspector 2 replied that:

“Actually I know those teachers’ posses’ skills and knowledge but not sufficient enough to teach mentally retarded children at our schools.”

They possess teaching methodologies, but not attending pupils on clinical issues in order students being able to respond to social, personal and occupational situations.”

From this observation indicated that most of teachers are qualified as they possess skills and knowledge required to teach mental retarded children in schools. But to some extent they lack very little thing like clinical knowledge for mentally retarded children. The interview conducted to DEO in Kibaha district to answer the question on, are there enough teachers to teach children with mental retardation in your district? She had this to say:

“75% of teachers teaching primary schools with special needs possess degree in related subjects, the rest possess diploma and certificates. So these teachers are competent enough in their field of learning although are not enough according to the increased number of pupils with retardation.”

In order to get detailed information on the factors affecting teaching of mentally retarded pupils in her district, she had this to say:

“Actually quality education is not influenced with only qualified teachers but lack conducive classroom environment for mentally retarded children at schools, and accessibilities of teaching and learning materials.”

The same question was posed to ward education coordinators, their responses were not different from those of DEO. Therefore, according to head teachers, school inspectors, DEO and ward education coordinators, the teachers teaching mental retardation in Kibaha have teaching professional, use required methodology for teaching. This observation is in line with Avramid *et- al* (2010) stated that teachers attitude towards the inclusion of children with special education needs in ordinary schools, identified that teachers with university based professional development appeared both to hold more positive attitudes and to be most confident in meeting

the IEP requirements of pupils with SEN. Also Mackle *et- al* (1962) identified that, the teachers teaching mental retarded pupils should be skilled in methods of observation of the child during the learning and to know how to allow adequate time for each phase, developing concepts slowly, simply and in sequential order over an extended period of time.

4.6 Teachers Views on Managing Teaching Children with Mental Retardation

The five objectives the researcher intended to investigate teachers' views on managing teaching children with mental retardation in Kibaha Town council. To attain this objective, the researcher used questionnaire and interview to answer the question, how do teachers managing to teach pupils with mental retardation in schools? The questionnaires were distributed to head teachers and teachers to make a total of 14 and their responses are shown in the Table 4.11 below.

Table 4.11: Managing Teaching and Learning for Children with Mental Retardation

Kind of support	Frequency			
	Agreed	%	Disagreed	%
Use of guidance and counseling	9	64.3	5	35.7
Use of teaching aids	14	100	-	-
Using Practical when teaching	9	64.3	5	35.7
Considering learning ability of learners	8	57.1	6	42.9
Ensuring silence in the classroom	10	71.4	4	9.7

Source: Field Data (2016).

From the table 11 above which has 14 respondents revealed that, majority of the respondents who were 9 equals to 64.3% agreed teachers use guidance and

counseling for managing teaching children with mental retardation in school, while 5 respondents equals to 35.7% disagreed. All respondents who were 14 equals to 100% agreed teachers manage to teach children with mental retardation using teaching aids. Majority of respondents who were 9 (64.3%) agreed teachers using Practical when teaching in the classroom as a means of managing the class for learners understanding the content. While other respondents 8 (57.1%) agreed teachers consider learning ability of learners in the classroom in managing pupils.

Moreover all respondents 14 (100%) agreed teachers managing on teaching pupils with mental retardation by ensuring silence in the classroom in order to deliver the subject effective and efficiently.

This observation indicates that teachers managing on teaching children with mental retardation by ensuring silence of pupils when teaching in the classroom, accessibility of teaching aids,, using practical when teaching, considers learning ability of learners and using guidance and counseling. The finding of the study concur with Du Toit and Forlin, (2009) they advocate inclusion of students with mental disabilities in ordinary school settings is supported by the findings of studies that show that student achievement in regular schools depended on the combined effects of teaching methods used for all students and those used to meet the unique learning needs of individual students The need to individualize teaching to take into account the learning needs of students with mental disabilities is a matter of best teaching practice rather than a result of having. In the interview with the DEO, ward education officers and school inspectors in Kibaha Town council to answer question

“how do your teachers managing to teach pupils with mental retardation in schools?

“ their responses were as follows:

DEO replied that:

“In a real sense teachers have teaching professionals on how to teach children with mental retardation but also managing them during teaching process using guidance and counseling as matter of shaping their behaviors. Sometime teachers knew the behavior of all children which enable to handle them with care during the class hour and outside the class”

This observation concur with Mackle *et-al* (1962) conducted a study on teaching of children who are mental retarded and identified that, the teachers teaching mental retarded pupils should be skilled in method of observation of the child during the learning and to know how to allow adequate time for each phase, developing concepts slowly, simply and in sequential order over an extended period of time.

Furthermore they added that teachers must know to make the experiences of the children concrete and meaningful through the use of audio-visual materials and use of methods that are related to the interest and social behavior of the retarded.

Ward education officer 1, said:

“Teachers managing on teaching mental retarded due to professional on teaching and clinical knowledge possessed by teachers. This ensures management of the children when are in schools, also ensuring resources for teaching are available to ease understanding of the subject”

Ward education officer 2, had this to say”

“Teachers do manage on teaching mental retarded children through ensuring discipline are maintained in the classroom, simply because discipline is guiding both teachers and pupils at school. Teachers ensures pupils are in the classroom at a required time, unnecessary movement and jocks among pupils are ignored and silence to mention a few”

Through the probing question to DEO on “do you think what challenges encounter teachers on managing children with mental retardation in schools?” He had this to say:

“The common challenge is related to parents failed to give information concern the problem facing their children, especially illness. This affects teachers on managing children with mental retardation and other learners with disabilities in schools.

The same question was asked to ward education officers, their responses were as follows: Ward education officer 1 said:

“The challenge is parents failed to provide deep information about illness for his or her kids in order teachers be aware of those problems in order to assist in academic and morally”

Ward education officer 2 had this to say:

“Most teachers fail to manage children with mental retardation in the class due to lack or deficit teaching materials in the class, large number of pupils in the class compared with the number of teachers. Mental retarded children require varieties of teaching resource for their understanding as well as enough and quality teachers. Most of our schools resources for teaching are insufficient to accommodate the increasing number of students with special needs. With this regard teachers fail to manage teaching children with mental retardation”

The finding of this study is in line with Ainscow (2003) advances that most importantly; the introduction of an inclusive education requires input and support from those who are committed to its ideology and values. Badza and Tafangombe (2010) cited challenges to inclusion as funding, policy issues, and large class numbers and negative attitudes towards learners with mental disabilities. Lack of qualified personnel and lack of supervision, monitoring and evaluation of the system cause problems in the inclusion of learners with mental disabilities.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

This study sought to investigate the factors influencing to education for children with mental retardation in Kibaha Town council in Tanzania. This chapter presents summary of the findings, conclusion and recommendation.

5.1 Summary of the Study

Introduction of the study, it covered background of the study, statement of the problem, objectives of the study, the research questions, significance of the study, delimitation, conceptual frame work and definition of the terms. Literature review dealt with what others have written in relation to this study. It covered theoretical framework, empirical literature and also presented the literature gap. Description of the methodology applied in carrying out the research study. It dealt with research approach, design, area of the study, sampling procedures, sample and sampling techniques, data collection methods, data analysis and ethical considerations.

The study was done in Kibaha Town council, its sample comprised of 45 respondents; that is District education officer1, ward education coordinators 8, education inspectors 2, parents 20, head teachers 6 and teachers 8. It was qualitative approach although it employed some elements from quantitative to present clearly the data obtained in the field also research design used was case study. The research instruments used were questionnaires, interviews and observation. Content analysis was employed for qualitative data whereas quantitative were presented in tabular

form, frequencies and percentage of the respondents was calculated. The data presentation, analysis and discussion are in line with research objectives and research objectives, and last part dealt with summary, findings, and recommendations. The study's findings are presented in relation to the research objectives and questions. Accordingly to the objectives concerned, the findings are as follows:

5.1.1 Access to Education for Children with Mental Retardation

The issue of access to education to all children is a basic right to be acquired in the community, from the questionnaires and interviews with respondents at Kibaha Town council the findings revealed that access to education for children with mental retardation is low though there are significant increase in the number of children with mental retardation in primary schools surveyed. But it was observed that males are more enrolled to primary schools than female pupils. The reasons behind such increases of access to education with children of mental retardation are due to community sensitivity, influences of politicians and Government as well as forces from international conventions on the rights of all children to education regardless of their physical or mentally disabilities.

5.1.2 Use of Teaching and Learning Materials for Children with Mental Retardation

The use of teaching and learning materials has a major bearing on educational outcomes. Learning materials are basic requirements for education and must be available to pupils with mental retardation in adequate quantity and quality at the time they are required for proper implementation of the curriculum. The data from

the questionnaires, interviews and observation methods indicated that primary schools with mental retardation have severely deficit of teaching and learning materials which hamper achievement of quality education to children (pupils).

From the questionnaires distributed to the respondents agreed that 25% of materials used at schools are chart and play grounds, the rest of respondents 75% disagreed that chart and playground used at schools for children with mental retardation. Materials like correspondence work cards, game puzzle, special picture cards, and special pictures are not available as the questionnaires collected from respondents revealed that 87.5% of the respondents disagreed on the use of such teaching and learning material. From the interview findings indicate that teaching and learning materials are scarce at schools which make it difficult to implement teaching and learning. While the data from observation indicate that the use of teaching and learning materials for teaching and learning of mental retarded children are occasionally used at schools surveyed by the researcher.

5.1.3 Community Attitudes towards Children with Mental Retardation

Under this, the researcher examined how community members in the society regarded education for children with mental retardation in Kibaha Town council. The findings from the respondents showed that community had positive attitudes toward education for mental retarded children. The evidence for this was; Community members comply with enrolment of children with mental retardation in Kibaha Town council. Also parents attending school meeting to know the progress of their children academically.

The findings also revealed that parents are rarely make follow up of their children at school and when they back home. Most of parents are not aware on assisting their kids' assignment given by their teachers which make pupils underscored to their examination. Also findings revealed that parents are completely not contributing food at schools for their children to eat. This makes most of children become unaware of the lesson because of hunger.

5.1.4 Quality Teachers for Teaching Children with Mental Retardation

Primary schools with good performance were staffed with qualified teachers with special needs. Data findings from the interview schedule and questionnaires showed that primary schools surveyed had qualified teachers with degrees, diplomas and very few teachers with certificates. This had made children with mental retardation perform better in national examination. The data from questionnaire revealed that 66.7% of teachers teaching children with mental retardation Posse's professional required, and 66.7% used required method of teaching in the classroom.

5.1.5 Teachers Views on Managing Teaching of Children with Mental Retardation

Teachers management on children with mental retardation is crucial to ensure development of the children academically and healthy in schools. The findings revealed that teacher manage to teach children with mental retardation in primary schools by regarding guidance and counseling to children with severe mental retardation and other related problem, also using teaching aids when teaching as well

as observing silence in the classroom. Furthermore the teachers used proper teaching methodologies for managing the classroom.

5.2 Conclusions

The following are the conclusions of the study in relation to its findings. It can be inferred that, the factors influencing access to education for children with mental retardation is well known to the participants. The findings also revealed that primary schools with mental retardation have severely deficit of teaching and learning materials which hamper achievement of quality education to children (pupils). On top of that the findings noted that community had positive attitudes toward education for mental retarded children.

The study also shows teachers are qualified with degrees, diplomas and very few teachers with certificate but not enough to accommodate the large number of pupils. However there were identified factors affecting teaching of mentally retarded pupils like food security, modern teaching resources and unconducive environment.

The study implies that education for children with mental retardation still low in primary schools compared with the large number of children with mental retardation in Kibaha Town council. This is also much worse situation compared with other African countries. Now, it is the work of government and social organization to ensure children with mental retardation get access to education just like normal pupils or students.

5.3 Recommendations

5.3.1 For Action

Recommendations of this study are given in relation the conclusion of the study as follows;

The government to ensure enough budgets for buying teaching and learning materials which are better to teach mentally retarded children in Kibaha Town council. Also budget should be set for training teachers to improve their knowledge, skills and attitude toward mental retardation children. To educate community members to provide support for their children like food, buying learning resources like exercise books, textbooks. This make children retain in the class without any stress because everything receive at school. Education stakeholders join with government in educating the community to enroll their children who are mentally retarded because it is right for all children to access education.

Also the government to recruit more teachers' deals with inclusive education to match with the large number of children enrolled to schools. The recommended ratio for teacher- pupils with mental retardation is 1:5. Therefore, schools should have enough and qualified teachers in mental retardation in order to assist them academically.

5.4 For further Research

The study carried out in a small area, which is a level of district to observe the factors influencing to education for children with mental retardation. Therefore, variables of this study will be a guide for further research to be carried out on a wider

premise and covering many districts as a way of finding a lasting solution to the factors influencing to education for children with mental retardation.

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APPENDICES**APPENDIX A: INTERVIEW FOR DEO AND WARD EDUCATION
OFFICERS**

1. What is your name?
2. Your Sex Ma Female
3. Level of Education
4. What are the teaching and learning materials used by your teachers when teaching mental retardation children?
5. How do community perceived pupils with mental retardation in you district?
6. Are there enough quality teachers to teach mental retardation in you district?
7. Do teachers teaching pupils with mental retardation available and qualified?
8. What are the factors do you think affecting teaching mentally retarded pupils in your district?
9. What are the strategies do you take to overcome those factors?
10. In your views what should be done by the government to betterment provision of quality primary school pupils with mental retardation?
11. What do think are the factors hindering access of education to children with mental retardation in your district?

APPENDIX B: INTERVIEW FOR CHIEF SCHOOL INSPECTOR

1. Based on your experience in your district, what are the factors affecting provision of quality primary schools on pupils with mental retardation?

.....
.....

2. What are the social attitudes towards pupils with mental retardation?

.....
.....

3. Are there quality teachers for teaching pupils with mental retardation?

.....
.....

4. In your views, what should be done by the government to betterment provision of quality primary school to pupils with mental retardation?

5. Do teachers teaching pupils with mental retardation available and qualified?

6. In your opinion what can you say about teachers managing on teaching children with mental retardation?

7. In your opinion what can you say about teachers managing on teaching children with mental retardation?

APPENDIX C: INTERVIEW FOR PARENTS

My name is Getrude Kavishe, a student at the Open University of Tanzania studying for a master degree of Education in Administration, Planning and Policy Studies. I'm conducting a research on the factors influencing access to education for children with mental retardation in Kibaha district. Therefore, I request for your assistance in this research by responding to this questionnaire for purpose of information needed in the research. Information provided shall be handled with great confidentiality and shall not be exposed to any person, with exception of the researcher. Thank you for your cooperation.

1. What is your name?

.....

2. Sex: Male Female

3. Education level

4. Your residence

5. How do you participate in supporting pupils with mental retardation to ensure that they get quality primary school education?

.....

.....

6. What do you think are the factors hindering education of your child with mental retardation?

.....

.....

7. What are the support do you get from teachers?

.....

8. How do you support your child at home? Do teachers provide assignment? If so how do you support your child to complete assignments?

.....
.....

9. In your view, what should be done by the government to betterment provision of quality primary school to pupils with mental retardation?

.....
.....

10. In your opinion what should be done to improve education of your child with mental retardation?

APPENDIX D: QUESTIONNAIRE FOR HEAD TEACHER

My name is Getrude Kavishe, a student at the Open University of Tanzania (OUT) studying for a master degree of Education in Administration, Planning and Policy Studies (MED APPS). I'm conducting a research on the factors influencing access to education for children with mental retardation in Kibaha town council. Therefore, I request for your assistance in this research by responding to this questionnaire for purpose of information needed in the research. Information provided shall be handled with great confidentiality and shall not be exposed to any person, with exception of the researcher. Thank you for your cooperation.

What is your name?

.....

1. Sex: Male Female

2. Level of Education: certificates () Diploma () Degree () Master degree ()

3. How many children with mental retardation are enrolled in your school?

4. What are the factors contributing to enrolment of children with mental retardation in your school?

.....

5. Do you have qualified teachers for teaching children with mental retardation?

.....

6. Do teacher teaching pupils with mental retardation available and qualified?

.....

7. What kind of support do you get from community to support educate children with mental retardation?

.....
.....

8. In your opinion, what should be done to increase enrollment and participation of children with mental retardation?

.....
.....

9. How do teachers managing to teach pupils with mental retardation in schools?

.....
.....

APPENDIX E: QUESTIONNAIRE FOR TEACHERS

My name is Getrude Kavishe, a student at the Open University of Tanzania studying for a master degree of Education in Administration, Planning and Policy Studies. I'm conducting a research on the factors influencing access to education for children with mental retardation in Kibaha Town council. Therefore, I request for your assistance in this research by responding to this questionnaire for purpose of information needed in the research. Information provided shall be handled with great confidentiality and shall not be exposed to any person, with exception of the researcher. Thank you for your cooperation.

1. What is your name?

.....

2. Sex: Male Female

3. Level of education

4. How many children with mental retardation are enrolled in your school?

5. How many teachers teach children with mental retardation in your school?

6. What teaching and learning materials do you use for teaching children with mental retardation?

.....

.....

7. Where did you learn how to teach children with mental retardation?

.....

.....

8. Do you feel the skills you have are enough if not what should be done?

-
9. What are your suggestions for improving education for children with mental retardation?
-
10. What kind of support do you get from the community?
-
-
11. How do teachers managing to teach pupils with mental retardation in schools?
-
-

Observation

S/N	Activities	Specific measurement	1	2	3	4	5
1.	Teaching and learning materials	Material used in teaching					
		Pupils with mental retarded					
		Quality of material					
		Audio material					
2.	Quality of teachers	Instrument for mobility					
		Anter action of teachers and pupils					
		Methods of teaching					
3.	Social attitude	Qualification of teaching					
		Interaction of pupils to pupils					
		Teachers and parents interaction					
		Perception of pupils toward mental retarded pupils					

Key: 1: Very often 2: Often 3: Occasionally 4: Rarely/Never